

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



Assessment Report

**for the Application of
Misr International University, Egypt
Faculty of Oral and Dental Medicine
for the Accreditation of the Study Program "Oral and Dental Medicine",
Bachelor of Oral and Dental Medicine**

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Decision

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1 Introduction

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

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

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

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

I. The University's application

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

II. Written review

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

III. On-site visit (peer-review)

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

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

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

IV. The AHPGS accreditation decision

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

2 Overview

2.1 Procedure-related documents

The University delegated the task of accrediting the following Bachelor study program to AHPGS: “Oral and Dental Medicine”.

The Self-Evaluation Report for accreditation of the above-mentioned study program (hereinafter the SER) of Misr International University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on July 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 University and the AHPGS was signed on the January 16, 2024.

On August 20, 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 September 11, 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 Misr International University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Oral and Dental Medicine”, 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):

Documents for the study program “Oral and Dental Medicine”

Annex	Description
Annex 01	Course Description
Annex 02	Curriculum Overview
Annex 03	Curriculum
Annex 04	Program Bylaw (2019)
Annex 05	Faculty Structure
Annex 06	Faculty Resources
Annex 07	Academic Staff CVs
Annex 08	Teaching Matrix

Annex 09	Graduation Certificate
Annex 10	Internship Certificate
Annex 11	Program Specifications Bylaw 2019
Annex 12	Program Report
Annex 13	Student Handbook
Annex 14	Examination Guide
Annex 15	Courses Specification Bylaw 2019
Annex 16	Courses Reports 22-23
Annex 17	Students Grades Statistics
Annex 18	Students' Evaluation
Annex 19	Students Professional Development Report
Annex 20	Students Research Activities
Annex 21	Students International Activities Report
Annex 22	Students Petitions and Complains Document
Annex 23	Internship Program Manual
Annex 24	Internship Program Report (old Bylaw)
Annex 25	External Stakeholders Surveys
Annex 26	External and Internal Program and Course Reviews
Annex 27	Evaluation of Teaching Staff
Annex 28	Faculty Annual Reports and Improvement Plans
Annex 29	Faculty National Accreditation Certificates
Annex 30	Faculty Quality Assurance Manual
Annex 31	Faculty Self-Study
Annex 32	Faculty Strategic Plan
Annex 33	Faculty Services
Annex 34	Teaching Staff Satisfaction Surveys
Annex 35	Training Courses for Teaching Staff
Annex 36	Teaching Staff Job Description
Annex 37	Teaching Staff Advising Regulations
Annex 38	Teaching, Learning and Assessment Strategy
Annex 39	Internal Review on Exams
Annex 40	Key Performance Indicators (KPI) Manual
Annex 41	Interprofessional Education Report
Annex 42	Questionnaires Manual and Reports

Annex 43	Medical Standards for Application
Annex 44	National Guidelines for Dental Internship Programs
Annex 45	Electronic Infrastructure Report
Annex 46	E-learning Reports
Annex 47	E-learning Reports during Covid-19 Pandemic
Annex 48	Library Report
Annex 49	Cooperation Agreements
Annex 50	Aristotle Certificate of Acknowledgment and Benchmarking
Annex 51	Alumni Office Report
Annex 52	Alumni Surveys
Annex 53	Comparison between old bylaw and new bylaw programs
Annex 54	Admission Procedures
Annex 55	Course Portfolios

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

2.2 Information about the University

Misr International University (MIU) is a private institution in Egypt, founded in 1996. Over the years, the University has expanded to include seven faculties, offering undergraduate and postgraduate programs. The University currently has 6,828 students enrolled for the academic year 2023-2024, and it has produced 23,777 graduates over the past 28 years. The campus is located in the eastern part of Cairo, where all programs are offered on-site.

Most faculties are accredited by Egypt's National Authority for Quality Assurance and Accreditation of Education (NAQAAE), with the Faculty of Pharmacy also internationally accredited by the Accreditation Council for Pharmacy Education (ACPE). MIU actively engages students in extracurricular activities, including sports, arts, and community service.

The Faculty of Oral and Dental Medicine at Misr International University was established in 2001, with the first graduating class in 2006. For the academic year 2023-2024, there are 1,422 undergraduate students enrolled, with 281 in the final batch of the old bylaw and 1,141 under the new bylaw. The faculty offers one undergraduate program (Bachelor's degree in Oral and Dental Medicine) and eight postgraduate programs (Master's degrees).

In 2017, the faculty became the first private dental faculty in Egypt to receive accreditation from the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), with the accreditation renewed in 2022. The faculty provides community dental care through seven dental clinics, serving over 82,000 outpatients annually. Additional facilities include a radiology center, surgical microscope center, laser center, and digital dentistry center (SER 1.2).

