

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



Assessment Report

**for the Application of
Jouf University, Saudi Arabia
College of Dentistry
for the Accreditation of the Bachelor Study Program
“Oral and Dental Surgery”,
Bachelor of Oral and Dental Surgery**

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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 programs to AHPGS: "Oral and Dental Surgery", "Medicine and Surgery", as well as the following Master study programs: "Public Health", "Infection Prevention and Control", "Clinical Laboratory Sciences", "Prosthetic Dental Sciences", "Nursing" and "Psychological Counselling".

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Jouf University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on March 24, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Jouf University and the AHPGS was signed on the March 20, 2025.

On July 15, 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 August 28, 2025 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 Jouf University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program "Oral and 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 "Oral and Dental Surgery"

Annex	Description
1	1-Module Description
2	2-Teachers' CV
3	3-Teaching Matrix
4	4-Program Specifications
5	5-Annual Program Report
6	7-Internship Training Manual

7	8-Dental Student Guide
8	9-Examination & Student Evaluation Policy
9	10-Study Plan Manual
10	11-Quality Unit & Academic Accreditation Manual
11	12-Policy Procedures Manual
12	13-Consistency with NQF-Level 7
13	14-Goals, Objectives, Learning Outcomes and Graduate Attributes Matrix
14	15-Field Experience Specifications
15	16-Pre-Requisites and Study Plan Phases
16	17-Alignment of Program with Labor Market Needs
17	18-Program Evaluation Survey
18	19-Alumni Survey
19	20-Course Evaluation Surveys
20	21-Sample Course Reports
21	22-Program Development Plan with Recommendations
22	23-Report on Closing the Quality Loop for Courses
23	24-Stake Holder Survey
24	25-List of Intern Workplace Hospitals
25	26-Excellence in Saudi Dental License Examination
26	27-Academic Year Calendar 2024-25
27	28-Policy and Support of Staff Community Activities
28	29-KPI Report

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

Annex	Description
A	A-Policy of Encouraging Faculty Participation in Research and Scientific Activities
B	B-Intellectual Property Rights Protection Policy
C	C-Academic Quality Assurance Policy
D	D-Policy of Communication with Graduates
E	E-Council Self-Evaluation Policy
F	F-Outstanding Performance Award Policy
G	G-Monitoring the Quality of Teaching and Learning
H	H-National Qualifications Framework
I	I-Policy for Developing and Creating Academic Programs and RASCI
J	J-Examinations and Student Evaluation Policy

K	K-Policy of Verifying the Standards of Achievement for Students
L	L-Stimulation and Support of Employees' Participation in Community Activities
M	M-Professional and Personal Development Policy
N	N-Student Retention Policy and Increased Completion Rates
O	O-Policy of Attracting External Beneficiaries
P	P-Rights and Benefits in Providing Advice and Services to Outside Sectors
Q	Q-Support Mechanism for Faculty Conducting Joint Research with External Bodies
R	R-Policies for Marketing and Commercial Investment of Innovations and Productions
S	S-University Risk Management Policy
T	T-Workload Policy

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

2.2 Information about the University

Jouf University was established in 2005 and is located in Sakaka, in the Al-Jouf region of Saudi Arabia. The University currently enrolls approximately 17,000 students across 14 colleges and offers 46 academic programs at the Bachelor's, Master's, and Doctoral levels. The University is accredited by the National Commission for Academic Accreditation and Assessment (NCAAA). All programs are either fully accredited or in the process of accreditation. The University reports that its colleges cover a broad range of disciplines, including humanities, sciences, engineering, medicine, and business administration. Health-related programs are among its most developed areas. According to the University, the Clinical and Health Sciences are ranked 401–500 in the Times Higher Education Subject Rankings, Pharmacy and Pharmacology are placed 251–300 in the QS World University Rankings by Subject, and the Medicine program ranks 601–650 in the same QS subject ranking.

The University highlights its focus on aligning academic offerings with labor market demands and the objectives of Saudi Arabia's Vision 2030. It also emphasizes its investment in infrastructure, describing its campus as offering modern facilities that support both academic and extracurricular activities. In the area of research, the University outlines several priority fields, including health and wellness,

sustainable environment and resource supply, renewable energy, and the economics of the future (SER 1.1).

According to the University, the College of Dentistry at Jouf University is the first and only dental college in the Northern Province of Saudi Arabia and the eighth dental educational institution established nationwide. The College comprises four main departments: Department of Oral & Maxillofacial Surgery and Diagnostic Sciences; Department of Restorative Dentistry; Department of Prosthetic Dental Sciences; Department of Preventive Dentistry. These departments are responsible for academic teaching, research activities, and the provision of patient care in dental clinics. According to the University, faculty members are expected to comply with ethical standards and demonstrate professionalism in all their duties. The University highlights several key developments in the recent history of the College of Dentistry, e.g., in 2018, the College received accreditation from the Association for Dental Education in Europe (ADEE) (SER 1.2).

The College of Dentistry currently offers the following programs:

- Bachelor of Oral and Dental Surgery (BDS)
- Master of Prosthodontics Dental Sciences (MPDS)
- Dental Assistant Program, in affiliation with the Saudi Commission for Health Specialties (SCFHS)
- Saudi Board of Prosthodontics, also in affiliation with SCFHS

The number of students in the Bachelor study program “Oral and Dental Surgery” are as follows:

Academic Year (24-25)	Male Students	Female Students
First year	00	29
Second year	06	24
Third year	04	17
Fourth year	10	27
Fifth year	24	18
Total	45	115

2.3 Structural data of the study program

University	Jouf University
Faculty/Department	College of Dentistry
Cooperation partner	/.

