

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



## **Assessment Report**

**for the Application of  
Batterjee Medical College for Sciences and Technology  
for the Accreditation of the Study Program "Dentistry",  
Bachelor of General Dentistry**

AHPGS Akkreditierung gGmbH

Sedanstr. 22

79098 Freiburg

Telefon: +49 (0) 761/208533-0

E-Mail: [ahpgs@ahpgs.de](mailto:ahpgs@ahpgs.de)

Expert group

**Mr. Arno Luis Fischer**

EDU University, Malta

**Ms. Tina Hartmann**

Maerkische Clinics, Education Campus, Luedenscheid,  
Germany

**Dr. Ambili Mundethu**

University Medicine of the Johannes Gutenberg University  
Mainz

**Prof. Dr. Dr. Dennis Rottke**

University for Digital Technologies in Medicine and Dentistry,  
Luxembourg

**Prof. Dr. Waldemar Zylka**

Westphalian University, Campus Gelsenkirchen, Germany

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 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, AHPGS also joined the European Association for Quality Assurance in Higher Education (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 criteria<sup>1</sup>:

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

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<sup>1</sup> 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 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 above-mentioned criteria. Consequently, the experts comprise a short summary regarding the study programs.

## **III. 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 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 Information about the University**

The Batterjee Medical College (BMC) was founded in 2005. Currently, BMC offers nine study programs. All programs are located at the main campus at Jeddah, Saudi Arabia. There are currently 1946 students at BMC.

The dentistry program was founded in 2008. The dentistry department offers the following programs:

- Bachelor of General Dentistry,
- Saudi Commission for Health Specialties postgraduate training programs,
- Saudi Board of Prosthodontics,
- Saudi Board of Restorative Dentistry,
- Saudi Board of Endodontics,
- Saudi Board of Pediatric Dentistry,
- Saudi Board of Orthodontics,
- National Dental Assistant Program.

The faculty is currently working on developing a four-year Dental Assistance Bachelor degree program. It is introducing a Board of Periodontics program. The college is also working on a digital transformation of the dental clinics (SER 3.2.1).



### 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 Batterjee Medical College (hereinafter BMC) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on December 20, 2022. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of AHPGS. The contract between the Batterjee Medical College and the AHPGS was signed on March 10, 2022.

On April 03, 2023 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) regarding the application for accreditation for the study programs to the University. On April 13, 2023 the BMC submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The present document represents the summary of the AHPGS for the Bachelor study program "Dentistry". The first cohort for this program was admitted in 2008.

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

Specific documents for the study program "Dentistry":

Annex	Description
1	Module Description
2	CV of Teachers

3	Teaching Matrix
4	Curriculum Map and Study Plan
5	PLO-CLO Map and Course Mappings
6	Number, Type and Workload of Module Exams
7	Academic Policy and Grade Distributions
8	Student Handbook
9	Field Experience Internship Program Handbook
10	Course Specifications
11	International Field Experience Evaluations
12	Alignment Matrix
13	PLOs, Graduate Attributes and Development
14	Organizational Chart
15	Quality Assurance Manual
16	Annual Program Reports
17	Enrollment and Cohort Analysis
18	List of Specific Books

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

<b>Annex</b>	<b>Description</b>
A	Academic Advisors Policy
B	Academic Staff Development Plan
C	Admission Policy
D	Course Review Guidelines
E	Grievance, Appeal and Exam Policy
F	Hospital Affairs Policy and Procedures
G	HR Orientation Program Policy
H	Kingdom of Saudi Arabia National Qualification Framework
I	Library Guide
J	Program Graduate Attribute Plan
K	Recruitment Selection Policy
L	Research Unit Booklet
M	Research Unit Strategic Plan 2022
N	Student Rights

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

### 3.2 Structural data of the study program

University	Batterjee Medical College
Faculty/Department	Medical College for Sciences and Technology Department of Dentistry
Cooperation partner	<ul style="list-style-type: none"> <li>- Saudi German Hospital</li> <li>- Ministry of Defense Hospitals</li> <li>- Ministry of Health Hospitals</li> <li>- University of Jeddah</li> <li>- King Abdulaziz University</li> <li>- Saudi Commission for Health Specialities</li> </ul>
Title of the study program	"Dentistry"
Degree awarded	Bachelor of General Dentistry
Form of studies	Full-time, on-campus
Organizational structure	Sunday to Thursday from 08:30 am to 04:30 pm
Language of Studies	English (except for the courses about Arabic Language and Islamic medical ethics)
Period of education	12 Semesters
Credit Hours (CH) according to the internal Credit Hour System	221 CH

Hours/CP	1 Theory Credit hour = 1 Hour 1 Practical/Clinic Hour = 2 Hours
Workload	Total: 9,820 hours Contact hours: 3,910 hours Individual work: 3,660 hours Practice: 2,250 hours
CP for the graduation project	9 CH (Capstone Project)
Launch of the study program	2008
Time of admission	fall semester
Number of available places on the program	60 places
Number of enrolled students by now	226
Particular enrollment conditions	<ul style="list-style-type: none"> <li>- High school certificate in sciences</li> <li>- Academic transcript</li> <li>- Medically fit</li> <li>- No expelling from another university</li> </ul>
Tuition fees	75,000 SAR (18,959 Euro) per year

Chart 1: Structural data of the study program

#### 4 Expert Report

The site visit was carried out on November 13-14, 2023 according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on November 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 prior. Furthermore, they prepared the plan of the site visit at Batterjee Medical College.

