



Assessment Report

**for the Application of
Majmaah University, Saudi Arabia
College of Dentistry
for the Accreditation of the Bachelor Study Program "Dental Surgery"
Bachelor of Dental Surgery**

AHPGS Akkreditierung gGmbH
Sedanstr. 22
79098 Freiburg
Telefon: +49 (0) 761/208533-0
E-Mail: ahpgs@ahpgs.de

Expert group	Prof. Dr. Werner Birglechner DIPLOMA University - Private University of Applied Sciences North Hessen, Germany
	Prof. Dr. Susanne Gerhardt-Szép, MME Johann Wolfgang Goethe University Frankfurt am Main, Germany
	Dr. Ambili Mundethu Orthodontic practice at the castle park, Wiesbaden, Germany
	Rebecca Scriba Julius Maximilian University of Würzburg, Germany
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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 fulfillment 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: "Dental Surgery".

The Self-Evaluation Report for accreditation of the above-mentioned study program (hereinafter the SER) of the Majmaah University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on February 16, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Majmaah University and the AHPGS was signed on the January 01, 2025.

On April 30, 2025 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 May 27, 2025s 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 Majmaah University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program "Dental Surgery", 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 Bachelor study program "Dental Surgery"

Annex	Description
1	1-Module Description
2	2-Teachers' CV
3	3-Teaching Matrix
4	4-Course Specifications
5	5-Program Specifications
6	6-Study Plan
7	7-Annual Program Report
8	8-Field Experience Specifications
9	9-Field Experience Report

10	10a-Dental Internship Logbook
11	10b-Dental Internship Surveys Report
12	11a-PLO Measurement Report
13	11b-PLOs Matrix
14	12-Quality Manual
15	13-Dentistry College Guide
16	14-Research Unit Annual Report
17	15-Faculty Didactic Report
18	16-Students Extracurricular Activities
19	17-Library Books List
20	18-Infection Control Manual
21	19-Study By Laws – Educational Affairs Unit
22	20-Dental Care Job Market
23	21-Transforming Dental Care in Saudi Arabia

Alongside the study-program-specific documents, the following documents were submitted as general documents:

Annex	Description
A	Academic Advising Manual
B	Examination Guide
C	Jouda Quality Platform
D	Library Regulations
E	Management System Certification
F	National Qualifications Framework
G	Regulations for Saudi Personnel

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

Majmaah University (MU) is a governmental higher education institution established in 2009 to provide education, research and community services within its regional catchment. MU now comprises eleven colleges offering 43 study

programs across several governorates and centers (Majmaah, Alzulfi, Alghat, Ramah and Hawtat Sudair), serving 19,956 students with 1,318 teaching staff.

As the University reports, MU maintains several specialized facilities that contribute to its academic environment: the Astronomical Observatory in Hawtat Sudair (noted for its role in crescent sighting) and the Saudi Cifal Center, a UNITAR partnership designed to deliver training and act as a knowledge-exchange hub for government, private sector and civil society. The University explains that research activity is supported by the Health and Basic Colleges Research Center within the Vice-Rectorate for Postgraduate Studies and Scientific Research. This multidisciplinary center houses laboratories including molecular biology, microbiology, and biochemistry & immunology and oversees funded research, specialized seminars and partnerships with local and international research centers to support the University's development goals (SER 1.1).

Established in the academic year 2009/2010, the College of Dentistry at Majmaah University offers only the Bachelor study program "Dental Surgery" (BDS) and currently enrolls 176 students. The program integrates therapeutic and preventive dental services into its mission, providing care to the local community. Clinical training is delivered through two clinic centers: the Educational and Therapeutic Clinics in Zulfi, which operate 44 clinics with an additional 55 clinics under development to support the BDS program and planned postgraduate programs, and the Educational and Therapeutic Clinics in Majmaah, which currently have 15 working clinics planned for use in future dental postgraduate training (SER 1.2).

2.3 Structural data of the study program

University	Majmaah University
Faculty/Department	College of Dentistry
Cooperation partner	Governmental and private hospitals for internship year.
Title of the study program	„Dental Surgery“
Degree awarded	Bachelor of Dental Surgery
Form of studies	Full-time, on-campus
Organisational structure	From Sunday to Thursday
Language of Studies	English
Period of education	7 years (One preparatory year + ten semesters + one-year non-credit internship)

Credit Hours (CH) according to the internal credit hour system	194 CH
Hours/CH	1 theory hour = 1 credit hour 2 practical hours = 1 credit hour 3 clinical hours = 1 credit hour
Workload	Total: 8,530 hours Contact hours: 2,640 hours Individual work: 3,810 hours Practice: 2,080 hours
Launch date of the study program	Fall 2010
First accreditation	Education and Training Evaluation Commission (ETEC) – “National commission for academic accreditation and assessment” (May 2021-April 2023)
Time of admission	July
Number of available places on the program	40 students per year (20 males and 20 females)
Number of enrolled students by now	176 (76 males and 100 females)
Particular enrollment conditions	<ul style="list-style-type: none"> - Saudi Secondary School Certificate in the science section (SSSCSS) or equivalent not older than two years, - Aptitude Test Certificate (ATC) administered by a national center for assessment in higher education, - High school graduation with a GPA of at least 90% and an average not lower than 90% in physics, chemistry, biology, math and English, - Not have been dismissed from another university for disciplinary reasons, - Priority is given to the students with higher grades in case applicants exceeding availability, - GPA of 4,5/5 in the preparatory year, - At least ILETS with grade 5.
Tuition fees	Governmental program, free for citizens

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on November 17-18, 2025 according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on November 16, 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.

