



Self-Assessment Report Preparation Guide for Undergraduate Dental Education Program

1. GENERAL INFORMATION

Introduction

The Self-Assessment Report (SAR) is the main document prepared by the faculty's self-assessment committee to evaluate the compliance level of the structure and processes of the educational program applied for accreditation with national/international standards by the Association for Accreditation of Dental Education (DEPAD). This guide contains the standards, explanations, recommendations, and SAR template to be followed while preparing the SAR.

1.1. Purpose

The process of preparing the SAR is the most critical stage of the accreditation cycle. The SAR is the primary document that determines the suitability of the program applied for accreditation for the evaluation visit. The SAR preparation process contributes to the institution's recognition of its strengths and areas for development in its educational program under the guidance of national/international accreditation standards and can be used to initiate improvement processes, while also promoting and internalizing documentation, accountability, transparency, collaboration with stakeholders, and a culture of quality assurance (QA).

1.2. Preparation of SAR

In the preparation of the Self-Assessment Report, it is crucial to involve as many components as possible. The SAR should be viewed as a qualitative development process that relies on the interpretation of data, rather than merely a bureaucratic data management task. The SAR is crafted by the "Faculty Self-Assessment Committee," which functions as a permanent committee within the institution. This committee shares information with other faculty members and students, ensuring their participation when necessary. The self-assessment report is created by evaluating the standards that must be met in Dental Education Programs over the five years leading up to the application year.

In the work of the Self-Assessment Committee, participation and transparency are crucial, as are inclusive simplicity, neutrality, and internal consistency within the prepared SAR. These qualities will significantly enhance the assessment of the program by DEPAD during the evaluation visit, ensuring that the institution receives constructive and qualified feedback.

Moreover, it is essential for the information in the various sections of the SAR to remain consistent and coherent, using clear and understandable language. This clarity will facilitate better comprehension by the evaluators and will support the effective identification of strengths and areas for improvement within the program.



Privacy

The information contained in the Self-Assessment Report is intended solely for use by DEPAD and the evaluation team during the application process. It may not be shared with third parties without the permission of the relevant institution. However, the institution's name may be used in DEPAD trainings and publications while keeping it confidential. A summary diagram regarding accreditation processes is provided on the next page. Detailed information can be accessed from the DEPAD website (www.depad.org).

Format of the Self-Assessment Report

The SAR should adhere to a structured format that includes the following components:

1. **Cover Page:** Title, institution name, and date of submission
2. **Table of Contents:** An organized list of sections and subsections
3. **Executive Summary:** A concise overview of the self-assessment findings and recommendations
4. The **basic data and information** about the Programme

- Institution/Faculty/School/Department delivering the programme
- Full name of the programme
- Number of European Credit Transfer System (ECTS) points

The general background of the oral health services and education in its local context:

- Description of oral health services in the country
 - Description of oral health education in the country
 - Number of schools, number of active dentists, national population size
 - School's position in the National/Regional Education System
 - School's relationship with the National/Regional Health System
 - Central law or governing regulations on dental education and graduating dentists
5. Explanation of how each standard is met, respectively, and sharing any associated evidence, if any.



ACCREDITATION STANDARDS FOR UNDERGRADUATE DENTAL EDUCATION PROGRAM

The purpose of standards is to assist in the development and assessment of dental education programs. They offer a customizable framework also can be suited to local circumstances.

1. Strategic plan, Mission, Vision, Mission, Objectives

The institution must define and clearly articulate its vision, mission, general objectives, and goals, encompassing the fields of education, research, and oral health services. These elements should align with the broader university mission and be transparently documented and communicated to all stakeholders to ensure clarity, consistency, and accountability.

Reporting should clearly describe how the standard is met and related QA processes

Summary of vision and mission statements, general objectives and goals in relation with education, research and oral health services

The alignment of the vision and mission with the institution's strategic plan must be clarified.

Assessment with all stakeholders and revisions

2. Framework and Content of Undergraduate Dental Education Program

2.1. The goals and objectives of the educational program should be outcome-based, focusing on equipping students with the knowledge, skills, and competencies necessary to deliver high-quality oral health care.

Reporting should clearly describe how the standard is met and related QA processes

Expected educational outcomes related with the goals of the dental education program

Competencies upon graduation including knowledge, skills and values

Alignment of program outcomes with school's mission and vision

2.2. The educational program must ensure the horizontal and vertical integration of clinical sciences, fundamental biomedical sciences, behavioral and social sciences, and other relevant subjects.

Reporting should clearly describe how the standard is met and related QA processes

Learning outcomes of each course and subject

The relationship between the courses and the program outcomes for all academic years

Alignment of the learning outcomes of the course subjects with the overall learning outcomes of the courses

2.3. The educational program must have content that will equip students with skills such as critical thinking, problem-solving, and evidence-based practice.