Title of the study program	"Oral and Dental Surgery" (BDS)
Degree awarded	Bachelor of Oral and Dental Surgery
Form of studies	Full-time/on-campus
Organisational structure	Sunday to Thursday from 8am until 4pm
Language of Studies	English
Period of education	Twelve semesters (including the preparatory year) + one year of internship program
Credit Hours (CH) according to the internal credit hour system	208 credit hours
Hours/CH	One hour of theory = one credit Two hours of practical work = one credit One hour of clinical work = one credit
Workload	Total: 7,790 hours Contact hours: 1,800 hours Individual work: 1,100 hours Practice: 3,450 hours Internship: 1,440 hours
Launch date of the study program	2010/2011
Time of admission	Fall Semester
Number of available places on the program	60 per year (30 male students + 30 female students)
Number of enrolled students by now	160 (45 male students and 115 female students)
Particular enrollment conditions	<ul style="list-style-type: none"> - Secondary school certificate or equivalent from inside or outside the Kingdom of Saudi Arabia, - Secondary school certificate not older than five years, - Good conduct and behavior, - Medically fit, - Not have been dismissed from another university for disciplinary or educational reasons.
Tuition fees	Students enrolled in government universities are exempt from tuition fees. Additionally, the government provides monthly financial support to cover students' living expenses, including a stipend during the internship year.

3 Expert Report

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

The expert group met on October 12, 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 Bachelor study program "Oral and 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.

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

- Exemplary research projects

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 representatives of the "Oral and Dental Surgery" 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

According to the University, the Bachelor study program "Oral and Dental Surgery" is guided by the mission to develop competent dental professionals who are prepared for community service and contribute to scientific research within an educational environment focused on oral health. Based on this mission, the program has established a set of objectives aimed at preparing graduates for the evolving demands of the dental profession. These objectives include the provision of fundamental knowledge in oral and biomedical sciences as well as clinical techniques; the development of behavioral and communication skills grounded in ethical and professional standards; the promotion of critical thinking and problem-solving abilities to support research engagement; the enhancement of communication and IT competencies relevant to dental practice; the coordination of cognitive and manual skills necessary for dental procedures; and the strengthening of teamwork and leadership skills in clinical settings (SER 3.1.1).

The Bachelor study program "Oral and Dental Surgery" aims to prepare graduates comprehensively for professional practice, social contribution, and ongoing personal development. The program defines a graduate profile based on eight key attributes. These include a solid foundation in dental knowledge; the ability to independently deliver quality oral healthcare; engagement in research and evidence-based dentistry; the use of critical thinking and scientific reasoning in complex decision-making; responsible patient management aligned with legal standards; motivation for lifelong learning; effective communication with patients, peers, and the wider community; and a strong sense of social responsibility. The University states that these attributes are organized across four overarching domains: Scientific Qualification, Professional Competence, Social Responsibility, and Personal Development. The program is designed to foster both clinical expertise and soft skills, enabling graduates to respond to contemporary healthcare needs while maintaining a commitment to ethical practice, resilience, and community involvement (SER 3.1.2).

The Bachelor study program "Oral and Dental Surgery" is aligned with Level 7 of the National Qualifications Framework of Saudi Arabia (NQF-KSA), which corresponds to advanced academic qualifications characterized by specialized knowledge and professional competencies.

The program learning outcomes are structured into three domains (SER 3.1.3):

- **Knowledge and Understanding:** Graduates are expected to categorize foundational oral and biomedical sciences; understand clinical presentations and diagnostic techniques; apply legal and ethical principles within the context of Islamic values; and recognize relevant aspects of behavioral sciences and communication in dental practice.
- **Skills:** The program emphasizes analytical and problem-solving abilities in dental contexts, development of critical thinking—particularly in orofacial pathology—, informed decision-making in complex cases, application of information technology and numerical skills, effective communication methods, and manual proficiency in handling dental equipment.
- **Values, Autonomy, and Responsibility:** Graduates are expected to demonstrate teamwork, utilize up-to-date knowledge, and exhibit personal and social responsibility appropriate to the dental profession.

According to the University, graduates of the Bachelor study program "Oral and Dental Surgery" have access to a broad range of career paths within the healthcare sector. These include general dental practice, either through private clinics or public facilities, upon successful licensure by the Saudi Commission for Health Specialties (SCFHS). Graduates may also pursue postgraduate specialization in areas such as orthodontics, periodontology, oral surgery, prosthodontics, pediatric dentistry, or endodontics. Further opportunities exist in academia and research, where graduates can engage as lecturers or researchers in the field of dentistry. Careers in public health dentistry are also possible. In addition, hospital-based roles allow dentists to work on complex clinical cases in interdisciplinary teams.

The University notes that its graduates have successfully passed the Saudi Dental License Examination (SDLE), and many have secured residency placements for further specialization, both within Saudi Arabia and internationally (SER 3.2.1). The curriculum is aligned with SCFHS competencies, and students participate in internal mock exams based on SCFHS blueprints. Preparatory workshops and revision seminars further support readiness. As the University explains, previous cohorts have demonstrated strong pass rates on the SDLE, highlighting the program's effectiveness. Student preparedness is formally monitored through Key Performance Indicator (KPI) No. 5: "Students' performance in professional and/or national examinations." This KPI is continuously tracked and analyzed to identify areas for improvement, ensuring academic support is tailored to student needs. By

closely monitoring SCFHS exam results, the College regularly adjusts instructional methods, content, and assessment practices.

As the University states, the labor market for dental professionals in Saudi Arabia is growing, driven by increased population, greater oral health awareness, and the expansion of private healthcare services. Strict licensing by the Saudi Commission for Health Specialties ensures quality standards. The University states that the Bachelor study program "Oral and Dental Surgery" aligns well with market needs by focusing on clinical skills, ethical practice, and technological competence. Further integration of specialization and public health aspects is seen as supporting alignment with Saudi Vision 2030 (SER 3.2.2).