During the site visit, experts conducted discussions with the University management, representatives of the College of Dentistry, the chair, vice chair and the teaching staff of the program "Dental Surgery" 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.

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 Dentistry and the study program serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

In accordance with ESG 1.2 Design and Approval of Programs

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

Summary

The College of Dentistry aims to prepare competent and ethical dental professionals while advancing community oral health and dental science. The "Dental

"Surgery" program emphasizes advanced knowledge and practical skills, supported by a quality assurance system and varied teaching and learning methods. Research and international publication are encouraged, with efforts to foster innovation in dental science and technology. The College invests in faculty and student development and continuously upgrades service technology and infrastructure to meet contemporary standards. Community engagement is a program priority, targeting local oral health needs to improve population dental health. At the course level, learning objectives are aligned with program objectives. Alignment is evaluated annually and revised periodically (SER 3.1.1).

The Bachelor study program "Dental Surgery" aims to advance dental knowledge through evidence-based research and to prepare graduates for roles in patient care, administration, research and education by integrating manual and cognitive skills for comprehensive oral-health assessment and treatment. It equips students with clinical knowledge, problem-solving ability, professional communication, and hands-on skills required for effective clinical practice. Service-learning activities (e.g. dental camps) promote social responsibility, preventive care and improved access to dental services. Professional development fosters professionalism, empathy, teamwork and ethical conduct, and course-level objectives are aligned with program objectives and reviewed regularly (SER 3.1.2).

Aligned with NQF (National Quality Framework) level 6, the Bachelor study program "Dental Surgery" organizes its learning outcomes into three domains (SER 3.1.3):

- Knowledge: students acquire and integrate deep factual and theoretical knowledge across basic medical, basic dental, and clinical dental sciences, progressing from foundational to complex levels required for safe clinical practice.
- Skills: graduates develop cognitive, psychomotor and digital competencies including critical thinking, clinical problem solving, handling dental materials and instruments, effective interpersonal communication, quantitative data use, and use of digital tools for research and clinical decision-making.
- Values: students are trained to uphold professional and ethical standards, assume responsibility and autonomy in clinical and academic tasks, collaborate and lead in team settings, and plan ongoing academic and professional development.

According to the University, graduates of the Bachelor study program "Dental Surgery" qualify for a wide range of careers. Career paths include full-time academic positions, clinical practice, or further postgraduate training inside Saudi Arabia or abroad. Alumni are employed in diverse settings such as the Ministry of Health, primary health care centers, health rehabilitation centers, the Saudi Red Crescent Authority, scientific research centers and universities, the Ministry of Education (universities, colleges, school-health), military forces (National Guard and security forces), hospitals and medical cities, and both public and private clinics. Many also pursue self-employment (SER 3.2.1).

As the University explains, Saudi Arabia's growing population and economic expansion have raised demand for dental services, increasing the need for dental professionals across the country. Government measures to nationalize the dental workforce including a 35% nationalization policy effective March 2024, aim to expand employment opportunities for Saudi nationals. Market forecasts project up to 7.9% growth in the dental care sector by 2030, intensifying the need for skilled dentists to address rising demand and the uneven regional distribution of dental personnel in the labor market (SER 3.2.2).

Judgement

From the experts' point of view the Bachelor study program "Dental Surgery" 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. The program aims to prepare competent dental practitioners who are able to meet regional healthcare needs while contributing to the improvement of oral health services in the Kingdom of Saudi Arabia. From the experts' point of view, the Bachelor study program "Dental Surgery" provides excellent opportunities for clinical practice and community engagement. Patient treatment is offered free of charge. The experts appreciate the strong integration of teaching and patient care, which combines clinical learning, social responsibility, and professional ethics.

The experts note that the University is strongly committed to obtaining international accreditation. The University expects this process to add value not only for students and faculty but also for the institution as a whole. International accreditation is viewed as an opportunity to enhance the organization and standardization

of educational processes, diversify quality-assurance practices, and ensure alignment with both national and international benchmarks.

The experts note that several initial steps toward internationalization have already been taken. A summer exchange program is in place, and the experts positively acknowledge that at least one student has already participated successfully, with the credits earned abroad fully and smoothly recognized by the University. While these developments are commendable, the experts encourage the University to expand international opportunities further by establishing additional cooperation agreements with foreign partner institutions. This would allow a larger number of students to benefit from international academic exposure. In this context, the experts also welcome the University's intention to introduce postgraduate programs, which is strongly supported by both faculty and students. The establishment of such programs should be accompanied by strengthened international research collaboration and the development of a dedicated research laboratory. These measures would not only enhance the University's global visibility but also create a more robust research environment for future master's and doctoral students.

The University further reports about the 'Excellence University Initiative', a national strategy in which each university identifies a unique area of strength. Majmaah University has chosen a profile with a strong emphasis on technical and industrial aspects, which also influences the strategic development of its academic programs. However, from the experts' point of view, the Bachelor study program "Dental Surgery" should also further articulate and highlight its own distinctive features within this institutional framework. The program is encouraged to define a clear Unique Selling Point that reflects its particular strengths, academic focus, and contribution to regional dental healthcare (see also Criterion 5).

A further component of the program's objectives is the preparation of students for national licensure, which the experts positively acknowledge. The College offers an exit exam that simulates the Saudi Commission License Exam. Participation is voluntary, yet strongly encouraged, and the exam is designed according to a blueprint that familiarizes students with the structure and expectations of the official licensing assessment.

