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Date: May 5<sup>th</sup> 2022

# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**  
European University Cyprus
- **Town:** Nicosia, Cyprus
- **School/Faculty (if applicable):** School of Dentistry
- **Department/ Sector:** Department of Dentistry
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

Programme Name

**In English:**

BDS in Dentistry

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The 7 members of the EEC attended the facilities of the European University of Cyprus on the 2<sup>nd</sup> and 3<sup>rd</sup> May 2022. Prior to the visit the EEC had been provided with extensive information and data and adequate time to review. The visit was well organized, was run in a timely manner and provided adequate opportunity for the EEC to be satisfied and appropriately complete the evaluation.

The visit consisted of a brief introduction by the members of the EEC, meeting with the Head of the Institution and the Head and members of the Internal Evaluation Committee, meeting with the CYQAA Officer, meeting with the Head of the Department, meeting with members of the teaching staff on each course for all the years of study (QA session), meeting only with students and their representatives, on site visit to the premises of the School/ Department and observation of one lesson.

The Medical School was established 10 years ago and has developed its education and curriculum, which is now firmly established. They have developed clinical training and research profile and community outreach. The admission of the first cohort of dental students was in September 2017 and these students are expected to graduate in July 2022 with a Bachelor in Dental Surgery (BDS) Degree. This evaluation focuses on the quality and accreditation of the BDS degree.

## B. External Evaluation Committee (EEC)

Name	Position	University
Coulthard, Paul	Full-time professor	Queen Mary University of London
Ren, Yijin	Full-time professor	University of Groningen
Valmaseda-Castellón, Eduardo	Full-time professor	University of Barcelona
Antonis Antoniou	Cyprus Dental Association (President)	n/a
Christodoulou, Panayiota	Student	University of Cyprus
FullName	Position	University

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) sub-areas*
  - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

### **Strengths**

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

### **Areas of improvement and recommendations**

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### **Sub-areas**

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

### **1.1 Policy for quality assurance**

#### **Standards**

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

### **1.2 Design, approval, on-going monitoring and review**

#### **Standards**

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

### 1.3 Public information

#### Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

### 1.4 Information management

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
  
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*



## Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

- Policy for quality assurance of the BDS programme of study:
  - has a formal status and is publicly available
  - supports the organisation of the quality assurance system through appropriate structures, regulations and processes
  - supports teaching, administrative staff and students to take on their responsibilities in quality assurance
  - ensures academic integrity and freedom and is vigilant against academic fraud
  - guards against intolerance of any kind or discrimination against the students or staff

The BDS programme of study:

- is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes
  - reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)
  - is designed so that it enables smooth student progression
  - is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS
  - defines the expected student workload in ECTS
  - includes well-structured placement opportunities where appropriate
  - is subject to a formal institutional approval process
  - results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area
  - is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme
  - is reviewed and revised regularly involving students and other stakeholders
- Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:
    - selection criteria
    - intended learning outcomes

- qualification awarded
  - teaching, learning and assessment procedures
  - pass rates
  - learning opportunities available to the students
  - graduate employment information
- Information for the effective management of the programme of study is collected, monitored and analysed:
    - key performance indicators
    - profile of the student population
    - student progression, success and drop-out rates
    - students' satisfaction with their programmes
    - learning resources and student support available
    - career paths of graduates

**Strengths**

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Student feedback used to improve programs of study.

We noted a broad range of innovative teaching methodologies and use of technology for effective teaching.

Learning experience is enhanced by recovering data using specific learning software.

The group sizes were small, which facilitates the quality of education, engagement and interaction.

It was pleasing to see a good gender balance, with approximately 55% female undergraduates.

We also noted the diversity of nationalities, with 33 nationalities.

**Areas of improvement and recommendations**

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

Greater involvement of external stakeholders in curriculum design would be helpful. For example, the use of external examiners, would offer annual opportunity for development rather than the five-year review, or a mid-term review with external academics could be considered.

