



Assessment Report

Educational Institution Oral Reconstruction Foundation (ORF)

Certification Course „International Specialist in Implant Dentistry”
(Certificate of Advanced Studies in Implant Dentistry)

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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 evaluation 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 June 2022, the Council of the European Union issued a recommendation for a European approach to microcredentials to encourage lifelong learning and employability. According to this recommendation, it is crucial that programs, even those on a small scale, offer high-quality education, training and retraining. This must be confirmed by accreditation or certification to enable the recognition and transferability of certificates of advanced studies. In line with this objective, the AHPGS carries out the accreditation procedures for certificates of advanced studies.

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). In the present case, the decision regarding the accreditation of the certification course is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria:

1. Admission Requirements
2. Final Certification / Proof of Achievement
3. Modularization
4. Credit Point System
5. Qualification Objectives
6. Coherent Concept
 - 6.1. Curriculum
 - 6.2. Personal Resources
 - 6.3. Resources
 - 6.4. Examination System
 - 6.5. Feasibility
 - 6.6. Transparency
7. Academic and Content Design
8. Study Success
9. Gender Equality and Equal Opportunities

I. The educational institution’s application

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

II. Virtual site visit (peer-review)

The experts carry out a virtual visit at the educational institution. During this visit, discussions are held with members of the educational institution, which

include the management of the educational institution, the degree program management, teachers, and students. These discussions provide the expert group with details about the certification course beyond the written documents. The task of the experts during the virtual 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 virtual visit, the expert group evaluates the fulfilment of the criteria based on the results of the visit and the documents submitted by the educational institution. This Assessment Report is based on the results of the virtual visit and the documents submitted by the educational institution. Finally, the Assessment Report is made available to the educational institution for the opportunity to issue a response opinion.

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

III. The AHPGS accreditation decision

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

2 Structural data of the Certification Course

Educational Institution	Oral Reconstruction Foundation in cooperation with the Coorg Institute of Dental Sciences
If applicable, location	Oral Reconstruction Foundation (ORF):

	Margarethenstrasse 38, 4053 Basel, Switzerland	
	Coorg Institute of Dental Sciences: K.K. Campus, Maggala Village and Post, Virajpet, Kodagu District, Karnataka – 571218 India	
Title of the Certification Course	International Specialist in Implant Dentistry	
Final Qualification	Certificate of Advanced Studies in Implant Dentistry	
Study format	On-site	<input checked="" type="checkbox"/>
	Full-time	<input type="checkbox"/>
	Part-time	<input checked="" type="checkbox"/>
	Extra-occupational	<input checked="" type="checkbox"/>
	Distance Format	<input type="checkbox"/>
	Cooperation	<input checked="" type="checkbox"/>
Course duration (in semester)	2 semesters	
Number of Credit Points awarded	12 CP	
Start of Course (date)	April 2026	
Enrollment capacity per semester/year (Max. number of participants)	12-18 students per year	
Average number of new participants per semester/year	/.	

2.1 Brief Profile of the Certification Course

The Certification Course is offered by the Oral Reconstruction Foundation (ORF), based in Switzerland. The ORF, a non-profit organization established in 2006, is a Foundation contributing to the advancement of evidence-based implant dentistry through its global network and educational resources. ORF has developed a certification course and plans to offer it in India in cooperation with partner higher education institutions/universities. ORF is responsible for quality control, approval of the curriculum, participating universities, and faculty, as well as other academic oversight measures.

In this case, the course will be offered in collaboration with the Coorg Institute of Dental Sciences (CIDS) based in India. The Coorg Institute of Dental Sciences, established in 1999, has experience in teaching undergraduate and graduate students as well as dental professionals. Therefore, the cooperation between ORF and CIDS brings together academic and clinical expertise. Besides this collaboration, the certification course is offered in cooperation with the dental lab Katara Dental Pvt. Ltd., also based in India, which is the industry partner of the Oral Reconstruction Foundation. Katara Dental Pvt. Ltd. is responsible for logistical organization and financial administration. To summarize, the certification course is jointly organized by the Coorg Institute of Dental Sciences (CIDS) and Katara Dental Pvt. Ltd., the latter serving as the industry partner to the Oral Reconstruction Foundation (ORF) under a formal Cooperation Agreement. A separate Memorandum of Understanding between CIDS and Katara Dental governs financial arrangements, including the payment of study fees, in accordance with the established financial plan

The curriculum of the Certificate of Advanced Studies is developed collaboratively by the three parties being ORF, Katara Dental, and CIDS, ensuring it meets international standards and addresses the specialized training needs of dentists. The course is also planned to be offered at further international universities, while the ORF remains the responsible party.