Decision

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

3.2 Structure of the study program

In accordance with ESG 1.3 Student-centered Learning, Teaching and Assessment

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The study program has a modular structure that is closely linked to the European Credit Transfer System (ECTS)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 considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

Summary

The program comprises 72 modules, out of which 10 are taught in the preparatory year, 6 are university mandatory and 56 modules are program-specific. Between 29 and 35 credits are provided each year. All modules have to be completed within one or two semesters. The range of credit hours per semester ranges from 14 to 16 credit hours. There is currently no semester offered as a period for exchange programs.

The list of modules offered:

Nr.	Title	Sem.	CH
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¹ http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

PENG100	English Language I	PY	5
PCOA100	Digital Sciences	PY	2
PBIO100	Biology	PY	4
ULS100	University Life Skills	PY	2
STA100	Biostatistics	PY	3
PENG101	English Language II	PY	5
PENG102	Medical Terminology	PY	2
PCHM100	Biochemistry	PY	4
SOC100	Social Skills	PY	2
PPHS100	Biophysics	PY	3
			29
111RDS	Dental Morphology	1	2
SALM101	Introduction to Islamic Culture	1	2
111PDS	Introduction to Dentistry	1	1
SALM102	Islam & Construction of Society	1	2
113ANA	Anatomy, Embryology & Histology	1 & 2	8
113PSL	General Physiology	1 & 2	5
113BCH	Biochemistry	1 & 2	3
113MDS	Oral Biology	1 & 2	3
122RDS	Introduction to Operative Dentistry	2	2
133RDS	Basics of Dental Materials	2	1
123PDS	Behavioral Dentistry	2	1
132PDS	Information Technology in Dentistry	2	2
			32
211MAC	Microbiology & Immunology	3	2
211PDS	Professional Ethics & Standards	3	1
SALM103	Islamic Economic System	3	2
213MDS	Local Anesthesia and Exodontia	3 & 4	2
223MDS	Oral & Maxillofacial Radiology I	3 & 4	4
213RDS	Pre-Clinical Operative Dentistry	3 & 4	6
223RDS	Dental Biomaterials Science	3 & 4	3
213PATH	General Pathology	3 & 4	3
213PHL	Pharmacology I	3 & 4	2
233MDS	Oral Pathology	3 & 4	4

242MDS	Oral Diagnosis I	4	2
222PDS	Preventive Dentistry	4	1
212PDS	Introduction to Prosthodontics	4	2
			34
311MED	Basic Life Support and Common Emergency Problems in Dental Practice	5	2
331MDS	Oral Diagnosis II	5	2
313MDS	Clinical Oral Surgery I	5 & 6	4
323MDS	Oral & Maxillofacial Radiology II	5 & 6	3
313RDS	Clinical Operative Dentistry I	5 & 6	3
323RDS	Pre-Clinical Endodontics	5 & 6	4
313PDS	Clinical Periodontics I	5 & 6	4
314SDS	Pre-Clinical Removable Prosthodontics	5 & 6	4
323SDS	Pre-Clinical Fixed Prosthodontics	5 & 6	4
322PDS	Pre-Clinical Pediatric Dentistry	6	2
			32
411MAC	Oral Microbiology	7	2
411GIM	General Internal Medicine	7	1
411GSO	General Surgery	7	1
413MDS	Clinical Oral Surgery II	7 & 8	3
413RDS	Clinical Operative Dentistry II	7 & 8	3
423RDS	Clinical Endodontics	7 & 8	3
413PDS	Clinical Periodontics II	7 & 8	4
423PDS	Clinical Pediatric Dentistry I	7 & 8	4
433PDS	Pre-Clinical Orthodontics	7 & 8	4
413SDS	Clinical Removable Prosthodontics	7 & 8	3
423SDS	Clinical Fixed Prosthodontics	7 & 8	4
422MDS	Oral Medicine I	8	2
412ENT	Ear, Nose & Throat Surgery	8	1
			35
511MDS	Oral Medicine II	9	2
531PDS	Clinical Orthodontics	9	1
541PDS	Biostatistics in Dentistry	9	1
511PHL	Pharmacology II	9	1
ARAB101	Arabic Skills	9	2
513SDS	Comprehensive Clinical Dentistry	9 & 10	8

523SDS	Clinical Dental Implantology	9 & 10	3
513PDS	Dental Public Health & Community Dentistry	9 & 10	4
523PDS	Clinical Pediatric Dentistry II	9 & 10	2
SOCI101	Contemporary Society Issues	10	2
512	Esthetic Dentistry	10	2
552	Dental Practice Management	10	1
532	Geriatric Dentistry	10	1
HAF101	Principles of Health and Fitness	10	2
			32
	Total:		194

Table 2: module overview

The module description/catalogue covers the following aspects: module number, level/semester, total credit hours, language, learning outcomes/goals/skills of the module, content of the module, and examination (Annex 1).

The Bachelor study program "Dental Surgery" uses a student-centered curriculum with a clear, sequential course structure spanning preparatory through mastery levels to ensure a smooth progression from foundational knowledge to independent clinical practice (SER 4.1.3):

- Preparatory level: modules in the preparatory year build language and IT skills and cover basic sciences (chemistry, biology, physics, mathematics, English, IT) to ready students for advanced dental study.
- Introductory level: first- and second-year courses integrate basic medical (anatomy, physiology, biochemistry, pathology, microbiology) and basic dental sciences (dental morphology, oral pathology, local anesthesia), creating the scientific foundation for later clinical work.
- Practice level: third-year preclinical courses (for example, preclinical removable prosthodontics and endodontics) develop hands-on skills in phantom/simulation labs, bridging theory and clinical reasoning before patient contact.
- Mastery level: fourth- and fifth-year clinical courses (clinical endodontics, periodontics, oral surgery, restorative and prosthodontics, etc.) focus on

supervised patient diagnosis and treatment, refining clinical decision-making, communication, and professional behavior.