There is no functional or curricular distinction between the Bachelor study program "Oral and Dental Surgery" and programs labeled as "General Dentistry." Both qualify graduates to work as general dentists, as recognized by the Saudi Commission for Health Specialties. As the University explains, the designation "Oral and Dental Surgery" reflects the traditional nomenclature historically used by the Ministry of Education in Saudi Arabia. In contrast, "General Dentistry" is the official classification adopted in the Saudi Standard Classification of Educational Levels and Specializations, which is issued by the Ministry of Education to ensure consistency in program naming and classification across institutions.

Judgement

From the experts' point of view, the Bachelor study program "Oral and Dental Surgery" pursues clear and well-defined qualification objectives that are consistent with the strategic mission of Jouf University. The experts recognize that the University follows a coherent educational strategy that connects undergraduate and postgraduate education. This approach underlines the University's commitment to continuous improvement and quality assurance at all academic levels.

From a regional perspective, the experts emphasize that the program addresses the growing demand for qualified dentists in the Al-Jouf region. The University maintains strategic and institutional partnerships with local health institutions and hospitals, which not only facilitate practical training opportunities but also contribute to high employability among graduates. As the University reports, there is currently a shortage of qualified dentist staff, which underscores the program's relevance and social importance.

With regard to curriculum design, the experts note that all academic programs are aligned with the strategic plan of the University and that curriculum development also considers national initiatives launched by the Ministry of Education or other relevant authorities. The University council retains the authority to review and approve program structures, ensuring flexibility and responsiveness to labor-market needs. Programs are evaluated every two years after the graduation of each cohort. The University also applies a sustainability policy to smaller master's programs: continuation or discontinuation is decided based on market demand, student interest, and overall relevance to regional needs. From the experts' point of view, the Bachelor study program "Oral and Dental Surgery" provides excellent opportunities for clinical practice and community engagement. Patient treatment is offered free of charge on campus, allowing students to gain extensive hands-on experience under real clinical conditions while also serving the local community. Patients are screened by interns and distributed among the students according to case complexity, while more advanced or complicated cases are referred to consultants. The experts appreciate the strong integration of teaching and patient care, which combines clinical learning, social responsibility, and professional ethics.

Internationalization represents an element of the University's strategic development. However, as the University states, enrollment in the Bachelor study program "Oral and Dental Surgery" is currently limited to Saudi nationals due to governmental regulations in the health sector, the University plans to open the program to international students in the near future. The experts welcome these ambitions and encourage the University to attract international students, and foster more active participation in international research collaborations. To further establish internationalization at Jouf University, the experts recommend to implement cooperation agreements with international universities to foster student and staff mobility. Given cultural and structural constraints, the experts suggest inviting international scholars for guest lectures or short visits to increase academic exchange and global visibility.

Overall, from the experts' point of view the Bachelor study program "Oral and 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 objectives are clearly defined, aligned with the University's mission and the national framework, and

supported by adequate institutional strategies for research, quality assurance, and future development.

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 56 modules, out of which 12 are elective modules. There are between 6 and 12 modules in total provided for each semester. All modules

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

have to be completed within one semester. There are no semesters offered as a period for exchange programs.

The credit hours are distributed across the following compulsory and elective courses:

Requirements		Credit Hours	Percentage
BDS Program	University Requirements (Compulsory)	10	6.73%
	University Requirements (Elective)	4	
	Program Requirements (Compulsory)	178	85.57%
	Program Requirements (Elective)	12	5.77%
	Free Hours	4	1.92%
Total		208	100%

According to the University, the Bachelor study program "Oral and Dental Surgery" follows an interdisciplinary structure. Foundational courses are delivered in collaboration with the Colleges of Science, Education, Computer Science, and Arts, providing students with a broad academic base. The program encourages cross-college engagement to promote multidisciplinary learning. The College of Medicine plays a key role by delivering essential medical science courses relevant to dental education. As the University explains, the close campus proximity between the Colleges of Medicine and Dentistry facilitates coordination and supports integrated teaching. Dental faculty act as course coordinators, ensuring that contributions from the College of Medicine align with the specific objectives of the dental program. Relevant courses include *Cell Structure & Function*, *Head & Neck: Structure & Function*, *Principles of Diseases*, *Body Systems in Health & Disease*, *General Surgery*, *Neuroscience*, and *Emergency Medicine for Dental Students*.

The list of modules in the Bachelor study program "Oral and Dental Surgery" offered are:

Nr.	Title	Sem.	CH
ENGL001	English Language (1)	1	6
EDU101	University Life Skills	1	2
CIS101	Computer Skills	1	3
CHM103	Chemistry	1	3
ENGL002	English Language (2)	2	6
BIO103	Biology	2	3
MTH103	Biostatistics	2	3

PHS103	Medical Physics	2	3
			29
ISL101	Fundamentals of Islamic Culture	3	2
ARB100	Arabic Language Skills	3	2
DENT111	Dental Education	3	2
DENT112	Cell Structure & Function	3	5
DENT113	Head & Neck: Structure and Function	3	5
ISL103	Islamic Economic System	4	2
ARB102	Arabic Editing	4	2
DENT114	Genetics, Growth & Development	4	6
DENT115	Principles of Disease	4	6
DENT122	Community Dentistry (1)	4	1
DENT121	Presentation Skills (1)	3&4	2
DENT131	Dental Skills (1)	3&4	4
			39
ISL106	Medical Jurisprudence	5	2
DENT211	Body Systems in Health & Disease	5	11
DENT212	General Surgery	5	2
DENT222	Community Dentistry (2)	5	1
ISL109 OR ISL110	The Role of Women in Development OR The Moderation & Sobriety Neuroscience	6	2
DENT213	Neuroscience	6	4
DENT214	Principles of Dental Sciences	6	6
DENT223	Community Dentistry (3)	6	1
DENT224	Emergency Medicine for Dental Students	6	2
DENT231	Dental Skills (2)	5&6	5
DENT221	Presentation Skills (2)	5&6	1
			37
EDU102 OR BUS101	Volunteer Work OR Entrepreneurship	7	2
DENT311	Introduction to Dental Practice	7	2
DENT312	Restorative (1)	7	5
DENT322	Community Dentistry (4)	7	1
DENT323	Ethics in Dentistry	7	1
DENT313	Restorative (2)	8	6
DENT321	Presentation Skills (3)	7&8	1

