

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



## **Assessment Report**

**for the Application of  
Riyadh Elm University, Saudi Arabia  
for the Accreditation of the Study Program "Dentistry",  
Master of Science**

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**Decision**

**September 20, 2024**

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## **1 Introduction**

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

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

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS and are 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) and in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany.

The following criteria are used in the procedure:

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency

5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender equality and equal opportunities

### **I. The University's application**

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

### **II. Written review**

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

### **III. On-site visit (peer-review)**

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

Following the site visit, the expert group evaluates the fulfilment of the criteria based on the results of the visit and the documents submitted by the HEI. This

Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the Assessment Report is made available to the University for the opportunity to issue a response opinion.

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

#### **IV. The AHPGS accreditation decision**

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

## **2 Information about the University**

Initially the College of Dentistry and Pharmacy was established in 2001. Respectively in 2004, 2010 and 2012, the colleges were granted the general, private, and final accreditation by the Ministry of Higher Education. The approval for starting the study programs was issued in the fall semester 2003/2004. In 2007 the name was modified to Riyadh Colleges of Dentistry and Pharmacy. In 2018 the two Colleges evolved to the status of a university officially named Riyadh Elm University. Currently the University consists of the following colleges and centers:

- College of Medicine and Dentistry
- College of Pharmacy, Nursing, and Medical Sciences,
- College of Technology and Business,
- Research and Innovation Center,
- Community Service and Sustainable Development Center,
- Quality Assurance and Accreditation Center.

There were 1472 students registered in all programs for the first semesters in the winter semester 2023/2024. The University currently has three colleges, ten departments, twelve undergraduate, and three master programs. The courses are given on four campuses all located in the city of Riyadh (SER 1.1):

- An Namuthajiyah Campus (Main Campus),
- Olaya Campus,
- Munesiyah Campus,
- Qurtuba Campus.

The college offers bachelor programs in Medicine and Dentistry that are six-year long programs with a one-year internship. The bachelor's degree in medicine is expected to start during the first semester of 2024-2025. The College also offers a Master of Science in Dentistry as well as a Certificate of Clinical Training in Dental Specialties.

There are four academic departments in Dentistry, being the following:

- Preventive dentistry,
- Restorative dentistry,
- Prosthodontics,
- Oral maxillofacial surgery and diagnostic sciences.

Two dentistry programs are offered: Bachelor in Dentistry, and Master of Science in Dentistry. Right now, there are 731 students registered in the first semester of the dentistry programs.

The following table shows the exact statistics of enrolled students (SER 1.2):

College of Medicine and Dentistry				
Bachelor - Dentistry		Male	Female	total
		229	329	558
Master of Science in Dentistry	Track	Male	Female	Total
	Dental Public Health (DPH)	3	2	4
	Endodontics (Endo)	18	9	27
	Oral Maxillofacial Surgery (OMFS)	12	4	16
	Oral medicine and diagnostic sciences (OM&DS)	1	1	2
	Orthodontics (Ortho)	10	15	25
	Pediatric Dentistry (Pedo)	8	17	25
	Periodontics (Perio)	15	11	26
	Prosthodontics (Pros)	16	10	26
	Restorative and Esthetic Dentistry (Resto)	12	10	22
	Total	173		
<b>Overall total</b>	<b>731</b>			



### 3 Overview

#### 3.1 Procedure-related documents

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Riyadh Elm University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on January 15, 2024. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Riyadh Elm University and the AHPGS was signed on the April 09, 2023.

On March 28, 2024, the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the University. On April 21, 2024, the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the Riyadh Elm University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Master study program “Dentistry”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program “Dentistry”

Annex	Description
1	01-Module Description
2	02-Curriculum Vitae for Instructors
3	03-Teaching Matrix
4	04-Study Plan
5	05-Graphic Overview of Study Plan
6	06-Diploma Sample
7	07-Declaration of Learning Resources

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

Annex	Description
A	National Qualifications Framework
B	University Policies and Procedures Manual

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

### 3.2 Structural data of the study program

University	Riyadh Elm University																				
Faculty/Department	College of Medicine and Dentistry																				
Cooperation partner	None																				
Title of the study program	"Dentistry"																				
Degree awarded	Master of Science (M.Sc.)																				
Form of studies	Full-time, on-campus																				
Organisational structure	The master's degree is composed of 9 tracks. The study plan of each track is composed of five main areas: basic sciences courses, bio-dental, General core courses, specialty courses, and research/thesis courses.																				
Language of Studies	English																				
Period of education	Eight semesters for most of the tracks (including two summer semesters)  Exceptions: - Dental Public Health: four semesters																				
Credit Points (CP) according to the European Credit Transfer System (ECTS)	<table border="1"> <thead> <tr> <th>Track</th> <th>Credit hours</th> </tr> </thead> <tbody> <tr> <td>Restorative and esthetic dentistry</td> <td>97</td> </tr> <tr> <td>Prosthodontics</td> <td>109</td> </tr> <tr> <td>Periodontics</td> <td>100</td> </tr> <tr> <td>Endodontics</td> <td>98</td> </tr> <tr> <td>Pediatric dentistry</td> <td>98</td> </tr> <tr> <td>Oral and maxillofacial surgery</td> <td>111</td> </tr> <tr> <td>Oral medicine and diagnostic sciences</td> <td>97</td> </tr> <tr> <td>Dental public health</td> <td>59</td> </tr> <tr> <td>Orthodontics</td> <td>93</td> </tr> </tbody> </table>	Track	Credit hours	Restorative and esthetic dentistry	97	Prosthodontics	109	Periodontics	100	Endodontics	98	Pediatric dentistry	98	Oral and maxillofacial surgery	111	Oral medicine and diagnostic sciences	97	Dental public health	59	Orthodontics	93
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Hours/CP	1 hour of theory = 1 credit																				

	<p>2 hours of practice = 1 credit  3 hours of clinical work = 1 credit  2 hours of self-study = 1 credit</p>																																																		
Workload	<table border="1"> <thead> <tr> <th>Track</th> <th>Contact hours (theory)</th> <th>Contact hours (practical/Clinical)</th> <th>Individual work (credit x 2)</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>DPH</td> <td>59</td> <td>0</td> <td>118</td> <td>177</td> </tr> <tr> <td>Endo</td> <td>51</td> <td>90</td> <td>196</td> <td>337</td> </tr> <tr> <td>OMFS</td> <td>49</td> <td>180</td> <td>222</td> <td>451</td> </tr> <tr> <td>OM&amp;DS</td> <td>57</td> <td>114</td> <td>194</td> <td>365</td> </tr> <tr> <td>Ortho</td> <td>56</td> <td>104</td> <td>186</td> <td>346</td> </tr> <tr> <td>Pedo</td> <td>64</td> <td>96</td> <td>196</td> <td>356</td> </tr> <tr> <td>Perio</td> <td>64</td> <td>102</td> <td>200</td> <td>366</td> </tr> <tr> <td>Pros</td> <td>67</td> <td>115</td> <td>218</td> <td>400</td> </tr> <tr> <td>Resto</td> <td>61</td> <td>95</td> <td>194</td> <td>350</td> </tr> </tbody> </table>	Track	Contact hours (theory)	Contact hours (practical/Clinical)	Individual work (credit x 2)	Total	DPH	59	0	118	177	Endo	51	90	196	337	OMFS	49	180	222	451	OM&DS	57	114	194	365	Ortho	56	104	186	346	Pedo	64	96	196	356	Perio	64	102	200	366	Pros	67	115	218	400	Resto	61	95	194	350
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Time of admission	Fall semester																																																		
Number of available places on the program	10 students per track																																																		
Number of enrolled students by now	<table border="1"> <thead> <tr> <th rowspan="2">Track</th> <th colspan="3">Students</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>DPH</td> <td>3</td> <td>2</td> <td>4</td> </tr> <tr> <td>Endo</td> <td>18</td> <td>9</td> <td>27</td> </tr> <tr> <td>OM&amp;DS</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>OMFS</td> <td>12</td> <td>4</td> <td>16</td> </tr> <tr> <td>Ortho</td> <td>10</td> <td>15</td> <td>25</td> </tr> <tr> <td>Pedo</td> <td>8</td> <td>17</td> <td>25</td> </tr> <tr> <td>Perio</td> <td>15</td> <td>11</td> <td>26</td> </tr> <tr> <td>Pros</td> <td>16</td> <td>10</td> <td>26</td> </tr> <tr> <td>Resto</td> <td>12</td> <td>10</td> <td>22</td> </tr> </tbody> </table>	Track	Students			Male	Female	Total	DPH	3	2	4	Endo	18	9	27	OM&DS	1	1	2	OMFS	12	4	16	Ortho	10	15	25	Pedo	8	17	25	Perio	15	11	26	Pros	16	10	26	Resto	12	10	22							
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Particular enrollment conditions	<p>1. Applicant must have received a bachelor's degree in dentistry in the Kingdom of Saudi Arabia or a college that is recognized and accredited by the Ministry of Education (GPA of Bachelor's Degree 3.75/5 or 2.75/4 or above)</p> <p>a. Provide a copy of Graduation Certificate</p>																																																		