2.3 Structural data of the study program

University	Misr International University
Faculty/Department	Faculty of Oral and Dental Medicine
Cooperation partner	Aristotle University of Thessaloniki, Greece, for acknowledgment and benchmarking of the undergraduate program. Sigmund Freud University, Austria for summer training of students, faculty exchange agreement, and continuing education program. Aachen dental laser center (Germany) for students training in summer camps. Faculty of dentistry, Ain shams university (Egypt) for research, conferences & seminars staff recruitments, and internship training. National Research Center (NRC): Oral and Dental Medicine and Surgery Research Division (Egypt). For field training of students, internship training, research, and organizing workshops. General Organization for Teaching Hospitals and Institutes (GOTHI). For field training for students, internship training, and organizing workshops.

	The Department of Medical Services of the Armed Forces for staff recruitment and training programs (Egypt).
Title of the study program	Oral and Dental Medicine
Degree awarded	Bachelor of Oral and Dental Medicine
Form of studies	Full-time, on campus
Organizational structure	From Saturday to Thursday, 8:30 – 18:00
Language of Studies	English
Period of education	10 semesters over 5 years 1 year of internship to enable students for practice
Credit Points (CH) according to the internal credit system	175 CH
Hours/CP	1 credit hour = 1 theoretical contact hour 1 credit hour = 2-3 practical contact hours 1 credit hour = 2-3 clinical contact hours
Workload	Total: 8,229 hours Theory hours: 1,332 hours Clinical work: 1,872 hours Individual study: 5,025 hours Non-credit internship: 768 hours (480 at faculty, 288 outside the faculty)
Launch date of the study program	Fall semester 2020/2021
First accreditation	National accreditation by NAQAAE national Egyptian accreditation agency in 2017, renewed 2022 (annex 29)
Time of admission	Fall Semester
Number of available places on the program	Approximately 300 per year
Number of enrolled students by now	1141 students (670 females, 471 males)
Particular enrollment conditions	Passing high school exam or its equivalent in the subjects eligible for admission to the faculty.

	Admission tests as English placement test and reasoning test according to the rules set by the university council. Medical examination according to the rules set by the university council
Tuition fees	219,250 LE for Egyptian students (approx. €4000) \$12000 for non-Egyptian students

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on February 10-11, 2025, according to the previously agreed schedule. A representative from the head office of AHPGS accompanied the expert group.

The expert group met on February 09, 2025, for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the site visit at the University.

The following experts were appointed by the Accreditation Commission of the AHPGS for the evaluation of the study program:

Prof. Dr. Werner Birglechner

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Dres. Schwerdtfeger & Selbherr, Lörrach, Germany

Prof. Dr. Dr. Dennis Rottke

Digitales Diagnostikzentrum GmbH, Freiburg, Germany

Rebecca Scriba

Julius Maximilian University of Würzburg, Germany

During the site visit, experts conducted discussions with the University management, representatives of the Faculty of Oral and Dental Medicine, the chair, vice chair and the teaching staff of the program "Oral and Dental Medicine" as well as with students currently studying in the program. Furthermore, they inspected the learning premises, such as lecture halls, clinics, library, and skills labs. Moreover, the experts had the opportunity to examine the equipment and the capacity of the laboratories.

The Assessment Report is structured in compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG),

established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts' feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University and the Faculty of Oral and Dental Medicine serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

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

Summary

The program seeks to train skilled, knowledgeable, and competent dental professionals who provide evidence-based, patient-centered care, excel in scientific research, and contribute to community health. Students receive a comprehensive education in behavioral, clinical, and basic medical and dental sciences, along with intellectual, psychomotor, interpersonal, and communication skills. They are encouraged to use critical thinking and evidence-based approaches in their learning and practice. Clinical training starts in the third year and intensifies in the fifth year, preparing students for competitive careers in dentistry (SER 3.1.1).

Graduates are prepared to practice as general dental practitioners. Upon completion of the Bachelor's program, students undergo a mandatory one-year internship. After successfully completing the internship, they must pass a licensing exam by the Egyptian Health Council (EHC) and register with the Egyptian Dental Syndicate to practice dentistry in Egypt.

The program instills a sense of community responsibility through oral health promotion, disease prevention, and participation in community service. Graduates are trained to understand the impact of their work on public health and the delivery of optimum care to diverse patient populations. The program fosters personal growth by promoting professionalism, ethics, and lifelong learning. Students develop critical thinking, problem-solving skills, and a commitment to self-directed learning, preparing them for continuous professional development and future postgraduate education.

Graduates can pursue academic or research careers in higher education institutions or work as general practitioners in public sector entities such as the Ministry of Health and Population (MoHP), the General Organization for Teaching Hospitals and Institutes (GOTHI), and military hospitals. Graduates may also choose to work in private practice, either by opening their own dental clinics or joining private entities as general practitioners. Graduates from the older program have successfully found positions in national and international academic institutions, research organizations, and both public and private dental practices (SER 3.2.1).

An annual alumni survey tracks career progression and assesses graduates' satisfaction with the program. According to the 2024 survey, 94.2% of respondents are employed as private dental clinic assistants, operators, or owners, while only 5.8% work in governmental hospitals (SER 3.2.2).