The study program requires supervised training as a condition for graduation, which takes place in an one-year non-credit internship after the study. The Training and Internship Committee coordinates with scientific departments to supervise interns: two-thirds of the internship takes place in the College's clinic centers, while the remaining period is completed by graduates in external dental centers, hospitals and private-sector sites covered by college agreements. Internship learning outcomes complement the program's theoretical and practical training and are aligned with Saudi Council for Health Specialties standards. Core internship activities include comprehensive clinical training (including oral and maxillofacial surgery), scientific research, group discussions and recent-article presentations, case presentations, and community or volunteer dental projects. Students receive a preplacement orientation covering expectations, rules, and regulations for both university and hospital settings. Clinical placements include regular in-college rotations through general, emergency and specialty clinics and external rotations in Ministry of Health centers. Internship coordinators monitor training quality and attendance, support learners, and ensure policy implementation and supervising staff roles and assessment procedures are detailed in the dental intern handbook (see Annex 10). A comprehensive record of student activities, assessments and projects is maintained to ensure clinical training is evaluated. As the University explains, program and field supervisors receive the intended learning outcomes and clear task descriptions covering supervision, follow-up, student assessment and field-experience development. Clinical supervisors' qualifications and roles are verified to ensure alignment with learning outcomes, and supervisory tasks (including assessment and clinical manual development) are reviewed against professional standards. The clinical supervisor is usually ranked from assistant professor and above. The clinical supervisor is typically an experienced faculty member with Masters/ PhD/ Board Certified Dental practitioner with expertise in their field of specialty within dentistry. Student performance is measured with a standardized evaluation form (regularly revised with input from students and supervisors); unsatisfactory results are reviewed by the internship committee. Field preceptors use a comprehensive clinical performance form, internship surveys assess placement suitability, and supervising staff hold a summative meeting after placements. A final report is submitted to the internship unit to support quality improvement (SER 4.1.4).

The program uses diverse teaching methods, including interactive lectures, case-based seminar and clinical discussions, practical and preclinical lab sessions, and assignments. Lectures are followed by Q&A sessions to promote knowledge application. Lab and preclinical work develop psychomotor skills, professionalism and ethics: techniques are demonstrated (pictures, videos, role play), practiced on simulators, then performed on patients under supervision until mastered. Students are encouraged to use faculty office hours for additional, course-specific support (SER 4.1.5). Majmaah University provides campus Wi-Fi and internet-enabled lecture halls with computers and smart projectors. The Deanship of IT and E-Learning manages "Blackboard" for course materials and online delivery, including university-level subjects. The Deanship of Admission and Registration runs "Edugate" for course management, enrollment, grading and faculty grade tracking (SER 4.1.6).

As the University explains, the Bachelor study program "Dental Surgery" embeds research training into its curriculum to support evidence-based dentistry. A student scientific research club further develops voluntary, specialty research skills. Research-related courses begin in year two with Pharmacology I (PHL 213) and continue in year five with Comprehensive Dentistry (SDS 513), Biostatistics (PDS 541), Pharmacology II (PHL 511) and Dental Public Health (PDS 513), preparing students to undertake internship research projects and pursue publication. Supervisory structures and course-level research tasks ensure alignment between student research activities and departmental research concentrations (SER 4.1.7).

According to the University, course content integrates international best practices while remaining responsive to Saudi employment demands, preparing graduates for both local practice and academic roles internationally. Instruction is delivered in English, with the exception of Islamic and Arabic language courses taught in Arabic. Many graduates have pursued funded master's and doctoral programs abroad (for example in the United States and the United Kingdom). The program also supports student mobility: eligible students may continue their education at other Saudi universities or take part in international exchange and postgraduate opportunities when they meet the relevant criteria (SER 4.1.8).

Currently there is no option to do internship outside of KSA. Also, the program does not have any international students at present. As a public university funded Dentistry program, the program primarily focusses on training Saudi Nationals to

internationally comparable standards. However, the program allows for clinical rotations during the internship year in hospitals such as the Ministry of Health centers/ hospitals, and also Military Health centers/ hospitals.

Judgement

The Bachelor study program “Dental Surgery” has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within Course Specifications. The course specification for each course contains information on the course name, course code, study load, semester, prerequisite, learning outcomes, description/syllabus, soft skills, forms of learning, learning methods, assessment of learning outcomes. From the experts’ point of view, the structure of the Bachelor study program “Dental Surgery” at Majmaah University is coherent, well organized, and aligned with the intended learning outcomes. The curriculum integrates theoretical, pre-clinical, and clinical components in a logical sequence and provides students with the competencies required for professional dental practice. The experts note positively that the curriculum follows a longitudinal conception, ensuring that key competencies like clinical reasoning, patient communication, manual skills, and professional ethics are developed progressively throughout the program. 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.

The experts positively acknowledge that research has gained increasing importance in the new curriculum, which is in place since fall semester 2025/2026. Five new research-related courses have been introduced and the research project became mandatory. The curriculum also includes newly introduced courses in practice management, helping students develop essential administrative and organizational competencies required for professional dental practice. Additionally, the experts recommend to further strengthen digital dentistry within the curriculum to align with current developments in dental education and clinical practice. This should include intraoral scanners, CAD/CAM systems, digital workflow software, additive manufacturing technologies and artificial intelligence and machine learning integration, including AI-assisted X-ray image evaluation.