	<ul style="list-style-type: none"> <li>b. Provide a copy of Internship Certificate</li> <li>c. Provide official, sealed Academic Record</li> <li>2. Applicants must take test for English Proficiency and score Minimum TOEFEL (520), IELTS (6), or IBT (70)</li> <li>3. Provide a copy of professional registration at the Saudi Commission for Health Specialties</li> <li>4. Strong desire and capacity to prepare for career in health education, research, or program administration as evidenced by three letters of recommendation from individuals familiar with their academic capabilities</li> <li>5. A personal brief word (not more than 300 words), stating your career objectives and your past experiences</li> <li>6. Updated Curriculum Vitae</li> <li>7. Two Personal Photos, White background</li> <li>8. Submit the Registration Fee Deposit Slip</li> <li>9. Provide a Copy of the national ID or Iqama ID</li> <li>10. Provide a Copy of passport.</li> <li>11. Admission Examination grade</li> <li>12. Interview</li> </ul>
Tuition fees	180,000 SAR per year

Chart 1: Structural data of the study program

#### 4 Expert Report

The site visit was carried out on July 22-23, 2024, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on July 21, 2024 for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the site visit at the University.

During the site visit, experts conducted discussions with the University management, representatives of the College of Medicine and Dentistry, the chair, vice chair and the teaching staff of the program “Master of Science in 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, experts had the opportunity to examine the equipment and the capacity of the laboratories.

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

Track	Credit hours
Restorative and esthetic dentistry	97
Prosthodontics	109
Periodontics	100
Endodontics	98
Pediatric dentistry	98
Oral and maxillofacial surgery	111
Oral medicine and diagnostic sciences	97
Dental public health	59
Orthodontics	93

- Number of applications and admitted students for 2024/2025
- Clinical Rotation Logbook Pharmacy
- Logbook Department Oral & Maxillofacial Surgery and Diagnostic Sciences
- Procedure Report for all specialties (Dentistry)
- Logbook Restorative and esthetic dentistry
- Clinical Requirements Pedodontics
- Logbook Endodontics
- Clinical Requirements OMFS
- Clinical Rotation Logbook Periodontics

The Assessment Report is structured in compliance with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts’ feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University, College of Medicine and Dentistry and the department of Dentistry serve as the foundation for the statements made in the Assessment Report.

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

##### **Summary**

According to the University, the mission of the study program is to provide the students with professional competencies in different specialties as well as to

promote quality patient care, lifelong learning, research activities, and responsibilities towards the community (SER 3.1.1).

The qualification objectives of the study program are listed as follows (SER 3.1.2):

- Provide specialized dental care for patients attending the University hospitals because of oral diseases,
- Conduct scientific research in dentistry and related field through the writing of the master thesis,
- Demonstrate leadership qualities while organizing and implementing community programs and engage in continuous education programs,
- Demonstrate the competencies and skills essential in the profession,
- Develop a deep and systematic understanding of the key concepts and evidence-based dentistry,
- Recruit, retain, support, and develop faculty and staff devoted to high quality teaching, ethical conduct, highly ranked research, and service for the communities,
- Develop and diversify the colleges' own resources according to the Saudi Arabia Kingdom's vision towards 2030.

The learning outcomes of the program are consistent with the National Qualification Framework in Saudi Arabia. The following general learning outcomes are listed (SER 3.1.3):

1) Knowledge and Understanding:

- Identify the advanced principles, regulations, and procedures necessary to manage and lead a current dental practice,
- Understand the broad principles of scientific research and biostatistics necessary for an evidence-based practice,
- Acquire in-depth knowledge and understanding of the etiology, pathophysiology, diagnosis, and treatment planning of various common oral problems.

2) Skills:

- Demonstrate problem-solving and critical-thinking abilities based on a multidisciplinary approach,
- Apply research methodology principles to evaluate the scientific literature critically and apply evidence-based approaches to patient care,
- Demonstrate effective communication skills with patients, their families, and the need for referral among health professionals,

- Implement management strategies for community health promotion with special emphasis on oral disease prevention and dental/medical emergencies,
  - Employ modern technology and medical informatics on dental practice to process and analyze different data,
  - Perform advanced dental procedures and techniques competently.
- 3) Values, Autonomy, and Responsibility:
- Demonstrate the concept of autonomy, self-assessment, and lifelong learning,
  - Develop a harmonic team approach to conduct specialized clinical treatment plans for the assigned patients and maintain professional competency,
  - Conduct priorities for professional responsibility towards community service,
  - Apply appropriate professional and ethical standards in providing patient-centered healthcare.

The graduates of the study program can work either as a specialist or as an academic in their corresponding track (SER 3.2.1).

### **Judgement**

As the University states, with the “Vision 2030” plan of the Kingdom, the whole healthcare system is to be improved. A recent study showed that a total of 27,181 dentists are available in the Kingdom, under which 16,936 work in the private sector, and only 8668 in the public one. The Ministry of Human Resources and Social Development in partnership with the Ministry of Health announced a resolution starting in March 2024 to localize the dental profession in the private sector by 35%. Another goal is to have more Saudi professionals replacing non-Saudi professionals. As the experts conclude, the Master study program “Dentistry” at Riyadh Elm University is designed to meet the growing demand for qualified dentists within the Kingdom of Saudi Arabia (KSA) and the surrounding regions. The program's aims align with both local and international healthcare standards, ensuring that graduates are well-prepared to contribute effectively to the healthcare system.

The experts inquire about the University’s internationalization strategy, which also reflects the Ministry of Higher Education's objectives to attract a diverse

student body. Currently, 40% of the students are non-Saudis, with many coming from the Gulf States and nearby Middle Eastern countries. This diversity is further supported by the government's introduction of a "student visa" to attract international students. As the University states, it has initiated local collaborations and is intensifying international collaborations, such as a planned joint degree with the Royal College of Canada. Staff mobility programs are in place in collaboration with the Ministry of Education, and research collaborations with various international universities are actively pursued. Some students have already had their thesis supervised by international experts. Additionally, visa procedures for research and international faculty staff have been simplified, further promoting international academic exchange. The experts welcome this development and encourage the University to further advance it.