Reporting should clearly describe how the standard is met and related QA processes

Curriculum content for developing students' critical thinking and problem-solving skills

Courses or activities on scientific research



Evidence based dentistry content in curriculum

Activities using evidence, clinical decision making and problem solving

2.4. The educational program must include content that will equip students with skills in management, leadership, teamwork, and risk management.

Reporting should clearly describe how the standard is met and related QA processes

Activities, courses that acquire students interprofessional and interdisciplinary collaboration to work effectively as members or leaders of healthcare teams

Educational environments that help students to acquire the skills of leadership, working as a team member, working competently with other healthcare professionals, management and risk management

Activities such as community-based educational initiatives, problem-based learning sessions, specialized study modules, task-based teaching practices, and team-based learning

Practical training activities emphasizing the importance of teamwork in healthcare delivery and the role of the dentist within the team

2.5. The educational program must have content that will develop attitudes and skills such as professionalism, ethics, and communication.

Reporting should clearly describe how the standard is met and related QA processes

Courses on ethical principles and values to equip students with the ability to make ethical decisions in clinical practice and research

Educational content contributing to enhance students' communication skills

2.6. Student-centered educational practices must be present at every stage of the program.

Reporting should clearly describe how the standard is met and related QA processes

Teaching methods and techniques that support active learning for students

Educational activities within their curricula that allow students to take responsibility for their learning and foster the development of their self-directed learning skills

Student-centered content and practices contributing to the student's competencies and enable them to manage their own learning responsibilities

Interactive activities in course contents

2.7. Opportunities must be provided for students to achieve the expected clinical competencies through a sufficient number and variety of clinical activities.

Reporting should clearly describe how the standard is met and related QA processes

The number and variety of practices students are provided to acquire the expected clinical competencies

The processes as a whole



2.8. The educational program must offer students opportunities to interact with patients and clinical environments from the earliest possible stage.

Reporting should clearly describe how the standard is met and related QA processes

Preclinical training activities to provide students with real clinical exposure to aid orientation

Activities by which students should gain awareness on patient communication, clinical practices, dental assisting, dental materials, and clinical procedures

How the activities above are defined and measured

2.9. The educational program should be subject to frequent evaluations and improvements, along with the establishment of quality assurance protocols.

Reporting should clearly describe how the standard is met and related QA processes

How the educational program is evaluated

If the internal and external stakeholders are informed

The processes, process leaders, workflows, quality cycle

How improvements are made based on evaluation findings

2.10. Distance education methods already in use or to be employed as needed should be developed to align with the program's standards. Their operation must be outlined within established guidelines, and implementation should be supported by suitable hardware, infrastructure, and human resources.

Reporting should clearly describe how the standard is met and related QA processes

If online education is used for some courses

Environments and methods for online education

Methods and processes put in place to evaluate and ensure that the program meets the required standards and learning outcomes

Methods for assessing students

Processes ensuring the security of online examinations (if any)

Available technological support

How feedback from both students and educators regarding distance education activities collected and plans to enhance the quality of these activities

3. Assessment of Students

3.1. The methods and criteria used for assessment and evaluation must be clearly defined according to theoretical and practical courses, as well as for online courses.

Reporting should clearly describe how the standard is met and related QA processes

Assessment and evaluation methods and tools to measure the intended learning outcomes

Objective assessment tools such as rubrics, including rating scales and observation forms for practical courses

Feedback to support student learning



3.2. The program should incorporate a variety of assessment and evaluation methods and tools at all stages.

Reporting should clearly describe how the standard is met and related QA processes

Methods used for assessment and evaluation of students

Assessment of expected competencies and learning outcomes (both in pre-clinical and clinical phases)

3.3. Processes and evaluations designed to assess program qualifications and outcomes need to be effectively established.

Reporting should clearly describe how the standard is met and related QA processes

Assessment of program competencies and outcomes

Monitoring and improving evaluation methods and tools

Processes for the evaluation of program competencies and outcomes

Workflows

Process managers

How internal stakeholders are informed about the exam schedule and assessment methods

3.4. The assessment and evaluation methods should consistently enhance the student's development by providing constructive feedback.

Reporting should clearly describe how the standard is met and related QA processes

Formative and summative assessment tools and how constructive feedback is provided to students

Evaluation of practical courses and how constructive feedback is provided to students

3.5. Training on assessment and evaluation should be provided for teaching staff.

Reporting should clearly describe how the standard is met and related QA processes

Processes and procedures for training for the teaching staff on measurement, assessment and evaluation

The frequency of the training

If the trainings are provided to all teaching staff

4. Students

4.1. The tasks and responsibilities of students should be clearly defined and communicated.

Reporting should clearly describe how the standard is met and related QA processes

The tasks and responsibilities of students in preclinical and clinical phase

Rules and regulations for students and how they are communicated to students



4.2. Communication environments and channels should be established for students.

Reporting should clearly describe how the standard is met and related QA processes

Channels of communication with students in social, administrative, and academic areas.