The "Certificate of Advanced Studies in Implant Dentistry" was established in June 2025 and will be offered to up to 18 students per academic year. It is a short, two-semester-long, program designed for dental practitioners, with the objective of enabling them to practice implant dentistry in their daily professional practice. The Certificate's qualification goals focus on the participants' professional expertise, as they will already have completed their fundamental

education and be working as dentists. The Certification Course is designed as an extra-occupational, part-time, program combining obligatory attendance courses with self-study. It is divided into three modules and awarded with a total of 12 CP which corresponds to a total workload of 298 hours. All the courses take place on-campus in the Coorg Institute of Dental Sciences. It provides the students with theoretical and practical background on human anatomy and structural biology, oral surgery, and implant surgery. The students are trained in implant mechanics and treatment concepts for surgical and prosthetic implants. Besides that, knowledge in hygiene measures and economics are provided. Tuition fees of 150,000 INR per year will be charged.

3 Criteria

3.1 Admission Requirements

Summary

Applicants of the certification course must have a Bachelor's degree in dentistry or an equivalent qualification. Besides that, they must have completed successfully the admission examination conducted as an interview. As the teaching language of the program will be English, the interview is also conducted in English, which allows the University to examine the participants' language skills. The required practical and theoretical qualifications are specified in the description of the Course Certificate under "Studyability" as follows: the students are expected to be able to provide first aid as well as to diagnose and name common oral diseases while having fundamental knowledge in general medicine, dentistry, and pharmacology. Finally, following this interview, all applicants are assessed by the University while their admission details are forwarded to the Oral Reconstruction Foundation which performs the final review and formally enrolls the students into the program. The University specifies that no credits from other universities will be recognized considering that there is currently no other advanced training program "International Specialist in Implant Dentistry" in India. Still, the recognition of credits from other universities will be reviewed in the future if necessary.

Judgement

The admission requirements of the certification course are generally appropriate and aligned with the program's objectives. However, the interviews indicated that the program is currently not open to external dentists and is intended primarily for postgraduate students already enrolled at the University. This restriction is not clearly communicated in the existing documentation and should be explicitly stated to ensure transparency.

Furthermore, while the University emphasized that students typically possess substantial clinical experience (three years of clinical training during the undergraduate degree and additional supervised practice). Across the documents a minimum level of clinical experience for admission is not consistently defined. The interviews revealed that applicants should ideally have at least one year of clinical experience. These requirements need to be harmonized and clearly articulated.

Decision

From the experts' point of view, the requirements of this criterion are substantially fulfilled. The admission requirements must be clearly, consistently, and transparently defined in all official documents, including the intended target group (e.g. postgraduate students at CIDS and/or external dental practitioners), and the minimum required level of prior clinical experience for admission.

3.2 Final Certification / Proof of Achievement

Summary

Proofs of achievement are established for each module in order to ensure the students' understanding of the learning material. The type and form of assessment are clearly defined. The students are awarded with the "Certificate of Advanced Studies in International Implant Dentistry" which can be assigned to DQR level 6 in terms of the qualification objectives and competence profile. The successful completion of the program is based on the case presentation, as well as the final oral and written examinations all taking place during the last study module.

Judgement

The structure of the final certification and the defined proofs of achievement are generally appropriate and aligned with the qualification objectives of the certification course.

Decision

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

3.3 Modularization

Summary

The Certificate of Advanced Studies is structured into thematically organized modules each rewarded with a certain amount of credit points. The students have to take three obligatory modules in total, worth respectively 3,4 or 5 CPs. The first module is completed during the first semester, while the second and third modules are completed during the second and last semester. The module

descriptions of the Certification Course contain the amount of contact hours and self-study time for each module, the location and duration of each module, as well as the workload and CP amount. Besides that, the Annex 1 (“Course Outline”) specifies the type of study, content, registries, qualification goals, and assessment methods of each module.