The experts note that Riyadh Elm University offers several compelling reasons for students to choose the "Dentistry" program. The Master study program is accredited by the Saudi Commission for Health Specialties, enabling graduates to directly apply for the board examinations and obtain specialist licenses. The program also offers the highest number of clinical sessions in the region, ensuring extensive practical training.

From the experts' point of view the Master 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 between 24 and 45 modules depending on the track, out of which all modules are obligatory and non are compulsory optional or elective modules. There are between two and nine modules in total provided for each



semester. All modules have to be completed within one semester. No semesters are offered as a period for exchange programs.

The study plan for the nine tracks of the master’s degree in Dentistry has two main components: common courses (PGHC) and track-specific courses as shown in the following table:

Track	PGHC-Courses		Track-Specific Courses		Total	
	Number of courses	credit hours	Number of courses	credit hours	Number of courses	credit hours
DPH	7	17	17	42	24	59
Endo	19	38	26	60	45	98
OMFS	15	30	23	81	38	111
OM&D S	18	36	23	61	41	97
Ortho	17	35	23	58	40	93
Pedo	19	38	26	60	45	98
Perio	19	38	25	62	44	100
Pros	19	38	26	71	45	109
Resto	19	38	25	59	44	97

All modules are offered within the corresponding departments. No modules are shared with other study programs in the University, but the students from different tracks have the common modules coded PGHC together (SER 4.1.2).

The modules offered have been divided in separate tables. The first one lists the common modules offered in most of the tracks. Then separate tables give the specific courses offered in each track with the total amount of credit hours given. The modules offered in the tracks “Dental Public Health”, “Orthodontics” and “Oral Maxillofacial Surgery” are listed in other single tables at the end.

#### Common modules

Nr.	Title	Sem.	CH
PGHC611	Anatomy & Physiology	1	2
PGHC618	Oral Microbiology & Immunology	1	1
PGHC619	Molecular Biology and Genetics	1	2
PGHC625	Research Methodology and Scientific Writing	1	2
X612	Literature Review I	1	3
			<b>10</b>
PGHC622	Pain and Anxiety	2	1
PGHC623	Advanced OMF Pathology	2	2
PGHC624	Advanced OMF Radiology	2	2
PGHC626	Cariology	2	2
PGHC627	Multidisciplinary Seminar I	2	2
X622	Literature Review II	2	3
			<b>12</b>
X632	Literature Review III	4	3
PGHC630	Biomaterials	4	2

PGHC632	Health Practice Management	4	2
PGHC637	Multidisciplinary Seminar II	4	2
PGHC639	Applied Pharmacology in Dental Practice	4	1
			<b>10</b>
X642	Literature Review IV	5	3
PGHC638	Applied Biostatistics	5	2
PGHC642	Health Education Methods	5	3
PGHC647	Multidisciplinary Seminar III	5	2
			<b>10</b>
X652	Literature Review V	7	3
PGHC656	Research/Master Thesis I	7	3
PGHC657	Multidisciplinary Seminar IV	7	2
			<b>8</b>
X662	Literature Review VI	8	3
PGHC666	Research/Master Thesis II	8	3
			<b>6</b>

### Module overview Prosthodontics

Nr.	Title	Sem.	CH
PROS615	Prosthodontics / Implant Specialty Seminar I	1	1
PROS616	Pre Clinic Prosthodontics	1	5
	Total (PROS+PGHC):		<b>16</b>
PROS614	Advanced Treatment Planning I	2	1
PROS620	Prosthodontics / Implant Specialty Clinic I	2	5
PROS630	Prosthodontics / Implant Specialty Seminar II	2	2
	Total (PROS+PGHC):		<b>20</b>
PROS627	Prosthodontics / Implant Specialty Clinic II	3	5
PROS631	Prosthodontics / Implant Specialty Seminar III	3	1
			<b>6</b>
PROS623	Advanced Treatment Planning II	4	1
PROS628	Prosthodontics / Implant Specialty Clinic III	4	3
PROS633	Prosthodontics / Implant Specialty Seminar IV	4	2
	Total (PROS+PGHC):		<b>16</b>
PROS634	Advanced Treatment Planning III	5	1
PROS637	Prosthodontics / Implant Specialty Clinic IV	5	5
PROS641	Prosthodontics / Implant Specialty Seminar V	5	2
	Total (PROS+PGHC):		<b>18</b>
PROS647	Prosthodontics / Implant Specialty Clinic V	6	5
PROS651	Prosthodontics / Implant Specialty Seminar VI	6	1
			<b>6</b>
PROS644	Advanced Treatment Planning IV	7	1
PROS648	Prosthodontics / Implant Specialty Clinic VI	7	3
PROS653	Prosthodontics / Implant Specialty Seminar VII	7	2
	Total (PROS+PGHC):		<b>14</b>
PROS657	Prosthodontics / Implant Specialty Clinic VII	8	5
PROS663	Prosthodontics / Implant Specialty Seminar VIII	8	2
	Total (PROS+PGHC):		<b>13</b>
	Total:		<b>109</b>

### Module overview Periodontics

Nr.	Title	Sem.	CH
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PERIO615	Periodontics / Implant Specialty Seminar I	1	1
PERIO617	Periodontics / Implant Specialty Clinic I	1	4
	Total (PERIO+PGHC):		<b>15</b>
PERIO625	Periodontics / Implant Specialty Seminar II	2	1
PERIO627	Periodontics / Implant Specialty Clinic II	2	4
	Total (PERIO +PGHC):		<b>17</b>
PERIO628	Periodontics / Implant Specialty Clinic III	3	3
PERIO629	Periodontics / Implant Specialty Seminar III	3	1
			<b>4</b>
PERIO633	Advanced Treatment Planning I	4	2
PERIO635	Periodontics / Implant Specialty Seminar IV	4	1
PERIO637	Periodontics / Implant Specialty Clinic IV	4	4
	Total (PERIO +PGHC):		<b>17</b>
PERIO643	Advanced Treatment Planning II	5	2
PERIO645	Periodontics / Implant Specialty Seminar V	5	1
PERIO647	Periodontics / Implant Specialty Clinic V	5	4
	Total (PERIO +PGHC):		<b>17</b>
PERIO648	Periodontics / Implant Specialty Clinic VI	6	3
PERIO649	Periodontics / Implant Specialty Seminar VI	6	1
			<b>4</b>
PERIO653	Advanced Treatment Planning III	7	2
PERIO655	Periodontics / Implant Specialty Seminar VII	7	1
PERIO657	Periodontics / Implant Specialty Clinic VII	7	4
	Total (PERIO +PGHC):		<b>15</b>
PERIO665	Periodontics / Implant Specialty Seminar VIII	8	1
PERIO667	Periodontics / Implant Specialty Clinic VIII	8	4
	Total (PERIO +PGHC):		<b>11</b>
	Total:		<b>100</b>

## Module overview Pedodontics

Nr.	Title	Sem.	CH
PEDO615	Pediatric Dentistry Seminar I	1	1
PEDO617	Clinical Pediatric Dentistry I	1	4
	Total (PEDO+PGHC):		<b>15</b>
PEDO625	Pediatric Dentistry Seminar II	2	1
PEDO627	Clinical Pediatric Dentistry II	2	4
	Total (PEDO +PGHC):		<b>17</b>
PEDO626	Oral & Maxillofacial Surgery Seminar	3	1
PEDO628	Clinical Pediatric Dentistry III	3	3
			<b>4</b>
PEDO636	Pediatric Dentistry Treatment Plan I	4	1
PEDO635	Pediatric Dentistry Seminar III	4	1
PEDO637	Clinical Pediatric Dentistry IV	4	4
	Total (PEDO +PGHC):		<b>16</b>
PEDO643	Pediatric Dentistry Treatment Plan II	5	1
PEDO645	Pediatric Dentistry Seminar IV	5	1
PEDO647	Clinical Pediatric Dentistry V	5	4
	Total (PEDO +PGHC):		<b>16</b>
PEDO648	Gen. Anesthesia & Sedation	6	3
PEDO649	Pediatric Dentistry Seminar V	6	1
			<b>4</b>
PEDO653	Special Needs Pediatric Dentistry	7	1
PEDO654	Pediatric Dentistry Treatment Plan III	7	1

