



Assessment Report

**for the Application of
Jouf University, Saudi Arabia
College of Dentistry
for the Accreditation of the Study Program
"Prosthetic Dental Sciences",
Master of Prosthetic Dental Sciences**

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

The Self-Evaluation Report for accreditation (without the awarding of the official seal of the Accreditation Council of the Foundation for the Accreditation of Study Programs in Germany) of the above-mentioned study programs (hereinafter the SER) of the 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 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 Master study program “Prosthetic Dental Sciences”, 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 Master study program “Prosthetic Dental Sciences”

Annex	Description
1	01-Module Description
2	02-Teachers’ CV
3	03-Teaching Matrix
4	04-Program Specifications
5	06-Admission Requirements

6	07-Acceptance and Registration
7	09-Examination and Student Evaluation Policy
8	10-Program Handbook
9	11-Quality Manual
10	12-Thesis Manual
11	13-Consistency with NQF
12	14-Equivalency and Transfer Policies
13	15-Study Plan
14	16-Strategic Plan for Scientific Research
15	17-Alignment of University, College and Program Research Plan
16	18-Research Projects and International Benchmarking
17	19-Alumni Survey Report
18	20-Program Evaluation Survey
19	21-Course Reports
20	22-Stakeholder Survey Report
21	23-Teaching Staff Report
22	24-Alumni List
23	25-Academic Advising Guide
24	26-Saudi Board of Prosthodontics – SCFHS
25	27-Research Funding Policy
26	28-Regulations for Encouragement of Publication
27	29-KPI's Analysis 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). More recently, in this academic year 2025, the Bachelor of Prosthodontics Dental Sciences received an update in its curriculum integrating cutting-edge advancements in the field of dentistry like Artificial Intelligence or research methodology (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 following table shows the number of students enrolled in the program for the academic year 2024-2025:

<i>Academic Year (24-25)</i>	<i>Male Students</i>	<i>Female Students</i>
<i>First year</i>	<i>3</i>	<i>2</i>
<i>Second year</i>	<i>7</i>	<i>5</i>
<i>Third year</i>	<i>1</i>	<i>1</i>
<i>Total</i>	<i>11</i>	<i>8</i>

2.3 Structural data of the study program

University	Jouf University
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Faculty/Department	College of Dentistry/Department of Prosthetic Dental Sciences
Cooperation partner	/.
Title of the study program	"Prosthetic Dental Sciences"
Degree awarded	Master of Prosthetic Dental Sciences
Form of studies	Full-time, on-campus
Organisational structure	Sunday to Thursday from 08:00 am to 03:30 pm
Language of Studies	English
Period of education	Six semesters
Credit Hours (CH) according to the internal credit hour system	46 credit hours
Hours/CH	50 minutes of lecture or clinical session = 1 credit 1,5 hours lab session = 1 credit
Workload	Total: 1,425 hours Contact hours: 240 hours Individual work: 360 hours Practice: 825 hours
CP for the final paper	8 credit hours
Launch date of the study program	2019
Time of admission	August of each academic year
Number of available places on the program	10 per year
Number of enrolled students by now	19
Particular enrollment conditions	<ul style="list-style-type: none"> - Saudi nationality, - University degree from a Saudi university or recognized international university, - Good character and conduct as well as medical fitness, - If employed, employer's approval to pursue further studies, - Bachelor's degree in dentistry with a GPA of at least "good", - Successful passing of the Saudi Dental License Exam, - Certificate of English proficiency with a minimum score of 5 in IELTS or equivalent, - Meeting of the requirements announced during the application period, - Not have been dismissed from any university for disciplinary or academic reasons,

	- Not be enrolled in another master's program at the same or any other university.
Tuition fees	92,000 SAR (21,000 Euro)

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 Master study program “Prosthetic Dental Sciences” 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 “Prosthetic Dental Sciences” 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 program's general objective is to graduate competent prosthodontists who can participate in education, research, and community service (SER 3.1.1).