Judgement

The modular structure of the certification course is clearly defined and follows a coherent thematic progression from foundational knowledge to advanced clinical application. The division into three compulsory modules, distributed across two semesters, supports a structured learning pathway and allows for a gradual development of theoretical understanding and practical skills in implant dentistry.

Decision

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

3.4 Credit Point System

Summary

Each module of the Certification Course is assigned a specific number of ECTS credit points. The students of the Certification Course are granted with 12 CP in total. The first semester is rewarded with 5 CP while the second semester is awarded with 7 CP. The description of the Certification Course specifies that one credit point corresponds to a total student workload of 25 hours. In total, the program includes 72 hours of in-person instruction and 226 hours of self-study workload, resulting in a total workload of 298 hours.

Judgement

The credit point system of the certification course is clearly structured and follows established principles for the allocation of workload and credit points. The total of 12 credit points, distributed across two semesters, corresponds to the stated overall workload and reflects an appropriate balance between contact hours and self-study. The definition of one credit point equaling 25 hours

of student workload is transparent and consistent with common academic standards.

Decision

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

3.5 Qualification Objectives

Summary

The "Certificate of Advanced Studies in Implant Dentistry" is designed for general dentists with practical experience who wish to incorporate implant dentistry into their daily work. The program provides comprehensive theoretical and practical instruction in human anatomy, structural biology, oral surgery, and implant surgery. Participants receive training in implant mechanics, as well as in surgical and prosthetic treatment concepts. Additional content includes peri-implant diseases and their management, hygiene protocols, and basic economic considerations relevant to implementing implant dentistry in clinical practice.

The program is intended for dental practitioners who already hold a Bachelor's degree in dentistry and are seeking to further specialize in implant dentistry. Since all participants are practicing dentists, the qualification objectives emphasize expanding their existing professional knowledge and enabling them to perform implant treatments independently in their own practice settings.

This certification course is offered jointly by the Coorg Institute of Dental Sciences (CIDS) and the Oral Reconstruction Foundation (ORF). CIDS contributes long-standing experience in teaching undergraduate and postgraduate students as well as continuing education for dental professionals. The ORF supports the program through its international network, educational resources, and its focus on promoting evidence-based implant dentistry. The curriculum was developed through collaboration between specialists from various medical and dental fields, with each module drafted by the relevant subject expert in coordination with the program's scientific director.

Judgement

The qualification objectives of the certification course are clearly defined and aligned with the overall aim of providing advanced, evidence-based training in implant dentistry for practicing dentists. The interviews confirmed that the primary goal of the program is to enable participants to competently plan and perform implant treatments under clinical conditions, while adhering to internationally recognized standards and evidence-based principles.

The interviews further highlighted that the qualification objectives appropriately integrate both theoretical knowledge and practical competencies, including surgical skills, case planning, and supervised clinical performance. The requirement that students complete supervised implant procedures and present clinical cases contributes to achieving these objectives in a structured manner.

Decision

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

3.6 Coherent Concept

3.6.1 Curriculum

Summary

The curriculum consists of three modules required for graduation. In the first semester, students complete the first module, which includes 32 hours of instruction. The second semester encompasses modules two and three, along with the final oral examinations, and requires 40 hours of instructional time. Participants must additionally complete 226 hours of self-study over the course of the year. The first semester corresponds to 5 credit points for a total workload of 128 hours, while the second semester contains 7 credit points for 170 hours of total study time.

The certification course consists of lectures, seminars, and hands-on exercises. During the lectures and seminars, instructors present fundamental, evidence-based knowledge and illustrate it with clinical case examples. Presentations are shown in the seminar room, and open discussion is encouraged. Students work on tasks in small groups and present their results to the class, which requires them to apply the knowledge gained independently. The SAC (simple-advanced-complex) classification for the clinical cases is used throughout the program to demonstrate varying clinical situations and the

corresponding treatment approaches. Before performing any procedure, each student discusses the planned approach to their clinical case in detail.

Students are expected to prepare clinical cases either from their own practice or at CIDS and present them during class. Case preparation takes place between modules and may be presented at the next session. Each student must present at least one complete implant case, covering both the surgical phase and the final prosthetic restoration. Emphasis is placed on structured oral presentations and the use of appropriate presentation tools. Students must also carry out the full treatment of four case under supervision, with ORF faculty members serving as supervisors. These supervised treatments take place at CIDS.