Environments of communication with students in social, administrative, and academic areas.

Counseling for students

4.3. Students' participation in social responsibility projects should be supported.

Reporting should clearly describe how the standard is met and related QA processes

If information is provided to students about social responsibility projects

If students are encouraged to participate in social responsibility projects

Social responsibility projects that students are involved

4.4. Students must be informed about national/international student exchange programs or activities.

Reporting should clearly describe how the standard is met and related QA processes

Available student national/international exchange programs for students

How students are informed about and encouraged to participate in student exchange programs

Information about students involved in exchange programs

5. Academic staff

5.1. The number and distribution of faculty members must be sufficient to meet the needs of education, research, and oral health services.

Reporting should clearly describe how the standard is met and related QA processes

Criteria for recruitment of staff required for education, research and oral health services.

Workload assessment

Faculty-student ratio

Age distribution of the academic staff

5.2. The institution must have a realistic and long-term staff planning to accommodate its development and changes outlined in the strategic planning.

Reporting should clearly describe how the standard is met and related QA processes

Realistic staff planning, assessment of its current and future workload to determine the necessary number of staff and their competencies and capacities

Staff planning aligning with the institution's long-term goals, ensuring sustainability and adaptability in long term perspective

Staff planning to support the institution's development and changes as outlined in its strategic plan



5.3. Clear and transparent criteria that prioritize academic merit, qualifications, and equal opportunities must be established and publicly communicated for the selection, appointment, and promotion of academic staff. These criteria should ensure fairness, inclusivity, and alignment with the institution's strategic goals.

Reporting should clearly describe how the standard is met and related QA processes

The assessment methods and tools for assessing academic merit

Criteria for academic excellence and relevant qualifications.

How fairness and inclusivity for all candidates is ensured

The criteria to maintain trust and accountability

If those criteria are publicly available

5.4. The duties, powers, and responsibilities of academic staff must be clearly defined, documented, and communicated in writing. These should align with the institution's goals and objectives to ensure consistency, accountability, and engagement across all levels of the academic community.

Reporting should clearly describe how the standard is met and related QA processes

Are duties, powers, and responsibilities explicitly outlined to avoid ambiguity

If documentation ensures transparency and serves as a reference for staff and administration

Alignment of responsibilities with institution's mission, vision, and strategic objectives

Clear guidelines to promote uniformity in expectations and performance evaluations.

If the roles of staff well-defined to understand their contributions, fostering motivation and commitment

5.5. Institutions should actively encourage and support academic staff to participate in trainer training programs and continuing professional development (CPD) activities. This ensures the ongoing enhancement of their skills, knowledge, and teaching practices, ultimately benefiting both the staff and the institution.

Reporting should clearly describe how the standard is met and related QA processes

How training and development needs of academic staff is determined

Training programs tailored and implemented to staff needs

Allocate budgets for CPD activities

Timing of trainer training programs

Assessment the impact of training on teaching quality, research output, and overall institutional performance and improvements

6. Educational and Financial Resources

6.1. Adequate infrastructure and facilities including classrooms, laboratories, libraries, technology resources, and other essential amenities must be established and maintained to support the effective delivery of educational activities and create a conducive learning environment for students and staff.



Reporting should clearly describe how the standard is met and related QA processes

Long-term plan for infrastructure development, aligned with the institution's growth and educational goals

Surveys and consultations to identify the specific infrastructure and facility requirements of students and staff

If budgets are sufficient for the construction, maintenance, and upgrading of facilities.

Modern technologies (e.g., smart classrooms, virtual labs) to enhance teaching and learning experiences

Regular inspections, assessments and improvements to ensure safety, accessibility, and functionality

6.2. Institutions should provide students with appropriate study areas, such as libraries and reading rooms, as well as dedicated social spaces that create a balanced environment to support both academic focus and social interaction.

Reporting should clearly describe how the standard is met and related QA processes

If study areas with adequate lighting, seating, and access to power outlets and Wi-Fi provided

If there are social spaces that encourage interaction and relaxation

If libraries are equipped with up-to-date books, journals, and digital tools

If technology resources, such as computers, printers, and scanners, in study areas are offered

If facilities are accessible to students with disabilities and accommodate diverse needs

Extracurricular activities, such as games, clubs, or events

Continuous assessment and improvement of facilities to meet student needs and expectations

6.3. Institutions must provide high-quality clinical training environments to enhance students' clinical competencies.

Reporting should clearly describe how the standard is met and related QA processes

Clinical training environments with sufficient infrastructure and practical opportunities to achieve the program's objectives and outcomes

Collaboration with hospitals, clinics, and healthcare organizations in the absence of adequate clinical training environments

supervising professionals trained in teaching and mentoring students effectively

6.4. The educational program must implement necessary arrangements to ensure accessibility for students with special needs, addressing both their educational and socio-cultural requirements.

