

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



Assessment Report

**for the Application of
Riyadh Elm University
for the Accreditation of the Bachelor Study Program
“Dental Assistance”,
Bachelor of Dental Assistance**

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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: “Dental Assistance” and “Nursing”.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Riyadh Elm University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on August 07, 2025. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Riyadh Elm University and the AHPGS was signed on the June 26, 2025.

On March 05, 2026 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 March 08, 2026 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 Riyadh Elm University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Dental Assistance”, 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 study program “Dental Assistance”

Annex	Description
1	Module Description
2	New Old Study Plan
3	Short Teachers’ CVs
4	Teaching Matrix
5	Academic courses level per hour
6	Internship Manual
7	Program Specifications
8	Course Specifications

9	Course Report 23/24
10	Course Report 24/25
11	Course Evaluation Survey
12	Implementation of Action Plans
13	Dental Assistant Program KPIs
14	Student Experience Survey
15	Program Evaluation Survey
16	Field Experience Report Internship
17	DA APR 23/24 updated
18	Clinical Logbook
19	Analysis of Demographic Distribution
20	Clinical Rotation
21	CLO PLO Booklet
22	DA Facilities and Resources
23	Consistency with NQF
24	Graduate Attribute Assessment Survey
25	Electronic Information System updated
26	Governance and Management at REU
27	MGVO Survey Report
28	REU Learning Outcomes Assessment Manual
29	Satisfaction Survey
30	SRW 416 DA
31	SRW 427 Course Specification
32	Characteristics and distribution of dentist workforce
33	Work Environment Survey Report

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

Annex	Description
A	Admission Manual
B	Bank Offer
C	Student Handbook
D	Governance and Management
E	Links for supportive videos
F	Medical Examination Form

G	Policy and Procedures Academic Affairs
H	Policy and Procedures General Affairs
I	Staff Development Activities
J	Policy and Procedures Student Affairs
K	SNB Offer
L	Human Resource Policies
M	The Faculty Handbook
N	Rajhi Bank offer
O	Quality Manual
P	Policy on Academic Advising and Counseling
Q	Academic Advising Manual
R	Policy for Monitoring Student Performance and Progress

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

2.2 Information about the University

Riyadh Elm University is a private University originated from the College of Dentistry and Pharmacy and was established in 2001. The institution received progressive accreditations from the Ministry between 2004 and 2012, with its license renewed in 2020. Over time, the institution expanded and was renamed several times before being officially transformed into a university in 2018.

Initially comprising colleges of dentistry, pharmacy, and applied medical sciences, the University has continued to develop its academic structure. As of 2023, it includes colleges of medicine and dentistry, pharmacy, nursing and medical sciences, and technology and business, as well as several centers such as research, quality assurance, and community service.

In the academic year 2024/2025, the University has a total of 1,639 students enrolled across its programs.

Riyadh Elm University operates across four campuses (An Namuthajiyah, Olaya, Munesiya, and Qurtoba), all located in Riyadh.

The “Dental Assistance” program was introduced in the first semester of the academic year 2018/2019. As of the academic year 2024/2025, the program has a total enrollment of 55 female students (SER 1.1).

2.3 Structural data of the study program

University	Riyadh Elm University
Faculty/Department	College of Pharmacy, Nursing & Medical Sciences / Department of Applied Medical Sciences
Cooperation partner	The students are trained in Namuthajiya campus of Riyadh Elm University. Role: Clinical Training, Education, Research, Community service, Learning resources
Title of the study program	Dental Assistance
Degree awarded	Bachelor of Dental Assistance
Organizational structure	The bachelor’s degree is composed of four years / eight semesters and a mandatory 12 months internship. Days of the week: Sunday -Thursday Each semester is 18 weeks: (Weeks 16, 17 and 18 final exam weeks)
Language of Studies	English
Period of education	Four years / eight semesters + 12 months of internship for full time students
Credit Hours (CH) according to the internal credit hour system	132 CH
Hours per Credit	1 credit hour (theory) = 1 contact hour 1 credit hour (practice) = 2 contact hours 1 credit hour (clinical) = 3 contact hours 1 credit hour = 2 self-study hours
Workload	Total: 8,040 hours Theory hours: 2,010 hours Individual work: 4,020 hours