The program is designed for dentists licensed to practice general dentistry as well as postgraduate students at CIDS. It provides both theoretical and practical foundations needed for implant dentistry. The focus of the program is implantology as a specialized field within dentistry. Knowledge transfer between the certification course and clinical practice is supported through hands-on workshops, live treatments, and supervised clinical activities. Supervision is organized in groups of five students per supervisor.

Judgement

The curriculum of the certification course presents a coherent and well-structured concept that integrates theoretical instruction with practical and clinical training in implant dentistry. The modular sequence supports a gradual development of competencies, progressing from foundational knowledge to supervised clinical application. The interviews confirmed that the curriculum is designed to be evidence-based and is regularly reviewed by the Education Committee of the Oral Reconstruction Foundation (ORF), ensuring academic oversight and consistency.

A key strength of the curriculum is its strong emphasis on hands-on training under close supervision. Small group sizes, with approximately five to eight students per mentor, enable individualized guidance and systematic supervision across modules. The consistent use of the SAC (simple–advanced–complex) classification provides a didactically sound framework for introducing increasing levels of clinical complexity. Within this structure, students are

required to complete four supervised implant procedures, primarily focusing on simple clinical situations.

The curriculum incorporates a wide range of didactic methods, including classroom-based teaching, case-based learning, video demonstrations, live surgical transmissions with interactive discussion, and simulation training on soft and hard models. This methodological diversity supports different learning styles and facilitates the transfer of theoretical knowledge into clinical practice.

Despite the overall coherence of the curriculum, structured checklists for practical procedures and standardized feedback mechanisms, although identified as important tools for assessment and quality assurance, have not yet been formally implemented or systematically linked to individual modules.

As the University states, the explicit intention is to deliver a curriculum that is not company-driven, despite relying on industry support for materials and logistics, which the experts positively acknowledge. Although a single implant system is used for practical training, students are theoretically introduced to multiple implant systems and are encouraged to critically assess different treatment concepts. This approach supports the program's objective of fostering independent clinical judgment rather than product-specific training.

Decision

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

3.6.2 Personnel Resources

Summary

The personnel resources of the certification course comprise a structured teaching and supervisory team that ensures the professional delivery of all modules. The program is led by a scientific director who is a university professor with clinical and teaching experience in implant surgery and implant prosthodontics. This position is reviewed and approved by the Oral Reconstruction Foundation (ORF) and includes responsibility for defining the educational objectives, coordinating the curriculum, and reviewing the teaching material. The examination committee consists of three faculty members with documented qualifications in teaching, research, and clinical practice in implant dentistry.

They are responsible for conducting and overseeing the oral and written examinations and for ensuring that assessment standards are upheld.

The teaching staff includes senior lecturers, lecturers, and course instructors, all of whom hold at least a Master's degree in dentistry or an equivalent qualification. Senior lecturers are responsible for leading individual study modules and collaborate with lecturers and course instructors in delivering lectures, seminars, and hands-on training. All teaching staff meet defined qualification requirements, including specialized training in implantology, a minimum of three years of clinical practice in implant dentistry, scientific publications, documented speaking engagements, and evidence of clinical expertise through case portfolios. New faculty members who do not yet meet all criteria may initially participate as assistant lecturers and are required to observe modules and take part in staff meetings before assuming full teaching responsibilities.

The current faculty comprises specialists from oral surgery, prosthodontics, and periodontology, each responsible for their respective subject areas within the curriculum. In total, the teaching team consists of eleven members, enabling a faculty–student ratio of approximately 1:5 in fully enrolled cohorts. Supervised clinical training is provided by ORF-approved faculty members, with supervision organized in small groups of five students per supervisor to ensure structured and individualized guidance. Student counseling is available throughout the program, both during teaching modules and between them, and is carried out by the course lead, a member of the examination committee, or other ORF-approved faculty.

Judgement

The personnel resources of the certification course are generally appropriate and sufficient to support the academic and clinical requirements of the program. Teaching staff are selected by the scientific coordinator in cooperation with the Education Committee of the Oral Reconstruction Foundation (ORF) based on predefined qualification criteria, including clinical expertise in implant dentistry and teaching experience. Teaching materials are reviewed prior to delivery, contributing to consistent academic standards.