DENT331	Dental Skills (3)	7&8	11
DENT341	Dental Clinical Practice (1)	7&8	5
			34
DENT411	Surgical Management	9	2
DENT412	Child & Adolescent Care	9	4
DENT423	Restorative (3)	9	1
DENT431	Dental Skills (4)	9	3
DENT413	Management of Oral & Maxillofacial Diseases (1)	10	3
DENT414	Management of Oral & Maxillofacial Diseases (2)	10	3
DENT422	Community Dentistry (5)	10	2
DENT421	Presentation Skills (4)	9&10	1
DENT441	Dental Clinical Practice (2)	9&10	12
			31
DENT415	Dental Implantology	11	1
DENT416	Maxillofacial Surgery & Rehabilitation	11	3
DENT426	Problem Solving in Dentistry	12	1
DENT427	Orthodontic Treatment for Adults	12	1
DENT428	Practice Management	12	1
DENT425	Presentation Skills (5)	11&12	1
DENT445	Total Patient Care	11&12	15
			23
	Total:		193

Table 2: module overview

The module description/catalogue covers the following aspects: number, title, semester, credit hours, lecture hours, practical hours, self-study hours, language, learning outcomes, content examination (Annex 01).

The Bachelor study program "Oral and Dental Surgery" is designed around a prerequisite learning model that enables students to develop competencies progressively. The program combines longitudinal, compulsory, and elective courses distributed across different phases of each academic year. Longitudinal courses such as DENT 341, DENT 441, and DENT 445 extend over the full academic year, while compulsory courses vary in duration depending on the course content. The study program begins with preparatory courses in subjects such as English, Biostatistics, Biology, Chemistry, and Medical Physics, which are delivered in collaboration with other colleges. These courses establish the foundational knowledge necessary for

further study in dental and medical sciences. In the early years, students are introduced to basic sciences including Anatomy, Physiology, and Biochemistry, along with introductory dental skills. These are followed by intermediate phases that emphasize interdisciplinary learning and clinical techniques. In the final years, advanced clinical training and integrative courses consolidate previous learning and prepare students to handle complex clinical cases independently (SER 4.1.3).

The “Dental Internship Training Program” is a mandatory twelve-month component of the Bachelor study program "Oral and Dental Surgery", designed to support the transition into professional practice. It complements academic studies by strengthening clinical skills, research competence, and professional behavior. Interns rotate through internal and external clinical sites, gaining exposure to various specialties and healthcare environments. Faculty members provide structured supervision in both clinical practice and research, including guidance on scientific methodology and case discussions. Regular seminars and feedback sessions further support interns’ development. The internship is governed by the University’s Field Experience Manual, which outlines learning outcomes, teaching strategies, assessment methods, and quality assurance measures (Annex 7). As the University states, the practical content is closely aligned with the program’s objectives, focusing on comprehensive clinical training, community outreach, and evidence-based practice. Quality assurance is ensured through qualified supervisors, regular meetings of the Internship Committee, and clearly defined placement regulations. These cover responsibilities, safety protocols, and performance evaluations (SER 4.1.4). The minimum qualifications for clinical supervisors in the Bachelor study program "Oral and Dental Surgery" internship are clearly defined. Internal clinical supervisors, who are faculty members within the College of Dentistry, must hold at least a master’s degree in a dental specialty. External clinical supervisors, based in affiliated hospitals or clinics, are required to be licensed dental specialists certified by the Saudi Commission for Health Specialties (SCFHS). As the University explains, external supervisors are formally approved to oversee interns through training agreements between the University and external institutions, ensuring that all internship training is conducted under qualified and accredited supervision

According to the University, the study program applies domain-specific teaching methods to support knowledge acquisition, skill development, and professional values. Lectures, PBL, case-based learning, and seminars are used for theoretical understanding. Clinical skills are developed through demonstrations, lab sessions, and group activities. Values and professional responsibility are fostered through

tutorials, outreach projects, and participation in community events (SER 4.1.5). Digital tools are also an integral part of the Bachelor study program "Oral and Dental Surgery". Through the Blackboard platform, students access learning materials, lectures, assignments, and exams at any time. Virtual sessions, discussion boards, and pre-recorded content support flexible and location-independent learning (SER 4.1.6).

As the University states, scientific research is systematically integrated into the Bachelor study program to promote critical thinking and evidence-based practice. Research skills are developed progressively through courses in biostatistics (MTH 103), research methodology (DENT 122, 222, 322), and scientific editing (DENT 225). Students also gain experience through community dentistry and scientific presentation courses (DENT 121–425). Furthermore, the curriculum is currently being updated to include two new courses: *CMD 1103* (Research and Innovation Skills, first year) and *DENT 1458* (Research Methodology, sixth year), further strengthening research competencies across all study phases.

According to the University, the Bachelor study program "Oral and Dental Surgery" does not require students to complete a standalone research project during the academic study phase. However, a compulsory research component is fully integrated into the one-year internship program. During this internship year, all students must complete one research project under faculty supervision. This includes selecting a topic, conducting a literature review, designing methodology, collecting and analyzing data, and presenting results. Students also participate in seminar sessions where research proposals and outcomes are discussed and critiqued. The research project is formally assessed as part of the internship evaluation, and successful completion is required to obtain the final internship certificate.

The organization of the research component follows a structured sequence:

1. Formation of research groups in the final year, typically 3–5 students each, to encourage collaboration and individual participation.
2. Allotment of supervisors based on research interests and faculty expertise to provide guidance from the planning stage.
3. Topic selection and ethical approval during the first two months of the internship year, with proposals reviewed by the college research committee.
4. Data collection and manuscript preparation, supported by supervisors through continuous review.

