

Doc. 300.3.2

Higher Education Institution's Response (Departmental)

Date: 12/7/2022

- Higher Education Institution: European University Cyprus

- Town: Nicosia, Cyprus

- School/Faculty: School of Dentistry

- Department: Department of Dentistry

Programme(s) of study under evaluation

Programme 1

In Greek:

“Οδοντιατρική (5 Έτη/300 ECTS, Πτυχίο)”

In English:

“Dental Surgery (5 Years/300 ECTS, B.D.S.)”

Programme 2

In Greek:

“Ορθοδοντική (3 Έτη/180 ECTS, Μεταπτυχιακό)”

In English:

“Orthodontics (3 Years/180 ECTS, Master of Science)”

Programme 3

In Greek:

Programme Name

In English:

Programme Name

- **Department's Status:** Choose status



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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

The Department of Department of Dentistry, School of Medicine of the European University Cyprus wishes to express its sincere gratitude to the External Evaluation Committee (EEC) for the accreditation of the Department of Dentistry.

It is with great pleasure that the Department of Dentistry and the School of Medicine noted the positive feedback of the EEC and we appreciate its insightful recommendations, which provided us the opportunity to further improve the quality and implementation of the programme. In the following pages, we respond in detail to all recommendations for improvement suggested by the EEC and we provide all relevant information to explain the actions taken to ensure that the newly accredited programme is of high quality.

1. Department's academic profile and orientation

Sub-areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

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Areas of improvement and recommendations

We support the development of a Dental School from the Dental Department so that it can continue to flourish and especially in areas that are dental specific.

Response of the Department of Dentistry

We would like to thank the EEC for supporting the development of a Dental School from the Department.

Mission, Vision and Core Values

We would like to thank the EEC for recognizing that the School of Dentistry has addressed its aims through its Mission, Vision and Core Values and have made this available on our website and documentation. We have made a sincere effort to include all aspects, and we appreciate the EEC's indication regarding the potential strengths of multi- and transcultural inclusion.

Bachelor of Dental Surgery Curriculum

We are also grateful for the EEC's observation regarding the quality of our teaching program. EUC Department of Dentistry through the focused efforts of various committees, dedicated a considerable amount of time to define learning outcomes and link them to competences appropriate for the clinical practice of the Dental graduate. An effort was made to meaningfully harmonize and align several frameworks within our curriculum.

We are grateful that the Committee recognizes our efforts towards ensuring competency of our graduates. The five-year curriculum at the Department of Dentistry, European University Cyprus is an *integrated-spiral-design curriculum* that is *competency-based*. Integration reflects courses that not only bring together the various basic disciplines, but also clinical, factual, experiential sources of information. The overall aim is to foster the understanding and performance of professional activities in dentistry in our students at an early stage of their education. The curriculum is fully integrated both horizontally (systems-based) and vertically (basic-clinical science). The students move through the three spirals of the curriculum, where learners revisit topics several times, but where the complexity of the material increases with each revisit. As such, new concepts are built on previous learning. As students move from simple to complex, by mastering topics by building new knowledge to prior knowledge, the spiral curriculum provides reinforcement, a logical sequence of material where the scope and sequence of topics brings order to the growing wealth of knowledge, and most importantly, they are able to achieve higher level learning objectives. The clinical years of the EUC Dental Curriculum aim to transform students who have learned basic sciences into students

who can deal with patients and their problems in a dental office. To do this, numerous new clinical skills, professional behaviors and considerable dental knowledge must be added to that which the student has previously acquired, which is based on the learning objectives of their clinical courses and the clinical competencies roadmap of the Department of Dentistry. In addition to indicating required basic knowledge, skills and attitude achievements, the educational outcomes also specify student engagement in dental research and stress the importance of global oral health and social accountability. Each semester, the coordinator of each class uploads on Blackboard Learn Ultra the Course Outline for student access.