A key strength is the favorable supervision ratio during practical training. Small groups of approximately five to eight students per mentor and the presence of multiple staff members per module ensure individualized supervision

and structured guidance. The implementation of a buddy system further supports peer learning and continuity within the program.

Decision

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

3.6.3 Resources

Summary

The certification course is supported by the facilities and equipment at the Coorg Institute of Dental Sciences (CIDS), providing an appropriate environment for both theoretical instruction and practical clinical training. Teaching activities take place in a lecture hall, a seminar room, and a large auditorium. The lecture hall accommodates up to 50 participants, while the seminar room holds up to 25 participants, and the auditorium has a capacity of approximately 300 seats. All teaching rooms are equipped with either desktop computers or laptops and data projectors for the presentation of instructional materials. For hands-on sessions, a camera system is used to project live demonstrations, and surgical procedures can be transmitted in real time to the seminar room through a dedicated recording and broadcasting system.

The clinical infrastructure available for the program includes two major operation theatres for procedures under general anesthesia and three minor surgical operatories used specifically for implant surgeries. The implant surgical division within the Department of Oral and Maxillofacial Surgery is equipped with twenty fully operational dental chairs, complementing the facilities of the major and minor theatres. Additional clinical teaching resources comprise twenty dental chairs each in the Departments of Oral and Maxillofacial Surgery, Periodontics, and Prosthodontics, as well as a total of five operation rooms. One of the minor operation rooms is fitted with a live recording system, allowing the transfer of surgical demonstrations directly to the classroom.

Facilities for seminars and hands-on exercises are available in dedicated classrooms designed to hold groups of up to twenty-five students. A congress hall capable of accommodating approximately 400 participants is also available for teaching activities, larger presentations, or academic events.

Students have access to the CIDS library, which offers medical literature, scientific databases such as EBSCO and ProQuest, and computer workstations equipped with access to academic resources and digital portfolios. The library is open daily from 8:00 a.m. to 11:00 p.m., except on public holidays. Training related to hygiene and sterilization is conducted in the hospital's sterilization unit, where students receive practical instruction in the preparation and management of sterilized instruments.

In addition to the institution's own infrastructure, Katara Dental provides material resources and logistical support for the program, ensuring that teaching activities and clinical training can be carried out effectively.

Judgement

The material and infrastructural resources available for the certification course are appropriate and sufficient to support both theoretical instruction and practical clinical training. The interviews confirmed that the facilities of the Coorg Institute of Dental Sciences provide adequate lecture rooms, seminar spaces, clinical treatment units, and simulation environments for implant training. In particular, the availability of live surgical transmission systems, simulation on soft and hard models, and access to dental laboratories supports effective skills development.

Clinical resources are complemented by the contribution of Katara Dental, which supplies surgical motors, implant-related equipment, and restorative laboratory support. Katara Dental's long-standing experience in cooperating with academic institutions further contributes to the reliable provision of materials and logistical support. The interviews also confirmed that patients treated within the program are not required to pay for implant procedures, ensuring sufficient case availability for training purposes.

Decision

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

3.6.4 Examination System

Summary

Each study module includes graded course-related examinations, e.g. oral, written, or practical, announced by the course instructor at the start of the module. These assessments ensure that students have understood the respective learning content. The Certificate of Advanced Studies in International Implant Dentistry is awarded on the basis of final written and oral examinations, both conducted in English during the third module. Students receive information about examination dates, scope, and methods during the second module, which also provides a review of Module 1 content.

Students who do not pass the final examinations may take up to two re-examinations: the first during Module 1 of the following academic year, and the second during Module 2. The oral examination is conducted by the course lead, scientific director, or a member of the examination committee, accompanied by an ORF observer. Students are examined in groups of four, with a minimum of fifteen minutes per candidate. Examiners select questions based on lists provided by module instructors and aligned with the curriculum's learning objectives. Both examiner and observer document the examination and determine the grade jointly.

Grading follows the ECTS system, distinguishing between passing (A–E) and failing (FX–F) performance, with the former distributed according to predefined percentage ranges:

Grade	best	Definition
A	10%	outstanding performance with only minor errors
B	25%	above the average standard but with some errors
C	30%	generally sound work with a number of notable errors
D	25%	fair but with significant shortcomings
E	10%	performance meets the minimum criteria
Fx		some more work required before the credit can be awarded
F		considerable further work is required

In cases of temporary or chronic mitigating circumstances unrelated to academic performance, compensatory arrangements may be granted, although the assessment of competencies must still be carried out. Students with such circumstances may receive extended time or additional resources for completing examinations. If temporary circumstances prevent participation in an examination, a medical certificate must be submitted in order to request a change of examination date.