PEDO655	Pediatric Dentistry Seminar VI	7	1
PEDO657	Clinical Pediatric Dentistry VI	7	4
	Total (PEDO +PGHC):		<b>15</b>
PEDO665	Pediatric Dentistry Seminar VII	8	1
PEDO667	Clinical Pediatric Dentistry VII	8	4
	Total (PEDO +PGHC):		<b>11</b>
	Total:		<b>98</b>

## Module overview Restorative Dentistry

Nr.	Title	Sem.	CH
REST615	Resto Dentistry Specialty Seminar I	1	1
REST616	Preclinical Restorative Dentistry	1	4
	Total (REST +PGHC):		<b>15</b>
REST625	Resto Dentistry Seminar II	2	1
REST627	Restorative Dentistry Clinic I	2	4
	Total (REST +PGHC):		<b>17</b>
REST628	Restorative Dentistry Clinic II	3	3
REST629	Resto Dentistry Seminar III	3	1
			<b>4</b>
REST635	Resto Dentistry Seminar IV	4	1
REST636	Advanced Treatment Planning I	4	1
REST637	Restorative Dentistry Clinic III	4	4
	Total (REST +PGHC):		<b>16</b>
REST645	Resto Dentistry Seminar V	5	1
REST646	Advanced Treatment Planning II	5	1
REST647	Restorative Dentistry Clinic IV	5	4
	Total (REST +PGHC):		<b>16</b>
REST648	Restorative Dentistry Clinic V	6	3
REST649	Resto Dentistry Seminar VI	6	1
			<b>4</b>
REST655	Resto Dentistry Seminar VII	7	1
REST657	Restorative Dentistry Clinic VII	7	4
REST658	Advanced Treatment Planning III	7	1
	Total (REST +PGHC):		<b>14</b>
REST665	Resto Dentistry Seminar VIII	8	1
REST667	Restorative Dentistry Clinic VIII	8	4
	Total (REST +PGHC):		<b>11</b>
	Total:		<b>97</b>

## Module overview Endodontics

Nr.	Title	Sem.	CH
ENDO615	Endodontics Specialty Seminar I	1	1
ENDO617	Preclinical Endodontics	1	4
	Total (ENDO +PGHC):		<b>15</b>
ENDO623	Pulp Biology	2	1
ENDO625	Endodontics Specialty Seminar II	2	1
ENDO627	Endodontics Specialty Clinics I	2	4
	Total (ENDO +PGHC):		<b>18</b>
ENDO628	Endodontics Specialty Clinics II	3	3
ENDO629	Endodontics Specialty Seminar III	3	1
			<b>4</b>

ENDO634	Endodontics Treatment Planning I	4	1
ENDO635	Endodontics Specialty Seminar IV	4	1
ENDO637	Endodontics Specialty Clinic III	4	4
	Total (ENDO +PGHC):		<b>16</b>
ENDO646	Endodontics Treatment Planning II	5	1
ENDO645	Endodontics Specialty Seminar V	5	1
ENDO647	Endodontics Specialty Clinic IV	5	4
	Total (ENDO +PGHC):		<b>16</b>
ENDO649	Endodontics Specialty Seminar VI	6	1
ENDO648	Endodontics Specialty Clinic V	6	3
			<b>4</b>
ENDO653	Endodontics Treatment Planning III	7	1
ENDO655	Endodontics Specialty Seminar VII	7	1
ENDO657	Endodontics Specialty Clinics VI	7	4
	Total (ENDO +PGHC):		<b>14</b>
ENDO665	Endodontics Specialty Seminar VIII	8	1
ENDO667	Endodontics Specialty Clinics VII	8	4
	Total (ENDO +PGHC):		<b>11</b>
	Total:		<b>98</b>

## Module overview Oral Medicine and Diagnostic Science

Nr.	Title	Sem.	CH
DOS615	Diagnostic Sciences Seminar I	1	1
DOS617	Diagnostic Sciences Clinic I	1	4
	Total (DOS +PGHC):		<b>15</b>
DOS625	Diagnostic Sciences Seminar II	2	1
DOS627	Diagnostic Sciences Clinic II	2	4
	Total (DOS +PGHC):		<b>17</b>
DOS629	Diagnostic Sciences Seminar III	3	1
DOS626	Diagnostic Sciences Clinic and Hospital Rotation III	3	5
			<b>6</b>
DOS635	Diagnostic Sciences Seminar IV	4	1
DOS637	Diagnostic Sciences Clinic IV	4	4
	Total (DOS +PGHC):		<b>13</b>
DOS643	Techniques in Diagnostic Sciences	5	1
DOS645	Diagnostic Sciences Seminar V	5	1
DOS647	Diagnostic Sciences Clinic V	5	4
	Total (DOS +PGHC):		<b>16</b>
DOS649	Diagnostic Sciences Seminar VI	6	1
DOS646	Diagnostic Sciences Clinic and Hospital Rotation VI	6	5
			<b>6</b>
DOS655	Diagnostic Sciences Seminar VII	7	1
DOS657	Diagnostic Sciences Clinic VII	7	4
	Total (DOS +PGHC):		<b>13</b>
DOS665	Diagnostic Sciences Seminar VIII	8	1
DOS667	Diagnostic Sciences Clinic VIII	8	4
	Total (DOS +PGHC):		<b>11</b>
	Total:		<b>97</b>

## Module overview Oral Maxillofacial Surgery

Nr.	Title	Sem.	CH
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PGHC611	Anatomy & Physiology	1	2
PGHC618	Oral Microbiology & Immunology	1	1
PGHC619	Molecular Biology and Genetics	1	2
PGHC625	Research Methodology and Scientific Writing	1	2
OMFS612	Literature Review I	1	3
OMFS615	OMFS Specialty Seminar I	1	2
OMFS617	OMFS Specialty Clinic I	1	4
			<b>16</b>
PGHC622	Pain and Anxiety	2	1
PGHC623	Advanced OMF Pathology	2	2
PGHC624	Advanced OMF Radiology	2	2
PGHC627	Multidisciplinary Seminar I	2	2
OMFS621	Surgical Anatomy	2	2
OMFS622	Literature Review II	2	3
OMFS625	OMFS Specialty Seminar II	2	2
OMFS627	OMFS Specialty Clinic II	2	4
			<b>18</b>
OMFS636	Hospital Rotation – General Anesthesia	3	3
OMFS638	Hospital Rotation – General Surgery	3	4
			<b>7</b>
PGHC639	Applied Pharmacology in Dental Practice	4	1
OMFS640	Hospital Rotation OMFS Operations I	4	6
OMFS641	Hospital Rotation OMFS Clinic I	4	6
			<b>13</b>
PGHC638	Applied Biostatistics	5	2
PGHC642	Health Education Methods	5	3
OMFS651	Hospital Rotation OMFS Operations II	5	6
OMFS653	Hospital Rotation OMFS Clinic II	5	6
			<b>17</b>
OMFS661	Hospital Rotation OMFS Operations III	6	4
OMFS663	Hospital Rotation OMFS Clinic III	6	3
			<b>7</b>
PGHC632	Health Practice Management	7	2
PGHC637	Multidisciplinary Seminar II	7	2
PGHC656	Research/Master Thesis I	7	3
OMFS671	Advanced Treatment Planning	7	1
OMFS672	Literature Review III	7	3
OMFS675	OMFS Specialty Seminar III	7	2
OMFS677	OMFS Specialty Clinic III	7	4
			<b>17</b>
PGHC666	Research/Master Thesis II	8	3
OMFS682	Literature Review IV	8	3
OMFS685	OMFS Specialty Seminar IV	8	2
OMFS687	OMFS Specialty Clinic IV	8	4
OMFS684	OR Rotation	8	4
			<b>16</b>
	Total:		<b>111</b>