	Practice / Clinical: 1,560 hours Internship: 450 hours
Credits for the final paper/project	7 CP
Launch date of the study program	December 24 th , 2010
First accreditation	None
Time of admission	both semesters
Number of available places on the program	60 / year
Number of currently enrolled students in the program	55
Number of graduates since launch date of the study program	40
Particular enrollment conditions	<p>For Freshmen Applicants:</p> <ol style="list-style-type: none"> 1. Applicants should have a High School Certificate (science) or equivalent from within or outside the Kingdom of Saudi Arabia. 2. Applicants should not have an adverse history of being expelled from any college or other academic institute for disciplinary reasons. 3. Applicants should get a medical report. 4. Payment of registration fees. 5. Payment of tuition fees. 6. Met the program requirement as the following: The weighted ratio is not less than 65%. It is as follows: <ul style="list-style-type: none"> • 30% of the High School percentage. • 30% of the General Aptitude Test (GAT) • 40% of the Scholastic Achievement Admission Test (SAAT) <p>For Bridging students:</p>

	<ol style="list-style-type: none"> 1. Applicants should have a diploma from an institute, college, or university that MOE recognizes. 2. Applicants should have a High School Certificate (science) or equivalent from within or outside the Kingdom of Saudi Arabia. 3. Applicants must take a test for English Proficiency and score Minimum TOEFEL PBT (425), TOFEL iBT 30, IELTS (3.5), or STEP (67). 4. The application should have a valid professional classification from the Saudi Commission for Health Specialty. 5. The GPA should not be less than good. 6. The student must be dedicated to studying. <p>Additional Documents required for those who have obtained a high school certificate or its equivalent for more than five years:</p> <ol style="list-style-type: none"> 1. A request for a wave to the Deanship of Admission and Registration explaining the reasons for not completing the study after obtaining high school 2. Curriculum vitae (CV) 3. The application is supported by the attachment of the admission documents (high school General Aptitude Test (GAT) and Scholastic Achievement Admission Test (SAAT), as well as certificates and roundabouts obtained by the student during that period, if any.
Tuition fees	60,000 SAR per year to cover all educational services, training services, learning resources, facilities & materials

Chart 1: Structural data of the study program

3 Expert Report

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

The expert group met on April 13 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.

Due to the current situation, the site visit was conducted online. During the site visit, experts conducted discussions with the University management, representatives of the College of Pharmacy, Nursing & Medical Sciences, the chair, vice chair and the teaching staff of the program "Dental Assistance" as well as with students currently studying in the program and alumni. Because of the virtual site visit, the University submitted a virtual tour of the University, that the experts could inspect the learning premises, such as lecture halls, seminar classrooms, library and computer classes. Moreover, experts had the opportunity to see the equipment and the capacity of the laboratories.

The Assessment Report is structured in compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts' feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University, the College of Pharmacy, Nursing & Medical Sciences and the department of Applied Medical 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 Bachelor study program “Dental Assistance” aims to prepare graduates for professional practice in the field of dental healthcare by equipping them with the necessary theoretical knowledge, practical skills, and professional competencies. The program is designed in alignment with current dental healthcare standards and includes both clinical and administrative aspects of dental assisting. It also aims to enable graduates to obtain internationally recognized certification as dental assistants and to enter the labor market successfully (SER 3.1.1).

The qualification objectives focus on developing graduates who are competent in clinical dental assisting procedures, including four- and six-handed dentistry, and who demonstrate strong communication skills in interactions with dentists, patients, and other healthcare professionals. In addition, the program emphasizes ethical behavior, compassion, and professionalism, as well as the ability to apply modern technologies and techniques used in dental diagnostics and treatment (SER 3.1.2).

The intended learning outcomes are aligned with the Saudi National Qualification Framework and are structured across the domains of knowledge and understanding, skills, and values, autonomy, and responsibility. Students acquire interdisciplinary knowledge in oral health sciences and develop competencies in infection control, radiographic procedures, dental materials, and clinical assistance techniques. Furthermore, they are trained in decision-making, problem-solving, and the use of health informatics in dental care (SER 3.1.3).

In addition to technical competencies, the program promotes research skills and scientific writing abilities, enabling students to conduct research projects that contribute to the improvement of oral healthcare. The program also fosters a commitment to lifelong learning and continuous professional development. Furthermore, it encourages students to engage in community service activities and to promote oral health awareness among the population (SER 3.1.1).