Judgement

The examination system of the certification course is generally well structured and aligned with the program's learning objectives. The combination of written and oral examinations, together with case-based assessments, provides an appropriate framework for evaluating theoretical knowledge and clinical reasoning. The requirement for structured oral case presentations contributes positively to assessing students' ability to reflect on clinical decisions.

The experts further recommend strengthening the assessment of practical competencies through the systematic use of simulation-based testates, for example on phantom heads or soft and hard models. Although simulation training is already an integral part of the curriculum, its role is currently limited to formative learning activities. Introducing mandatory practical testates in the

simulation phase would allow for a more structured and transparent assessment of students' manual skills prior to clinical application. In this context, the experts strongly recommend the development and consistent use of standardized procedural checklists and structured feedback instruments. These tools would support objective assessment, enhance comparability of student performance, and provide targeted formative feedback (see Criterion 3.6.1).

Furthermore, although students are required to perform four implant procedures under supervision during the course, the final examination does not contain a practical component. Therefore, experts suggest explicitly integrating the fourth supervised clinical case into the final grade to better reflect the program's strong practical orientation. The absence of standardized checklists for practical procedures and structured feedback also limits the transparency and comparability of practical performance assessment.

Decision

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

3.6.5 Feasibility

Summary

The program is structured as a part-time course to enable participants to continue their regular professional activities, although employment in a private practice or clinic is not a prerequisite. Students who are not currently working in a clinical setting may complete required patient treatments at the CIDS in order to prepare a clinical case for presentation. Given that participants may be based in different regions of the country, communication between study modules is facilitated through the web-based platform, while admission examinations take place on the CIDS campus. Information on study fees is available to applicants on the online platform prior to submitting their application.

Student counseling is offered by the Coorg Institute of Dental Sciences (CIDS). During each study module held at CIDS, a member of the program's academic staff, such as the course lead, a representative of the examination committee, or ORF-approved faculty, serves as the point of contact for student support. Outside of the teaching periods and between modules, students may reach the counseling staff through the program's designated email addresses.

With the agreement of all students and faculty, an online platform within the CIDS system (or alternatively a closed Signal messenger group) is provided for communication between students and teaching staff. All communication is conducted in English. Organizational announcements are shared via this platform or group, and students may contact faculty individually by email. Teaching materials are also distributed either on the platform or by email. Messages shared on the platform or group are accessible to all students.

Judgement

The certification course is generally feasible in terms of structure, organization, and implementation. The part-time design allows participants to combine the program with professional commitments, and the use of an online communication platform supports coordination between modules, particularly for students from different regions. Student counseling and academic support are available throughout the program and were described as accessible and responsive during the interviews.

Decision

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

3.6.6 Transparency

Summary

Information relevant to the certification course, including admission requirements, study and examination regulations, and module handbooks, is accessible on the course platform of the Oral Reconstruction Foundation as well as on the cooperating university's website. The platform also provides details on application deadlines and the scheduling of study modules. Enrolled and prospective students may contact CIDS through the website, by email, telephone, or via the designated Signal messenger group to obtain further information or assistance related to the program. Teaching materials are made available in digital form.

Students receive a list of the teaching staff, including their respective functions and responsibilities, via email; these individuals are also included in the Signal

messenger group to facilitate directed academic inquiries. Examination dates are communicated to students by email and are additionally posted in the restricted-access section of the program platform.

Judgement

The certification course demonstrates a generally adequate level of transparency with regard to organizational structures, study procedures, and communication with students. The interviews confirmed that relevant information on admission requirements, course organization, and examination procedures is communicated to applicants and enrolled students through digital platforms and direct communication channels. Teaching content and schedules are announced in advance, allowing students to prepare accordingly.

Decision

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

3.7 Academic and Content Design

Summary

Based on student evaluations and faculty discussions, new topics or alternative teaching methods may be integrated to ensure that learning objectives are achieved. Teaching materials are regularly updated by the module lecturers and reviewed by the scientific director, with an emphasis on incorporating recent scientific literature. New faculty members are required to meet the established selection criteria or, alternatively, to join initially as assistant lecturers. In this role, they must observe the module they will later teach at least once and participate in staff meetings and a didactic training course.