The arrangement of the practical content in the study program allows acquisition of credits. Clinical training constitutes a core component of the curriculum. As

described earlier, patient treatment is provided free of charge as part of the University's community service. Walk-in patients are screened in the ITU and assigned across clinical units according to diagnosis and urgency. The experts positively highlight students can follow cases from initial assessment to final treatment. The patient volume is high. Furthermore, the experts appreciate that the internship phase is systematically organized. A dedicated internship committee oversees training requirements, supervises competencies through a structured logbook, and ensures oversight both at the University and at external training sites.

Decision

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

3.3 Admission and Feasibility

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

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

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

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

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

Summary

Majmaah University and the College of Dentistry publish clear, centralized admission rules for the Bachelor study program "Dental Surgery" on their websites. The Deanship of Admission and Registration sets intake numbers on the College Council's recommendation, and university-wide requirements are supplemented by college-specific criteria appropriate to the program (SER 5.1.1).

Key entry requirements are:

- Saudi Secondary School Certificate (science stream, SSSCSS) or equivalent.

- Aptitude Test Certificate (ATC) from the National Centre for Assessment in Higher Education.
- High-school GPA of at least 90% and an average of at least 90% in Physics, Chemistry, Biology, Math and English.
- Minimum composite qualifying score of 85% (calculated as 30% SSSCSS + 30% ATC + 40% cumulative basic-science marks from SSSCSS).
- No prior dismissal from another university for disciplinary reasons.
- When applications exceed available places, selection is based on higher grades.
- Admitted students must achieve a preparatory-year GPA of 4.5/5.
- Minimum English proficiency: IELTS band 5.

The program provides support for students who become disabled after enrollment by matching a detailed medical report to the program's core competencies to determine appropriate accommodations. Temporary disabilities are accommodated during enrollment according to individual needs, while permanent disabilities and chronic illnesses are considered against the program's fitness-for-practice rules. Clinic facilities are designed to accommodate left-handed students (SER 5.1.2). As the University explains, not all students with disabilities are excluded, but admission is granted according to the medical health issue of the student unless it affects their ability to study and to practice the profession in the future.

Student transfer regulations (internal or external) are defined by the College, take account of program learning outcomes and college capacity, and are reviewed and approved annually by the College Board; details and intake numbers are recorded in the College Board minutes (SER 5.1.3).

Academic advising at the College of Dentistry is provided by faculty members who are expected to engage actively with students and support their academic success. The service aims to develop students' academic skills, clarify university rules, help set goals, and guide decisions about academic and professional futures, while also simplifying administrative procedures. Advising operates through four main channels: individual one-to-one counseling (each advisor is assigned a set of students and holds periodic meetings), an Academic Advising Unit that oversees advisors and refers difficult cases to committees, an electronic advising forum on the college website for transparent discussion between advisors and students, and a peer advising scheme where advanced students mentor newcomers. The unit also mobilizes high-performing senior students to support advising activities. The

College's Student Affairs department coordinates student support through three units: Student Activities, Student Rights and Services, and Graduate Affairs, and works closely with academic and administrative offices to ensure timely delivery of services. All student guides and regulations (code of ethics, student manual, admission and exam rules) are published online, and new students receive an orientation that introduces campus facilities, digital resources and how to use the university portals. Psychosocial support is available through the college's counseling services, with confidential referral pathways to the University's Student Guidance and Counseling Centre when specialist help is needed. Academic support includes targeted follow-up for low-achieving students, extra classes arranged with departments, peer mentoring by senior students, and individualized action plans that consider both academic load and personal circumstances. Talented students are supported through the excellence program, research opportunities, training attachments and referrals to units such as the Center for Innovation, while outstanding performance is recognized annually (SER 5.2.1).

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. Admission criteria emphasize strong theoretical knowledge, and only high-performing applicants are accepted, which ensures that incoming students possess the academic foundation necessary for the program's demanding curriculum. At the same time, the experts suggest that the University should consider introducing an admission skills examination, either mandatory or as a voluntary assessment to evaluate applicants' practical aptitude, communication abilities, and readiness for clinical training in order to reduce drop-out rates. Such an approach would provide a more holistic picture of applicants' competencies and further align the program with international best practices in dental education.

The experts draw attention to the relatively high number of exams to be passed during both of the study programs. The University states that the system of mid-term and final exams is determined by the government. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the course syllabus at the beginning of each course. The experts confirm that the University takes good measures to guarantee the feasibility of the

study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs.

On site, it became obvious that the teaching staff follows an “open-door-policy”. In the first week of each year, students undergo an orientation which familiarizes them with available support services and where the colleges and departments are introduced.

As another support mechanism, an academic advisor is responsible for a small number of students from the beginning of each semester. Students are supported through advisors with their registration process, selecting a study program, financial and personal issues and their performance during the semester. If the students have problems besides academic issue, a social support unit is installed at the University. The experts find the support services at the University to be exemplary and conducive to the health and success of the student body. However, the University should explore options for improving student housing availability or providing support in securing accommodation near the campus, as this was expressed as a need by students during the discussions.

Decision

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

3.4 Examination system and transparency

In accordance with ESG 1.8 Public Information

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

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

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

Summary

According to the University, each semester includes a midterm and a final exam, while continuous assessment is carried out regularly through quizzes, class presentations, group discussions and assignments following the student assessment schedule in the course specification. Module examinations take various forms, e.g. written tests (MCQs and short essays), practical and clinical exams, OSCE/OSPE, oral exams, assignments, and weekly assessments recorded in practical and clinical logbooks. All exams are scheduled and repeated, when applicable, according to the published course and college timetables (SER 6.2.1).

In the event of a student's absence during any internal formative assessments, the course director shall contact the student to ascertain the reason for absence. If the justification provided is deemed acceptable, a re-assessment will be arranged and administered by the course director.