Judgment

During the site visit, the experts inquire about the motivation of MIU to apply for international accreditation. The University cites Egypt Vision 2030 as one of several motivators for accreditation. Education stands at the forefront of Egypt's Vision 2030; recognizing its vital role in elevating people's standard of living and developing quality of life. One of the means for goal attainment is aligning local quality and accreditation standards with international benchmarks for teaching and learning systems. Accreditation is particularly important for study programs related to health, like Medicine, Dentistry or Nursing.

According to the University, since many international students study at MIU, international accreditation is the next consequential step in quality development. The experts welcome this development and the focus on further growth.

From the experts' point of view, the Bachelor's study program "Oral and Dental Medicine" 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.

After the graduation of the Bachelor's program, the graduates have the opportunity to enroll in nine postgraduate programs (Aesthetic Dentistry, Dental Implantology, Prosthodontics, Restorative Dentistry, Endodontics, Fixed Prosthodontics, Orthodontics, Oral Biology and Periodontics). The experts welcome the wide range of postgraduate programs available to further educate their students.

The experts further discuss the labor market with the University and its students. According to MIU, Egypt has a large number of dental schools, both public and private, producing thousands of graduates each year. The number of dental graduates has been increasing significantly, leading to concerns of oversupply in the job market. However, there is also a high demand for dental services within Egypt and Cairo. Graduates have employment opportunities in various fields like private clinics, hospitals, the government sector or academia. According to the students, MIU graduates continue to have very good chances on the job market due to the good reputation of the University. Studying in English also makes students confident that they are well-trained and prepared for employment outside of Egypt. The experts positively acknowledge the chances for graduates.

Decision

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

3.2 Structure of the study program

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

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

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

The arrangement of internships in the study program allows acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they will be integrated into students' curriculum.

Study programs with special profile requirements (e.g. dual, part-time, occupational or distance learning study programs) comply with particular aspects that are

¹ http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

Summary

The program comprises 49 modules. All are mandatory. 4 modules are university requirements and 45 modules are faculty modules; of these, 5 are complementary. There are 8 modules in total provided for each semester. Each semester consists of 15 weeks, including exams.

The list of modules offered (courses marked in green are University requirements, while courses marked in orange are complementary modules):

No.	Title	Year	CH
	Year 1: Preclinical Phase		
1	General Anatomy	1	6
2	General Histology	1	3
3	Biochemistry	1	3
4	Human Dentition	1	6
5	Oral Histology & Embryology	1	6
6	Biomaterials	1	6
7	University Requirements	1	3
8	University Requirements	1	3
	Year 2: Preclinical Phase		
9	General Physiology	2	6
10	General Pathology	2	3
11	Microbiology and Basic Immunology	2	3
12	Oral Pathology	2	6
13	Fixed Prosthodontics (1)	2	4
14	Operative Dentistry (1)	2	4
15	Removable Prosthodontics (1)	2	4
16	University Requirements	2	3
17	University Requirements	2	3
	Year 3: Clinical Phase		
18	Pharmacology	3	4
19	Oral Diagnosis and Oral Medicine	3	6

20	Oral and Maxillofacial Radiology	3	4
21	Operative Dentistry (2)	3	4
22	Fixed Prosthodontics (2)	3	4
23	Removable Prosthodontics (2)	3	4
24	Anesthesia	3	2
25	Endodontics (1)	3	4
26	Biostatistics and Research Methodology	3	1
27	Dental Ethics	3	2
	Year 4: Clinical Phase		
28	Fundamentals of Occlusion	4	1
29	General Medicine	4	2
30	General Surgery & ENT	4	2
31	Periodontics	4	6
32	Oral Surgery (1)	4	6
33	Operative Dentistry (3)	4	4
34	Fixed Prosthodontics (3)	4	4
35	Removable Prosthodontics (3)	4	4
36	Endodontics (2)	4	4
37	Behavioral Science & Professional Education	4	1
	Year 5: Clinical Phase		
38	Orthodontics (1)	5	2
39	Oral Surgery (2)	5	2
40	Pediatric Dentistry (1)	5	3
41	Clinical Comprehensive Care (1)	5	7
42	Public Health & Preventive Dentistry	5	3
43	Orthodontics (2)	5	2
44	Oral Surgery (3)	5	2
45	Pediatric Dentistry (2)	5	3
46	Clinical Comprehensive Care (2)	5	7
47	Basic Dental Implantology	5	1
48	Practice Management	5	1
49	Emergencies in Dental Office & Special Care Dentistry	5	1
	Total:	5	175

Table 2: Module Oversight

The module description/catalog covers the following aspects: course title, code, level, credit hours, hourly breakdown, language, course description, learning outcomes, content and examination type.

The program is structured in two main stages: the **preclinical stage** (years 1 and 2) and the **clinical stage** (years 3 to 5), in alignment with the national academic reference standards (NARS) set by NAQAAE and European domains of the Association for Dental Education in Europe (ADEE). The program progressively builds foundational knowledge and clinical skills, starting with basic medical and dental sciences and advancing to more specialized clinical procedures and comprehensive patient care (SER 4.1.3).