Judgement

From the experts' point of view, appropriate processes are in place to ensure an academically sound program concept as well as to regularly review and update the module descriptions. The teaching staff take into account both international and national discourse. The academic content and the methodological and didactic approaches of the curriculum are continuously reviewed and adapted to ongoing academic and pedagogical developments.

Decision

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

3.8 Study Success

Summary

The certification course is jointly organized by the Coorg Institute of Dental Sciences (CIDS) and Katara Dental Pvt. Ltd., the latter serving as the industry partner to the Oral Reconstruction Foundation (ORF) under a formal Cooperation Agreement. A separate Memorandum of Understanding between CIDS and Katara Dental governs financial arrangements, including the payment of study fees, in accordance with the established financial plan. ORF, represented by its Manager of Science and Education, oversees quality assurance, approves the curriculum, participating institutions, and faculty, and carries out additional academic supervisory functions defined in the ORF–Katara agreement. Katara Dental manages logistical coordination and financial administration within its designated role. The curriculum is developed collaboratively by ORF, Katara Dental, and CIDS, ensuring alignment with international standards and the specific training objectives of the program. It provides a unified framework for all institutions and lecturers involved, outlining the qualification goals and learning outcomes for students.

The course implements a structured quality assurance system based on continuous evaluation and regular review processes. Each module is assessed by the students through an anonymous written evaluation form provided by the program administration and developed by the Oral Reconstruction Foundation (ORF). The administrative staff compiles the results, which are published within one month after completion of the respective module and made available on the online platform or upon request. Questions concerning student counseling and organizational aspects of the program are included in the evaluations. The collected results are discussed annually.

Regular meetings between the ORF, the scientific director, and Katara Dental are held to review the evaluation outcomes. Faculty feedback is systematically considered to inform improvements in both organizational structures and educational practices. To ensure ongoing quality development, an additional

meeting of the entire teaching staff takes place at CIDS following each academic year. During this meeting, the scientific director, the examination committee, and the lecturers review the curriculum, discuss potential modifications, and examine examination results to identify discrepancies between assessment content and curricular objectives.

The program also monitors quantitative indicators such as the number of applications and the number of applicants participating in and passing the admission examination. As the program is newly established, no comparative historical data are available. However, the collected information is analyzed and discussed during staff meetings to document program development over time.

To support quality assurance, members of the ORF, particularly the Education Committee and external experts, are invited to attend the annual staff meeting and contribute to the evaluation and further development of the certification course.

Judgement

The certification course provides suitable structural and organizational conditions to support student success. The interviews confirmed that responsibilities among the cooperating partners Coorg Institute of Dental Sciences (CIDS), Oral Reconstruction Foundation (ORF), and Katara Dental are clearly defined. ORF is responsible for academic quality assurance, CIDS provides the educational and clinical environment, and Katara Dental manages logistical and financial aspects, ensuring a coherent organizational framework.

A structured quality assurance system is in place, including regular student evaluations after each module and systematic discussions of the results among faculty members and ORF representatives. Evaluation outcomes are communicated and used as a basis for reviewing and further developing both curricular content and organizational processes. The planned involvement of ORF's Education Committee and external experts supports continuous quality development.

In addition to the existing quality assurance mechanisms, the experts recommend involving an external and institutionally independent advisory body in the further development of the certification course. While the experts positively acknowledge the structured internal quality assurance processes and the

involvement of ORF's Education Committee, the inclusion of at least one independent external expert not directly involved in the program's organization or delivery could further strengthen the objectivity and transparency of academic oversight. Such an advisory body could periodically review the curriculum, examination procedures, and evaluation results, and provide independent feedback on the strategic development of the certification course. From the experts' perspective, this would contribute to reinforcing the program's academic credibility and continuous quality development.