## Module overview Orthodontics

Nr.	Title	Sem.	CH
PGHC611	Anatomy & Physiology	1	2
PGHC618	Oral Microbiology & Immunology	1	1
PGHC619	Molecular Biology and Genetics	1	2

PGHC625	Research Methodology and Scientific Writing	1	2
ORTHO616	Orthodontic Diagosis	1	2
ORTHO617	Orthodontic Specialty Clinic I	1	4
ORTHO619	Orthodontic Technique	1	2
			<b>15</b>
PGHC623	Advanced OMF Pathology	2	2
PGHC624	Advanced OMF Radiology	2	2
PGHC627	Multidisciplinary Seminar I	2	2
ORTHO612	Literature Review I	2	3
ORTHO624	Orthodontics Treatment Planning	2	1
ORTHO626	Craniofacial Growth & Development	2	1
ORTHO627	Orthodontics Specialty Clinic II	2	4
			<b>15</b>
ORTHO628	Orthodontics Specialty Clinic III	2 (Summer)	3
ORTHO629	Orthodontics Specialty Seminar III	2 (Summer)	1
			<b>4</b>
PGHC630	Biomaterials	3	2
PGHC632	Health Practice Management	3	2
PGHC637	Multidisciplinary Seminar II	3	2
PGHC638	Applied Biostatistics	3	2
ORTHO634	Orthodontic/Periodontic Relationship	3	2
ORTHO637	Orthodontics Specialty Clinic IV	3	4
ORTHO638	Case Presentation	3	2
			<b>16</b>
PGHC633	Child Psychology	4	1
PGHC642	Health Education Methods	4	3
PGHC647	Multidisciplinary Seminar III	4	2
ORTHO643	Orthodontics Case Presentation II	4	1
ORTHO644	Advanced Topics in Orthodontics I	4	2
ORTHO647	Orthodontics Specialty Clinic V	4	4
			<b>13</b>
ORTHO635	Orthodontics Specialty Seminar IV	4 (Summer)	1
ORTHO648	Orthodontics Specialty Clinic VI	4 (Summer)	3
			<b>4</b>
PGHC656	Research/Master Thesis I	5	3
PGHC657	Multidisciplinary Seminar IV	5	2
ORTHO654	Case Presentation III	5	1
ORTHO659	Evidence Based Orthodontics	5	2
ORTHO657	Orthodontics Specialty Clinic VII	5	4
			<b>12</b>
PGHC666	Research/Master Thesis II	6	3
ORTHO622	Literature Review II	6	3
ORTHO667	Orthodontics Specialty Clinic VIII	6	4
ORTHO668	Advanced Topics in Orthodontics II	6	3
			<b>13</b>
	Total:		<b>92</b>

## Module overview Dental Public Health

Nr.	Title	Sem.	CH
DPH611	Professionalism and Ethics in DPH	1	2
DPH612	Literature Review – I	1	3
DPH613	Basic Oral Health Survey WHO	1	2
DPH614	Introduction in Epidemiology	1	3

DPH615	Introduction in Dental Public Health	1	3
DPH616	Preventive Dentistry	1	2
			<b>15</b>
PGHC625	Research Methodology and Scientific Writing	2	2
PGHC626	Cariology	2	2
DPH622	Literature Review – II	2	3
DPH623	Biostatistics for Dental Research	2	2
DPH624	Dental Epidemiology	2	2
DPH625	Administration in Health Care Organization	2	2
DPH626	International Health Agencies	2	2
			<b>15</b>
PGHC632	Health Practice Management	3	2
PGHC638	Applied Biostatistics	3	2
DPH632	Literature Review – III	3	3
DPH633	Field Experience in DPH	3	4
DPH634	Environmental Health	3	2
PGHC636	Research/Master Thesis I	3	3
			<b>16</b>
PGHC 642	Health Education Methods	4	3
DPH 642	Literature Review – IV	4	3
DPH 643	Recent Advances in DPH	4	2
DPH644	Community Based Program (Planning & Evaluation)	4	2
PGHC646	Research/Master Thesis II	4	3
			<b>13</b>
	Total:		<b>59</b>

The module description/catalogue covers the following aspects: Module number, level/semester, credit hours, language, learning outcomes, content, examination.

The study plan is divided into theoretical, clinical, and practical courses. The theoretical courses are mostly given in form of lectures added to assignments and self-study work. Students are given instructions and manuals to cover and explain the fundamentals of the practical courses which are divided into pre-clinical and clinical sections. The practical courses are based on group discussions.

Pre-clinical dental courses in restorative dentistry, endodontics, prosthodontics, orthodontics, and pediatric dentistry are taught via assignments, homework, explanations, demonstrations, direct applications, and simulations on models and phantom heads.

The clinical courses begin in the second semesters of the first year. They cover all the dentistry clinical specializations. In total, three to four days are planned in each week of the clinical sessions.

The common courses are given from the first semester of the first year until the last semester of the third year. That way, the students can stay current in all areas of dentistry throughout the whole study program (SER 4.1.3).



There is no internship planned in the dentistry program (SER 4.1.4).

The teaching strategies vary according to the nature of the module (didactic, practice, clinical training) (SER 4.1.5).

The University is using two electronic platforms for learning and assessment or grading systems which are: E-learning (LMS) and E-gate. The platform called LMS can be used by the instructors for online lectures thanks to the BigBlueButton tool, as well as for assignments, quizzes, and other kinds of exams. The instructors have to upload their teaching materials, course specifications, and assessment methods on this electronic system to assure the connection between traditional classroom lecturing and electronic learning (SER 4.1.6).

According to the University, research is an essential component of the University mission as well as the College operational and strategic plans. The students are required to submit a thesis at the end of the last term of the study program. The research project has to be related to the study program. There are two research/thesis modules at the last two levels of each track. These modules are coded as follows:

Track	Level	Code	Title	Credits
All tracks EXCEPT DPH	7	656PGHC	RESEARCH / MASTER THESIS I	3
	8	666PGHC	RESEARCH / MASTER THESIS II	3
Dental Public Health (DPH)	3	636PGHC	RESEARCH / MASTER THESIS I	3
	4	646PGHC	RESEARCH / MASTER THESIS II	3

The students submit their proposals through the Research and Innovation Center on the online portal for approval. An annual report of the research activities of the students and faculty members is issued by the Research and Innovation Center of the University (SER 4.1.7).

The content of the curriculum meets the international criteria of similar programs in other countries. English is the official instruction language (SER 4.1.8).

### **Judgement**

As the University states, research is a cornerstone of the program, facilitated through collaborations with both local and international universities. Participation in regional conferences further supports the research agenda, with the head of research playing a pivotal role in overseeing these activities. The experts acknowledge the comprehensive structure of the study program in relation to

research and practical training, which significantly enhances the academic and professional development of the students. The master thesis is a requirement for all postgraduate programs. Students start selecting their research ideas after the first year, guided by a committee. All researches require departmental approval, and proposals must adhere to the guidelines outlined in the postgraduate handbook. A thesis comprises typically around 100 pages. Students are contacted by program directors at the end of level 4 to prepare their thesis proposals, which must be submitted by week 13. The process includes open presentations and defenses. The defense of the thesis is mandatory, and one requirement is the application of the thesis for publication. As the University explains, the publication rate for the first year after submission is around 30 %. Support for students is robust, including research colloquiums to monitor progress. The number of publications is tracked annually, with many shared with students. Master students receive supervision, which contributes to their research skills and academic growth.