The Master study program "Prosthetic Dental Sciences" has five qualification objectives described as follows (SER 3.1.2):

- With regard to scientific or artistic qualifications:
- To nurture the concepts, principles, and basic theories of the field,
- To provide the motor skills necessary for therapeutic methods with ability and competency.
- Qualification to engage in a qualified occupation:
- To provide the essential knowledge and skills related to scientific research, information technology, basic quantitative skills in managing prosthodontic related problems, as well as simulating the students' ability and competency in communication skills.
- Qualification for social responsibility:
- To enable and apply the dental conceptual perception, critical-thinking skills, problem-solving, and decision-making in the field.
- Qualifications for personality development:
- To provide the basics of teamwork, elements of effectiveness, issues of ethics, social responsibilities, and instill lifelong learning.

The MPDS has the following general learning outcomes which are aligned with the National Qualifications Framework (NQF) in Saudi Arabia (SER 3.1.3):

- 1) Knowledge and understanding:
 - Memorize the basic oral and biomedical sciences sufficient to augment the students in prosthodontics management,
 - Outline the clinical techniques and procedures related to the practice of prosthodontics,
 - List and identify clinical presentations and appropriate investigations to be recognized,
 - Differential diagnoses and management plans with prosthodontics patients.
- 2) Skills:
 - Analyze prosthodontics problems that can be encountered in the scientific field which require conceptual perception,
 - Develop critical thinking skills as well as problem-solving learning of dental prosthodontics,

- Justify decision-making in critical problems encountered in the prosthodontics field,
 - Perform high level of manual dexterity and control of dental equipment, as well as keeping an eye on the future of prosthodontics in order to attain excellence in the dental profession.
- 3) Values, autonomy, and responsibility:
- Outline the concepts and principles of law and ethics to enhance professionalism in prosthodontics, while incorporating universal Islamic values, as well as cultivate the ability to acquire and apply new knowledge as needed, using appropriate learning strategies,
 - Demonstrate the culture of leadership and teamwork skills with colleagues and other dental health personnel in the delivery of prosthodontics oral health care.

Graduates of the MPDS program have access to diverse career paths in the healthcare sector including:

- Clinical prosthodontics,
- Hospital prosthodontics department,
- Sub-specialty dental practice or hospital-based care,
- Academic and research careers,
- Dental and medical technology companies,
- Dental insurance sector,
- Administrative roles,
- Researcher.

All the graduates have cleared the SCFHS licensing exam for Prosthodontics and are classified as specialists. Most of the graduates are then working in the health sector, mostly in the government sector providing services at Ministry of Health hospitals throughout the Kingdom. Some graduates are working at private hospitals or clinics as well (SER 3.2.1).

According to the data collected by the Saudi Board of Prosthodontics there is an inadequate number of prosthodontists in the Kingdom of Saudi Arabia combined with a prevalence of missing teeth and increased life expectancy. At the same time there is an increased demand for dental implants and advanced dental treatments due to the increasing education and awareness. This combination makes the labor market for prosthodontists more promising. Right now, there is a shortage in professionals implying long waiting times for treatments and a growing

demand for focused training programs to fill up this gap. In parallel, the expansion of private clinics and hospitals has increased the opportunities for dentists to intervene in urban and rural areas. The increasing adoption of CAD/CAM technologies, digital impressions, and advanced aesthetic and cosmetic dentistry require well-trained prosthodontists. Besides that, the expansion of dental schools and research institutions in Saudi Arabia leads to a growing demand for prosthodontics professionals to serve as educators and researchers. All these elements as well as the Saudi Arabia Vision 2030 initiating reforms and investments in infrastructure create new opportunities in the dental sector (SER 3.2.2).