Teaching personnel

We are grateful that, despite the limited time, the EEC had a positive impression regarding the Department's teaching units. EUC Department of Dentistry endeavors to select the best available Faculty through transparent procedures. The EUC Charter clearly defines the policies for Faculty selection and appointment. Recognizing the University's commitment to excellence in teaching and research and aiming at ensuring the recruitment, selection, and appointment of Faculty members with high potential and ability, as well as at providing support for the continued development of their skills as good teachers and researchers, the Senate of the University and subsequently, the Department of Dentistry, adopts a well-defined Faculty Selection procedure that is outlined in detail in the EUC Charter.

Budget of the Department of Dentistry

The Dean, as the chief academic officer of the School, has sufficient financial and personnel resources available and retains appropriate authority over those resources for planning, implementing and evaluating the Dental Education Program. The collaboration between the Senate, the University Council, and the Councils of the School and the Department, ensures that sufficient funds are allocated for dental education. The Department and School Councils review budget needs with regards to all three missions of the School (Education, Research and Clinical Practice).

The Department has a clear line of responsibility for resourcing the curriculum and its educational needs with a dedicated education budget that is reviewed each year with a transparent budgetary plan.

2. Quality Assurance

Sub-areas

2.1 System and quality assurance strategy

2.2 Quality assurance for the programmes of study

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Areas of improvement and recommendations

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.

Whilst during the visit on site we were provided with information about the policy to detect and eliminate plagiarism, we could not find the Department's policy on authorship.

Response of the Department of Dentistry

Curriculum design

Thank you very much for your positive comments. The Department of Dentistry has a well-defined program management system, which under the leadership of the Chairperson have the responsibility and authority for planning, implementing, and monitoring the curriculum, to ensure that intended educational outcomes are reached.

A vital element of the program management, in addition to the Chairperson, is the Curriculum/Program Committee which works under the direction of the Chairperson. Collectively the aim is to monitor, review, and revise the undergraduate dental education curriculum of the Department of Dentistry to ensure continuous quality improvement toward meeting all competencies required of the contemporary dentist. The Curriculum Committee receives formal and informal feedback from students, as well as input by course coordinators to ascertain that the curriculum runs to the highest possible standards. To this effect, when data point towards immediate and long-term decisions for curriculum improvement, the Chairperson is informed as to whether an urgent change should be made in the curriculum or the curriculum delivery. These minor changes do not need to undergo the formal procedure of a major curriculum reform. In case of a long-term change in the existing curriculum the committee advises the Department Council of all necessary changes and the Department undergoes the Program Evaluation Review (PER) procedure periodically.

The Curriculum Committee uses several instruments to monitor and improve the curriculum. Those include: student evaluation forms, qualitative data compiled by a convenience student sample, interviewed periodically, reports from the course coordinators, and advice from the Advisory Board. These reports help the Curriculum Committee determine whether the most appropriate teaching methods and assessments are applied for each course, and by using the expertise of the various stakeholders, is able to incorporate changes and or innovations in the curriculum. These are submitted to the University Senate and are reviewed by the National Agency for formal approval.

The Bachelor of Dental Surgery Program was reviewed and approved by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education in July 2017 and by the Dental Council of the Ministry of Health in June 2018.

The first external stakeholders will be invited for the Spring 2023 semester and will be selected among the following:

- Cyprus Dental Association
- Dental Council of the Ministry of Health
- Graduates of the Department of Dentistry, School of Medicine, European University Cyprus

The Department's policy on authorship

The Department's policy on authorship is defined by the European University Cyprus' "Guidelines on Authorship" which is attached (please see Appendix I). According to the Policy of the University:

"Responsibility for decisions about authorship generally lies to those who carried the work and intend to disseminate it in a publication. The lead author of a publication, who is usually the corresponding author, ultimately has the responsibility to ensure that all other authors meet the requirements for authorship and that the publication meets the necessary standards of ethical integrity. In general, authors should follow the specific guidelines and instructions provided by journals in their instructions to authors".

3. Administration

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Areas of improvement and recommendations

Monitor needs for changing administrative support as the Dental School and University develops.