Reporting should clearly describe how the standard is met and related QA processes

Procedures for handling such situations

Infrastructure Modifications

Classroom Adjustments



Individualized support including education plans, tailored support, resources that accommodate diverse needs

7. Management and Quality

7.1. The management framework, organizational structure, and relationships with the university must be clearly defined and effectively communicated.

Reporting should clearly describe how the standard is met and related QA processes

Management framework outlining roles, responsibilities, and workflows

Organizational chart with reporting lines and accountability

Collaboration with university

Communication plans to communicate the framework and hierarchy to staff, academic staff and students

7.2. The participation of academic staff and students in decision-making processes in educational management must be ensured.

Reporting should clearly describe how the standard is met and related QA processes

Involvement of academic staff and students in decision-making

Formal representation for staff and students in governance bodies, committees, and councils

Accessible channels for collecting and incorporating feedback from staff and students

Communication about decision-making processes and outcomes

7.3. Organizational charts for educational management must be developed and clearly communicated.

Reporting should clearly describe how the standard is met and related QA processes

Organizational charts that outlining the hierarchy, roles, and responsibilities

If organizational structure is accessible and understandable to all stakeholders, including staff, students, and external partners

Reporting and decision-making authority

Regular review and update of the charts to reflect changes in roles, responsibilities, or institutional goals

7.4. Criteria for participating in specific training programs should be established as prerequisites for assuming roles in educational management to ensure competence, preparedness, and alignment with institutional goals.

Reporting should clearly describe how the standard is met and related QA processes

If criteria that align with the skills, knowledge, and competencies required for educational management roles exists

Information about the frequency, content of training the trainer courses and if align with institutional goals



Assessment the impact of training on managerial performance and improvements

If resources, mentorship, and opportunities for continuous learning to support managers in their roles are offered

7.5. The institution should have the autonomy to design its educational programs and to establish and enforce appropriate regulations, ensuring alignment with its mission, vision, and stakeholder needs.

Reporting should clearly describe how the standard is met and related QA processes

If the institution has the freedom to develop and customize educational program that meet the needs of its students and align with its goals

If program and regulations reflect the institution's mission, vision, and values

Engagement of stakeholders (e.g., faculty, students, industry partners) in the design and review of programs and regulations

Autonomy in the implementation, development, selection of teaching and assessment methods, content creation and updating

7.6. All decisions and processes related to education should be documented, and a structured system for recording, documenting, and archiving this information must be established to ensure transparency, accountability, and continuity.

Reporting should clearly describe how the standard is met and related QA processes

Documentation of educational decisions, policies, processes, and outcomes

Real time system for recording, storing, and retrieving information

Backup systems, long-term archiving solutions

Accessibility and transparency of information

7.7. Data related to education, research, and oral health services must be systematically collected, assessed, and analyzed on a regular basis. A robust quality assurance system should be implemented to support continuous improvement and foster a culture of quality within the organization.

Reporting should clearly describe how the standard is met and related QA processes

Collection of data on educational outcomes, research activities, and oral health service delivery

Assessment and analysis of the collected data to identify trends, strengths, weaknesses, and areas for improvement

Monitoring and improvement

7.8. If clinical training is conducted in different units (affiliated or contracted health institutions), the mutual roles, responsibilities, and relationships between the administrators of the units and the faculty teaching staff must be clearly defined to ensure effective collaboration and high-quality training.



Reporting should clearly describe how the standard is met and related QA processes

Agreements indicating defined roles and mutual responsibilities

Conflict resolution

Collaboration and communication

Orientation and support for students

Evaluation and assessment of clinical training, improvements

7.9. The institution should create and enforce a clear policy that ensures all academic and administrative staff regularly improve their skills in key areas like handling emergencies, understanding patient and physician rights, and maintaining safety.

Reporting should clearly describe how the standard is met and related QA processes

Policies, procedures, responsibilities

Trainings, frequency, content, delivery

Assessing effectiveness of trainings, improvements

TS.7.10. Educational institutions must develop and implement clear strategies to ensure learning continues during emergencies or extraordinary situations, such as natural disasters, pandemics, or political crises.

Reporting should clearly describe how the standard is met and related QA processes

Crisis management plan, procedures, responsibilities

Communication channels

Access to learning resources

Support for students

Online learning infrastructure, preparedness of teaching staff