Judgement

From the experts' point of view, the Master study program "Prosthetic Dental Sciences" 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. While most Bachelor programs are accredited nationally, the University aims to obtain international accreditation for its postgraduate programs, thereby enhancing its global visibility and competitiveness. 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 clinics, 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 dentists, 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 Master study program "Prosthetic Dental Sciences" 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. Although enrollment in the Master study program "Prosthetic Dental Sciences" 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 Master study program "Prosthetic Dental Sciences" 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 21 modules, out of which 21 are obligatory and none are compulsory optional modules. There are 15 to 16 modules in total provided for each academic year. All modules have to be completed within one or two semesters. No semesters are offered as a period for exchange programs.

All the courses offered are program-specific and taught at the College of Dentistry except the course "head and neck anatomy" coded DENT613 which is taught by the Anatomy Department of the College of Medicine (SER 4.1.2).

The list of modules offered:

Nr.	Title	Sem.	CP
DENT611	Biostatistics	1	1
DENT612	Oral and Maxillofacial Pathology and Radiology	1	1

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

DENT613	Head and Neck Anatomy	1	1
DENT621	Dental Occlusion	2	2
DENT622	Dental Materials	2	1
DENT641	Treatment Planning	1/2	1
DENT623	Fixed and Removable Prosthodontics	1/2	3
DENT631	Prosthodontic Laboratory I	1/2	1
DENT642	Prosthodontics Clinics	1/2	3
DENT643	Summer: Prosthodontics Clinics II	1/2	2
			16
DENT651	Research Methodology	3	1
DENT624	Geriatric Prosthodontics	3	1
DENT625	Dental Implantology	4	1
DENT652	Journal Club I	3/4	3
DENT644	Advanced Treatment Planning	3/4	2
DENT632	Prosthodontics Laboratory II	3/4	2
DENT645	Prosthodontics Clinics II	3/4	5
			15
DENT626	Maxillofacial Prosthesis	5	1
DENT653	Journal Club II	5	2
DENT646	Prosthodontics IV	5/6	4
DENT699	Thesis	5/6	8
			15
	Total:		46

Table 2: module overview

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

The MPDS program is structured to follow a pre-requisite learning approach, ensuring that the students acquire foundational knowledge and skills before progressing to more advanced levels of study. This learning approach also enables students to foster critical thinking and professional growth. The study program structure is as follows (SER 4.1.3):

Phase 1 – Year 1: The first year of study focuses on building foundational knowledge essential for advanced studies by concentrating on fundamental medical and dental sciences. Therefore, the first year includes medical courses of

anatomy, biostatistics or treatment planning, as well as dental sciences specific courses like dental materials or prosthodontic laboratory. These courses are designed to prepare the students for more advanced prosthodontics courses and research.

Phase 2 – Year 2: The second year is designed to allow the students to apply the knowledge and skills learnt in the previous year. Most of the courses rely on the knowledge acquired in several courses of the first year. The courses offered include specialized prosthodontics themes like geriatric prosthodontics, prosthodontics clinic or prosthodontics laboratory. Besides that, the critical and analytical skills are trained thanks to the courses in research methodology and journal club.

Phase 3 – Year 3: The third and final year of study gets the students to master comprehensive clinical and research skills. Besides the application of all the relevant knowledge and skills into clinical practice through the course in prosthodontics clinics, the MPDS students must write a thesis. The second course in journal club helps them build up their analysis and review skills.

The MPDS program does not include an internship (SER 4.1.4). Regarding the practical content, the minimum qualification for clinical supervisors includes holding an academic rank of assistant professor or higher and possessing either a PhD in a dental specialty or board certification from a recognized dental specialty board.

The Master of Prosthetic Dental Sciences employs a structured and diverse range of teaching strategies designed to address the comprehensive educational needs of students, foster their knowledge, develop clinical and technical skills, and instill core values of autonomy and professional responsibility. The teaching methods employed include the following: lectures/group discussions, seminars, case-based learning, tutorials, collaborative learning, self-direct learning (SDL), peer learning, research and thesis work, journal club, simulation-based training, clinical rotations, case presentations, research projects, case documentation, lab demonstration, role play, mentorship and coaching, and continuing education and conferences (SER 4.1.5).