**Please select what is appropriate for each of the following sub-areas:**

<b>Sub-area</b>	<b>Compliant</b>
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1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

## 2. Student – centred learning, teaching and assessment (ESG 1.3)

### Sub-areas

**2.1 Process of teaching and learning and student-centred teaching methodology**

**2.2 Practical training**

**2.3 Student assessment**

### **2.1 Process of teaching and learning and student-centred teaching methodology**

#### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

### **2.2 Practical training**

#### Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

### **2.3 Student assessment**

#### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

## Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

### 2.1. Process of teaching and learning and student-centered teaching methodology

The five-year curriculum is divided into three phases. Phase I is Foundations of Biomedical Sciences with Relevance to Oral Health (Semesters 1-3), Phase II is Foundations of Clinical Dentistry (Semesters 4-6), and Phase III is Comprehensive Clinical Dental Care (Semesters 7-10). Phase I focuses on establishing a strong theoretical base on basic sciences and normal and diseased body function for students to move on to the next phase (II) that introduces basic clinical dental skills and practical exercise. During the clinical fourth and fifth years, the students finally reach Phase III during which they are exposed to all dental disciplines.

The process of teaching and learning is diverse and teaching methods are being used for the achievement of learning goals. For instance, teaching tools include lectures, face to face interaction, team-based learning, computer-assisted learning (CAL), problem based learning, small group discussions, clinical association lectures, tutorials and individual/peer reflection, microscopical laboratories in histology and embryology, 3D in embryology laboratories, quizzes, case presentations, group presentations of laboratory reports and assignments, literature review sessions, virtual case scenarios, practical exercises, simulated patients, oral presentations, interpretation laboratories, interpretation practice exercises simulated patients etc. All of them are used based on the nature of the course and the expected outcomes.

To assist the teaching progress, there is an advanced and fully updated equipment available consisting of a wet laboratory complex, structural sciences laboratories, a dental practical complex, computer-assisted learning (CAL) – virtual learning laboratories, theoretical teaching infrastructure, and the dental clinic.

### 2.2. Practical training

Practical training is introduced early in the curriculum during the preclinical years, when students first learn basic clinical dental skills promoted by practical exercise in the dental labs and dental simulation units. There is a dental preclinical space with specialized dental equipment and materials under professors' supervision for students to practice individually. During clinical years students attend the EUC dental clinic to treat patients in groups of two under instructor supervision. Specifically, they attend the clinic from Monday to Friday in two separate time groups. During practise they are expected to comply with the clinics' policies and follow patient care and work practice protocols. At the same time there is a dental materials lab dedicated to developing dental phantoms, in addition to acrylic, gypsum and alginate models. Students start working on skills and prepare pieces to be used in the simulators.

### 2.3. Student assessment

Assessment in most of the courses is based on the final exam (60%), laboratory/clinical work/oral presentations or clinical skills/OSCEs (30%), and participation and attendance (10%). Students are

also assessed by completing competency forms, lab reports and their logbooks and by actively receiving feedback from their professor during teaching. It is a policy of the university to give students who have a GPA lower than 2.0 a “Letter of Probation” and those who receive it can correct their GPA during the coming semester.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- Students are well represented and heard at the university since there are quality assurance committees that include them and meetings scheduled once a month to discuss any issues or suggestions they may have. It is important to note that there is an open-door policy, meaning students can turn to the teaching faculty or administration anytime to seek help. This means there is a constant and immediate communication between the teachers and the students which strengthens the quality of teaching since teachers get feedback from interacting with students and students can ask anything to improve their studying and knowledge.
- The diverse amount of teaching tools available for instructors in combination with the modern infrastructure creates an environment where a student can take advantage of these methods to enhance and further comprehend the taught material. At the same time instructors must attend obligatory faculty development seminars and students must complete feedback forms at the end of the semester for each course’s instructor.
- During lab or clinical work, students are divided into smaller groups and instructors guide each group individually to ensure the understanding of the material. At EUC clinic students work into groups of two and are always under faculty supervision. An advantage is that during each procedure they get constructive feedback by their supervisor and at the same time ask questions and for guidance. The clinic is a strong asset to the school because it gives the opportunity to the students to get hands on experience with real patients under supervision. There is a sufficient quantity and quality of patients so that students can perform basic treatments for their degree and also ask for a certain case they might want to treat.
- Regarding assessment during preclinical years, teachers recommend bibliography and textbooks to the students and evaluate them with a final multiple-choice examination. Also, an overview is done before the exam season and guidelines are given to ensure the objectivity of the examination and make sure the students have clear studying goals. In clinical years, open questions are used to challenge students to think and answer critically combining their knowledge. Additionally, they are assessed for clinical procedures using assessment criteria made for each one. Lastly student assessment also includes competency forms, lab reports, case presentation and exercises, and constant feedback and intel from the instructor.
- Another important part of undergraduate education is career orientation which the students seem to get on a satisfactory level. There is an experienced professor with postgraduate education who has sessions with the students to provide any information regarding their future career in detail (employment, requirements for practice in different countries, education, specialties etc.).