Graduates of the program have diverse career opportunities in various healthcare and related sectors, including private dental practices, hospitals, public health institutions, dental supply companies, and educational institutions. The

labor market in Saudi Arabia indicates a growing demand for qualified dental assistants, driven by healthcare system expansion, population growth, and national initiatives such as Vision 2030, which aim to increase the number of locally trained healthcare professionals (SER 3.2.2). According to the University, hence all the graduates are employed within a 6 month period.

The graduates are required to obtain professional classification and registration from the Saudi Commission for Health Specialties in order to practice as dental assistants in Saudi Arabia. The most recent reported pass rate is approximately 65%. Students are prepared for professional practice through early and continuous clinical exposure, beginning in the second year of the program. The curriculum includes key courses such as infection control, dental radiology, dental materials, and chairside assisting. Practical competencies are further developed through clinical training in the dental teaching hospital. In addition, a mandatory 12-month internship provides comprehensive hands-on experience and supports readiness for professional licensure.

Judgment

From the experts' point of view, the program aims of the Bachelor study program "Dental Assistance" are clearly defined and comprehensively implemented. The program successfully integrates professional, academic, and societal objectives, particularly with regard to preparing graduates for the healthcare sector and addressing national needs.

In addition, the experts positively acknowledge that the program fosters communication, teamwork, and interpersonal competencies, which are essential for working effectively within dental teams and interacting with patients in a professional manner.

From the experts' point of view the Bachelor study program "Dental Assistance" 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.

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 59 modules, out of which 6 are institution requirements and 53 are program requirements:

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

Program Structure	Required/ Elective	No. of Courses /Modules	Credit Hours	Percentage
Institution Requirements	Required	6	12	9%
Program Requirements	Required	53	113	86%
Capstone Course/Project	Required	2 courses (426 DAST and 422 SRW)	7	5%
Field Training/ Internship	Required	Internship for 12 months		-
TOTAL		59	132	100%

All modules have to be completed within one semester.

The list of modules offered:

Nr.	Title	Sem.	CP
Semester 1			17
105ARAB	LANGUAGE SKILLS	1	2
110BIO	BIOLOGY	1	3
110BSC	BEHAVIORAL SCIENCE AND COMMUNICATION	1	1
110CHI	INTRODUCTION TO COMPUTER AND HEALTH INFORMATICS	1	2
110PHYS	PHYSICS	1	3
111ENGL	ENGLISH READING AND WRITING	1	3
112ENGL	ENGLISH GRAMMAR AND SPEAKING	1	3
Semester 2			16
105ISLS	ISLAMIC CULTURE	2	2
120AI	INTRODUCTION TO ARTIFICIAL INTELLIGENCE	2	2
120LRS	LEARNING AND RESEARCH SKILLS	2	2
120CHEM	CHEMISTRY	2	3
120PETH	PROFESSIONALISM AND ETHICS	2	1
123ENGL	ENGLISH ESSENTIAL ACADEMIC WRITING SKILLS	2	3
124ENGL	ENGLISH LANGUAGE – MEDICAL TERMINOLOGY	2	3
Semester 3			18

210MIC	MICROBIOLOGY	3	3
210ANTP H	PRINCIPLES OF HUMAN ANATOMY AND PHYSIOLOGY	3	4
210PSY	PSYCHOLOGY	3	2
212DAST	INTRODUCTION TO DENTAL ASSISTING PROFESSION	3	1
213DAST	ORAL BIOLOGY	3	1
215ENGL	ENGLISH ACADEMIC WRITING	3	3
220BICH	BIOCHEMISTRY	3	4
Semester 4			17
106ISLS	MEDICAL JURISPRUDENCE	4	2
210BIOS	INTRODUCTION TO BIostatISTICS	4	1
211DAST	DENTAL MATERIALS I	4	2
220ENTR	ENTREPRENEURSHIP	4	2
221DAST	SOCIOLOGY	4	1
224DAST	DENTAL ANATOMY & HISTOLOGY	4	2
227DAST	DENTAL CLINIC PROCEDURES I	4	3
228DAST	NUTRITION SEMINAR	4	1
229DAST	HEAD AND NECK ANATOMY FOR DENTAL ASSISTING	4	3
Semester 5			18
226DAST	DENTAL MATERIALS II	5	3
311DAST	INTRODUCTION TO DENTAL RADIOLOGY I	5	3
311CARIO	CARIOLOGY	5	1
312DAST	ORAL PATHOLOGY	5	2
313DAST	DENTAL THERAPEUTICS	5	1
316DAST	LOCAL ANESTHESIA IN DENTISTRY	5	1
317DAST	DENTAL CLINIC PROCEDURES II	5	5
318DAST	INFECTION & HAZARD CONTROL & MANAGEMENT	5	2
Semester 6			16
320CPR	EMERGENCY IN MEDICAL PRACTICE AND CPR	6	2
321SRW	SCIENTIFIC RESEARCH AND WRITING I	6	1