According to the University, the integration of electronic and multimedia instruction is an essential component of the Jouf University education system in order to provide dynamic, accessible, and efficient teaching and learning processes. With the use of Blackboard, learning materials, lectures, assignments, quizzes, and exams are uploaded online and accessible 24/7. The staff members can also use Blackboard to post updates, send messages and communicate directly with the

students. Moreover, the use of integrated learning elements has broadened the accessibility of education, allowing students to participate in courses regardless of their location through virtual lectures and the use of prerecorded lectures, readings, and discussion boards. Finally, the assignments are typically submitted electronically, allowing instructors to provide feedback digitally for each student, and the exams are conducted electronically in order to reduce paper waste (SER 4.1.6).

The program integrates research throughout the program in order to develop the students' clinical and research skills, as well as to enhance their critical thinking, evidence-based practice, and contribution to dental advancements. During the first year, the students are introduced to research principles and biostatistics. The second year increases research skills with courses in research methodology, journal club, and critical analysis of current studies. Finally, the third year allows students to apply advanced research principles in clinical settings and to conduct research for the thesis. The process of writing a thesis is detailed in the Thesis Manual (Annex 20). The program aligns with the University's broader strategic research plan and fosters a research-driven approach to education and professional development (SER 4.1.7).

According to the University, the MPDS program aligns with international standards, reflecting the academic frameworks of top institutions like Sharjah University or the University of British Columbia. This alignment ensures that students get well equipped with the necessary skills and knowledge for global dental practices. The use of English as language of instruction further enhances the students' abilities to engage with international literature and to collaborate on a global level. The program adheres to international standards in credit hours, clinical training, and grading. There are currently no structured mobility opportunities offered but students can collaborate with research labs from other Saudi universities to enhance their experience (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 Master study program "Prosthetic Dental Sciences" 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, in order to enhance the programs’ practical and clinical orientation and to broaden students’ perspectives. 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. This should include the necessary infrastructure (hardware and software) for a full digital workflow from diagnosis (digital x-ray and digital 3D face scan, digital occlusion), digital planning and simulation to the milling/printing of restorations either with lab or chairside installations.

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 Master study program "Prosthetic Dental Sciences". The program combines academic research with professional training. The experts acknowledge that the curriculum provides students with the necessary methodological and analytical competencies to design and conduct research projects independently. 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 thesis 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, typically in the first or second semester, and continue working on it throughout the program.

The research strategy of Jouf 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

The admission requirements for the Master of Prosthetic Dental Sciences are listed as follows:

- Bachelor's degree in dentistry from a recognized institution with a minimum GPA of "good",
- Successful result in the Saudi Dental License Exam,
- Ethical conduct and medical fitness,
- English proficiency (IELTS score of at least 5 or equivalent),
- Not have been dismissed from any university for academic or disciplinary reasons,
- Not be enrolled in another master's program,
- In case of employed applicants, employer approval.

The selection process also includes submitting an application, initial screening, academic and performance evaluations, as well as entrance exams and interviews. The selected candidates will be notified and must complete registration, submit additional documents, and pay the study fees. In general, the admission process aligns with the University's standards and policies while the program-specific criteria are designed to ensure transparency, consistency, and fairness by adhering to institutional policies and faculty guidelines (SER 5.1.1).

The MPDS aligns with the University's inclusive policies to promote equitable access, but the program's intensive practical components require physical fitness which is why students with disabilities or chronic illnesses are currently not accepted into the program. According to the University, it is ensured that all applicants are informed of the requirements during the admission process in order to respect transparency and fairness (SER 5.1.2).

The MPDS program follows a transparent and consistent process for recognizing and converting credits earned at other accredited institutions, adhering to national

and institutional regulations. Students have to submit official transcripts, course descriptions and syllabi for evaluation. Transfer credits are evaluated based on content alignment, learning outcomes, and credit hours compared to the program. 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. Students who are unsatisfied with the University's decision can submit a written appeal within two weeks for a review by a dedicated committee. Final decisions are communicated through writing, and all the related documentation is maintained in the student's academic record. According to the University, the process is continuously reviewed and updated in order to meet educational standards and enhance fairness (SER 5.1.3).