The experts recommend that the University reflect the entire master thesis process in the curriculum, not just the writing phase. This should include teaching students how to research databases and other fundamentals of research starting in the first year. Although there is a “Research Methodology and Scientific Writing” module in the first year, the experts feel that a more detailed description of the whole process from the first to the last semester would allow prospective students and other stakeholders to see which research skills students acquire throughout their studies.

From the experts' perspective, the structure of the study program effectively combines academic research with practical training. The Master study program “Dentistry” 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 intended learning outcomes, content of the course, summative and final assessment methods, and literature.

The University explains that PhD programs should be implemented in the future at Riyadh Elm University. The experts emphasize the importance of increasing research efforts as the foundation for establishing a PhD program. Recognizing that private universities often face challenges such as the need for expensive equipment, the experts recommend cooperating with other research facilities and enhancing student and staff mobility to address these issues. Mobility does not

necessarily require long stays abroad; it could include shorter terms such as summer schools lasting 4-6 weeks or sending some students abroad for their master thesis work in the last semester. Such international experiences could significantly boost research cooperation and benefit highly motivated students who wish to further their education, particularly those aiming to pursue PhD studies. One of the experts, who is a member of the Humboldt selection committee for postdocs and experienced researchers, highlights that Humboldt stipends are prestigious in Germany and that international stays are highly valued in the CVs of applicants. While mobility should not be mandatory, it is strongly recommended for students aspiring to continue in academia. Most professors of the teaching staff of the University have personally experienced the benefits of foreign stays, which broaden one's personal horizon. The experts strongly believe that this opportunity should also be available for the University's students. Encouraging a few motivated students to pursue such opportunities would be beneficial, as graduates have expressed interest in this as well.

The organization of clinical rotations is well planned. Students engage in direct patient care across their various specialties. They are evaluated by preceptors and integrated into multidisciplinary teams. Case presentations are part of the logbook, with grades distributed between oral presentations after each rotation, logbook entries, and feedback from preceptors.

From the experts' point of view, the study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The combination and succession of the modules are consistent with the specified qualification objectives described earlier.

## **Decision**

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

## **4.3 Admission and Feasibility**

### **Summary**

The University has central policies and procedures for the admission and follow-up of the students. The deanship of admission and registration is responsible for that. The online platform E-gate is available to all students for them to register, drop out or add courses as well as to follow up their progress. The admission requirements are the following:

- Bachelor's degree in Dentistry in the Kingdom of Saudi Arabia or a recognized/accredited college,
- English Proficiency and minimum score of 520 for TOEFL, 6 for IELTS or 70 for IBT,
- Registration at the Saudi Commission for Health Specialties,
- Strong desire and capacity to prepare for a career in health education, research or program administration evidenced by 3 letters of recommendation,
- Personal brief word about career objectives and past experiences,
- Updated Curriculum Vitae,
- Registration Fee Deposit Slip,
- Personal Documents (ID, Passport, Personal Photos),
- Admission Interview,
- Tuition Fees.

The selection of the students is then based on the following criteria (SER 5.1.1):

- GPA in the Bachelor of 3,75/5 or 2,75/4 or above,
- Professional Classification Examination grade provided by the Saudi Commission for Health Specialties,
- English proficiency test grade (TOEFL or IELTS),
- Admission Examination Grade,
- Grade of personal interview.

For the admission of students with learning disabilities, the admission procedures are the same and the decision of admission is taken without regard to disability. At the interview stage, the applicants will be assessed in accordance with the admission regulations and requirements as well as considered for the academic suitability. All applicants must disclose any specific learning difference, disability, or medical condition at an early stage of the admission procedure in order to enable the University to take a decision in regard of the suitability of the applicants for the program. If a student with disability is accepted, the University will invite the student to meet an advisor to ensure that the necessary adjustments are in place (SER 5.1.2).

Any student registered as a postgraduate study program of a recognized university can apply to the University for an advanced admission into the same program. In this case, the deanship of postgraduate studies carries out a detailed examination of the students' transcript, activities, and experiences in the

previous program before a recommendation for advanced standing admission can be made. The transfer from one program to another within the University is possible but subjected to special conditions which are stipulated by the Deanship of the College and listed in the Handbook of Postgraduate Studies (SER 5.1.3).

Applicants for the program must have a bachelor's degree in dentistry in the Kingdom of Saudi Arabia or a college which is recognized and accredited by the Ministry of Education. The GPA of the bachelor's degree should be 3,75/5 or 2,75/4 or above. Applicants must take a test for English Proficiency with a minimum score of 520 points for TOEFL, 6 points for IELTS, or 70 points for IBT. A copy of the professional registration at the Saudi Commission for Health Specialties is also necessary (SER 5.1.4).

Orientation sessions are held for new students, outlining the program curriculum, students' rights and responsibilities, colleges' activities, and support services that are offered. Guidance and orientation programs for students are offered whenever needed. The following Academic Advising Programs are offered at the University:

- Advising programs for all students to help them improve their academic and achievement levels,
- Orientation programs for new students for the introduction of the study and test systems as well as of the rights and duties,
- Advising programs to help students with special needs achieve the highest levels of academic achievement and solve eventual problems,
- Advising programs for low academic performance students to help them overcome their weaknesses in order to achieve the desired success,
- Advising high academic performance students to encourage a continuous performance and guide them for their future career.

The limited number of students in each class also allows close contact between the students and the course instructor as well as the program director. The communication is usually ensured through the University mails and discussions during office hours of the course instructor. Moreover, the University provides information technology resources including for example electronic mail systems, Web access, and publication of information. Finally, an annual satisfaction survey of the students is conducted to judge the adequacy and diversity of the learning resources as well as the support services offered (SER 5.2.1).

Furthermore, each student is assigned to an academic advisor who shall normally be the program director. When students' numbers are high in a particular program, academic advisors may be appointed for the students in addition to the program director who may serve as an advisor to up to 3 students.

### **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 University outlines special criteria for each program, setting specific seats and providing the admission office with detailed regulations for admission. Financial support for students is available, with discounts offered based on academic grades, making higher education more accessible. Students with disabilities are accepted and receive special support tailored to their specific needs. The University ensures that students with chronic illnesses are also accommodated, with special admission exams conducted by the Ministry of Education to facilitate their entry.

As the University explains, the program was developed in response to the demand for advanced clinical training. Originating from King Saud University, the program has evolved into a unique offering within KSA.

In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the course specifications at the beginning of each course. The experts confirm that the University takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs.

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. Additional support is offered to international students through the assignment of a personal mentor to guide them through their academic journey. Furthermore, the student affairs office provides various extracurricular activities, ensuring a well-rounded experience. The support system is meticulously

monitored, starting prior to admission, continuing during the admission process, and extending throughout the course of study.

The University offers academic support tailored to individual needs, including alternative plans, special content, courses, or schedules. The council of the department oversees these support measures to ensure their effectiveness.

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 other than 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.

At the beginning of the academic year, students with chronic illnesses undergo a thorough screening process. They are required to provide relevant health information, such as blood pressure readings and medication details. In cases where students miss exams due to illness, arrangements are made for makeup exams to accommodate their circumstances.