During the site visit, the experts conducted discussions with the College management, representatives of the Medical College for Sciences and Technology, the Chair, Vice Chair and the teaching staff of the program

“Dentistry” as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, the experts had the opportunity to examine the equipment and the capacity of the laboratories.

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

- Updated curriculum for “Dentistry”
- Updated curriculum for “Radiology”
- Statistics of outgoing and incoming students “Dentistry”
- Statistics of outgoing and incoming students “Radiologic Sciences”

The Expert 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 College, Medical College for Sciences and Technology and the Department of Dentistry serve as the foundation for the statements made in the Expert Report.

## **4.1 Program aims and their implementation**

### **Summary**

The “Dentistry” program was established to serve the need of competent Saudi general dentists who possess the knowledge, skills, and values to begin the practice of general dentistry. According to the University, the goal of the program is to provide high quality dental education to graduate competent practitioners able to take evidence-based decision and to work successfully in healthcare teams. The graduated students should be able to think critically, value life-long learning and exhibit Islamic values and professionalism. The program wants to provide an environment for the faculty and students that promotes, encourages, and supports research and scholarships. It addresses the oral health needs of the community through community service efforts (SER 1.3.1).

According to the College, graduates from the Dentistry program have additional career opportunities in both private and public sectors. The graduated students can for example work as:

- Military General Dentist,
- Research Officer,
- Faculty Member,
- Medical Insurance Officer (SER 1.4.1).

Baseline models show that approximately 75.000 workers will be needed to meet the epidemiologic needs of the Saudi population in 2030. Right now, the total number of dentists is 15.694, which indicates a growth rate of 4,8 dentists per 10.000 inhabitants in Saudi Arabia. The Saudi dentists only represent 22,09 % of the licensed dental workforce in the kingdom. Almost 70 % of the licensed dentists in Saudi Arabia are working in the three main regions of the kingdom (Riyadh, Makkah, and Eastern Province). Around 80% of the non-Saudi dentists are working in the private health sector compared to only 33 % of the Saudi dentists, which is a higher amount compared to other countries (SER 1.4.2).

### **Judgement**

During the site visit, the experts inquire about the target group of students as well as the advantages compared to state universities. As the University states, choosing a private college presents several advantages. Governmental universities, with their stringent GPA requirements and limited available spots, can pose challenges for prospective students. Moreover, addressing shortages in staff and graduates, particularly in specialized fields like Dentistry and Radiology, becomes more feasible within the private college setting.

The mix of students across different academic levels and cultures encourages interaction and foster interprofessional learning environment. This diverse student body enhances the overall educational experience. The College boasts a rich diversity with over 40 different cultures represented among both students and teaching staff. Additionally, there is an 'International Day' dedicated to celebrating the various cultures within the College, which the experts positively acknowledge.

The experts inquire about the hopes of the College which achieving international accreditation. As explained by the BMC, the international accreditation serves as a catalyst for positive transformation, providing several benefits for the educational institution. The increase in student enrollment, particularly as governmental scholarships declined, emphasizes the necessity to enhance program quality. Beyond the local context, accreditation enhances the institution's attractiveness, fostering competitiveness globally. The elevation of both national and international rankings becomes a tangible outcome, demonstrating a commitment to education. Moreover, it opens avenues for students to explore postgraduate opportunities internationally, enriching their educational experience. The experts can well comprehend the explanations provided by the College and support its intentions. Regarding specific aspects of the curriculum and the College's facilities, the experts offer recommendations later in the report to support the aforementioned plans (*see chapter 4.2 and 4.5*).

On top of that, Batterjee Medical College (BMC) encourages international collaboration in various ways. Students have the opportunity to undertake elective periods in hospitals, both within and outside the Kingdom of Saudi Arabia (KSA). For placements in non-collaborating hospitals, individual collaboration letters are crafted. The College also hosts international students for internships, requiring the submission of their transcripts of records. The College

explains that a majority of international students return to their respective home countries after graduation, contributing to the global exchange of medical knowledge and skills.

As the College states, the acquisition of a Saudi Commission License is a mandatory requirement for all students across all universities in KSA. It is an exam that assesses the readiness of dentists to practice and/or proceed to postgraduate training. BMC has consistently achieved a pass rate exceeding 90%, establishing itself as a leading institution in the private sector. To support students in preparation, BMC offers a dedicated course simulating the written, scenario-based licensure exam. Faculty members undergo training to develop questions aligned with the Saudi Commission standards. Throughout the program, adherence to the Saudi Commission's blueprints and recommended reference books is emphasized. This inclusive approach aims to ensure students' preparedness for the licensure exam and success in their professional pursuits.