The MPDS program selects candidates based on strong academic and professional qualifications aligned with the program's learning outcomes. Applicants are selected according to the following criteria: English language proficiency (10%), practical examination (40%), Saudi Dental License Examination (30%), and GPA (20%). The practical examination evaluates skills in removable and fixed prosthodontics, ensuring that future students have the necessary practical expertise (SER 5.1.4).

The MPDS program offers several support services to ensure the students' academic, social, and professional success. The support services can be listed as follows (SER 5.2.1):

- Academic counselling: personalized support through faculty advisors and the Student Affairs Office, addressing academic planning, program requirements, and personal challenges. Tools like the personal data form, or the monthly meeting template aid in tailored guidance to ensure progress.
- Office hours: instructors maintain office hours for one-to-one interactions where students can discuss academic concerns and seek guidance.
- Social support: extracurricular activities like sports, culture festivals, and community services foster a strong community, while psychological counseling and social support are offered to ensure the students' well-being.
- Communication channels: emails, learning platforms like Blackboard, as well as feedback mechanisms of surveys ensure communication between students and faculty.

- Mentoring and supervision: clinical and laboratory supervisors are assigned to students for hands-on guidance. Thesis supervision is provided by qualified faculty to support research development.
- Program specific initiatives: orientations sessions are organized to introduce students to program expectations, while workshops and seminars enhance professional skills.
- Transportation facility: available for students commuting to the campus.
- Medical services: on-campus health services.
- Cafeteria: on-campus dining options.
- Research facilities: access to central labs and financial support for research projects.
- Electronic library: extensive online resources for academic research.

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

The master's degree follows the University policy for assessment and evaluation which is based on the guidelines set by the Ministry of Education. First, the course coordinator of each course discusses with the faculty and plans teaching strategies and assessment methods aligned with the learning outcomes. The assessment methods are listed as follows:

<ul style="list-style-type: none">❖ Knowledge and Understanding<ul style="list-style-type: none">• Written Examinations {Multiple-choice questions (MCQs), short answer questions (SAQs)}.• Assignments• Quizzes• Oral Examinations (Viva Voce).• Case-Based evaluations.• Checklist for treatment plan and journal club❖ Skills<ul style="list-style-type: none">• Objective structured practical Examination (OSPE).• Objective Structured Clinical Examination (OSCE).• Clinical Logbook• Clinical Case Presentations.• Direct Observation of Procedural Skills (DOPS).• Simulated Patient Exercises.• Clinical examinations using rubrics• Laboratory examinations using rubrics• Research Thesis Defense• Research Projects/Assignments• Checklist for treatment plan and journal club❖ Values, Autonomy, and Responsibility<ul style="list-style-type: none">• Written examination• Reflective Essays.• Peer and Self-Assessment.• Professionalism Assessment.• Leadership and Teaching Assessment.• Case studies• Mini project• Checklist for treatment plan and journal club❖ Indirect Assessment:<ul style="list-style-type: none">• Course Evaluation Survey• Students Experience Survey• Program Evaluation Survey• Alumni survey• Employers survey

The assessment methods are also shared transparently with the students through the platform Blackboard and through an orientation lecture during the first week of the semester. The majority of the courses have a formative (continuous) assessment accounting for 60% and a final assessment accounting for 40%. The formative assessment is taken throughout the duration of the course and includes mid-block examination and assignments. The final exams are conducted at the end of each semester for all the courses together. The longitudinal courses have a mid-year exam conducted at the end of the first semester and a final exam conducted at the end of the academic year. Students who fail an exam have the chance to retake the exam one time within the semester, if they fail again their registration can be cancelled. If a student has an absence percentage of more than 25% during the course, he will be deprived of taking part in the final exam. If a student misses the final exam due to a valid excuse, the College Council may allow an alternative test within the following semester. Finally, the thesis is to be done once a student finishes 50% of the course work of the program. All thesis projects must be written in English and be checked for plagiarism by the deanship of postgraduate studies with the help of the platform iThenticate before being evaluated by a thesis defense committee. The minimum grade to be obtained for passing the degree is 75%. The University uses a 5-point GPA system as shown in the following table (SER 6.1.1):