5. Research Day poster presentation, where completed projects are presented and evaluated by faculty as part of the final grade.

According to the University, the curriculum is influenced by international standards, drawing on models from Australian and American dental education. It emphasizes evidence-based dentistry and incorporates globally relevant content and techniques. The primary language of instruction is English, except for selected courses such as dental ethics and Islamic values, which are taught in Arabic. While no structured student mobility programs are in place, the University notes that the curriculum's international orientation supports graduates in pursuing postgraduate education abroad (SER 4.1.8). As the University states, it is also possible to study a semester abroad. However, currently there are no visiting students or students studying abroad for a short period of time. If any students wants to apply for it, regulations are in place.

Judgement

The Bachelor study program "Oral and Dental Surgery" has a course-based structure and a course-related examination system. Descriptions of the courses are embedded within the 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. The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

With regard to interdisciplinarity, the experts observe that Jouf University provides a suitable institutional framework and possesses considerable potential for interdisciplinary cooperation. Several programs, such as "Health Administration," are implemented jointly between the College of Applied Medical Sciences and the College of Business, while others like "Public Health" and "Infection Prevention and Control" are coordinated between the College of Applied Medical Sciences and the College of Medicine. These structures create favorable conditions for interdisciplinary teaching and research. However, in the view of the experts, the University has so far made only limited use of these opportunities. Interdisciplinary exchange currently takes place primarily at the faculty level through research cooperations or through the admission of students from different disciplinary backgrounds.

There is no systematic integration of interdisciplinary courses or joint research activities with other colleges on a student level at this stage. The experts encourage the University to strengthen these connections to better reflect the realities of modern healthcare delivery. The planned establishment of the new University Hospital within the next 15 months is expected to further enhance interdisciplinary collaboration and provide additional practical learning opportunities.

The experts also appreciate the University's efforts to integrate digitalization and artificial-intelligence tools into teaching and learning. A core course introduces students to the ethical and practical use of AI technologies and the University has implemented mechanisms to ensure responsible application. Students are trained in how to acknowledge AI assistance in academic work, and specific software tools are used to verify AI-generated content, particularly in research projects and theses. However, the experts recommend to further strengthen digital dentistry within the curriculum to align with current developments in dental education and clinical practice. The digital Infrastructure should not only focus on lab side procedures but should also include chairside intraoral scanning capabilities as well as chairside milling machines such as CEREC (ceramic reconstruction).

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

Research plays an important role in the structure of the Bachelor study program "Oral and Dental Surgery". The experts acknowledge that the curriculum provides students with the fundamental methodological and analytical competencies to design and conduct research projects. Students may choose their supervisor and research topic according to their professional interests, with each topic reviewed and approved by the departmental council to ensure academic relevance and ethical compliance. Every research project must obtain approval from the ethics committee before implementation. Weekly meetings between students and supervisors are mandatory, providing ongoing academic guidance and progress monitoring. The research process follows a structured sequence and students begin developing their research proposal early and continue working on it throughout the program.

The research strategy of Juf University is designed to align research priorities with national development goals, particularly in the fields of social well-being, sustainability, and public health. The experts appreciate that students are introduced early to scientific research and encourage the University to further include students

to participate in applied projects that address local community needs and national priorities. In the long term, the University plans to expand its academic and research profile by introducing PhD programs, increasing collaboration with national and international partners, and encouraging faculty–student research teams. These plans are considered by the experts as valuable steps toward strengthening the University’s research culture and international visibility.

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

Admission to the Bachelor study program "Oral and Dental Surgery" follows a criteria-based process in line with national regulations and university bylaws. The process is managed by the Deanship of Admission and Registration, with program-specific coordination handled by a dedicated unit within the College of Dentistry. Applicants must meet academic, medical, and conduct-related eligibility criteria. As to University states, due to the physical demands of the profession, students with disabilities or chronic illnesses that impair essential motor or sensory functions are not admitted, to ensure patient safety and professional competency(SER 5.1.1).

Category	Description
Eligibility	Completion of minimum academic requirements for an applicant to be considered for the selection process.
Selection Criteria	The basis on which the eligible candidates are distinguished from each other in order to be selected for admission.
Eligibility Criteria	All students must complete the following minimum requirements for their application to be considered for the selection process:
A- Requirements for First Common Year Admission	- Must obtain a secondary school certificate or equivalent from inside or outside the Kingdom of Saudi Arabia.
	- The secondary school certificate should not be more than five years old (University Council may grant exemption if there are valid reasons).
	- Should have good conduct and behavior.
	- Should be medically fit.
	- Must not have been dismissed from another university for disciplinary or educational reasons.
B- Selection Criteria	- Completion of the minimum requirements for admission does not guarantee acceptance.
	- The number of qualified applicants significantly exceeds the number of available positions.
	- Not every qualified applicant will be offered admission.
	- Selection will be based on the academic record in the foundation year.

The University also outlines clear policies for recognizing and transferring credits from other accredited higher education institutions, both national and international. Key requirements include course equivalence, a minimum grade, and recency of completion. A maximum of 40% of total credits can be transferred. The evaluation process is overseen by academic departments and finalized by the college council, with exceptions handled by the University's Permanent Committee for Academic Affairs (SER 5.1.3).

According to the University, academic counselling is provided through faculty advisors and the University's Center for Academic Advising. Students receive support with academic planning, personal and social challenges, and career orientation. Structured tools and templates guide regular advisor–student interactions. Faculty staff maintain office hours for individual support, and communication is facilitated via email, Blackboard announcements, and feedback channels. Targeted assistance is available for specific student groups: creative students receive mentorship, high-achieving students gain access to additional resources, and underperforming students are supported through tutoring and progress monitoring. Research mentoring is offered for student projects and conference preparation. Clinical and laboratory supervision is ensured through assigned faculty members. Additional support includes orientation sessions, skill development workshops, and

access to campus-wide services such as libraries, sports facilities, and wellness resources, promoting a well-rounded student experience (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.