From the experts' point of view the Bachelor study program "Dentistry" 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 66 modules out of which 2 modules are institutionally required, 16 modules are from the preparatory year and 48 modules are specific to the Dentistry program.

There are five to nine modules in total provided for each semester. All modules have to be completed within one semester. The Bachelor study program "Dentistry" offers between 14 and 18 credit hours (CH) per semester.



The list of modules offered:

<b>Nr.</b>	<b>Title</b>	<b>Sem.</b>	<b>CH</b>
BIO101	Human Biology I	1	4
CHM101	General Chemistry	1	4
PHY101	General Physics	1	2
MAT101	Mathematics	1	2
ENGFY101	English I	1	2
COM101	Computer I	1	1
IMEFY101	Islamic Medical Ethics	1	2
SSK101	Study Skills I	1	1
MT101	Medical Terminology I	1	1
			<b>19</b>
BIO102	Human Biology II	2	4
CHM102	Introduction to Biochemistry	2	4
BIOPHY102	Biophysics	2	2
BIOSTAT102	Biostatistics	2	2
ENGFY102	English II	2	2
COM102	Computer II	2	1
ARFY102	Arabic Language	2	2
SSK102	Study Skills II	2	1
MT102	Medical Terminology II	2	1
			<b>19</b>
DBSD221	Dental Anatomy and Occlusion	3	2
ANTD201	Anatomy, Histology and Embryology I	3	4
PHYSD201	Physiology I	3	3
DBSD211	Dental Biomaterial I	3	2
BCHD201	Biochemistry I	3	3
DBSD200	Introduction to Clinical Dentistry	3	1

			<b>15</b>
DBSD221	Dental Anatomy and Occlusion	4	2
ANTD202	Anatomy, Histology and Embryology II	4	4
PHYSD202	Physiology II	4	3
DBSD212	Dental Biomaterial II	4	3
BCHD202	Biochemistry II	4	3
			<b>15</b>
PATD301	General Pathology I	5	2
MICD301	Microbiology and Immunology 1	5	2
PHAD301	Pharmacology I	5	2
DBSD313	Dental Biomaterial III	5	3
DBSD341	Diagnostic Oral Radiology	5	3
DBSD321	Oral Biology	5	3
			<b>15</b>
PATD302	General Pathology II	6	2
MICD302	Microbiology and Immunology II	6	2
PHAD302	Pharmacology II	6	2
DCSD311	Operative Dentistry I	6	2
DBSD341	Diagnostic Oral Radiology	6	3
DBSD321	Oral Biology	6	3
DBSD370	Dental Research Methodology	6	1
			<b>15</b>
GMD400	General Medicine	7	2
DBSD431	Oral Pathology	7	2
DCSD412	Operative Dentistry II	7	2
DCSD441	Removable Prosthodontics I	7	2
DCSD421	Endodontics I	7	2
DCSD431	Fixed Prosthodontics I	7	2

DCSD460	Pain Control and Local Anesthesia	7	2
			<b>14</b>
GSD400	General Surgery	8	2
DBSD431	Oral Pathology	8	2
DCSD412	Operative Dentistry II	8	2
DCSD442	Removable Prosthodontics II	8	2
DCSD421	Endodontics I	8	2
DCSD431	Fixed Prosthodontics I	8	2
DBSD440	Oral diagnosis	8	3
DCSD451	Periodontology I	8	2
			<b>17</b>
DBSD541	Oral Medicine	9	2
DCSD561	Oral Surgery I	9	2
DBSD551	Pediatric Dentistry I	9	2
DCSD513	Operative Dentistry III	9	2
DCSD543	Removable Prosthodontics III	9	2
DCSD522	Endodontics II	9	2
DCSD532	Fixed Prosthodontics II	9	2
DCSD550	Introduction to Implantology	9	2
DCSD552	Periodontology II	9	2
			<b>18</b>
DBSD541	Oral Medicine	10	2
DCSD561	Oral Surgery I	10	2
DBSD551	Pediatric Dentistry I	10	2
DCSD513	Operative Dentistry III	10	2
DCSD544	Removable Prosthodontics IV	10	2
DCSD522	Endodontics II	10	2
DCSD532	Fixed Prosthodontics II	10	2

DBSD561	Orthodontics I	10	2
DCSD552	Periodontology II	10	2
			<b>18</b>
DBSD671	Community Dental Practice I	11	1
DCSD662	Oral Surgery II	11	2
DBSD652	Pediatric Dentistry II	11	2
DBSD662	Orthodontics II	11	2
DCSD600	Comprehensive Care Clinics I	11	9
			16
DBSD671	Community Dental Practice I	12	1
DCSD662	Oral Surgery II	12	2
DBSD652	Pediatric Dentistry II	12	2
DBSD662	Orthodontics II	12	2
DCSD600	Comprehensive Care Clinics I	12	9
			<b>16</b>
DINT700	Emergency/Screening	13	2
DINT702	Extern Internship	13	8
DINT770	Community Dental Practice II	13	2
			<b>12</b>
DINT760	Oral Surgery III	14	2
DINT701	Comprehensive Care Clinics II	14	6
DINT750	Pediatric Dentistry and Orthodontics Comprehensive Care Clinics	14	4
			<b>12</b>
	Total:		<b>221</b>

The module description/course syllabi cover the following aspects: class timing, venue, course description, prerequisite, credit hours, course learning outcomes, teaching strategies, course activities and assignments, team-based learning

sessions, course work policy, class attendance policy, evaluation method (Annex 01).