In cases where a student is absent during final practical or theory examinations, the examination committee shall formally notify the vice dean and the course director. The course director will contact the student to request evidence supporting the reason for absence. The case will then be presented in the department council and upon approval it will be sent to the college council for review and evaluation of the justification. If the absence is deemed valid, the matter will be communicated to the head of department, and a re-examination will be arranged and administered by the course director in coordination with the department concerned within the same semester.

Students who fail a midterm exam are not permitted to retake it. The course director notifies the academic advisor and the department head, after which the academic advisor assesses the student's strengths and weaknesses and provides individualized counselling and remedial support. The academic advisor, course director and department head put a monitoring plan in place to guide the student through subsequent assessments. All interventions and progress are recorded in the student's academic file. When a student fails a final exam, the course director informs the academic advisor, department head and vice-dean for academic affairs. The department head and vice-dean review the student's performance and, if appropriate, schedule a re-examination in the first week of the following academic year. The re-examination is administered by the course director and department head, and the student's results are reviewed to decide progression or detention according to institutional criteria.

The Bachelor study program "Dental Surgery" study plan is officially approved and published online along with student guides and university bylaws. Exams follow the university regulations and schedules are posted on the college website. Program specifications, stakeholder feedback and internal graduate-employment monitoring feed into the program's annual quality-improvement cycle, though full employment data are not publicly published (SER 6.2.2).

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. Nevertheless, in the experts' opinion, the study program includes a very high number of exams which causes a high workload not only for students but also for the teaching staff. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. An examination can be repeated once. Students who cannot attend the test due to health issues or other unforeseen circumstances are allowed to take the test on another agreed day. If the examination is failed twice, students must redo the course in the following semester. The academic advisor system further ensures that students who struggle receive support early and do not fall behind. 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 experts observed that several assessment practices already resemble elements of an Entrusted Professional Activity (EPA) framework, even though the University does not formally label them as such. Continuous clinical assessment, competency cases, and structured supervision indicate that the program is already operating with EPA-like principles to evaluate students' readiness for independent clinical tasks. The experts recommend that the University further develop, formalize, and explicitly name these EPA structures, particularly in light of the planned postgraduate programs, where a fully articulated EPA framework would significantly strengthen competency-based training and assessment.

The requirements to students' performance in examinations are regulated and published in the course specifications as mentioned earlier. 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. However, these information are currently only available on the Arabic website. Therefore, the University should expand and update its English-language web pages to improve international visibility and ensure that information about the program, examination system, learning outcomes, and student support structures is readily accessible to prospective international students and collaboration partners. While updating the website, the program is encouraged to define a clear Unique Selling Point that reflects its particular strengths, academic focus, and contribution to regional dental healthcare (see also Criterion 1).

Furthermore, pass rates and available learning opportunities to students as well as graduate employment information are shared within the annual program reports. The experts also recommend providing additional information with the graduation certificate: To increase international comparability, the University could use the template for Diploma Supplements developed by the Council of Europe, European Commission and UNESCO.

Decision

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

3.5 Teaching staff and material equipment

In accordance with ESG 1.5 Teaching Staff and in line with ESG 1.6 Learning Resources and student support

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

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

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

Summary

The program employs 36 full-time, qualified faculty who conduct all teaching and training on campus. Two teaching assistants are currently funded on scholarships to complete fellowships and PhDs in relevant specialties. The distribution of the staff is as follows:

MAJMAAH UNIVERSITY COLLEGE OF DENTISTRY FACULTY DISTRIBUTION DEPARTMENTS		
Department	Number	Percentage
RDS (Restorative Dentistry and Prosthodontics)	16	44.4
PDS (Preventive Dental Sciences)	11	30.6
MDS (Maxillofacial Diagnostic Sciences)	9	25
Total	36	100

MAJMAAH UNIVERSITY COLLEGE OF DENTISTRY FACULTY DISTRIBUTION DESIGNATION			
Academic designation	Number	Percentage	Average teaching load in week hours/ semester
Professor	1	2.8	10
Associate Professor	6	16.7	12
Assistant Professor	23	63.8	14
Lecturer	6	16.7	16
Demonstrator	0	0	-
Teaching assistant	0	0	-
Total	36	100	13

The faculty-to-student ratio is 1:3.5.

Recruitment for teaching positions follows a structured, college-to-university process: departments identify staffing needs and submit requests, the deanship compiles final lists and standards, and vacancies are advertised on the University jobs portal. Candidate files (including GPA and interview results) are screened by departments and a permanent selection committee chaired by the dean; shortlisted files are forwarded to the vice rector for graduate studies and scientific research to complete appointments.

Faculty development is actively supported through University and College programs, e.g. workshops, targeted training, and participation in academic and

research activities, which feed into annual performance reviews and promotion decisions. The Vice Deanship of Academic Affairs coordinates needs assessment, training delivery and evaluation, and faculty records are maintained in Majmaah University's digital faculty profile system. These measures aim to ensure recruitment and continuous qualification of staff in line with program and institutional objectives (SER 7.1.3).

The College of Dentistry provides well-maintained learning and clinical facilities to support the "Dental Surgery" program. Ten smart-enabled classrooms (five per section) serve 124 students (50 male, 74 female). Practical training is supported by several specialized labs: two computer skills labs, one basic sciences lab, three preclinical skills labs with simulators, and a prosthodontics production lab. Clinical training takes place in 50 modern dental clinics with digital radiography and a radiology unit capable of periapical, bitewing, full-mouth, occlusal and cone-beam imaging. Infection control is overseen by a dedicated committee and coordinator, and accommodations are provided for patients and students with special needs. Additional campus amenities include a library, entertainment hall, cafeteria, prayer areas, student common rooms, the central university library, and banking and dining services.