Response of the Department of Dentistry

We appreciate the EEC's acknowledgements of our administrative structure and function. Our administrative staff is fully engaged in the Department's activities and facilitates the smooth function of the Department. We take great pride in our Administrative and Technical staff, who are not only very well educated and trained, but strive for personal improvement. The entire support staff has been proven wholeheartedly supportive to all changes that have taken place over the last years, and more importantly have proven pivotal for these changes to take place. The Chairperson have always taken into serious consideration the suggestions from both Administrative and Technical Staff, and has always worked closely with staff. We work very closely with our technical and administrative staff and informally consult with them on a wide range of issue.

The Department of Dentistry has the administrative and professional staff that supports the full implementation of the activities and educational program & ensures good management & resource deployment.

The *School Administrator* manages the academic and administrative operations of the School and serves as the liaison between the School and other departments across the University (academic or administrative) for determining university-wide policy, procedures, and services. Among the various duties, the Administrator prepares School/Department documents; attends council meetings, keeps minutes and follows up with appropriate individuals to ensure agreed upon action is taken; prepares and forwards to the Senate, via the Rector's Office, all relevant documentation, liaises with other institutions, external agencies and government departments, administers procedures in relation to Faculty promotion and hiring (sets up meetings, circulates relevant documentation and keeps minutes), etc.

The *Secretary* of the Department of Dentistry is not a conventional secretary in any other School or Department. The Secretary in the Department of Dentistry is in effect the "*Secretariat of the Department*". Among various activities, the Department Secretary provides daily assistance to students and handles possible grievances and acts as liaison between students, teaching personnel, the Administration and the Chair; processes, proofreads and archives course outlines, and final examinations, prepares cancellation notes, e-mail correspondence, student notifications for cancellations and rescheduling of classes, preparation notes for rescheduled classes and has the responsibility of drafting the class cancellation report every month, processes final grades, etc.

The *Head Technician Administrator* schedules and monitors the activities of the laboratory facilitators, preclinical lab technicians, simulator technicians, nursing personnel and any other individuals involved in student practical training activities. The Head Technician is responsible

for ensuring adequate training of all technical personnel and maintenance of safety regulations within all practical training facilities.

Procurement Officer is responsible for the budget required for technical equipment and supplies, as well as computers for scheduling of labs, including instructor assignments of lab space.

Technicians serve critical role in allowing student laboratory training to operate accordingly. In addition to lab set-up, take-down, student monitoring, and other student training related activities, wet lab technicians are skilled in various methodologies to assist in Faculty and student research endeavors.

IT technicians maintain and support audiovisual and technological functions throughout the EUCMS.

The program expands in accordance with the increase of students, instructors, and faculty members. The Department of Dentistry does intend to increase its faculty, support staff, administrative support and resources, and by doing so, scale up its teaching efficiency. In addition, European University Cyprus has started building new facilities in contact to the old building and, thus, increase its resources to further accommodate clinical training of students. In the new 5-floor building, three floors will be dedicated to the School of Dentistry for the expansion of simulation laboratories and the dental clinic. The surface area of each floor will be approximately 900 square meters.

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

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Areas of improvement and recommendations

A list of problem areas 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 more short 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.

Response of the Department of Dentistry

The five-year curriculum at the Department of Dentistry is an *integrated-spiral-design curriculum* that is *competency-based*. Integration reflects courses that not only bring together the various basic disciplines, but also clinical, factual, experiential sources of information. The overall aim is to foster the understanding and performance of professional activities in dentistry in our students at an early stage of their education. The curriculum is fully integrated both horizontally (systems-based) and vertically (basic-clinical science). The students move through the three spirals of the curriculum, where learners revisit topics several times, but where the complexity of the material increases with each revisit. As such, new concepts are built on previous learning. As students move from simple to complex, by mastering topics by building new knowledge to prior knowledge, the spiral curriculum provides reinforcement, a logical sequence of material where the scope and sequence of topics brings order to the growing wealth of knowledge, and most importantly, they are able to achieve higher level learning objectives (e.g. they are encouraged to go beyond factual recall to the application of knowledge).