The first year of study is a common preparatory year. It is a foundation year and a pathway into medical education. It comprises essentials of sciences like human biology, physics, mathematics, biostatistics, etc. Moreover, there are two cycles of English language courses and some Islamic medical ethics and Arabic language courses.

During the second and third year of the “Dentistry” program, students take basic medical courses that lay the ground for a strong base in the practice of medicine. They also take practical courses that enable them to acquire several hand skills. More specific courses about dentistry are offered like Dental Anatomy or Dental Biomaterial.

During the fourth year, the students receive simulation training on dental simulators to start the practice of dentistry with ease and confidence. They take more specific courses about Removable Prosthodontics, Endodontics, Operative Dentistry, etc.

The fifth and sixth year are intensive years of clinical practice and daily patient treatment ending with a final graduation project.

Practical training is a major curricular requirement. The final year of study (seventh year) is a 24 credit hours year of clinical rotations and field experience internship. It is regulated by the Dentistry Internship Committee that reports to the council and the Institutional Hospital Affairs Committee. The practical contents of the field experience are in alignment and in correlation with the program learning outcomes (PLO) and are reflected in the annual field experience specifications document. The Internship Committee:

- develops all documents referring to the quality assurance of the internship program (including the field experience handbook, logbooks, and reports),
- is responsible for alignment and mapping of practical contents with the intended objectives of the program,
- coordinates with practical instructors,

- conducts internal and external surveys,
- recommends curriculum changes to the curriculum review committee and program council (SER 1.2.6.1).

According to the College, the students are well informed about the PLOs that should be achieved during training in order to reach competency. To ensure that these objectives are met and that the required skills are fulfilled, students must take continuous assessments. These assessments prepare the students for the Saudi Dental Licensure Exam which is an obligatory exam for them to professionally practice their specialty (SER 1.2.6.2).

The quality assurance of the internship (field experience) year in the Dentistry Program is an important process which follows same procedures of program quality assurance. The QA process typically includes the following steps:

- Review of the course documents (field experience specification): The course specification is reviewed to ensure that it is up-to-date and meets the needs of the program. This includes reviewing the content of the courses, teaching strategies, the assessment methods, and the overall learning outcomes. This builds on previous year's action plans described in field experience report of the previous academic year.
- Ensuring compliance (field experience report): The field experience report is reviewed to ensure that the course complies with field experience specification. This includes checking the effectiveness and efficiency of teaching strategies and assessment methods, course learning outcome achievements, the program's policies and procedures, as well as the clinical protocols that are followed by the interns. This is overseen by the institutional Hospital Affairs unit, the Program Council and the program level Internship Committee. Moreover, the Internship Committee Coordinator represents the program at the institutional Hospital Affairs Committee and acts as a liaison between all parties.
- Orientation of students and monitoring their performance: Students are presented with orientation sessions for the field experience year several months before commencing and on the first day of internship year. During the year they are followed up through the tracking system, monthly evaluation forms and through internal and external supervisors.
- Providing support to students and faculty: The Internship Committee provides academic support to students and logistic support to faculty as needed. This includes answering questions, helping with troubleshooting, and providing guidance on specific topics.

- The Evaluation of the student experience: The intern experience is evaluated to assess the satisfaction of the field experience year. This includes collecting feedback from the interns through surveys, focus groups, and interviews.
- The Evaluation of the student experience: The student experience is evaluated to assess the satisfaction of the interns with the program. This includes collecting feedback from the interns through surveys, focus groups, and interviews. Moreover, feedback is sought for from other parties (e.g. Internal Supervisors, External Supervisors and Internship Committee Members) through questionnaire surveys as well.
- Final annual field experience report is presented to the Dentistry Program's Council to report on the activities, achievements, challenges, KPI targets and action plans.

The institutional Research and Ethics Board oversees and guides the institutional research themes and concentrations. This is reflected in the Dental Research Methodology Course and the Community Dental Practice Course in the study program. These courses connect institutional research themes with research assignments and proposals by students attending the course. Additionally, scientific plagiarism is checked out in all student works throughout the study program (SER 1.2.7).

The method of teaching used is traditional face-to-face teaching including theoretical and practical/clinical modules. The teaching staff uses lectures, interactive lectures, discussion facilities with small group teaching, Socratic teaching based on questioning, mini-lectures, flipped classrooms, case-based learning and self-directed learning. During the practical/clinical hours, the students are offered laboratory demonstrations, clinical demonstrations, psychomotor skills teaching, active observation possibilities, team-based learning, and role play (SER 1.2.4).