As the University explains, it recently upgraded its library into a modern resource center that serves faculty, students and technical staff, offering textbooks, reference works, journals and extensive online resources via the central university library. The College of Dentistry library holds 92 specialized dentistry books, while the main college library contains about 12,385 shared volumes plus numerous articles. Acquisition requests originate with course coordinators and departments, are consolidated by the Deanship and procured according to the university purchasing policy; students can evaluate resource adequacy through course and library surveys. The college library is open weekdays (Sun–Thu) from 09:00–15:00 KSA time, with online access to holdings via the Koha system; course materials and communication use Blackboard, and Turnitin is available for plagiarism checks. Electronic resources, multimedia and specialized dental databases are provided on- and off-campus, and Majmaah University maintains a partnership with the Saudi Digital Library to extend access to journals and research materials.

At the college level, an adequate number of computers are available in staff offices, classrooms, clinics, and laboratories, supporting computer-aided teaching and recording (SER 7.3.3).

Majmaah University's Deanship of Scientific Research provides annual funding for faculty projects. Proposals must align with national research priorities and typically run for one year, with authors required to publish at least two peer-reviewed indexed articles within that period. Resource requests for libraries, labs and classrooms follow an institutional workflow: staff submit requests to department heads, who forward them to Lab and IT units for evaluation and recommendation. The program manages medical consumables and equipment through the department, using an administrative communication system to control acquisition, distribution and stock levels (SER 7.3.4).

Judgement

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Majmaah University shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration. As motivations to teach at the College of Dentistry at Majmaah University the faculty cites an attractive academic environment with strong faculty-development programs, a good institutional reputation, and opportunities for professional growth within a young and expanding university.

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

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

The experts visited the premises of the College of Dentistry, where the skills labs of the Bachelor study program "Dental Surgery" are located. The skills labs are equipped with all relevant devices. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient. However, the experts recommend enhancing the phantom laboratory by installing a camera and a display screen, allowing all students to clearly follow demonstrations conducted by the instructor from their individual workstations.

Furthermore, a microscope could be relocated to the phantom laboratory to expand diagnostic and instructional capabilities, especially for courses requiring fine-detail visualization.

Furthermore, the experts recommend to invest in upgrading dental chairs and associated equipment to enable a complete digital workflow and safe, ergonomic clinical teaching. Priority features include chairside scanning and milling capabilities e.g. as CEREC system does provide. Further components of a full digital workflow such as face scanners, electronic bite registration should be considered. As a whole, it was ascertained by the experts that the Bachelor study program "Dental Surgery" has ample teaching facilities at its disposals.

The experts note that research activities currently rely on the research laboratory located at the University's main campus. While this facility is functional, the experts recommend establishing a dedicated research laboratory within the College of Dentistry itself, as this is strongly desired by both staff and students. Such a facility would significantly strengthen the College's research environment, particularly in view of the planned introduction of postgraduate programs, where on-site research infrastructure is essential for high-quality academic training.

Decision

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

3.6 Quality assurance

In accordance with ESG 1.1. Policy for Quality Assurance and ESG 1.10 Cyclical External Quality Assurance.

In line with ESG 1.7 Information Management and taking into consideration ESG 1.9 On-going Monitoring and periodic review of programs

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

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

Summary

The College of Dentistry's Vice-Deanship of Educational Affairs and Development houses an Academic Accreditation & Quality Assurance Unit that runs the college-wide quality management system, promotes a quality culture, monitors operational plans, collects and analyses quality data, and prepares performance and satisfaction reports. The unit also identifies faculty training needs, helps organize and evaluate training programs, and has issued a Quality Assurance Manual (Annex 14) describing the college's QA structures and processes. Research is embedded in the college operational plan and counts toward staff and student evaluation; research outputs, equipment adequacy and related needs are reported annually to the Deanship of Postgraduate Studies & Scientific Research. Program-level research performance is tracked with specific KPIs, including publication rates per faculty, number of faculty with at least one publication, citation rates, and the number of student research outputs.

The program's credit structure was developed with input from King Saud University experts, reviewed under NQF 2009 and updated to align with the Saudi Arabian Qualification Framework (SAQF). An external examiner in medical and dental education evaluates the full study plan (preparatory year through level 12 plus internship) to ensure regulatory compliance and academic quality, and the Deanship of Development and Quality conducts annual program reviews.

College and program monitoring of quality assurance measures are:

Item	Sub-item	Tools	Elements	Responsibility	Time
Quality Evaluation	Course level	Course report	Student's results. CLOs Assessment. Teaching effectiveness. Course improvement plan.	Course Committees	By the end of the course.
	Customers	Surveys/Report	Students Surveys. Staff Surveys. Employers Survey. Alumni Survey. SCFHS Report. Advisory Committee Report.	Quality Unit.	End of the Academic Year.
	Units level	Annual Report	Achievements. Weaknesses. Unit KPIs.	All Units.	End of the Academic Year.
	Program level	Annual Program Report APR	Statistical data. Student's results. Course reports. PLOs Assessment. Exit Exam report. Units Reports. Program Surveys. Program KPIs.	Program Director/ Program advisory committee.	End of the Academic Year.