First Year (Preclinical Stage): In the first year, students are introduced to essential medical and dental sciences, including general anatomy, histology, and biochemistry, which provide the foundational knowledge needed for dental practice. They also begin their studies in basic dental sciences, such as human dentition, oral histology, and dental materials, where students acquire practical skills like carving wax models of teeth and creating histological reports.

Second Year (Preclinical Stage): The second year focuses on developing preclinical skills necessary for dental practice. Students learn the fundamentals of cavity preparation, restorative procedures, tooth preparation, and wax pattern construction for fixed prosthodontics. They also start working on laboratory procedures for complete dentures and removable partial dentures. Additionally, students begin learning about oral pathology and study microbiology, immunology, and human physiology to deepen their understanding of health and disease.

Third Year (Clinical Stage): In the third year, students begin applying evidence-based dentistry through courses in biostatistics and research methodology. They learn critical thinking and research skills, including data analysis and scientific writing. Clinical skills are further developed, with a focus on drug prescription, pharmacology, infection control, radiographic imaging, and basic diagnostic and treatment planning. The acquired preclinical skills are put into practice in clinical settings such as endodontics, operative dentistry, fixed and removable prosthodontics clinics, where students start treating patients under supervision.

Fourth Year (Clinical Stage): The fourth year intensifies clinical training, introducing students to oral surgery and periodontics. Students also learn functional occlusal analysis through an interdisciplinary approach, integrating knowledge from

various specialties like prosthodontics, orthodontics, periodontology, and operative dentistry. In addition, they study the medical conditions that can impact dental management and gain experience in analyzing surgical cases.

Fifth Year (Clinical Stage): In the final year, students take on comprehensive patient care, diagnosing and treating orthodontic problems, managing pediatric patients, and continuing their training in oral surgery. They also develop skills in handling medical emergencies in the dental office, dental implantology, and practice management. The focus shifts to a more independent practice, where students refine their clinical skills, manage complex cases, and apply preventive dentistry through the public health and preventive dentistry course (SER 4.1.3).

The Dental Internship Program (DIP) is a mandatory 12-month training period following the completion of the 5th-year undergraduate dental program. It is designed to enhance the knowledge, skills, and professionalism of graduates, preparing them for independent dental practice. The internship is essential for eligibility to practice dentistry in Egypt, as graduates must complete it before obtaining their practice license from the Egyptian Ministry of Health and Population and being registered by the Egyptian Dental Syndicate. Annex 44 includes the guidelines for the dental internship programs.

Interns are supported and supervised throughout their training by faculty members, who oversee the internship both within the University's dental clinics and in external training centers approved by the University. Interns spend a minimum of 6 months within the faculty's dental clinics, with the remaining months spent in external hospitals or educational institutions. During their time at the University clinics, interns rotate through various clinical modules.

The University ensures the quality of the internship program through regular performance evaluations, including feedback from both internal and external training centers. The qualifications of practical instructors are monitored, and regular meetings are held to ensure alignment with program goals (SER 4.1.4).

The teaching approaches include both traditional lectures and interactive, student-centered methods. Interactive techniques used to enhance engagement and learning include group discussions, problem-solving activities, game-based learning, and mobile learning. Other methods include evidence-based learning, seminars and presentations, shadowing, flipped classrooms, research projects, and self-study. Annex 38 provides the teaching, learning and assessment strategy.

Students participate in clinical and practical sessions using defined rubrics to guide their learning and assessment. Each clinical course specifies its requirements and the number of cases students must complete under the direct supervision of teaching staff, ensuring a structured and high-quality clinical training experience (SER 4.1.5).

The faculty has implemented comprehensive strategies to integrate research into the study program. The “biostatistics and research methodology” module equips students with skills in scientific writing, article criticism, and research presentation using podcasts and videos. Starting in the academic year 2024/2025, students in the public health and preventive dentistry course will conduct patient-based research at the Dental Clinics Complex (DCC) or use patient medical records for their studies. Additionally, the elective course "Introduction to Medical Research" focuses specifically on research methodologies.

Research-based assignments, such as literature reviews and presentations, are incorporated into various courses. Research activities are further supported by field training in research labs, summer training courses, and participation in scientific events like conferences and scientific days in courses like oral physiology and pedodontics (SER 4.1.7).

The current program bylaw includes provisions for student exchange opportunities, although these initiatives are yet to be implemented. Faculty staff and teaching assistants also engage with international universities to deliver lectures, fostering academic mobility and international collaboration.

The Faculty has organized summer training programs for students on laser applications in dentistry through agreements with Aachen University, Germany, and Sigmund Freud University, Austria (SER 4.1.8).

Judgment

The Bachelor study program “Oral and Dental Medicine” has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the course guide. The course guide contains information on course code, title, level/semester, credit hours, language, course description, learning outcomes, content, and examination. The experts positively acknowledge the comprehensive and detailed course guide, which allows a high level of

transparency for students. In the experts' opinion, the structure of the curriculum seems to make the workload manageable.