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 specification 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. The experts appreciate the fact that students with disabilities or chronic illness are offered compensatory measures when writing exams, such as extra time or writing the exam in another room.

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

As another support mechanism, an academic advisor is responsible for a small number of students from the beginning of each semester. Students are supported through advisors, course coordinators or personal tutors with their registration process, selecting a study program, financial and personal issues and their performance during the semester. If the students have problems besides academic 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. Students with illnesses or special circumstances are granted flexible arrangements such as online sessions, sick or maternity leave, and adjusted examination schedules. These measures ensure academic continuity and inclusivity. The experts also note that students who work alongside their studies are adequately supported through personal supervision and flexible scheduling.

Regarding psychological support, the University provides comprehensive services to safeguard student wellbeing. All students undergo a pre-screening to identify health concerns, and those in need receive ongoing follow-up, counselling, and psychological consultation. The program trains peer mentors in stress-management techniques, fostering a supportive community. Financial assistance is available through an agreement with the Saudi Developmental Bank for students unable to cover tuition fees, and faculty members benefit from institutional health-care support.

Through these measures the University demonstrates its commitment to maintaining a healthy, resilient student body.

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, the Bachelor study program "Oral and Dental Surgery" follows Jouf University's Examination and Student Evaluation Policy, which has been adapted to align with course-specific objectives (Annex 9). A combination of continuous and final assessments is used to evaluate student performance across cognitive, psychomotor, and affective domains. Typically, continuous assessment accounts for 60% and the final exam for 40% of the course grade. In skill-based

courses, the ratio is 50:50. Continuous assessments include mid-block exams, assignments, and quizzes, while final exams are conducted at the end of each semester. Longitudinal courses have a mid-year and end-of-year exam (SER 6.1.1).

Each course has a defined assessment plan detailing methods and timelines, which is shared with students at the beginning of the course via the learning management system (Blackboard). Assessment formats include multiple-choice questions, single-answer questions, assignments, OSCEs, and clinical evaluations. Feedback is provided throughout the course. Students who miss final exams must submit an excuse for approval; if granted, a resit exam is arranged. The minimum passing grade is 60%, and the University applies a 5-point GPA system (SER 6.1.1):

Percentage	Grade	Symbol	Weight (out of 5)	Weight (out of 4)
95-100	Exceptional	A+	5.0	4.0
90-less than 95	Excellent	A	4.75	3.75
85-less than 90	Superior	B+	4.5	3.5
80-less than 85	Very Good	B	4.0	3.00
75-less than 80	Above Average	C+	3.5	2.5
70-less than 75	Good	C	3.0	2.0
65-less than 70	High Pass	D+	2.5	1.5
60-less than 65	Pass	D	2.0	1.0
Less than 60	Fail	F	1.0	0

The College of Dentistry ensures that all key information regarding the Bachelor study program is publicly accessible through the official college website. This includes a detailed study plan outlining course sequencing, credit hour distribution, and the integration of theory and practice. The educational process is described with reference to teaching methods, learning resources, clinical training, and assessment strategies. Admission requirements, including eligibility criteria and selection procedures, are clearly presented. Examination regulations are also available, covering assessment types, grading policies, academic integrity, and procedures for appeals and re-examinations. In addition, the website highlights extracurricular activities, community engagement, and research opportunities that complement the academic curriculum. The College also communicates with stakeholders through newsletters, social media, and public events to maintain transparency (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. 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. However, the transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. An examination can be repeated once. Students who cannot attend the test due to health issues or other unforeseen circumstances are allowed to take the test on another agreed day. If the examination is failed twice, students must redo the course in the following semester. Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge.

The requirements to students' performance in examinations are regulated and published in the course specifications. The frequency of examinations, as well as their organizations, are appropriate. The University guarantees that students with disabilities or chronic illnesses receive compensation regarding time limits and formal requirements of the study process, as well as all final and course-related performance records.

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.

From the experts' point of view, the relevant information concerning the study program, the process of education, the admission requirements and compensation regulations are documented and published. 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

According to the University, the Bachelor study program "Oral and Dental Surgery" is taught by full-time faculty staff composed of highly qualified professionals from diverse national and international backgrounds. This diversity fosters a global perspective and contributes to a dynamic learning environment aligned with international standards (SER 7.1.1).

The following table shows the number and distribution of faculties in each department:

Department	Professor	Associate Professor	Assistant Professor	Lecturer	Total
Restorative Dentistry	1	1	5	1	8
Preventive Dentistry	1	1	7	6	15
Prosthetic Dental Sciences	4	0	3	5	12
Oral and Maxillofacial Surgery & Diagnostic Sciences	0	1	1	4	6
TOTAL	6	3	16	16	41

The student-to-faculty ratio is 1:4.6 at full enrollment capacity.

The recruitment of faculty members for the Bachelor study program follows a structured and multi-stage process aligned with the University's strategic priorities and international academic standards. Each department begins by assessing its faculty needs, specifying the required academic rank, specialization, and any

additional criteria. These requests are compiled by the College Recruitment Committee and submitted to the College Council for approval. Vacancies are then announced through various channels, including official recruitment platforms, Saudi Arabian Cultural Missions, and academic networks. Applicants are required to hold a Ph.D. or equivalent degree from internationally ranked institutions (e.g., QS, Shanghai), show academic continuity across all qualification levels, possess at least one year of relevant experience, and have scientific publications in recognized journals (e.g., ISI, Scopus). The College Recruitment Committee screens applications and conducts online interviews with shortlisted candidates to assess their qualifications and fit with the program's goals. Final selections are approved by the College Council and submitted to the University's Vice Rectorate for Academic Affairs for endorsement (SER 7.1.2).