The curriculum is fully integrated both horizontally (*systems-based*) and vertically (*spiral-design*) and is divided in three educational phases.

Phase I: Foundations of Biomedical Sciences and with relevance to Oral Health (years 1-2)

Phase II: Foundations of Clinical Dentistry (years 2-3)

Phase III: Comprehensive Clinical Dental Care (years 4-5)

Horizontal integration brings together the various disciplines (e.g. Anatomy, Histology, Embryology, Physiology, Biochemistry) for each module, whereas vertical integration is aimed at bringing together basic and clinical sciences, in order to break the traditional divide between preclinical and clinical studies. As such, the knowledge presented in the basic sciences is placed in clinical context, as well as in context of professional practice. The overall aim is to enhance the acquisition of knowledge, skills, attitude, values and professionalism in our students throughout their dental training. The interdisciplinary units in the Foundations of Biomedical Sciences phase of the curriculum use a multidisciplinary, systems-based, horizontally integrated approach to teach the normal structure and function of the body, along the continuum from molecules-to-cell to entire functional systems. During this process, students are also introduced to basic clinical skills, and abnormalities in structure and function, when appropriate. The disciplines (Cell & Molecular Biology, Biochemistry) and (Anatomy, Histology-Embryology, Physiology, Biochemistry) are integrated and organized into modules based on foundational concepts or on organ systems. The teaching of communication skills is also fully integrated alongside and introduction to the demands of professional practice and care.

Vertical integration is achieved by the early introduction to clinical skills and clinical thinking and reasoning. During the Foundations of Biomedical Sciences phase, each module is closed with a session designed to reinforce the basic knowledge acquired and integrate that knowledge with its clinical significance. Students are introduced to clinical thinking by applying their basic science knowledge to solve clinical problems and case-based sessions.

Students are requested to critically review the literature in case presentations, scientific poster presentations, PBL, etc. throughout their studies, a process which is aimed at analytical and critical review of the published scientific literature to undergo principles of the scientific method. *Problem Based Learning (PBL) via Clinical Problems/Case-Studies* is one of the fundamental integrating methods for integration of basic knowledge with clinical relevance. Various techniques are applied in PBL, including real patient clinical cases and documented case presentations. Using group dynamics, PBL promotes communication, professionalism, and teamwork. Students learn to research and represent evidence-based articles and use SNAPPS as a technique for clinical case presentations. PBL classes are incorporated into all modules and are facilitated by a faculty member. Dental research methods are introduced broadly throughout the dental curriculum. Students participate in *in vivo*, *in vitro* and *in situ* experiments in basic science courses, such as biochemistry and cell biology, and are asked throughout their studies to analytically and critically evaluate research papers. The students' performances in these critical evaluations are included in the students' assessments.

Underlying concepts addressed throughout the educational program to ensure that the pillars of scientific method are adequately addressed include:

- Principles of scientific method, including analytical and critical thinking. This is a basic pillar that crosses through the curriculum vertically, through both the preclinical and

clinical years, with required clinical problem presentations case-presentations, reviews of basic science publications, etc.

- Dental research methods are introduced broadly throughout the dental curriculum. Students participate in *in vitro* and *in situ* experiments in basic science courses, such as biochemistry and biology, and are asked throughout their studies to analytically and critically evaluate research papers. The students' performances in these critical evaluations are included in the students' assessment.
- Evidence-based dentistry. The Department of Dentistry provides evidence-based dentistry by introducing the professional guidelines, from early on in the curriculum students are exposed to research through presentation of new studies, as well as by the opportunity to do their own studies.
- Students are imbued with the notion that they are never experts, but rather life-long learners.

Clinical Training

The Dental Clinic of the Department of Dentistry started operating in November 2020. Starting with a low patient flow, it increased rapidly and in July 2022 eighty-nine students performed various dental procedures on more than 2500 patients. Students offer comprehensive dental care to each patient, and the graduating students have been able to complete, in several disciplines, more dental procedures than the minimum number described in the logbook "Clinical Training Requirements".