321DAST	DENTAL RADIOLOGY II	6	2
322DAST	OPERATING ROOM PROCEDURES	6	2
323DAST	PROSTHODONTIC CLINIC PROCEDURE	6	3
324DAST	OPERATIVE DENTISTRY & ENDODONTICS CLINICS	6	3
326DAST	DENTAL CLINIC PROCEDURES III	6	3
Semester 7			16
411DAST	PREVENTIVE DENTISTRY FOR DENTAL ASSISTING	7	2
412DAST	PEDIATRIC DENTISTRY CLINICAL PROCEDURES FOR DENTAL ASSISTANT	7	3
414DAST	ORAL & MAXILLOFACIAL SURGERY CLINICAL PROCEDURES FOR DENTAL ASSISTANT	7	4
415DAST	LEGAL, ETHICAL AND PROFESSIONAL ISSUES IN HEALTH CARE SERVICES	7	2
416DAST	IMPLANT DENTISTRY FOR DENTAL ASSISTING I	7	1
417DAST	ORAL HEALTH EDUCATION I	7	1
418DAST	ORTHODONTICS CLINICAL PROCEDURES FOR DENTAL ASSISTANT	7	3
Semester 8			14
421DAST	GENERAL MEDICINE FOR DENTAL ASSISTING	8	1
422SRW	SCIENTIFIC RESEARCH AND WRITING II	8	2
422DAST	DENTAL PRACTICE MANAGEMENT FOR DENTAL ASSISTING	8	2
423DAST	CARE OF SPECIAL NEEDS PATIENTS	8	1
424DAST	IMPLANT DENTISTRY FOR DENTAL ASSISTING II	8	2
426DAST	GENERAL CHAIRSIDE ASSISTING	8	5
428DAST	ORAL HEALTH EDUCATION II	8	1
	Total:		132

Tabelle 2: Modulübersicht

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

The curriculum is divided into two main components: basic science courses and program-specific dental assistance courses. Foundational knowledge is established in the early stages of the program through courses in basic sciences, while more specialized dental courses are introduced progressively. These include clinical, practical, and theoretical modules designed to build professional competencies in dental assisting (SER 4.1.2). The study program integrates theoretical, practical, and clinical elements. Theoretical content is primarily delivered through lectures, supplemented by assignments and self-study. Practical training is conducted through demonstrations, simulations, and exercises using models and phantom heads. Clinical training begins in the second semester of the second year and intensifies throughout the program. Students participate in clinical sessions several days per week, where they assist in various dental procedures under supervision (SER 4.1.3).

Clinical activities are documented using the Dentoplus system, which enables students to record procedures and monitor their clinical progress. All procedures must be validated by clinical instructors and are additionally documented in a clinical logbook. This ensures structured tracking of competencies and practical experience development (SER 4.1.3; see description of system on p. 14).

The program employs a variety of teaching and learning methods to support student-centered learning. These include lectures, small group discussions, case-based learning, simulations, chairside training, and supervised clinical practice. These methods are designed to foster both theoretical understanding and the development of psychomotor and professional skills (SER 4.1.5).

A central component of the program is the mandatory 12-month internship, which is required for professional registration. The internship is organized in structured rotations across different dental specialties and includes clinical training, seminars, research activities, and community projects. It is supervised by a dedicated Internship Training Program Committee and supported by continuous evaluation, feedback mechanisms, and formal reporting procedures (SER 4.1.4).

Research is integrated into the curriculum through dedicated courses in scientific research and writing. Students are required to complete a research project, including proposal development, ethical approval, and manuscript preparation. The submission of a research manuscript is a requirement for graduation,

reinforcing the program's focus on evidence-based practice (SER 4.1.7). Digital learning is supported through institutional platforms such as the learning management system (LMS) and the e-Gate system, which facilitate access to course materials, assessments, and administrative services. These systems contribute to the integration of traditional and digital learning formats (SER 4.1.6).