The Skill Development Committee supports the continuous professional development of faculty in the Bachelor study program "Oral and Dental Surgery". In alignment with university-wide guidelines, the committee organizes targeted seminars and workshops on teaching methods, student engagement, and professional skills such as academic writing and leadership. Activities are planned annually based on identified needs and reviewed in a year-end report that includes feedback and improvement measures. This structured approach aims to enhance teaching quality and foster a culture of ongoing development (SER 7.1.3). Research activities are supported through a centralized funding mechanism managed by the Deanship of Postgraduate Studies & Scientific Research. Funding is available for equipment, materials, publications, and conference participation. The University also offers various incentives, including publication rewards, reimbursement of article processing fees, and recognition awards such as the Outstanding Researcher Award and the University Patent Prize. These measures aim to cultivate a strong research culture and encourage high-quality output across all levels of the academic community.

According to the University, the College of Dentistry employs 45 technical staff members, including dental assistants, technicians, nurses, and specialists in sterilization, radiology, and laboratory services. In addition, a non-teaching administrative team of seven staff supports operations in areas such as management, human resources, logistics, and facility supervision. Responsibilities are clearly defined through an organizational structure and job description guide, ensuring efficient task distribution and reliable support across clinical and administrative functions (SER 7.2.1).

The College of Dentistry at Jouf University is equipped with dedicated facilities for academic, administrative, clinical, and research activities, distributed across the Academic Building and the Dental Clinical Center. The academic building houses administrative offices (59 in total), 10 lecture halls, 10 problem-based learning rooms, a continuing education hall, and various laboratories, including phantom, prosthetic, and computer labs. Classrooms are equipped with smart technology to support modern teaching methods.

The Dental Clinical Center, located in the medical services building, contains 96 student clinics, specialty clinics, and advanced technologies such as CBCT and CAD/CAM systems. It includes a centralized sterilization unit and provides separate areas for male and female students, interns, and postgraduates. Additional facilities include a radiology unit with five imaging rooms and comprehensive safety features such as fire systems and clear signage. All facilities are designed to meet standards for accessibility, safety, and infection control (SER 7.3.1).

The central library at Jouf University provides essential academic resources to support the Bachelor study program "Oral and Dental Surgery". The collection includes 209 dentistry books and 164 medical books, with materials available in English and some in Arabic. The library also subscribes to various periodicals, both in print and digital formats, covering key topics in dentistry and related fields. Digital access is offered through platforms such as the Saudi Digital Library, PubMed, Scopus, Web of Science, Elsevier, and Wiley. These resources are accessible on- and off-campus via university credentials and Blackboard. The library is open from Sunday to Thursday, 8:00 a.m. to 2:00 p.m., while digital resources remain accessible at all times. The inventory is regularly updated to ensure relevance and accuracy, with outdated materials replaced by current editions. A centralized library system manages lending and access (SER 7.3.2).

The University provides computer labs and high-speed internet to support digital learning and research. PCs are available for students and faculty in both male and female sections (SER 7.3.3).

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 Jouf 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 Jouf University, the faculty staff cite good working conditions, the good reputation and the family-like feeling between the staff.

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 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. Each faculty member receives an individual development plan. General training courses cover teaching methodology, quality assurance, and academic leadership, while specialized workshops are offered at the program level. The professional development of faculty members is monitored through Key Performance Indicators (KPIs) defined in the University's strategic plan.

The experts note that academic career progression at the University follows a clear, government-regulated pathway: faculty advance through the ranks of assistant, lecturer, assistant professor, associate professor, and finally full professor, with each promotion contingent on demonstrated excellence in community engagement, research, and teaching. The University encourages participation in national and international conferences, provides full PhD scholarships for academic advancement, and covers publication fees to promote research output. Newly recruited faculty members participate in an induction program designed to support their integration into teaching and research activities. Research activities within the Bachelor study program "Medicine and Surgery" are supported through both internally and externally funded projects conducted in cooperation with local and regional institutions.

The experts visited the premises of the College of Dentistry, where the skills labs of the Bachelor study program "Oral and Dental Surgery" are located. The labs are equipped with all relevant devices. The store rooms contained all the required materials, which are provided free of charge. However, 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.

As a whole, it was ascertained by the experts that the Bachelor study program "Oral and Dental Surgery" has ample teaching facilities at its disposals. Students and staff have full access to the University's digital library and electronic databases, ensuring the availability of up-to-date academic literature.

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

According to the University, the Bachelor study program "Oral and Dental Surgery" ensures quality in teaching, learning, and research through the Quality and Academic Accreditation Unit (QAAU), under the supervision of the Deanship of Development and Quality (DDQ). The program applies the PDCA (Plan-Do-Check-Act) model as a framework for continuous monitoring and improvement of educational standards. The QAAU operates in accordance with the University's Quality Manual and is responsible for conducting internal audits, facilitating program reviews, organizing faculty training, and monitoring key performance indicators. These efforts are supported by several specialized committees and department-level quality coordinators. An advisory council, comprising internal and external experts, provides strategic input on academic quality and accreditation (SER 8.1.1).

Program and course quality is evaluated through structured mechanisms involving direct and indirect assessments. Course reports, submitted each semester using the up-to-date NCAAA template, include assessment results and proposed

improvements. These reports are reviewed by the QAAU and relevant committees before final approval by the College Council. At the program level, the Annual Program Report (APR) is prepared by the Program Coordinator, guiding development plans and actions for improvement. The QAAU compiles a summary of all action plans and oversees their implementation and follow-up to ensure closure of the quality loop (SER 8.1.2).

Stakeholder involvement is a central component of the quality system. The program conducts regular surveys, including Course Evaluation Surveys, Program Evaluation Surveys, Student Experience Surveys, and Stakeholder Surveys (e.g., alumni and employer feedback). These surveys assess course delivery, program relevance, academic advising, and graduate readiness. The QAAU analyzes the data, which is then discussed in institutional meetings and used to develop targeted action plans for continuous enhancement (SER 8.1.4). Student participation is further ensured through representation in departmental meetings, reinforcing their role in the decision-making process.