Furthermore, the university does personal coaching too, during which students get specialized information regarding their personal goals and questions.

Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- The school should consider introducing more methods for students in the preclinical years to track their academic progress and identify a problem before failing a course or a semester.
  - E.g., Regular quizzes on each unit to assess knowledge and understanding of material
- Introduction of peer teaching:
  - Older students teach younger ones to help navigate through the information and school curriculum easier.
  - They can solve questions and share concerns about the syllabus with each other.
  - Give advice on how to use the equipment and facilities to their advantage and what to pay attention to.
  - Indications about significant parts of the syllabus and cases they should pay more attention to.

**Please select what is appropriate for each of the following sub-areas:**

<b>Sub-area</b>		<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
<b>2.1</b>	Process of teaching and learning and student-centred teaching methodology	Compliant
<b>2.2</b>	Practical training	Compliant
<b>2.3</b>	Student assessment	Compliant



### 3. Teaching staff (ESG 1.5)

#### Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

#### **3.1 Teaching staff recruitment and development**

##### Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

#### **3.2 Teaching staff number and status**

##### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

#### **3.3 Synergies of teaching and research**

##### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

- The Dental Department ensures the competence of their teaching staff.
- Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.
- Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning. These are appropriate to the academic level of the staff and also the clinical discipline requirement.
- The teaching staff is regularly engaged in professional and teaching-skills training and development that are arranged by the university.
- Promotion of the teaching staff takes into account the quality of their teaching, the development of their teaching skills.
- Innovation in teaching methods and the use of new technologies is encouraged, for example clinical simulation.
- Conditions of employment that recognise the importance of teaching are followed.
- Fourteen full-time staff includes the following: 4 professors, 2 associate professors, 3 assistant professors, 5 lecturers. The supporting staff included 2 administrators, 1 assistant,



2 X-ray assistant, 4 laboratory assistants, 1 purchasing officer. Further academic positions are due to be advertised.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

The institution rewards successful research by reducing teaching hours.

A high staff to student ratio was noted, with 1 staff to 10 students for clinical simulation teaching and 1 to 5 staff to student ratio for patient clinical experience.

Staff development is adequate, and we are pleased to see opportunities for reward as annual award for teaching excellence.

The institution is committed with gender equality and is already showing good evidence of this.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

We understand that there may not be a system in place for external examiners and would recommend this.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

#### 4. Student admission, progression, recognition and certification (ESG 1.4)

##### Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

##### 4.1 Student admission, processes and criteria

###### Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

##### 4.2 Student progression

###### Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

##### 4.3 Student recognition

###### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

#### 4.4 Student certification

##### Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

##### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

- The Dental Department has pre-defined and published regulations regarding student admission in place.
- Access policies, admission processes and criteria are implemented consistently and in a transparent manner.
- Pre-defined and published regulations regarding student progression are in place.
- Processes and tools to collect, monitor and act on information on student progression, are in place.
- Pre-defined and published regulations regarding student recognition are in place.
- Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal learning, are essential components for ensuring the students' progress in their studies.
- Appropriate recognition procedures are in place that rely on:
  - institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention



- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Robust administration of admissions was evident.