The Clinical Training Committee monitors the needs for specific dental procedures of each student and appropriate patients are allocated to the respective students. The Clinical Training Committee also reviews the needs of the patients whose treatment could not be completed by students who graduate, and transfer these patients to junior students considering the type of dental procedures needed by the next student.

In the 5th year of the BDS Program, we offer the course External Rotations, and the students visit Hospital Oral and Maxillofacial Surgery Clinics where they observe various surgical procedures. In the Dental Clinic, the students are exposed to minor surgical procedures, but they do not perform implant surgery although they are taught during the Oral Surgery, Periodontology and Prosthodontics courses. This is due to the lack of the appropriate facilities for the implementation of such surgical procedures.

Finally, a Memorandum of Understanding is being signed with the Ministry of Health on the 13th of July 2022. According to this Memorandum, the EUC Dental Clinic will provide dental care to patients registered in the waiting lists of the Public Dental Services of the Ministry of Health. Comprehensive dental care to these patients will be provided by the EUC Dental Clinic under the same financial conditions as in the Public Dental Services.

The European University Cyprus has started building new facilities in contact to the old building and, thus, increase its resources to further accommodate clinical training of students. In the new 5-floor building, three floors will be dedicated to the Department of Dentistry for the expansion of simulation laboratories and the dental clinic. The surface area of each floor will be approximately 900 square meters. In the new premises, the students will be assisted by nurses and thus gain the necessary teamwork experience.

5. Teaching Staff

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Areas of improvement and recommendations

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

Response of the Department of Dentistry

The Department has very passionate teaching staff that work with an excellent team spirit that is fully appreciated by the students. We provide ample opportunities for Faculty members to participate in professional development to enhance their teaching, skills and knowledge for career advancement. The Department encourages opportunities for Faculty development, such as the Faculty Professional Development Program, and the Train the Trainers Program. These are aimed to enhance the teaching, evaluation and assessment skills of the Faculty. The Department manages a specific professional development funding for Faculty members to participate in conferences through national or international meetings of their professional societies. The Department distributes a set budget each year for each Faculty member to attend professional development events. Faculty development programming is communicated to the Faculty via Blackboard Learn Ultra, emails and posts on the website.

The Department strives to develop a broad perspective that continuously searches for and tries to address all the aspects that impact faculty success; second, systematic and rigorous attention given to each of the steps in the faculty development process. The Department of Dentistry recognizes that faculty development is not a momentarily action, which can be achieved through formal trainings alone. Faculty members are also life-long learners and as a result, development of the faculty happens at informal meetings with Senior Faculty and active participation in various dental education forums and Congresses. The Department of Dentistry is supportive in providing access to its faculty members to continuous education opportunities either courses, congresses, etc. Novice Faculty members are formally trained in the development courses, but they are also actively monitored by a senior member of the faculty. Through this mentoring system, the new members of the faculty improve their teaching skills under close supervision. The Department of Dentistry involves junior faculty in the various committees. The participation in these committees exposes the new appointed faculty to the other aspect of their duties.

The EUC Charter clearly defines the policies for Faculty selection and appointment. Recognizing the University's commitment to excellence in teaching and research and aiming at ensuring the recruitment, selection, and appointment of Faculty members with high potential and ability, as well as at providing support for the continued development of their skills as good teachers and researchers, the Senate adopts well defined Faculty Selection Procedures.

A demonstrable contribution to teaching is expected of all Faculty. Each Faculty member receives details as to their academic responsibilities by Administration of the School. The Administration periodically examines these responsibilities. In addition, teaching quality is

monitored by student evaluations. The Office of the Vice Rector of Academic affairs along with a Senate Subcommittee has created the questionnaire. The questionnaire assesses all learning aspects of the student including both the instructor and the course as such. The instructor is sent a link, which diverts students to the specific questionnaire. The links are individual for each instructor and courses and are created by the Department of Information Systems and Operations. The link is being sent to the instructor 3 weeks before the end of the 13-week period of instruction. All students who participate in the course complete the questionnaire anonymously. Then the data are collected by the Department of Information Systems and Operations and a summary of the findings is sent to the instructors themselves, the Chair and the Dean.