The practical relevance of the Bachelor study program is systematically evaluated through employer and alumni surveys, patient feedback, clinical case assessments, and alignment of Program Learning Outcomes (PLOs) with professional standards. External reviewers and accreditation bodies, including SCFHS, assess whether the curriculum meets national and international expectations. Input from the advisory council, benchmarking against peer institutions, and tracking of key performance indicators such as graduate employability and clinical examination results all contribute to the ongoing adaptation and improvement of the curriculum (SER 8.1.5).

The University regulates student workload through defined credit-hour limits, typically ranging from 24 to 36 credits per year. Flexibility is provided for students nearing graduation, while students with lower GPAs are assigned reduced loads to support academic success. Academic advising, time management workshops, and workload adjustments under special circumstances ensure the workload remains manageable. The feasibility of student workload is continuously monitored using performance metrics such as GPA trends, failure rates, and dropout statistics (SER 8.1.5).

The following table provides the statistics related to enrolled students, success rate and drop-out rates (SER 8.1.7):

	2020-21		2021-22		2022-23		2023-24	
	Male	Female	Male	Female	Male	Female	Male	Female
New enrolled students	29	25	02	25	00	16	06	32
Success Rate	94.74%	97.86%	97.27%	98.85%	81.56%	98.20%	99.80%	97.61%
Drop-out Rate	05	03	02	03	02	01	01	02
Total number of students	114	91	120	100	95	101	75	115
Number of graduates	20	15	19	15	23	14	25	14

Judgement

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of 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 "Oral and 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 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. The experts observe that the University takes evaluation feedback seriously. For instance, changes to course timing, additional exam opportunities, and the introduction of practical assessments. All evaluation results are systematically reviewed and discussed by academic committees, ensuring that constructive feedback leads to tangible enhancements in teaching and program delivery.

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. Curriculum review follows a structured schedule: minor changes are made annually, while major revisions take place every five years with input from external stakeholders, including employers and hospital representatives. Clinical placements are also evaluated through student and supervisor feedback. 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. To ensure accountability, the University maintains a formal complaints mechanism that allows students and staff to raise concerns about instructional quality or professional conduct.

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

According to the University, the Bachelor study program "Oral and Dental Surgery" is committed to fostering an inclusive and equitable academic environment. The program ensures that all students, regardless of gender, personal, or social background, receive equal access to high-quality education. Both male and female students are taught in equally equipped, modern facilities and receive instruction from the same qualified faculty. Equal opportunities are provided in all academic and extracurricular areas, including research activities and leadership roles.

The University also provides structured support for students who develop disabilities or chronic illnesses after admission. Measures are in place to ensure that affected students can continue their studies without compromising patient safety or academic standards. The campus is equipped with ramps, elevators, accessible restrooms, assistive technologies, and on-site medical and psychological services. Faculty and staff are trained to accommodate individual needs and to maintain a supportive learning environment. Compensatory measures include individualized assessments, adapted examination formats, provision of makeup exams, targeted support services, and the reassignment of clinical duties when necessary.

Judgement

The University demonstrates its commitment to the provision of equal opportunities for all students within the cultural conditions 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. The experts also acknowledge the University's progress in promoting gender equity and encourage further advancement of women in academic and leadership positions.

Decision

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

4 Conclusion

From the experts' point of view, all eight evaluated programs demonstrate clear and well-defined aims that are aligned with labor-market demands and community needs, with a strong emphasis on regional healthcare delivery. Throughout the meetings, the expert group observed high levels of motivation and commitment among students and staff. Students expressed overall satisfaction with the quality of teaching, academic guidance, and support services. Admission procedures and examination regulations are transparent, and the advisory and complaint systems function effectively and are well known to students.

Considering the University's large number of health-related programs, the experts suggest further strengthening interprofessional learning to better reflect the realities of modern healthcare delivery. Particularly with the establishment of the new University Hospital, they encourage the University to continue this development.

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 "Oral and Dental Surgery" offered at the Jouf 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 further strengthen its international profile by concluding cooperation agreements with foreign higher education institutions to promote student and staff mobility.
- The University should invite international scholars for guest lectures or short-term academic visits, including virtual/online contributions to enhance academic exchange and global visibility.
- The University should establish a systematic integration of interdisciplinary courses and joint research activities, both across other colleges and within the same college at the student level to enhance the program's practical and clinical orientation and to broaden students' perspectives. The

University should utilize the planned establishment of the new University Hospital to further promote interdisciplinary collaboration and provide additional practical learning opportunities.

- The University should strengthen digital dentistry within the curriculum by embedding a coherent, step-wise digital workflow across pre-clinical and clinical training.
- The University should continue to introduce students early to scientific research and further involve them in applied projects that address local community needs and national priorities.
- The University should expand its academic and research profile in the long term by establishing PhD programs and increasing collaboration with national and international partners.
- The University should encourage the formation of faculty–student research teams to strengthen the institutional research culture and enhance international visibility.
- The University should provide additional information with the graduation certificate to increase international comparability by using the Diploma Supplement template developed by the Council of Europe, the European Commission, and UNESCO.
- The University should continue its efforts to promote gender equity and further advance women in academic and leadership positions.
- The University should invest in upgrading dental chairs and associated equipment to enable a complete chairside and lab based digital workflow and safe, ergonomic clinical teaching.
- The University should consider structured alumni activities or alumni programs to strengthen graduates’ ties to the institution and to provide current students with access to and exchange with alumni in professional practice (e.g. mentoring, career talks and networking).

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 October 13-14, 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 208 credit hours according to the internal credit hour system. The regulated study period in the program "Oral and Dental Surgery" is 7 years: Twelve semesters at the University followed by a one-year clinical internship. The study program comprises 56 modules, out of which 12 are elective modules. The language of instruction is English. The Bachelor study program "Oral and Dental Surgery" is completed with awarding of the academic degree "Bachelor of Oral and 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 "Oral and 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.

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.