The integration of electronic forms of teaching and learning is represented in the use of the e-Learning Management System (eLMS). "Examsoft" is used for examinations and assessments while the Student Information System is used for student registration and records. During the Covid-19 pandemic, the lectures were conducted via e-Learning Management System of Blackboard (eLMS) and online learning during the year 2019/2020. During the academic year 2020/2021 the lectures were converted to a blended hybrid distance learning. At the early stage of enrollment, students are successfully registered in the Student

Information System which automatically integrates their records in “Examsoft” with all courses assigned in that semester for each student. “Examsoft” is a helpful tool to record the information about students each semester quickly and efficiently. It also generates statistics on the students’ basic information (SER 1.2.5).

Internationality of the study program is represented in the seventh year in the external internship rotations that are allowed within institutional and program relations/approvals outside the Kingdom of Saudi Arabia. This happens in the form of field experience dental clinical training in countries such as Egypt, Jordan, Malaysia, Nigeria, United States of America, and United Arab Emirates. The program has also seen numerous graduates continue their postgraduate qualifications outside the Kingdom of Saudi Arabia in higher education institutions in countries like Canada, Egypt, or the United States of America. Finally, the program has a student body from over ten different countries with institutional student clubs for their respective nationalities (SER 1.2.9).

### **Judgement**

The Bachelor study program “Dentistry” has a course-based structure and a course-related examination system. The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). The experts positively acknowledge that extra workshops e.g. for implant courses are offered.

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. However, the experts recommend

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.

The selection of hospitals for clinical training involves various criteria, including contractual agreements, staff training, collaboration with Ministry of Health hospitals, the presence of licensed specialists, ensured patient flow, and feedback from departments on student satisfaction. Additionally, the Dentistry



program has its own hospital for undergraduate students, with limited internship duration at BMC to encourage practical skill development beyond the institution.

The experts learned that the graduation project is a compulsory element designed to enhance students' research capabilities and innovation. The Research Unit offers a research manual to assist students in planning and executing their projects, ensuring adherence to ethical standards and necessary documentation. Students are encouraged to seek opportunities to present their projects at local conferences and pursue publication. However, from the experts' point of view, the research component within the study program should be strengthened. The College agrees and states that a new curriculum is going to be implemented, which incorporates additional research courses, along with comprehensive offerings in AI, Leadership, and Critical Thinking. The experts positively acknowledge that.

### **Decision**

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

## **4.3 Admission and Feasibility**

### **Summary**

To be admitted to the "Dentistry" program, the applicants must meet the following requirements:

- High school certificate,
- High school program must contain science subjects like biology, chemistry and/or physics,
- No expelling from another university,
- Medically fit student.

Moreover, there are some specific regulations depending on the origin of the student:

#### **1. Saudi high school applicant (Saudi curriculum)**

- High school certificate in sciences,
- Qudarat and Tahsili results,

- Minimum marks for High School, Tahsili and Qudarat respectively 80%, 70% and 65%.

## 2.Saudi high school applicant (International curriculum)

- British curriculum: O level transcript must include the following subjects: biology, chemistry, mathematics, physics, and English,
- AS/A level transcript must include two subjects: biology and chemistry/physics,
- High school marks over 80%.

## 3.Bridging applicants:

- Applicants with diploma in all programs except Medicine program
- Applicants can only join the program in which they have earned their previous diploma,
- Applicants having a diploma of 3 years or more may join from the 3<sup>rd</sup> year of the program,
- Applicants with a diploma of less than 3 years may join from the 2<sup>nd</sup> year of the program (SER 1.5.1).

The feasibility of the program is aligned with the NQF-KSA that states a minimum of 180 credit hours for a level 7 bachelor degrees (SER 1.6.5).

The grading system is as follows:

<b>Academic Standing</b>	<b>Mark</b>	<b>Letter Grade</b>	<b>Points (5)</b>
<b>Exceptional</b>	<b>95 – 100</b>	<b>A+</b>	<b>5.00</b>
<b>Excellent</b>	<b>90 – 94.99</b>	<b>A</b>	<b>4.75</b>
<b>Superior</b>	<b>85 – 89.99</b>	<b>B+</b>	<b>4.50</b>
<b>Very Good</b>	<b>80 – 84.99</b>	<b>B</b>	<b>4.00</b>
<b>Above Average</b>	<b>75 – 79.99</b>	<b>C+</b>	<b>3.50</b>
<b>Good</b>	<b>70 – 74.99</b>	<b>C</b>	<b>3.00</b>

<b>High Pass</b>	<b>65 – 69.99</b>	<b>D+</b>	<b>2.50</b>
<b>Pass</b>	<b>60 – 64.99</b>	<b>D</b>	<b>2.00</b>
<b>Fail</b>	<b>0 – 59.99</b>	<b>F</b>	<b>1.00</b>
<b>In-Progress</b>	<b>-</b>	<b>IP</b>	<b>-</b>
<b>In-Complete</b>	<b>-</b>	<b>IC</b>	<b>1.00</b>
<b>Deprived/Denied</b>	<b>-</b>	<b>DN</b>	<b>1.00</b>
<b>No Grade-Pass</b>	<b>60 – 100</b>	<b>NP</b>	<b>-</b>
<b>No Grade-Fail</b>	<b>0 – 59.99</b>	<b>NF</b>	<b>-</b>
<b>Withdrawn</b>	<b>-</b>	<b>W</b>	<b>-</b>
<b>GPA Graduation Categories</b>			
<b>4.50 – 5.00</b>		<b>Excellent</b>	
<b>3.75 – 4.49</b>		<b>Very Good</b>	
<b>2.75 – 3.74</b>		<b>Good</b>	
<b>2.00 – 2.74</b>		<b>Pass</b>	