Use of deposit payment system for tuition fees.

Team of administrators across the universities is growing to match the changing needs.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

We presume that a transcript is available in request by student on graduation although we were not provided with evidence of such.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Partially compliant



## 5. Learning resources and student support (ESG 1.6)

### Sub-areas

#### 5.1 Teaching and Learning resources

#### 5.2 Physical resources

#### 5.3 Human support resources

#### 5.4 Student support

### 5.1 Teaching and Learning resources

#### Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

### 5.2 Physical resources

#### Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

*You may also consider the following questions:*

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

- The Dental Department has adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.
- All resources are fit for purpose.
- Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.
- All resources are fit for purpose and students are informed about the services available to them.
- Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.
- Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.
- Students are informed about the services available to them.
- Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

The Medical School is accredited by the World Federation of Medical Education and the Higher Education Academy (HEA).

The Dental School has an integrated spiral curriculum structure, which is innovative and allows the students to revisit knowledge, whilst driving towards mastery. The curriculum is designed to deliver active learning in the later years.

There is an extensive use of learning technology (technologically driven teaching and learning), including the use of simulation, virtual reality, clinical skills and haptics.

Teaching includes methodology, biostatistics, epidemiology, so that students can undertake review of the scientific literature and understand the principles of critical appraisal.

A comprehensive hard copy logbook is used to assess the quality and volume of dental procedures undertaken by students. We understand there is a plan in development for an e-logbook, which will be excellent in terms of data security and monitoring for the fair allocation of patient treatment.

Induction and orientation days are good for development of professionalism. Professional behaviours and ethics are a significant part of the dental curriculum in developing attitudes for professional behaviour.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

We noted that undergraduate dental students assisted each other on clinics, which seems to be acceptable both to staff and students. However, in very many European countries, the traditional model would be the students to be assisted by a dental nurse/assistant. We presume that local graduate dentists will work with such an assistant in general dental practice. In addition, many international graduates will definitely be working with a dental assistant. We recommend that consideration be given therefore for dental nurses to be employed, so that students can gain the necessary teamwork experience.

Representatives of the students expressed that they preferred shorter lecture sessions and more small group seminar workshops and lab hours.

We recommend considering peer teaching and support across the curriculum.

The growth of student numbers in the following years must be addressed by expanding the number of facilities and recruiting more patients.

Three-dimensional image techniques (particularly CBCT) should be provided.

It is unclear to the EEC how many patients are treated by year, so it is hard to evaluate whether the number and type of clinical treatments will be enough to meet student and patient needs.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Partially compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

## 6. Additional for doctoral programmes (ALL ESG)

### Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

### **6.1 Selection criteria and requirements**

#### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### **6.2 Proposal and dissertation**

#### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

### **6.3 Supervision and committees**

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

### Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

### Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

### Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

## D. Conclusions and final remarks

*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

We were pleased to see the support from the senior leadership for the BDS programme. The Medical School was established 10 years ago and has developed its education and curriculum, which is now firmly established. They have developed clinical training and research profile and community outreach. The Dental Department was established in 2017. The admission of the first cohort of dental students was in September 2017 and these students are expected to graduate in July 2022 with a Bachelor of Dental Surgery (BDS) degree.

Despite the challenges posed by the COVID19 pandemic and its particular impact on the practice of dentistry, the leadership team has demonstrated resourcefulness and innovation in providing adequate clinical experience for the students.

In addition to teaching we were pleased to find community engagement, such as students producing posters, pamphlets and examination of patients in the community during oral cancer prevention week.

We the EEC confirm that we fully support the accreditation of the BDS programme. We recognized that this is a successful programme in the development of the institution, and we understand that there will be challenges, but we believe that the strength of leadership and planning that we have seen the evidences of will enable this programme to continue to flourish.

## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Coulthard, Paul	
Ren, Yijin	
Valmaseda-Castellón, Eduardo	
Antonis Antoniou	
Christodoulou, Panayiota	

**Date:** May 5<sup>th</sup> 2022