Marks Percentage	Description	Grade symbol	Weight (out of 5)
95-100	Exceptional	A+	5.0
90-94	Excellent	A	4.75
85-89	Superior	B+	4.5
80-84	Very Good	B	4.0
75-79	Above Average	C+	3.5
Less than 75	Fail	F	3.0

The MPDS program emphasizes the transparency in its communication by ensuring that all the information is provided and accessible to prospective and current students and graduates. To ensure this transparent communication, detailed documentation is provided about program levels, credits, courses, number of students enrolled, program content, admission requirements, and the program handbook.

Additionally, details about workshops, research facilities, and extracurricular activities are shared during academic advising meetings with academic advisors and during the orientation sessions conducted for first-year students. Key information is accessible through the University's website, brochures, and information sessions (SER 6.2.1).

Judgement

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

The program affirms to be ensuring personalized attention and support for students through a qualified team of professionals. The faculty-to student ratio is 0,84:1, reflecting the effective resource utilization and quality assurance. The teaching staff includes only assistant professors and upper qualifications in order to maintain high standards in clinical and thesis supervision. Moreover, the faculties have diverse qualifications due to their diverse educational backgrounds, ensuring vast and diversified knowledge and teaching experiences. The teachers are all employed full-time, and the regular monitoring of faculty workload ensures alignment

with industry standards. The following table shows the composition of the teaching staff (SER 7.1.1):

Teaching Staff	Full time	
	Faculty from Department of Prosthetic Dental sciences	Faculty Participating in teaching from other department
Assistant Professor	3	3
Associate Professor	0	1
Professor	4	2
lecturers	4	5
Demonstrators	1	-
Total	23	

According to the University, the recruitment process ensures that faculty possess the required expertise, experience, and personal qualities. A comprehensive guide outlines the staff rights, duties, and ethical responsibilities, including teaching, research, and community engagement. The recruitment process begins with the annual identification of department needs, followed by the college council's approval of recruitment plans and the verification of candidate qualifications (SER 7.1.2).

The program emphasizes faculty development through active participation in academic advancements, community services, research, workshops, orientation programs, and conferences. Faculty members are encouraged to have good research productivity to keep them updated with the recent topics and techniques of the prosthodontics field. The University is offering support through research funding. For workshops and conferences, the University has a skill development committee which is organizing annual planned workshops following the University's policy of professional development. Faculty members are also encouraged to contribute to the development of knowledge through reviews and editorial board membership for international journals. The University ensures the quality of the teaching staff through the following measures (SER 7.1.3):

- Annual performance evaluations: biannual assessment focusing on teaching, research, and community contributions.
- Mid-year evaluation: focused on teaching, community relationships, and strategic planning.
- Year-end evaluation: online system of evaluation allowing faculty to review and contest grades if needed.

- Evaluations guide professional growth and support promotions, aligning with the University's executive rules.

The program is supported by additional staff active in the laboratories with 45 dental assistants in the MPDS clinics and laboratories, production laboratory technicians for fixed and removable prostheses constructions, and central sterilization staff. Besides that, seven administrative personnel are managing operational tasks for the master's degree (SER 7.2.1).