The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

Misr International University and the Faculty of Oral and Dental Medicine changed the study programs bylaw in 2019. The University integrated new course content into the curriculum to reflect the latest developments in dentistry. The first graduates of the new bylaw finish their studies in the academic year 2024/2025. The most significant change in the bylaw, especially for students and teaching staff, is the earlier exposure to patients at the beginning of the third year. The experts welcome the continuous development of the curriculum to include up-to-date course content.

The experts inquire about interdisciplinary modules and exchange. According to the University, interprofessional education with the Faculty of Pharmacy is implemented in the module "Pharmacology". The experts recommend that the University exploits synergies in content and teaching and expand cooperation with other departments in research projects, joint courses, and knowledge exchange.

The Dental Internship Program (DIP) is a 12-month training period following the completion of the 5th-year undergraduate dental program. This internship training is mandatory to be eligible to practice dentistry in Egypt. The graduates are only allowed to join the job market after getting a license from the Egyptian Ministry of Health and Population (MoHP).

Besides the DIP, students in the study program "Oral and Dental Medicine" complete a high number of practical and clinical hours. Patient exposure starts at the beginning of the third year. The experts inquire about the high number of patients per year in the clinics of MIU. The University explains that the free of charge treatment in the clinics is part of the mission of the University to do community service. Due to the high number of patients, the students receive excellent practical training in various fields of dentistry during their studies.

The experts encourage the use of large numbers of patients not only for the practical training of students but also for the research of teachers. In particular, the

conditions for practice-oriented research are already in place and should be intensified. Students should be further involved in research projects.

Regarding internationality, the experts take notice of the measures put in place by the University to expand its international orientation. International cooperations and exchange is implemented in the new bylaw, but not fully implemented yet. A study program taught in English is well-equipped to establish exchange programs for its students. In addition to the existing collaborations, more collaborations should be established.

The experts highly recommend expanding the possibilities of going abroad through short-term stays as well. Shorter periods abroad, for example within the scope of an internship or summer school, could be more attractive and easier to finance for students. Furthermore, the experts recommend finding creative ways of internationalization, for example online conferences or guest lecturers, to include their students in the international scientific community.

Decision

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

3.3 Admission and Feasibility

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

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

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

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

Summary

The admission requirements for the "Oral and Dental Medicine" study program are as follows:

- Applicants must hold an Egyptian high school certificate (science section) or equivalent foreign certificates, with a total score meeting the minimum set by the Supreme Council of Private Universities.

- Applicants must pass high school exams in the required subjects for faculty admission.
- Admission tests include reasoning and English placement tests, alongside a mandatory medical examination as determined by the University Council.
- The Supreme Council of Private Universities annually determines the number of available seats and the minimum total scores for admission.

The admission process is electronic, and applicants are informed via email by the Office of Admission and Registration. Information on admission, including regulations, is published on the University's website, and open campus days and virtual tours are held to introduce the program to prospective students (SER 5.1.1). The admission procedures are also laid out in Annex 54.

MIU currently doesn't offer compensation measures for students with disabilities and chronic illnesses with regard to the admission requirements. Students with visual, hearing, speaking, mental, or motor disabilities are not admitted due to the practical nature of the program, which requires passing a medical examination (SER 5.1.2). Applicants with chronic illnesses may submit medical documentation and are admitted if their condition does not interfere with academic performance (Annex 22).

The University has established rules for transferring students from other institutions:

- Transfer students must meet the minimum high school score, as specified in Presidential Decree No. 246 of 1996 and the Council of Private Universities' regulations.
- Transfer students must pass admission tests and complete at least six semesters and 75 credit hours at MIU.
- Courses completed at the previous institution with a grade of C or higher are eligible for transfer if they have equivalents in the MIU program. Non-equivalent courses may be counted as electives. Transferred courses are marked with a "T" and do not affect the cumulative GPA.
- For students with prior university degrees, high school coursework must meet MIU admission requirements, and previous degree courses must be evaluated and approved by the faculty council for equivalency (SER 5.1.3).

Misr International University offers various support mechanisms for students. The Academic Advising Center (AAC) provides academic guidance, monitors the progress of struggling students, and assists with academic decisions like adding or dropping courses. Faculty academic supervisors support students in resolving teaching and learning issues. Regular office hours allow students to seek help with course material, discuss assignments, and provide feedback.

Medical clinics on campus provide healthcare, including support for postponement requests due to medical conditions.

Struggling students receive guidance through meetings with academic advisors and faculty members. Outstanding students are supported through fee reductions, encouragement to participate in competitions, and honors at the graduation ceremony.

Judgment

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

The experts draw attention to the relatively high number of exams to be passed during the study program. The University states that the system of midterm and final exams is determined by the government. 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 academic calendar at the beginning of each semester. 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”. Students undergo an orientation which familiarizes them with available support services. The Student Handbook also gives an overview of information regarding the study program but also student support services.

In discussions with students on site, it became clear that students would appreciate more support with regard to international activities, both in terms of semesters abroad and also working abroad when completing their studies. The experts

recommend appointing a responsible person who is accessible as a contact person for international activities as a first step to an international office.

The experts also recommend creating an alumni network at the request of students so that graduates can exchange experiences and pass them on to students.