Currently, the Dental Assistance program does not maintain formal international cooperation agreements or structured exchange opportunities with partner universities abroad. The program primarily emphasizes local clinical training and community-based activities within Saudi Arabia. Nevertheless, the curriculum is aligned with international standards in dental education, and students are encouraged to engage in scientific conferences, research initiatives, and academic workshops.

Judgment

From the experts' point of view, the structure of the Bachelor study program "Dental Assistance" is coherent, well-organized, and aligned with the intended learning outcomes. The progressive development of competencies from foundational knowledge to advanced clinical and research skills are positively acknowledged.

The experts note that initial steps toward internationalization have been undertaken in recent years, including planned collaborations with universities in countries such as Australia and the United Kingdom. These initiatives include student and faculty exchange as well as the integration of international academic staff. However, the experts emphasize that these activities are still in an early stage of development and recommend further strengthening and formalizing international cooperation and mobility opportunities within the program.

As the University explains, interprofessional education is implemented through various elements within the curriculum and extracurricular activities. The experts positively highlight collaboration between faculties, for example in teaching modules such as pharmacology, as well as shared basic courses across study programs. In addition, interdisciplinary research activities and student engagement in joint research projects contribute to interprofessional learning. Clinical training elements, including exposure to other healthcare professions within the university environment, further support this approach. Nevertheless, the experts

recommend a more systematic integration of interprofessional teaching, particularly within the theoretical components of the curriculum. Furthermore, the experts note that, while the curriculum already includes elements related to special patient groups, further strengthening of competencies in dealing with geriatric patients and patients with special needs is recommended. Given the increasing relevance of these patient groups, this aspect should be more explicitly addressed within the curriculum.

The experts particularly highlight the structured approach to the development of clinical competencies. Students are gradually introduced to clinical practice through a stepwise model consisting of demonstration by instructors, simulation-based training in laboratories, and supervised application in real clinical settings. This progressive approach is considered highly appropriate for ensuring safe and effective skill acquisition. Furthermore, the experts note that students are trained in a wide range of practical competencies, including chairside assisting, preparation of dental materials and instruments, radiographic procedures, as well as patient documentation and management. At the same time, it is clearly defined that dental assistants do not perform invasive procedures, which remain the responsibility of dentists. This clear delineation of roles is in line with professional and legal requirements. The curriculum covers a broad spectrum of dental disciplines, including prosthodontics, endodontics, orthodontics, radiology, and implantology. The experts particularly appreciate the inclusion of implantology as part of the curriculum, as it reflects current developments in dental practice and prepares students for modern treatment environments. In addition, students benefit from exposure to postgraduate training environments, which enhances their practical learning experience.

Research training is structured and systematically integrated into the curriculum. Students are guided through the full research process, including proposal development, peer-review procedures, ethical approval, and supervised project implementation. This structured approach supports the development of scientific competencies and evidence-based practice.

The experts also note the structured organization of the internship, including clear supervision mechanisms, regular meetings between students and clinical preceptors, and continuous monitoring by faculty members. Additional didactic elements, such as case presentations, journal clubs, and research projects, are considered valuable components that support the development of analytical and

professional competencies. Research integration is well implemented, as students are introduced to research methodologies and are required to complete and present research projects. The possibility of continuing these projects during the internship and the emphasis on publication are viewed positively.

Decision

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

3.3 Admission and Feasibility

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

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

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

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

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

Summary

Admission to the Bachelor study program "Dental Assistance" is regulated through centralized policies and procedures administered by the Deanship of Admission and Registration. Applicants must hold a secondary school certificate in the scientific track or an equivalent qualification and meet a minimum weighted admission score of 65%, based on high school results (30 %), general aptitude test (30 %), and scholastic achievement admission test (40 %). Additional requirements include good conduct, medical fitness, and no prior dismissal for disciplinary reasons (SER 5.1.1).

The program also defines specific regulations for transfer and bridging students. Transfer applicants must meet academic performance requirements and provide evidence of prior studies at recognized institutions, while credit recognition is subject to equivalency criteria, including content alignment, grading thresholds, and limits on transferable credits.

Bridging students are applicants who have already obtained a diploma in a related health field from an institution recognized by the Ministry of Education. They are admitted to the program with the aim of upgrading their qualification to a Bachelor's degree in Dental Assistance. Bridging students are required to hold a relevant diploma, demonstrate English language proficiency, and possess professional classification where applicable (SER 5.1.1).