The facilities provided by the Jouf University are organized across the "Academic Building" and the "Dental Clinical Center". The College of Dentistry itself is organized on three main floors, each dedicated to a distinct function being administration, academics, or clinical activities. The list of facilities can be described as follows (SER 7.3.1):

- 23 well-equipped offices with computers, printers, telephones, and internet facility,
- Three lecture halls,
- One continuing education hall,
- Classrooms equipped with smart boards, computers, and data presentation systems,
- Dental production laboratory for manufacturing appliances,
- Phantom laboratories with dental simulators for practice,
- Prosthetic, carving, and computer labs,
- 40 MPDS clinics equipped with modern dental chairs and advanced imaging technologies,
- Five specialized radiography rooms for various diagnostic imaging types including panoramic and cone-beam-computed-tomography (CBCT).

The central library holds a diverse collection of books related to dentistry, medicine, and allied sciences including textbooks, reference materials, and specialized books in various disciplines. The library also subscribed to numerous periodicals including academic journals and magazines focusing on advancements and research in dentistry and related fields. The University emphasized the use of digital libraries such as the Saudi Digital Library (SDL) and databases, offering online access to thousands of e-books and journals. Popular platforms such as PubMed, Google Scholar, Web of Sciences, Scopus, Elsevier, and Wiley Online Library are used for research and academic purposes. The inventory is regularly updated to include the newest publications. MPDS students have access to the inventory

through a centralized library management system which makes the resources available for borrowing, on-site reading, and digital access. During the weekdays, the central library is open for visitors from Sunday to Thursday from 8am to 2pm (SER 7.3.2).

The University highlights the crucial role of computers and related facilities in the students' learning process. Therefore, the MPDS students have access to computer labs and high-speed internet connectivity. The following table shows the number of computers and related facilities (SER 7.3.3):

Beneficiaries	Facilities	Number	Number of Computer used	Location
Students	Lecture halls	5	5	1 st floor
	Clinics	40	11	1 st floor
	Computer Labs	1	30	1 st floor
Faculty	Computer	23	23	3rd floor
	Printers	23	23	3rd floor
	Scanners	23	23	3rd floor
Employee	Computer	8	8	3rd floor
	Printer	8	8	3rd floor
	Scanner	8	8	3rd floor
	Photocopier	5	5	3rd floor

The College of Dentistry follows the guidelines set by the University's deanship of scientific research to support research activities through various funding opportunities. Throughout the year, the Deanship of scientific research publishes official announcements inviting potential researchers to apply for research and announcing additional funding opportunities for established researchers. The University has also established a mechanism for controlling the disbursement of various research-related awards, including grants, fee reimbursements, and citation-based publications rewards. The following research funds are available (SER 7.3.4):

- Individual research projects: individual research grant worth up to 14,400 SAR,
- Group research funds: ranging from 50,000 to 200,000 SAR,
- Multidisciplinary research funds: from 50,000 to 200,000 SAR,
- International collaboration funds: from 50,000 to 200,000 SAR.

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 Master study program "Prosthetic Dental Sciences" 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 Master study program “Prosthetic Dental Sciences” are located. The labs are equipped with all relevant devices. 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 hard- and software installations which enable a full digital workflow from diagnosis to therapy (digital x-ray, 3D face scanners, intraoral scanners, planning and simulation software and the hardware for chairside and/ or lab side production).

As a whole, it was ascertained by the experts that the Master study program “Prosthetic Dental Sciences” 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

The MPDS program 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) and follows the PDCA (Plan-Do-Check-Act) method commonly named Quality Cycle. This model provides a

systematic approach to assess, evaluate, and improve the program quality by closing the quality loop. It can be described as follows:

- Plan: setting clear goals and learning outcomes aligned with institutional goals,
- Do: delivering curriculum content to meet defined goals and learning outcomes,
- Check: reviewing student performance, program evaluations, feedback from stakeholders and compiling the results in reports,
- Act: based on the findings from the “Check” phase, gaps are detected, and necessary adjustments are implemented.

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).

The quality assurance measures are described as follows:

1. Alignment with University framework:
 - Unified use of NCAAA standards and reporting templates,
 - Consistent application of program and course evaluation mechanisms.
2. Feedback mechanisms:
 - Surveys for students, alumni, employers, and faculty,
 - Annual reports.
3. Stakeholder engagement:
 - Feedback incorporated into curriculum revisions and strategic planning.