The experts find the support services at the University to be exemplary and conducive to the health and success of the student body. The experts also appreciate the transparency of the costs of studying. According to students, no additional costs besides the tuition fee have to be incurred, whereas at other many universities, material costs and similar expenses usually arise.

Decision

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

3.4 Examination system and transparency

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. The requirements to students' performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

The University guarantees that students with disabilities or chronic illnesses receive compensation with regard to time limits and formal requirements of the study process, as well as all final and course-related performance records.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published.

Summary

All courses have midterm and final written exams. Exams are categorized into semester work (40% of the total grade) and final exams (60% of the total grade). Semester work includes written or practical exams, participation, practical requirements, portfolios, and attendance. Final exams consist of written, practical, and oral exams. Most written exams are computer-based, while practical exams use formats like OSCE/OSPE, data-show, or objective clinical and laboratory assessments. Oral exams involve viva cards or presentations. Formative assessments are conducted in-person or via the "MIU Moodle" system (SER 6.1.1).

Practical or clinical exams are held in all courses except 11, which are the University requirement courses (4 in total) and the following courses: Biostatistics & Research Methodology, Dental Ethics, Fundamentals of Occlusion, Behavioral Sciences & Professional Education, Practice Management, Emergency in Dental Office & Special Care Dentistry, Basic Dental Implantology (7 in total).

Oral exams are applied in six courses which are: Oral Surgery 2, Pediatric Dentistry 1, Clinical Comprehensive Care 1, Oral Surgery 3, Pediatric Dentistry 2 and Clinical Comprehensive Care 2.

Examination dates are announced at the beginning of each semester in the MIU calendar published on the University website. Exam schedules are also sent to students via email (SER 6.1.1).

The students' final grade for a course is calculated based on the sum of semester work and final examinations. For the student to pass the course successfully, he must obtain at least 30% of the final written exam and 60% of the total grade.

GPA	Percentage	Grade
4.00	90% and above	A
3.70	85% to less than 90%	A-
3.30	80% to less than 85%	B+
3.00	75% to less than 80%	B
2.70	72.5% to less than 75%	B-
2.30	70% to less than 72.5%	C+
2.00	67.5% to less than 70%	C
1.70	65% to less than 67.5%	C-
1.30	62.5% to less than 65%	D+
1.00	60% to less than 62.5%	D
zero	Less than 60%	F

Students can retake failed courses or exams:

- **Attendance below 75%:** The student receives a "WU" (unsatisfactory withdrawal) or "F" for English courses.
- **Missed final exams with an adequate excuse:** A supplementary exam is offered the following semester.

- **Retaking Passed Courses:** Students may retake passed courses to improve their cumulative GPA (if below 2). The highest grade is recorded, and credit hours are counted once. A maximum of three attempts is allowed, unless graduation requirements dictate otherwise.
- **Failed Courses:** Failed courses must be repeated, with a maximum grade of "B" recorded on passing. If the grade is below "B," the actual grade is recorded along with an "R" to indicate repetition (SER 6.1.1).

Examination procedures adhere to the executive rules of the University and the program bylaw, as outlined in the examination guide. Exams are reviewed for fairness and compliance by internal committees, and corrective measures are discussed and implemented based on exam analysis and audit reports (Annex 39).

Judgment

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations focus 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 academic calendar. 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.

Upon graduation, students are awarded a Bachelor's graduation diploma. The experts also recommend providing additional information with the graduation certificate: To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.

Decision

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

3.5 Teaching staff and material equipment

Professionalism and a sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel correspond to the requirements of the study program. Recruitment and appointment of teaching positions are appropriate. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided.

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

Summary

The program employs 155 teaching staff members and 162 teaching assistants (TAs) for the academic year 2023/2024. The full-time staff includes 19 professors, 12 associate professors, and 35 lecturers and 141 teaching assistants. The teaching load for full-time staff is a maximum of 15 credit hours per week for academic staff and 28 contact hours per week for TAs.

Additionally, the part-time staff consists of 29 professors, 30 associate professors, and 30 lecturers and 21 TAs. For part-time staff, the teaching load is 9 credit hours per week for professors and 21 contact hours per week for TAs.

The program is delivered by a combination of full-time and part-time professors, associate professors, lecturers, and TAs, achieving a staff-to-student ratio of 1:11 for academic staff and 1:9 for TAs, in alignment with national standards.

Recruitment follows the Supreme Council of Universities' regulations and internal University policies. Teaching assistants are selected from the top graduates based on academic qualifications and personal traits such as problem-solving ability, IT proficiency, and communication skills.

Criteria for academic staff appointments are as follows:

- **Lecturer:** Doctorate degree in the specialization.
- **Associate Professor:** Doctorate degree, five years of teaching experience, and published scientific research.
- **Professor:** Doctorate degree and at least five years of experience post-associate professor promotion, along with additional research publications.

The hiring process includes departmental needs assessments, board and council consultations, and active staff attraction measures, such as agreements with public universities and research centers (SER 7.1.2).