Decision

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

3.9 Gender Equality and Equal Opportunities

Summary

The Coorg Institute of Dental Sciences (CIDS) is accredited by the Ministry of Health and Family Welfare (Government of India), the National Assessment and Accreditation Council (NAAC), the Dental Council of India (DCI), and Rajiv Gandhi University of Health Sciences (RGUHS). In its institutional policies and educational activities, CIDS adheres to the national legal and regulatory frameworks governing equality, non-discrimination, and learner protection. These include the equality principles enshrined in the Constitution of India, the University Grants Commission (UGC) guidelines on equality and non-discrimination, the Prevention of Sexual Harassment (PoSH) Act of 2013, the Rights of Persons with Disabilities (RPwD) Act of 2016, and the National Education Policy (NEP) of 2020. Furthermore, CIDS considers international frameworks such as the United Nations Sustainable Development Goals (SDGs 4, 5, and 10) and the equality principles of the European Union as reference standards for the promotion of equal opportunities.

The campus infrastructure ensures barrier-free and inclusive access for all participants. Wheelchair-accessible ramps are available across the clinical departments, and elevators connect all relevant floors, enabling safe and independent mobility throughout the facilities.

Equal opportunities are further supported through the program's flexible structure. As a part-time course, it allows students to continue their

professional activities or manage personal commitments alongside their studies. To accommodate participants located in different regions, communication between modules is facilitated through an online platform, ensuring broad accessibility and continuous engagement.

Judgement

The experts conclude that concepts are in place to promote gender equality and to support students in special life circumstances, which are applied at the course level.

Decision

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

4 Conclusion

Based on the information provided in the written documentation and the results of the site visit, the experts came to the conclusion that the certification course “International Specialist in Implant Dentistry”, offered by the Coorg Institute of Dental Sciences in cooperation with the Oral Reconstruction Foundation, substantially fulfils the above-described criteria. Overall, the course demonstrates a coherent academic and organizational concept and meets the essential requirements for a Certificate of Advanced Studies. Hence, the experts recommend that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the certification course.

Based on these observations, the experts recommend the accreditation of the study program on the following condition:

- The admission requirements must be clearly, consistently, and transparently defined in all official documents, including the intended target group (e.g. postgraduate students at CIDS and/or external dental practitioners), and the minimum required level of prior clinical experience for admission (Criterion 2.1).

From the perspective of the experts, these conditions can be fulfilled within twelve months after the announcement of the accreditation decision.

- To further strengthen the strong practical orientation of the program, the experts recommend formally integrating one supervised clinical implant case into the final grade.
- The introduction of mandatory simulation-based testates, for example on phantom heads or soft and hard models is recommended
- The implementation of standardized checklists and structured feedback instruments for practical procedures would enhance transparency, comparability, and quality assurance in the assessment of clinical competencies.

- An external and institutionally independent advisory body in the further development of the certification course should be involved.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission February 12, 2026

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

The virtual site visit took place on December 04, 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 of the educational institution regarding the Assessment Report.

In this case, the postgraduate certification course will be offered in collaboration with the Coorg Institute of Dental Sciences (CIDS) based in India. The Coorg Institute of Dental Sciences, established in 1999, has experience in teaching undergraduate and graduate students as well as dental professionals. Therefore, the cooperation between ORF and CIDS brings together academic and clinical expertise. Besides this collaboration, the certification course is offered in cooperation with the dental lab Katara Dental Pvt. Ltd., also based in India, which is the industry partner of the Oral Reconstruction Foundation (ORF). Katara Dental Pvt. Ltd. is responsible for logistical organization and financial administration.

Upon successful completion, students are awarded the „Certificate of Advanced Studies in International Implant Dentistry“.

The certification course requires the obtainment of 12 credit points according to the European Credit Transfer System. The regulated study period in the certification course is two semesters. The first cohort of students will be admitted to the certification course in year 2026.

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

The postgraduate Certification Course “International Specialist in Implant Dentistry” is accredited for the duration of five years until September 30, 2031. The accreditation is based on the circumstances described in the Assessment Report.

Based on the Assessment Report the Accreditation Commission outlines the following condition:

1. The admission requirements must be clearly, consistently, and transparently defined in all official documents, including the intended target group (e.g. postgraduate students at CIDS and/or external dental practitioners), and the minimum required level of prior clinical experience for admission (Criterion 2.1).

The evidence that the formulated condition has been fulfilled by the certification course “International Specialist in Implant Dentistry” must be provided by February 12, 2027. According to the Accreditation Criteria developed by the AHPGS, in case of non-fulfillment of the conditions the accreditation of the certification course will be revoked.

For further development and enhancement of the certification course, 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.