Riyadh Elm University implements a policy to promote an inclusive environment that enables students with special educational needs and disabilities to participate fully in academic and social life. Admission procedures are identical for all applicants and are based on established standards, regardless of disability. Applicants are required to disclose any relevant conditions early in the process to allow the University to assess suitability and arrange appropriate support measures. Following admission, students submit a medical report and, if necessary, meet with an advisor to ensure that adequate accommodations are implemented (SER 5.1.2).

Comprehensive student support services are provided, including academic advising, orientation programs, and counseling services. These services address academic, personal, and psychological needs and include targeted support for students with high or low academic performance as well as those with special needs. Communication between students and faculty is facilitated through official channels such as email, office hours, and digital platforms, ensuring continuous academic guidance and monitoring of student progress. In addition, the University provides access to information technology resources and learning support systems, including e-learning platforms and digital services, which facilitate course registration, academic tracking, and access to learning materials. Regular student satisfaction surveys are conducted to evaluate the adequacy of support services and learning resources, contributing to the continuous improvement of the study program (SER 5.2.1).

Judgment

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

The experts draw attention to the relatively high number of exams to be passed during both of the study programs. The system of midterm and final exams is determined by the government. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the course syllabus at the beginning of each course. The experts confirm that the University takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs. With regard to students with disabilities or chronic conditions, the experts observe that admission is subject to specific health requirements due to the professional demands of dental practice. At the same time, the University follows national regulations and guidelines provided by the Ministry of Education, which define how different conditions are to be addressed. The experts positively note that, if students develop health-related conditions during their studies, the University makes efforts to provide appropriate support and accommodations to enable them to continue their education.

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. Financial feasibility is supported through various funding mechanisms. The experts highlight the availability of tuition fee reductions based on academic performance, as well as flexible payment models, including deferred payment options. In addition, cooperation with financial institutions provides students with access to educational loans, which contributes to broader accessibility of the program.

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.

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 examination system of the Bachelor study program "Dental Assistance" is aligned with the defined learning outcomes and is designed to assess students' knowledge, skills, and competencies in a structured and transparent manner. At the beginning of each course, students are informed about the course objectives, intended learning outcomes, assessment methods, and grading criteria. Course specifications are made available through the learning management system, ensuring that assessment requirements are clearly communicated (SER 6.1.1).

The program applies a standardized grading system based on a grade point average (GPA) on a 5.0 scale:

Mark out of 100	Grade	Description	Point GPA value out of 5
100 to 95	A+	Excellent plus	5.00
Less than 95 to 90	A	Excellent	4.75
Less than 90 to 85	B+	Very good plus	4.50
Less than 85 to 80	B	Very good	4.00
Less than 80 to 75	C+	Good plus	3.50
Less than 75	F	Failed	1.00
	DN	Denied	1.00
	DS	Disciplinary action	1.00
	IC	Incomplete	
	IP	In progress	
	W	Withdrawn	
	T	Transfer (out of REU)	

Assessment methods include continuous assessment components, such as mid-term exams, quizzes, assignments, attendance, and practical or clinical evaluations, as well as final examinations. The weighting of these components varies depending on the nature of the course, particularly in modules with clinical training, where practical performance is additionally assessed. According to the University, this structure ensures that both theoretical knowledge and practical competencies are adequately evaluated (SER 6.1.1).

The examination system complies with national regulations and institutional policies, including alignment with the National Qualification Framework. Procedures for student appeals and grievances are formally defined and ensure that assessment processes are conducted fairly, transparently, and within a regulated framework (SER 6.1.1).

Transparency is ensured through comprehensive documentation and publication of all relevant information regarding the study program. Admission

requirements, study plans, teaching methods, and examination regulations are accessible via the University's website and the e-learning platform. Students also have access to course specifications, student handbooks, and additional academic information through their personal online accounts (SER 6.2.2).

Furthermore, information about the program, including learning outcomes, academic regulations, and student services, is made available to prospective and current students, as well as the public, through multiple communication channels. This ensures that all stakeholders have access to up-to-date and relevant information about the program and its requirements (SER 6.2.2).

Judgment

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. An examination can be repeated once. Students who cannot attend the exam due to health issues or other unforeseen circumstances are allowed to take the exam 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 syllabus. The frequency of examinations, as well as their organizations, is 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. Furthermore, pass rates and available learning opportunities to students as well as graduate employment information are shared.