Staff professional development includes participation in workshops, training courses, and conferences (both national and international). In 2022/2023, 29 workshops were conducted, with a participation rate of 66.7% for staff and 65.2% for TAs. Faculty members receive financial support for conferences (e.g., transportation, registration, and daily allowances) and benefit from agreements with research centers and universities for joint research and mobility (SER 7.1.3). Training courses for teaching staff are in Annex 35.

Staff performance is reviewed annually based on teaching schedules, research activities, community service, and departmental evaluations. Results are used to improve performance and professional development plans.

The faculty utilizes three multi-story buildings (S, N, R) and the Dental Clinic Complex (DCC) for educational purposes. Facilities include 9 lecture halls, 18 laboratories (medical sciences, dental sciences, and prosthetics), 6 simulation labs, and

7 clinics with 337 dental units. Additional facilities include radiology, emergency clinics, and prostheses production labs.

Student activities are supported by courts, a gymnasium, and recreational spaces. Clinical and laboratory facilities are well-equipped, and students are not charged additional fees for required materials (SER 7.3.1).

The University operates three libraries, including one dedicated to oral and dental medicine. The inventory includes books, periodicals, e-databases, and e-books accessible both on-campus and off-campus. Specific to the study program, the library counts 1,048 paper books, 16 paper-based periodicals, 235 theses. It counts more than 347,598 e-books alongside 260 full access journals (Annex 48).

Libraries operate six days a week from 8:30 am to 4:30 pm.

The University supports academic and administrative functions with 51 computer labs housing 1,335 computers. Classrooms are equipped with advanced media equipment. An e-learning platform (MIU Moodle) facilitates blended learning. Electronic exams and attendance systems are implemented, and internet connectivity is available through wired and wireless networks.

Judgment

New teaching staff are thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Misr International University show 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 members. Many members of the teaching staff already studied at MIU before being employed as teachers.

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

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

The experts visited the premises of the Misr International University including its skills labs and clinics. The Dental Clinic provides comprehensive dental services to the local community while also serving as a training facility for dental students. The skills labs are equipped with all relevant devices. The six clinics are organized by specialty and are color coded to make it easier for patients to find their way around. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program are good.

As a whole, it was ascertained by the experts that the Bachelor's study program "Oral and Dental Medicine" has ample teaching facilities at its disposals.

Decision

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

3.6 Quality assurance

The University has developed and documented a concept of quality assurance in education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates.

Summary

The Quality Assurance Unit (QAU), established in 2008, oversees quality assurance (QA) processes for continuous improvement and alignment with the faculty's strategic objectives. Processes follow the PDCA cycle, including internal audits, KPI measurement, and external evaluations. QAU activities are based on University Quality Assurance Center (QAC) regulations, detailed in the QAU manual (Annex 30).

QAU is an independent unit reporting to the dean, consisting of a board of directors, an executive board, and seven specialized committees.

- **Board of Directors:** Includes the dean, vice deans, CEO, and vice CEO.

- **Executive Board:** Includes the CEO, vice CEO, committee heads, and an administrative team.
- **Planning and Follow-Up Committee (PFC):** Develops strategic plans and monitors progress.
- **Programs Review Committee (PRC):** Prepares and reviews program documents and suggests modifications.
- **Internal Review Committee (IRC):** Conducts reviews and audits.
- **International Accreditation Committee (IAC):** Prepares faculty for international accreditation.
- **Awareness and Technical Support Committee (ATC):** Promotes quality culture and provides training.
- **Measurement and Evaluation Committee (MEC):** Develops and analyzes surveys, tracks KPIs.
- **Media Committee:** Publishes faculty updates on websites and social media.

Course coordinators are quality liaisons who ensure course portfolios meet QAU standards. The QAU manual is available online and outlines roles, responsibilities, and regulations (SER 8.1.1).

The faculty's QA process aims to maintain and enhance the quality of teaching and research through planning, evaluation, and continuous improvement strategies. The faculty follows certain procedures for continuous program evaluation and modification that is achieved through internal and external audits as well as stakeholders' satisfaction questionnaires (Annex 30 for faculty quality assurance manual and Annex 26 for external and internal program and course reviews).

The quality assurance measures are aligned with NAQAAE standards (NARS) and ADEE domains. Continuous program evaluation is ensured through internal audits by PRC, which also produces an annual program report with an improvement plan (Annex 28).

Furthermore, the assurance process includes an external review that is carried out by external reviewers, external examiners for final year students, and NAQAEE evaluation in the accreditation procedures (Annex 26). Stakeholders are included in the curriculum evaluation process by taking satisfaction surveys about the program from senior students, interns, alumni, and external stakeholders (Annex 18, 25, 34,52).

The program evaluation results, including audit reports, program reports, questionnaires, and improvement plans, are discussed in meetings of the QAU executive council and board of directors. Students, interns, and external stakeholders are allowed to attend some QAU committee meetings when relevant topics are discussed.

The faculty uses the evaluation results to enhance the study program. TARD committee performs program modifications based on audit reports, questionnaire results, and scientific advancements. TARD committee is also responsible for the integration of new teaching and assessment methodologies into the program. The faculty supports this by offering professional development programs, helping faculty members adopt these innovative methodologies, and enhancing their pedagogical skills (Annex 34 for staff satisfaction surveys and Annex 35 for training courses of teaching staff).