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 students are given an orientation during the first lecture of each course regarding the objectives and learning outcomes of the module. All assessment methods and required grades for passing the course are explained to them in detail. The course specifications are also posted on the LMS platform and accessible for all students. Examination formats may include, but not limited to, objective examination, essays and short answers, open book examinations, take-home examination, clinical assessment and others. The deanship of the college may permit make-up examinations upon the recommendation of the course director

and/or program director. There are main periods of assessment during the academic year:

- Continuous assessments: midterm exams, quizzes, and practical or clinical exams throughout the semester,
- End of semester exams: both theoretical and clinical courses at the end of each semester,
- Final exit exam: final assessment with a deadline for submitting all assignments and preclinical and clinical requirements, as well as case presentations which are to be assessed before the final examination.

The University with a GPA point value out of 5, as is shown in the following table:

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

The GPA of a semester corresponds to: net points/net credits of the semester. The cumulative GPA corresponds to: net points/net credits of all semesters. The study program complies with the National Qualifications Framework of Saudi Arabia and with the University institutional regulations for assessment. The grievances and appeals are resolved according to the published policy in a timely, fair, and direct way (SER 6.1.1).

Upon completion of 50 % of the prescribed courses, a student may write up a thesis research proposal for approval through the department to which the student is affiliated. In writing a research proposal, the student is expected to have taken advantage of the mentoring by the academic advisor/program director. The students present their thesis to the department through the thesis supervisor for the purpose of constituting an examination committee within the academic



semester. All master's thesis must be written in English. For more information regarding the thesis, please see the "Handbook for Postgraduate Studies".

The admission requirements are available on the University website. The study plan, teaching strategies, and examination regulations are posted on the e-learning website and available at any time. The study plans are also available on the University website (SER 6.2.1).

### **Judgement**

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses, and exams is regulated and transparent for the students. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. 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 specification. The frequency of examinations, as well as their organizations, is appropriate.

The University ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, other stakeholders, and the public. The published information includes detailed insights into the selection criteria for programs, intended learning outcomes, qualifications awarded, and the procedures employed for teaching, learning, and assessment. Furthermore, pass rates and available learning opportunities to students as well as graduate employment information are shared.

Clear communication of examination methods ensures transparency and fairness for students. Course specifications outline objectives, topics, and assigned examination methods, providing clear guidance on expectations.

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 following table shows the number and details of faculties for each track:

Track	Full timer	Part timer	Category					Total
			Professor	Associate Professor	Assistant Professor	Lecturer	Clinics Part timer instructors	
DPH	2	1	1	2	0	0	0	3
Endo	4	8	1	2	1	0	8	12
OM&DS	7	0	0	3	4	0	0	7
OMFS	4	6	1	3	2	0	5	10
Ortho	7	9	0	2	3	2	9	16
Pedo	7	7	0	2	5	0	7	14
Perio	7	7	0	3	4	7	7	14
Pros	5	9	0	2	4	0	8	14
Resto	6	6	2	0	4	0	6	12

The faculty to student ratio with full enrollment capacity utilization is monitored through one of the key performance indicators (KPI). The target KPI is set to less than 6:1 ratio. The actual KPI for the first term of the academic year 2023/2024 is 5,3:1 (SER 7.1.1).

The recruitment of new faculty members is initiated by the department head through the human resources portal called MenaMe. The recruitment process depends on the needs of the program and position vacancies. It starts with interviews of the selected potential candidates who applied through the online recruitment portal. Accepted candidates are then hired following the University recruitment policy (SER 7.1.2).

The University describes four levels of staff development:

- Orient new staff members into the institution's academic culture,
- Develop specific skills, for example through the implementation of new assessment methods or online learning,
- Professionalize the teaching by improving and increasing the educational practice of academics in different specialties,
- Develop educational leadership by supporting faculty members motivated to become policymakers, heads, directors, or chairs of academic committees as well as by promoting a culture of quality care.

Moreover, the performance of the staff members is evaluated through their participation in conferences, workshops, and scientific meetings, which help develop his/her academic and professional performance. The delivery or presentation of papers, posters, lectures, or workshops is another indicator in the staff evaluation (SER 7.1.3).

The study program contains the following further human resources (SER 7.2.1):

- Dean of the College of Medicine and Dentistry,
- Chairman of the Department of Dentistry,
- Quality Assurance Head,
- Postgraduate Secretary,
- Hospital staff.

The program is running in the An-Namuthajiyah and Munesiyyah campuses of the University for both didactic and clinical activities. According to the University, all the classrooms are well equipped with educational electronic media and suitable seating. The program is also attached to a well-established hospital for the practical training of students. Under the used lecture halls for the program are six located on the Namuthajiyah Campus and four located on the Munesiyyah Campus with respectively 346 and 116 sitting places.

The following labs are available for the practical training (SER 7.3.1):

- Three Phantom labs with simulators,
- Two Pros labs,
- One plaster room,
- One X-ray room,
- One X-Ray lab,
- One histopathology research laboratory.

The main library of the University is located in the main campus building which is the An-Namuthajiyah Campus. It contains a concentrated collection of dentistry books, journals, indexes, videos, and computer software. The University has a subscription to many of the periodicals related to the dentistry knowledge and profession. In addition, the students can access several Electronic Library full-text databases as well as the Saudi Digital Library (SDL) and the library of King Saud University. All the electronic materials can be accessed through the website of the library. The following statistics are provided for the number of resources available (SER 7.3.2):

- 4,959 textbooks,
- 58 reference materials,
- 1,630 e-books,
- 460 journals,
- 2,850 e-journals.

The University provides computing resources and facilities from the college and the library. Moreover, the students can use several electronic services available through the University website, including (SER 7.3.3):

- E-Learning Management System = Moodle. This platform is the official interface for the students to access all materials related to the course. It also serves for assessment and online education.
- E-Gate system. This allows students to manage their registrations in courses, monitor their academic progress, and lots more.
- Students' email.
- Research registration system.
- Dento Plus. It is a comprehensive software application offering comprehensive clinical modules, informative appointment books, personalized medical history, targeted marketing, patient communications, detailed report systems, remote access, encrypted backups, automatic updates and full training and support.

The University provides compensations for conference attendances and can support the student until up to 75% of the publication fees. Research funding is also offered (SER 7.3.4).

## **Judgement**

From the experts' perspective, the University demonstrates a strong commitment to maintaining a well-qualified teaching staff and ensuring adequate material resources. As the University states, in specific specialties, there is a noticeable shortage of experts within the country. To address this, the University has developed a recruitment plan for each department. Despite recruitment challenges, the structured plans and support systems in place effectively meet the program's needs. New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Saudi nationals are offered semi-permanent contracts for the first five years, after which these contracts are renewed based on performance. The evaluation of staff is based on Key Performance Indicators (KPIs), ensuring accountability and continuous improvement. Additionally, a staff development unit is in place to support the professional growth of faculty members.

Overall, the teaching and academic staff at the Riyadh Elm University shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration.

The experts find the number of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks. The program director plays a crucial role in organizing clinical rotations and managing the curriculum. Continuous changes, often minor and based on personal feedback, are implemented to keep the curriculum relevant and effective. In terms of thesis supervision, each faculty member supervises up to four students per year, allowing dedicated and focused mentorship.

Faculty members are involved in teaching across different programs. Depending on their workload and schedule, it is possible to reduce clinical supervision duties, though teaching loads cannot be extended. The teaching load is determined by academic rank, with annual plans starting from the deanship to ensure an equitable distribution of responsibilities.

The University informs its employees about opportunities for personal and professional development transparently, and actively encourages their participation

in workshops, training courses, and conferences intended to improve their abilities, which is confirmed during the talks with the staff on site.