The students are involved in the quality assurance process through their participation in the different surveys including program evaluation surveys, alumni surveys, and stakeholder surveys. The periodic reviews are then used to align the program with accreditation standards while surveys offer continuous feedback from stakeholders in order to shape action plans. Finally, KPIs are monitored to recognize trends in performance, graduate employability, and clinical competencies (SER 8.1.2).

The program utilizes a multi-faceted approach to quality assurance. External audits of program specifications ensure the curriculum alignment with employers and

evolving dental needs. Audits of the annual program report verify the accuracy and relevance of reported achievements, challenges, and growth areas. Finally, an independent opinion is obtained through the self-study report for program review (SSRP) providing an external perspective on the program's strengths and weaknesses to enhance the accuracy and value of self-assessment (SER 8.1.3).

At the end of each course, the course organizer prepares a course report. The report contains recommendations which guide the modifications to be made in teaching and learning strategies, ensuring that the program remains responsive to the students' and stakeholders' needs (SER 8.1.4).

The practical relevance of the MPDS program is evaluated thanks to different methods being described as follows (SER 8.1.5):

- Graduate and employer feedback assessing the program alignment with professional standards,
- Clinical assessments evaluating the competencies through patient feedback,
- Advisory input guiding the curriculum updates for its relevance to industry trends.

The University sets maximum and minimum workloads ensuring the feasibility. For the Master in Prosthetic Dental Sciences, the total credit hours of the program are 46 (16 the first year, 15 the second year, and 15 the third year) (SER 8.1.6).

The statistics of the MPDS program are shown in the following table:

Academic Year (24-25)	Male Students	Female Students	success rates	- Drop-out rates
First year	3	2	100%	0
Second year	7	5	100%	0
Third year	1	1	100%	0
Total	11	8	100%	0
Graduates	5	3		

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 "Prosthetic Dental Sciences".

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. Field 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. From the experts' point of view, 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).

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 program fosters an inclusive environment offering equal opportunities to all students regardless of gender and personal or social circumstances. The program affirms to be ensuring that both male and female students receive an equitable and high-quality education by maintaining uniformity across all aspects of the learning experience. Male and female students attend the same classes, and course delivery is conducted jointly without gender-based separation.

To ensure that equality, classes are conducted in similar state-of-the-art classrooms for both genders and the same faculty members deliver lectures and oversee practical sessions. Moreover, equal opportunities are provided for academic and extracurricular activities, research initiatives, and leadership roles, therefore fostering a fair and inclusive environment. In case of a student developing a disability or chronic illness after admission to the program, the institution is committed to

supporting its journey while ensuring the patient safety and maintaining academic standards. Concrete measures which are taken include the assessment of individual needs, modifications of examinations, provision of makeup exams, support services, and reassignment of clinical duties. Supportive infrastructures including ramps, elevators, accessible restrooms, assistive technologies, on-campus medical care, and psychological counseling are available on the campus. Finally, faculty and staff are equipped to accommodate diverse needs, ensuring a supportive and accessible learning environment (SER 9).

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 Master study program "Prosthetic Dental Sciences" 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 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 position.
- 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).
- The University should invest in upgrading dental chairs and associated equipment to enable a complete digital workflow and safe, ergonomic clinical teaching.

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 Master study program requires the obtainment of 46 credit hours according to the internal credit hour system. The regulated study period in the program "Prosthetic Dental Sciences" is three years. The program comprises 21 obligatory modules. The language of instruction is English. The Master study program "Prosthetic Dental Sciences" is completed with awarding of the academic degree "Master of Prosthetic Dental Sciences". Admission takes place every fall semester. The first cohort of students was admitted to the study program in the academic year 2019/2020.

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

The Master study program "Prosthetic Dental Sciences" 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.