The faculty's course evaluation process involves internal assessments conducted by course coordinators, who compile course reports detailing strengths, weaknesses, progress on previous action plans, and proposed improvements for the upcoming year. The Programs Review Committee (PRC) and Internal Review Committee (IRC) conduct audits of the courses, while external examiners evaluate courses to ensure alignment with current scientific and clinical standards (SER 8.1.3).

Students contribute feedback on courses through regular online surveys, which assess course content, learning outcomes, and teaching methods. Additionally, students participate in satisfaction surveys related to academic counseling services and university facilities (Annex 18). Feedback on teaching effectiveness and learning experiences is also collected during staff office hours and meetings with deans and vice deans. Course evaluation results and improvement plans are reviewed and discussed at multiple levels, including department councils, the Student Affairs Committee (SAC), the Teaching and Assessment Review and Development (TARD) committee, and the faculty council.

The faculty conducts graduate surveys to evaluate the practical relevance of the program and make any necessary improvements. These surveys assess graduates' clinical skills and professional experiences (Annex 24). They are administered annually by the alumni office via email, as well as during graduate events such as job fairs, scientific days, continuing education courses, and conferences.

Additionally, the faculty gathers feedback from employers on the program and the performance of graduates in the job market (Annex 52) (SER 8.1.4).

In the year 2023/2024 a total of 2,344 students applied for the program (1,003 males and 1,341 females). A total of 296 were accepted and enrolled in the program (106 males and 190 females).

For the year 2022/2023 the breakdown of students is as follows:

Year	Enrolled	Succeeded	Failed
First	311	274	24
Second	304	296	5
Third	224	223	0
Fourth	259	253	1
Fifth	320	318	1

Judgment

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

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. In talks with students and the University, it became clear that students' feedback is taken seriously and is implemented in the curriculum. The change of bylaw which included student-driven changes is only one example.

The University possesses a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks and analyzes the career paths of its graduates. The institution seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes.

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 University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

Decision

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

3.7 Gender equality and equal opportunities

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

Summary

The University ensures equal rights in the admission and educational opportunities for all students, regardless of gender, in accordance with national regulations and University policies (Annex 56).

Due to the profession's demands, the faculty requires applicants to meet specific medical standards to be accepted into the program. Applicants with physical or mental limitations that make it difficult for them to achieve program requirements will not be accepted. The admission process includes a medical examination and personal interview, which reviews the cases of disability or chronic illness – if present- and considers its extent and impact on program requirements (SER 9.1.2).

Judgment

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. According to the experts, the specific medical standards for admission are appropriate for the study program.

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

Decision

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

4 Conclusion

During the site visit, the experts see a strongly committed University and Faculty of Dental and Oral Medicine, where engagement was demonstrated by all levels. The student-centered philosophy of the University is highly appreciated, as students are treated with care and respect. The structure of the Bachelor's study program "Oral and Dental Medicine" is clear, with a good balance between theoretical and practical work. The experts especially comment the University on their strong practical focus with early exposure to patients.

The examination system is well-regulated and fair, with a variety of tools available to assess student progress. The staff is highly qualified. The quality assurance system in place is robust. Evaluation results are used to make changes. The institution has nondiscriminatory practices in place for admission and promotes gender equality.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Oral and Dental Medicine" offered at the Misr International University completely 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:

- Synergies in content and teaching should be exploited and cooperation with other departments in research projects, joint courses, and knowledge exchange expanded.
- The large number of patients should be used for research of the teaching staff. Especially practice-oriented research should be intensified.
- Students should be further involved in research projects.
- Internationalization efforts should be intensified and more collaborations established.
- The possibilities of going abroad should be expanded, for example through short-term stays like summer schools or internships.
- The support for students in international activities should be intensified.
- An alumni network should be created for students and graduates to share their experience.

- To increase international comparability, the University should provide additional information to the graduation diploma like a Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.

5 Decision of the accreditation commission

Decision of the accreditation commission May 13, 2025

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

The site visit of the University took place on February 10–11, 2025, according to the previously agreed-upon schedule.

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

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

The Bachelor study program requires the obtainment of 175 credit hours according to the internal credit system. The regulated study period in the program "Oral and Dental Medicine" is 5 years: 10 semesters at the University followed by one year of internship, which is mandatory but not part of the study program. The study program comprises 49 modules, of which all are mandatory. The language of instruction is English. The Bachelor study program "Oral and Dental Medicine" is completed with awarding of the academic degree "Bachelor of Oral and Dental Medicine". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2020/2021.

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

The Bachelor study program "Oral and Dental Medicine" is accredited for the duration of five years until September 30, 2030.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.

An appeal against this decision may be filed within two weeks of its notification. The appeal must be submitted in writing or recorded at the office of AHPGS Akkreditierung gGmbH, Sedanstraße 22, 79098 Freiburg, and must include a statement of reasons.