Students and other stakeholders are involved in program assessment and regular review and adaption of the study program as follows:

Stakeholder	Areas	Tools	Time
Students	Integrated Program evaluation	Surveys	Annually
Teaching Staff	Integrated Program evaluation	Survey	Annually
Program Advisory Committee	Integrated Program evaluation	Meeting/Reports	Bi-annually
Employers	PLOs achievement Graduate Abilities	Survey	Annually
Alumni	Employment & skills	Survey	Annually
SCFHS*	Graduates Program PLOs	Published data & Reports	Annually

SCFHS = Saudi Commission for Health Specialties.

The program maintains an Annual Program Report (APR) that documents yearly data and activities for self-assessment and quality improvement, including an executive summary of internal and external evaluations. The APR concludes with a program improvement plan, which is incorporated into the college operational plan for the following academic year. At year-end the APR and the proposed operational

plan are submitted to the College Council for discussion and approval, after which the operational plan is implemented. Progress is tracked with a mid-semester follow-up report and a final annual report at the end of the academic year (SER 8.1.3). The APR can be found in Annex 7.

The program statistics for the academic year 23/24:

Item	Number
Number of students enrolled in the program	Total - 124 50 M / 74 F
Number of students who started the program (in reporting year)	Total - 30 8 M / 22 F
Number of students who completed the program	Total - 25 9 M / 16 F

Judgement

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

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 possess a robust data collection system and gathers comprehensive data on its study programs and other activities. Various Key Performance Indicators (KPIs) as well as a range of information regarding study programs and activities is consistently captured. Student progression, success rates, and dropout

rates are inherent considerations in the 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 collected information are integrated 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 College of Dentistry maintains equal treatment and fairness across male and female sections by applying a unified study plan, course specifications, teaching strategies, assessment methods, exam papers, and clinical schedules at all sites. Learning resources, e.g. classrooms, labs and clinics are equally accessible, and students from both sections are represented on key committees. Faculty workloads and professional opportunities are distributed fairly, with male and female staff participating in each other's clinical training and serving together on college and departmental councils (SER 9.1.1).

The program provides inclusive support and accessible facilities for students with disabilities: accommodations for students who become disabled after enrollment are determined by matching detailed medical reports to core competencies, temporary disabilities are accommodated during enrollment, and permanent disabilities or chronic illnesses are considered against fitness-for-practice rules. Clinical units include layouts compatible with left-handed users, and all buildings follow Saudi accessibility and safety codes (ramps, handrails, designated parking, wheelchair-friendly routes, elevators, and accessible toilets and classrooms). These measures ensure equal access to teaching, clinical training, and campus services for students, faculty, and staff with special needs (SER 9.1.2).

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.

4 Conclusion

The expert group highly appreciated the warm welcome and constructive discussions. The “Dental Surgery” program shows strong clinical exposure, motivated students, and committed faculty. The new curriculum with longitudinal modules, mandatory research, and practice-management training marks clear progress. International activities have started, but expanded collaborations and mobility opportunities are strongly recommended, especially in preparation for future post-graduate programs, which are widely desired. A dedicated research lab at the College of Dentistry is recommended, alongside improvements to digital infrastructure. The QA system is well established and actively used. Students expressed high satisfaction and a strong wish for postgraduate options and more international engagement.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the Bachelor study program “Dental Surgery” offered at the Majmaah 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 expand international opportunities by establishing additional cooperation agreements with foreign partner institutions.
- The University should introduce postgraduate programs and accompany their establishment with strengthened international research collaboration and the development of a dedicated research laboratory within the College of Dentistry.
- The University should further articulate and highlight the unique features of the Bachelor study program “Dental Surgery” within its institutional profile.
- The University should strengthen the integration of digital dentistry within the curriculum to align with current developments in dental education and clinical practice.

- The University should consider introducing an admission skills examination, either mandatory or voluntary, to assess applicants' practical aptitude, communication abilities, and readiness for clinical training.
- The University should further develop, formalize, and explicitly name its EPA structures.
- The University should expand and update its English-language web pages to improve international visibility and provide accessible information on the program, examination system, learning outcomes, and student support services.
- The University should provide additional information with the graduation certificate by using the Diploma Supplement template developed by the Council of Europe, the European Commission, and UNESCO to increase international comparability.
- The University should enhance the phantom laboratory by installing a camera and a display screen to enable students to follow instructor demonstrations from their workstations, and by relocating a microscope to improve diagnostic and instructional capacity.
- The University should invest in upgrading dental chairs and associated equipment to support a complete digital workflow and safe, ergonomic clinical teaching, including systems with chairside scanning and milling capabilities. Further components of a full digital workflow such as face scanners, electronic bite registration should be considered.
- The University should establish a dedicated research laboratory within the College of Dentistry to support undergraduate research and future postgraduate programs.
- The University should explore options for improving student housing availability or providing support in securing accommodation near the campus.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission December 11, 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 November 17-18, 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 194 credit hours according to the internal credit hour system. The regulated study period in the program "Dental Surgery" is seven years: Twelve semesters at the University (including one preparatory year) followed by an one-year non-credit internship. The study program comprises 72 modules, out of which 10 are taught in the preparatory year, 6 are university mandatory and 56 modules are program-specific. The language of instruction is English. The Bachelor study program "Dental Surgery" is completed with awarding of the academic degree "Bachelor of Dental Surgery". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2010/2011.

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

The Bachelor study program “Dental Surgery” is accredited for the duration of five years until September 30, 2031. The accreditation is based on the circumstances described in the Assessment Report.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report. The Accreditation Commission recognizes the explanation of the University that the revised curriculum has incorporated a course related to digital dentistry, namely, RDS 0642: Artificial Intelligence and Digital Dentistry. Apart from this, an integrated digital photography through the RDS 0452-Photography in Dentistry course has been implemented, which serves as a foundational component of digital workflows in contemporary dental practice.

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.