Program-level information is disseminated through academic advisory services, including the assignment of an academic advisor (mentor) for each student group. Additionally, institutional support is offered through the BMC Counseling Unit, which provides services ranging from academic and career guidance to psychological and social support, with a specific focus on assisting low-achieving students. To facilitate communication between instructors and students, dedicated office hours are allocated for each instructor, publicly announced for student access. Furthermore, a regular semester meeting is organized with the Vice Dean of Academic and Students' Affairs to address various academic matters.

### **Judgement**

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

The experts confirm that the University takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs. The experts appreciate the fact that students with disabilities or chronic illness are offered compensatory measures when writing exams, such as extra time or writing the exam in another room.

On site, it became obvious that the teaching staff follows an “open-door-policy”. In the first week of each year, students undergo an orientation which familiarizes them with available support services and where the colleges and departments are introduced. The experts appreciate that the College also provides housing options for the students. During the round of talks, the students confirm that the housing options are adequate and affordable. However, they express concern about the unstable Wi-Fi connection in the accommodations. From the experts' perspective, the College should ensure that students have a stable internet connection.

As another support mechanism, an academic advisor is responsible for a small number of students from the beginning of each semester. Students are supported through advisors, course coordinators or personal tutors with their registration process, selecting a study program, financial and personal issues and their performance during the semester. If the students have problems besides academic issues, 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.

## **4.4 Examination system and transparency**

### **Summary**

The skill-oriented design of the exam system is overseen by the Assessment Committee through regulation of exam rules for designing skill-oriented exams, review of exams and review of post-exam psychometric item analysis.

The type of exam and the requirements depend on the course. The semester-based courses conduct two quizzes and a final written assessment during the semester. Yearly-based courses conduct one quiz per semester in addition to the midyear and final written assessment conducted at the end of each semester. Furthermore, depending on the nature of the course, a practical or clinical exam is conducted towards the final weeks of the semester in addition to an OSPE/OSCE for some modules.

The quizzes are usually arranged between weeks 5 and 10 of the semester. The OSPE/OSCE and practical/clinical exams are conducted in weeks 12 to 14. For semester-based modules, weeks 16 to 18 of the semester are reserved for final written assessments based on the semester. For yearly-based modules, the same weeks are reserved for midyears in first semester and final in second semester.

The repeatability of exams is governed by the institutional exam and excuse policy which can be upscaled to the appeal and grievance policy if necessary. In case of a remedial exam, the student's excuse has to be accepted by the committee and the exam is then conducted before the final exam has been scheduled in the semester. If a student fails a course, a re-sit exam is arranged between two and four weeks after the final year exams (SER 1.2.3).

## **Judgement**

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. 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. 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. 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.

From the experts' point of view, the relevant information concerning the study program, the process of education as well as the admission requirements 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**

Currently, the "Dentistry" department has 29 faculty members (12 lecturers, 11 assistant professors, five associate professors and one professors).

Moreover, there are, six clinical instructors and 17 dental technical auxiliaries. Besides that, there are 27 adjunct professors. There are also five administrators in the administrative staff. All the study program requirements are taught by faculty members (SER 2.1.1).

The full teaching load of all regular academic staff members per week is 10 hours for professors, 12 hours for associate professors, 14 hours for assistant professors, 16 hours for lecturers and 16 hours for instructors.

In the academic year 2021/2022, there were 226 students in the program. The faculty-to-student ratio is 1:8.

The recruitment process of the teaching staff is regulated by the human resources policy. The human resources department oversees the procedures of hiring and recruitment and assembles technical committees for the staff hiring based on the demand. Furthermore, human resources along with the recruitment party from BMC use an interview evaluation form to assess the criteria of selection such as:

- job knowledge,
- work experience,
- communication skills,
- related trainings/courses attended,
- English proficiency,
- decision making abilities,
- self-confidence,
- personality,
- initiative,
- computer skills (SER 2.1.2).

The measures for human resources development and qualification, as well as the opportunities for didactic continuing education are governed by the Institutional Quality and Accreditation Unit through the health professions education division within the staff development policy. The Unit:

- collects information,
- assesses program needs regarding training courses and staff development,
- conducts training sessions with all the related logistic preparation,
- collects feedback through post-event surveys,
- analyses the results,
- reassesses the needs.

The Unit also works in collaboration with the E-learning Department to provide training for teaching staff on Blackboard ELMS. Continuous Dental Education, a classification and reclassification of dental clinical staff by the Saudi Commission for Health Specialties, are also required for the registration (SER 2.1.3).