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

Decision

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

3.5 Teaching staff and material equipment

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 Bachelor study program "Dental Assistance" is delivered by a total of 22 teaching staff members, including one professor, 3 associate professor, 12 assistant professors, 5 lecturers, and one clinical instructor specialized in dental education. This composition ensures adequate academic and clinical expertise to support the implementation of the program. The program director oversees the

program, monitors teaching activities, and follows up on both staff and student performance (SER 7.1.1).

The current student-to-faculty ratio 2,5:1.

The University applies structured procedures for the recruitment and appointment of academic staff, ensuring that qualifications, teaching experience, and professional competencies meet institutional and national standards. In addition, opportunities for continuous professional development are provided, allowing faculty members to enhance their teaching, research, and clinical skills in line with current developments in healthcare and education (SER 7.1.2).

In addition to academic staff, further human resources are available to support the implementation of the program, including administrative personnel and technical staff. These support structures contribute to the smooth organization of teaching activities, student services, and academic administration (SER 7.1.3).

The study program is delivered at the An-Namuthajiyah campus of Riyadh Elm University, where it shares facilities with other colleges and departments. According to the University, the campus provides a well-equipped and supportive learning environment that facilitates both student interaction and engagement with faculty. Classrooms are appropriately furnished and equipped with modern educational technologies. Practical training is conducted in cooperation with a well-established teaching dental hospital, ensuring alignment with course requirements. The clinical facilities are extensive and include a large number of dental chairs, multiple sterilization centers, and several radiography rooms across different floors of the campus. In addition, operating rooms for implant procedures and treatments under general anesthesia are available within the university clinics (SER 7.3).

The University provides access to two main libraries located at the An-Namuthajiyah and Qurtoba campuses, offering a focused collection of academic resources relevant to dentistry, including textbooks, instructional materials, and educational software. In addition, students and staff have access to full-text electronic databases and the Saudi Digital Library (SDL). The program is further supported by computer and media equipment. Classrooms are equipped with computers, projectors, smart boards, and interactive screens, enabling technology-enhanced and interactive teaching methods. Students also have access to the learning management system (Moodle), which serves as the central platform for

course materials, communication, and assessments. Additional digital services, such as the E-Gate system, support academic administration by enabling online course registration, monitoring of academic progress, and documentation of grades and attendance (SER 7.3.4).

Judgment

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 Riyadh Elm 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 Riyadh Elm University the faculty cites a good institutional reputation, opportunities for participation in international conferences, and incentives for research activities.

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

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

Since the site-visit had to take place virtually, the University provided the experts with a video of the University's premises. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient.

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

Decision

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

3.6 Quality assurance

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 Bachelor study program "Dental Assistance" is embedded in the institutional quality assurance system of Riyadh Elm University, which is coordinated by the Quality Assurance and Accreditation Center. This system ensures standardized procedures for monitoring, evaluation, and continuous improvement of all academic programs and is aligned with national requirements, particularly those of the National Center for Academic Accreditation and Evaluation (NCAAA) (SER 8.1.1).

Quality assurance within the program is based on systematic data collection and analysis from multiple sources. These include course evaluations, student satisfaction surveys, faculty feedback, and performance indicators. The collected data are regularly reviewed to assess the effectiveness of teaching methods, curriculum design, and student support services, and to identify areas for improvement (SER 8.1.2).

A structured reporting system is implemented through course reports and annual program reports. At the course level, coordinators evaluate learning outcomes, assessment results, and student feedback, and develop action plans for improvement. At the program level, these findings are consolidated and reviewed to ensure alignment with program objectives and intended learning outcomes. This cyclical process supports continuous curriculum development and

ensures the coherence of the study program. The program also applies key performance indicators (KPIs) to monitor its performance. These indicators are used to measure areas such as teaching quality, student achievement, progression rates, and overall program effectiveness. Benchmarking is conducted against internal and external reference points to ensure that the program remains competitive and aligned with national and international standards in dental education (SER 8.1.4).

Stakeholder involvement is an integral part of the quality assurance system. Feedback is collected from students, graduates, employers, and faculty members through surveys and structured communication channels. This input is used to adapt the program to current labor market demands and developments in the healthcare sector, ensuring its relevance and responsiveness. In addition, the quality assurance system supports transparency and accountability by documenting evaluation results, improvement measures, and follow-up actions. Regular reviews by academic and administrative bodies ensure that identified improvements are implemented and monitored over time. Overall, the program follows a data-driven and systematic approach to quality assurance, which contributes to the continuous enhancement of educational quality and student outcomes (SER 8.1.5).