As a whole, it was ascertained by the experts that the Master study program “Dentistry” has ample teaching facilities at its disposals. The University boasts sufficient skills labs, which the experts all visited. They namely are:

- Three Phantom labs with simulators,
- Two Prosthodontic labs,
- One plaster room,
- One X-ray room,
- One X-Ray lab,
- One histopathology research laboratory.

Furthermore, the experts visited the dental clinic hospital of the University, incorporating 311 dental chairs. The experts were convinced that the University is very well equipped to organize all clinical rotations within the clinic.

## **Decision**

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

## **4.6 Quality assurance**

### **Summary**

According to the University, the Quality Assurance and Accreditation Center (QAAC) is well established. The director of the QAAC is there to:

- advise and support the secondary committee within the department,
- ensure the congruence of all processes with the university mission and the short- and long-term planning,
- report procedures based on evidence of quality,
- report to the University president,
- coordinates institution-wide quality assurance activities,
- assure the development, oversight, and scrutiny of the efforts of the university management, and staff in order to develop and maintain a culture of continuous quality improvement.

The organizational structure is as follows (SER 8.1.1):



*Organizational structure of Quality Assurance and Accreditation Center*

In order to “provide competitive postgraduate programs”, which is the fourth strategic goal of the University, the following action plans were implemented:

- Attract highly qualified instructors,
- Build infrastructure to provide students and faculty with the latest materials and techniques,
- Allocate sufficient resources for the delivery of a high-quality program,
- Collaborate with other institutes to ensure high standards,
- Periodically evaluate the performance of the programs for continuous improvement,
- Develop policies and procedures,
- Develop programs and courses specifications based on the new format of the NCAAA,
- Develop the students’ handbook.

Additional information can be found in the Quality Assurance Manual as well as in the Governance and Management Manual (SER 8.1.2).

By the end of each semester, the course directors prepare a course report in which each faculty suggests an action plan for improvement based on the semesters’ experience as well as on the students’ course evaluation survey. Additionally, an annual program report is prepared by the end of each year in which the previous action plans are monitored. New improvement action plans are suggested based on the key performance indicators (KPI) analysis results. All stakeholders are involved in the reports and surveys. The data collected from the following surveys serves to calculate the KPIs:

- Exam evaluation,

- Evaluation of facilities and equipment (for non-teaching staff and residents),
- Program Evaluation Survey,
- Student Experience Survey,
- Work Environment Survey,
- Learning Resources and Facilities and Equipment (for teaching staff),
- Annual Faculty Self Evaluation,
- Alumni Feedback,
- Employer Feedback,
- Satisfaction of Beneficiaries with Scientific Supervision, Research Facilities, and Equipment.

The obtained KPIs are compared to the target KPIs and to the external benchmark's KPIs in order to determine the necessity for improvement. The University has developed a policy which ensures the implementations of the necessary improvement plans (SER 8.1.3).

The practical relevance of the study program is assessed through periodical evaluations. The feedback is obtained from graduated students working in various settings and their employers. The data is then analyzed, before recommendations are sent to the Department Council for the preparation of an action plan (SER 8.1.4).

The workload of the study program is principally evaluated by the students through a precise question in the course evaluation survey (question number 16): *"The amount of work I had to do in this course was reasonable for the credit hours allocated"* (SER 8.1.5).

The statistics of the study program are shown in the two following tables (SER 8.1.6):



Statistics for AY 2022-2023									
	Applicants			Accepted			Graduated		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
DPH	2	2	4	2	2	4			
Endo	23	18	41	5	5	10	5	3	8
OMFS	3	4	7	4	1	5	5		5
OM&DS	1	1	2	1	1	2			
Ortho	10	12	22	2	7	9	1	3	4
Pedo	9	19	28	2	7	9	2	8	10
Perio	8	8	16	5	5	10	5	2	7
Pros	13	11	24	3	7	10	7	2	9
Resto	12	7	19	5	4	9	5	3	8

## Judgement

From the experts' point of view, the University has a well-structured system of quality assurance spread all across 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 University consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the University's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The University possesses a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are

inherent considerations in the institution's analytical processes. With an established feedback mechanism, the HEI regularly measures student satisfaction with their programs, the learning resources and the available student support. The HEI also actively tracks and analyzes the career paths of its graduates. The institution seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes.

Regular program reviews and revisions are conducted, actively involving students and other stakeholders in the process. The information collected from these reviews undergoes analysis, and program adaptations are made to ensure the program is up-to-date. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the HEI ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

### **Decision**

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

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

### **Summary**

Riyadh Elm University is dedicated to ensuring equality and inclusion for all students, including those with disabilities and special educational needs (SEND). The University's policy underscores the importance of providing equal educational opportunities and fostering an inclusive environment where disabilities do not impede full participation in academic and social activities. This commitment involves implementing reasonable adjustments in teaching, examination procedures, and support services tailored to individual needs. Confidentiality is maintained regarding students' disabilities, and collaboration with parents is encouraged to support the students' educational journey. The policy aims to create a culture of acceptance, support, and inclusivity, ensuring that all students can thrive.

The University follows an equal opportunity policy for employment and recruitment as well as for the students' admission. All students are to enjoy equal rights, privileges, and opportunities in education, training, and grading (SER 9.1.1).

**Judgement**

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

**Decision**

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

## 5 Conclusion

From the experts' perspective, the program aims of the "Dentistry" are comprehensive and well-implemented. The University's strategic focus on internationalization, high-quality education, and meeting local and regional healthcare demands underscores the program's alignment with its stated objectives. From the experts' point of view, the dedicated and motivated staff, and students play a significant role in the University's success.

The experts found that the programs are well-structured and thoughtfully designed. The experts recommend continuing efforts to ensure the sustainability of the programs, particularly those with low student numbers. With the anticipated increase in student enrollment in the coming year, it is crucial to ensure that the student/staff ratio remains low to guarantee adequate supervision and support, especially during the master thesis phase, including access to necessary equipment.

Overall, the experts recommend that the University enhances its programs by strengthening research efforts, fostering international collaborations, and providing opportunities for short-term international mobility. These initiatives will not only support the establishment of a PhD program but also elevate the University's academic standing and provide valuable experiences for its students.

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 Riyadh Elm University fulfils the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

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

- The University should continue efforts to ensure the sustainability of all programs and specialties, particularly those with low student enrollment.

- The University should reflect the entire master thesis process in the curriculum, starting from the first year with basics of research and database usage, to illustrate the comprehensive learning experience.
- The University should proceed with the establishment of a PhD program, supported by hiring full professors and increased research efforts.
- The University should encourage international mobility for students, such as through summer schools or international master thesis projects. These opportunities will enhance students' academic profiles and support the University's research collaborations.

## **6 Decision of the accreditation commission**

### **Decision of the accreditation commission September 20, 2024**

This resolution of the Accreditation Commission of the AHPGS is based on the application submitted by the University, as well as the expert review and the site visit covered in the Assessment Report. The Accreditation Commission has also taken the response opinion of the University regarding the study program into account.

The site visit of the University took place on July 22-23, 2024 according to the previously agreed-upon schedule.

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

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

The number of credit hours required for completion of the study program depends on the chosen specialization (nine different specializations are available) within the "Dentistry" program (maximum 111 credit hours).

The regulated study period in the program "Dentistry" is eight semesters, except for the specialization "Dental Public Health" (four semesters). The program comprises between 24 and 45 modules depending on the specialization, out of which all modules are obligatory and none are compulsory optional or elective modules. The language of instruction is English. The Master study program is completed with awarding of the academic degree "Master of Science". Admission takes place every fall semester. The earliest launch date for the "Dentistry" program was in fall semester 2009/2010 with two specializations.

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

The Master 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.

The accreditation commission also recommends adding some additional information to the graduation certificate. To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.