Concerning the medical facilities, student insurance program and student immunization records are kept updated with the related members of the student affairs. Moreover, a regular in campus immunization is planned and coordinated yearly for the members, teachers/staff, and the students of the College without any extra economical burden on the receiver's side. An in-campus physician has been appointed to address the emergency needs of students and staff. A clinic is

established with enough supplies to face the requirements of the students during the working hours of the BMC.

The program offers BMCDP dental clinics. It is an educational dental hospital equipped with 94 Dental clinic units distributed in two floors. It is equipped with the following rooms:

- five X-Ray rooms
- two dispensary rooms on each floor,
- One central sterile services department on ground floor,
- Dental store and warehouse,
- Medical records and File storage room,
- Patient reception area,
- Two waiting areas for patients,
- Dental technical maintenance unit.

The program also offers seven dental preclinic labs including:

- Two simulations (42 Phantom heads),
- Two prosthodontics (50 lab stations),
- Two service radiology,
- One dental radiology.

Moreover, lecture halls and classrooms are available, all equipped with computers, data shows and smartboards (SER 2.3).

The College's library system consists of two libraries which provide information resources for faculty, staff, and students at the College community. It offers access to books, references, and scientific journals. Access to different databases is provided, as well as access to nine journals in the Saudi digital library. This agreement provides access to some of the most known resources in the medical field such as Clinical Key, EBSCO, Ovid Lippincott, and Wiley. The library is located on the first floor in both male and female sections. It is open from 8:00 am to 4:00 pm from Sunday to Thursday. Weekend access is possible via the online library services. There is also an online booking system for the study rooms which is available on the mobile phone. Each library has:

- 19 study rooms,



- one photocopy room,
- wi-fi services,
- computer labs with 20 computers,
- over 5,000 medical books, with around 80 BMCDP specific books in multiple copies (SER 2.3.1).

All faculty members are equipped with computers. Both libraries have computer stations available for student use. There is a wi-fi in all college premises for student use. Moreover, classrooms are equipped with data shows, presenters, and smartboards. Electronic tablets (iPad) are used for final exams (SER 2.3.2).

BMC is privately funded. There are research funds for all faculty members working on research. The BMC Research Unit offers grants for research to motivate the faculty members to conduct scientific research and to publish high quality scientific journals, books, theses, and patents that are competitive in local and international universities (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 Batterjee 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 University and the faculty administration. As motivations to teach at the Batterjee Medical College the faculty also cites the good working environment and the options for staff development. 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.

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. To enhance the program's visibility and reputation it is recommend

to further increase the publication rate. The experts encourage to also involve students in research activities.

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.

The experts visited the premises where the skills labs and the clinical area of the Bachelor study program “Dentistry” are located.

From the experts’ point of view, the preclinical facilities are deemed sufficient, but there's a need for an upgrade in clinical equipment. It is recommended that treatment units require modernization to keep pace with industry standards.

The skills labs are equipped with relevant devices. Nevertheless, from the experts’ point of view, the quality of the laboratories and clinical areas used to train students in the program could be more up to date. The preclinical facilities are deemed sufficient, but to keep pace with industry standards, the treatment units should be modernized. The experts recommend incorporating advanced digital practices in dental procedures. They advise the digitization of patient records, including treatment data and various X-ray types, with the installation of computers in each treatment room. Additionally, there's a suggestion to minimize the use of gypsum models by embracing digital alternatives such as software for set-ups, simulations, crown preparations, and 3D model analyses. Furthermore, the experts encourage an improved and sustainable utilization of 3D printers, both resin and filament-based, to enhance the overall dental practice.

As a whole, it was ascertained by the experts that the Bachelor study program “Dentistry” has ample teaching facilities at its disposal, especially considering that students also acquire practical skills in the surrounding clinics. However, to meet the needs of master's students in the future and to align with the mission of international competitiveness, the material equipment should be improved as mentioned above.

## **Decision**

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

## **4.6 Quality assurance**

### **Summary**

Every course of the program undergoes a review by the Quality Assurance Team. The quality assurance is regulated internally via the Institutional Quality and Accreditation Unit (IQAU) headed by the Vice Dean for Quality and Development and its specialized Health Profession Education Unit. They are both governed by the quality assurance policy and manual to guide the programs at the College. The Dentistry program has an internal quality assurance cycle directed by the input from the IQAU, led and executed by the dentistry program quality committee. The committee has issued a quality manual specific to the program for guidance. The committee:

- reports to the IQAU and to the program council,
- guides faculty members, course directors and coordinators on documents and quality cycles to be followed,
- coordinates with the assessment and curriculum review committees,
- requires, facilitates, and is audited annually by the external quality assurance through a review process by an appointed external reviewer (SER 1.6.1).

The Quality assurance measures the program by the functions enlisted in the quality committee terms of references and:

- implements quality activities and requirements,
- prepares NCAAA, SCFHS, Academic program and institutional documents,
- performs quality reviews,
- promotes awareness and appreciation of quality activities among staff through training sessions and workshops,
- strives towards the fulfillment of the missions, visions, and goals,
- ensures quality submissions through overseeing document audits,
- develops, discusses, and reviews processes of improvement,

- encourages and oversees the program progress in quality, accreditation, and improvement of activities (SER 1.6.2).