The following statistics were provided (SER 8.1.7):

Level	Number of students, AY 2024-2025		
	Male	Female	Total
1	0	20	20
2	0	7	7
3	0	1	1
4	0	5	5
5	0	4	4
6	0	6	6
7	0	10	10
8	0	1	1
Postponed Student			1
Grand Total			55

Statistics for AY 2023-2024			
	Applicants	Accepted	Graduated
Dental Assistants	32	32	5

Judgment

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

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. 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 experts positively note that stakeholder involvement is ensured through regular program reviews conducted approximately every five years, as well as through continuous interaction with students and other stakeholders. Student participation is facilitated through elected student representatives who meet regularly with faculty leadership to discuss program-related issues.

The University possess 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. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes. The experts highlight that student feedback is systematically collected and has led to concrete improvements, such as adjustments to English language courses and the introduction of open laboratory access to enhance practical training opportunities. This demonstrates that feedback is taken seriously and actively used for program development.

Workload is regulated through defined credit hour limits and daily contact hour restrictions, ensuring that student workload remains manageable. Student progression is continuously monitored through administrative systems and academic advising structures, allowing early identification and support of students at risk. Furthermore, the University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

Decision

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

3.7 Gender equality and equal opportunities

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

Summary

In general, Riyadh Elm University follows an equal opportunity policy in both recruitment and student admission, ensuring equal access to education for all students regardless of gender. However, currently the program has female applicants only due to lack of application from males (SER 9.1.1). According to the University the program is open to applicants of both genders, and efforts may be undertaken in the future to increase awareness of the program and attract a broader range of applicants.

The Bachelor study program "Dental Assistance" provides support measures for students with health-related needs to ensure successful participation in the program. These include access to on-campus medical services, mental health counseling, and the confidential assessment and documentation of individual needs. In addition, policies allow the recognition of medical leave, supporting students in managing health-related challenges during their studies (SER 9.1.2).

The University has established regulations to support students with special educational needs and chronic illnesses through an inclusive policy framework. This includes measures such as flexible scheduling, medical leave arrangements, and, where applicable, remote learning options to facilitate participation in the study program. These provisions aim to ensure that students can complete their studies while maintaining academic standards and personal well-being (SER 9.1.3).

Judgment

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

Decision

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

4 Conclusion

From the experts' point of view, the Bachelor study program "Dental Assistance" at Riyadh Elm University is a high-quality program that is well structured, student-centered, and aligned with current healthcare needs. Overall, the experts gained a very positive impression of the program during the site visit. The existing structures, particularly the clinical training, skills laboratories, and student support mechanisms, provide a strong foundation for high-quality education.

A particular strength of the program lies in its potential for interprofessional collaboration. Due to the local conditions and the presence of multiple health-related study programs, the experts consider interprofessional networking to be a promising area that could be further developed into a distinctive and potentially internationally visible feature of the University.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Dental Assistance" offered at the Riyadh Elm 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 develop and systematically strengthen inter-professional education and collaboration, with the aim of establishing it as a distinctive and potentially internationally visible feature of the institution.
- National and international cooperation should be expanded and formalized, particularly with regard to student and faculty exchange as well as joint academic activities with partner institutions.
- The University should develop and promote mobility opportunities for both students and teaching staff at national and international level.
- The University should further strengthen the integration of competencies related to the care of geriatric patients and patients with special needs

within the curriculum, in order to adequately address the increasing relevance of these patient groups in dental practice.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission May 11, 2026

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 virtual site visit of the University took place on April 13, 2026, 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 University regarding the Assessment Report.

The Bachelor study program requires the obtainment of 132 credit hours according to the internal credit hour system. The regulated study period in the program "Dental Assistance" is five years (ten semesters): four years of academic coursework, including a research-oriented graduation project, followed by a one-year internship.

The study program comprises 59 modules, out of which 6 are institution requirements and 53 are program requirements. The (main) language of instruction is English. The Bachelor study program "Dental Assistance" is completed with awarding of the academic degree "Bachelor of Dental Assistance". Admission takes place every spring and fall semester. The first cohort of students was admitted to the study program in the academic year 2010/2011.

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

The Bachelor study program "Dental Assistance" 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.