The modular evaluation is conducted through course reports for individual courses at the end of the academic year, fed by data generated from exam results, reflection of course directors, students' input through anonymous course evaluation surveys, psychometric analysis of exam questions and three-year trend analysis of the course. The collected data is reported in the course report and develops an action plan that is to be implemented in the following academic year (SER 1.6.3).

The practical relevance of the study program is evaluated annually through a group of selected (KPIs), reflecting the graduate employment levels one year after graduation and percentages of enrollment in postgraduate studies. Moreover, different surveys are conducted to evaluate the practice relevance::

- graduate survey and analysis,
- alumni survey,
- employer survey,
- student performance on the SDLE by the Saudi Commission for Health Specialties as a prerequisite for registration,
- classification and practice as a general dentist,
- graduate representation in the dentistry program's professional advisory panel annual cycle (SER 1.6.4).

Academic support and counseling for students is provided at the program level through academic advisory, appointments of academic advisors for each group of students and institutionally through the Counseling Unit. Communication among instructors and students is made available through dedicated office hours allocated for every instructor and publicly announced for students (SER 1.6.8).

The actual enrollment statistics can be seen in the following table:

Level	Male	Female	Total
D1	17	23	40
D2	6	18	24
D3	4	16	20
D4	10	16	26
D5	18	26	44
D6	20	52	72
Total	75	151	226

## **Judgement**

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 "Dentistry".

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. The experts appreciate that regularly meetings on different levels are held to improve the study programs. Nevertheless, the experts recommend to also include the students in these meetings when possible as well as including them in decision-making committees. During the talks, it was confirmed that students can address issues either individually, via surveys, or through the representatives of each student batch, but they are not aware of a possibility to be included in decisions.

## **Decision**

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

## **4.7 Gender equality and equal opportunities**

### **Summary**

According to the College, there are equal opportunities for having the same scheduling procedure and the same access to the teaching faculty and the services and facilities provided, including library, educational clubs, etc. Every student apart from its gender is having equal learning and training opportunities during practical or theoretical sessions, as well as equal support. Office hours and advising meetings are arranged equally for both genders. According to the College, all students regardless from their gender, race, skin color, and origin are going through the same admission and registration process and are assigned to the same schedule and exam timing. These equal opportunities are visible in the admission, registration, and financial aid flyer, as well as in the admission policy (SER 1.6.9).

The program does not accept medically unfit applicants but according to the College, the campus is equipped with special aids for visitors with disabilities, such as ramps for wheelchairs, elevators, and designated parking (SER 1.6.10).

As the BMC states, students with chronic illnesses and non-communicable diseases that do not affect their capacity to practice dentistry are welcomed to admit. There are several cases currently enrolled at different levels of the Dentistry program (e.g. Diabetes Miletus, Hypertension, mild depression and psychological disorders).

### **Judgement**

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. As the BMC states, students with chronic illnesses and non-communicable diseases that do not affect their capacity to practice are welcomed to be admitted, e.g. Diabetes Miletus, Hypertension, mild depression and psychological disorders. 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.

## 5 Conclusion

Overall, the experts were impressed and highlight the strong commitment and engagement demonstrated by all levels of the University. From the experts' point of view, the curriculum is well-structured and aligned, providing a solid foundation for the program. In order to be align with the vision to become a leading education program for undergraduate but also postgraduate students, the experts support the College regarding the modernization of the technical equipment.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Dentistry" offered at the Batterjee Medical College fulfills the above-described criteria. Hence, the Experts recommended that the Accreditation Commission of AHPGS reaches 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 College should ensure that students have a stable internet connection within their accommodations.
- The quality of the laboratories and clinical areas used to train students in the program could be more up to date. Advanced digital practices in dental procedures should be incorporated. Patient records, including treatment data and various X-ray types should be digitalized, with the installation of computers in each treatment room. The use of gypsum models should be minimized by embracing digital alternatives such as software for set-ups, simulations, crown preparations, and 3D model analyses. 3D printers, both resin and filament-based, should be implemented to enhance the overall dental practice.
- Students should be included in meetings held to improve the study program when possible as well as in decision-making committees.
- To enhance the program's visibility and reputation it is recommend to further increase the publication rate.

- The treatment units should be modernized to keep pace with industry standards.
- Students should be more involved in research activities.



## **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 November 13-14, 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 221 Credit Hours (CH) according to the internal credit hour system. The regulated study period in the program "Dentistry" is seven years: twelve semesters at the University followed by one year internship. The program comprises 66 modules out of which 2 modules are institutionally required, 16 modules are from the preparatory year and 48 modules are specific to the Dentistry program. The main language of instruction is English. The Bachelor study program "Dentistry" is completed with awarding of the academic degree "Bachelor of General Dentistry". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2008/2009.

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

The Bachelor study program "Dentistry" 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.