Following the EEC recommendation, the Department of Dentistry will invite external examiners once a year at the end of Spring Semester to assess all the criteria and assessment methods of the Bachelor of Dental Surgery Program. The first external examiners will be invited for the Spring 2023 semester and will be selected among the following:

- School of Dentistry, University of Zurich
- School of Dentistry, University of Manchester
- School of Dentistry, National and Kapodistrian University of Athens
- School of Dentistry, Aristotle University of Thessaloniki

6. Research

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Areas of improvement and recommendations

A research strategy should be developed, so there are clearly focused areas of research that will show impact, in addition to high quality publications. This will enable the building of research reputation and international recognition for the new school.

We also recommend the appointment of high-profile experienced researchers to lead research teams. This will lead to the opportunity to attract PhD students.

We encourage leadership of research in collaboration with academics across the university and also externally.

Response of the Department of Dentistry

We agree with the EEC that after our initial focus on establishing our educational program, research has now become a primary focus for our development. As such, one of the primary pillars in our Strategic Plan focuses on Research. Noteworthy, across the 5 years of the Department's existence there has been a notable increase in the number of PubMed publications by the Faculty. In addition, we have had the opportunity to recruit Faculty with both educational and research experience from other Dental Schools, including the National and Kapodistrian University of Athens, Aristotle University of Thessaloniki, University of Kentucky, etc.

In order to enhance opportunities for research among both Faculty and students, and to incorporate components of research and scientific methodology in dental sciences throughout the 5-year BDS program, the Department of Dentistry has implemented the following changes:

- Research is a distinct pillar in the Department's Development Strategy Plan
- The Department has refocused its strategy in staff recruitment plan to attract expert personnel in research
- We offer courses in Biostatistics, Epidemiology, Research Methodology and Critical Appraisal of the Literature
- Dedicated seminars for review of the literature, and presentation of research proposals prepared by students
- University-wide research incentives, e.g. through teaching hour reduction (THR), is utilized by the academic staff of the Department
- In the MoU that will be signed between the Ministry of Health and the European University Cyprus, there is provision for the participation of our students in preventive programs of the Ministry of Health



According to the EEC's recommendation the Department Council of Dentistry and the Council of the School of Medicine proposed, and the Senate of the European University Cyprus approved the employment as Adjunct Professor Dr. Andreas Stavropoulos, Professor of Periodontology, School of Dentistry, University of Malmö, Sweden. Professor Stavropoulos will be employed in September 2022.

7. Resources

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Areas of improvement and recommendations

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.

Response of the Department of Dentistry

As it was mentioned earlier, the Dental Clinic of the Department of Dentistry started operating in November 2020. Starting with a low patient flow, it increased rapidly and in July 2022 eighty-nine students performed various dental procedures on more than 2500 patients. Students offer comprehensive dental care to each patient, and the graduating students have been able to complete, in several disciplines, more dental procedures than the minimum number described in the logbook “Clinical Training Requirements”.

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During the Dental Radiology course, the students are taught the three-dimensional image techniques including CBCT, and the Dental Radiology Unit is equipped with an apparatus that is both for panoramic and three-dimensional images (CBCT).



B. Conclusions and final remarks

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The Dean and the Chairperson as well as the faculty, staff and students found the EEC's candid discussions a constructive learning process. We all believe that this review was a positive experience and feel that we were provided with important input on how to move effectively forward. All of our staff members were enthusiastic about participating in the review process. The Department thoroughly reviewed the findings, strengths and areas of improvement clearly indicated by the EEC following their review. We have attempted to respond to each item specifically and succinctly, indicating our actions. By embracing the EEC's comments and suggestions, we are convinced that our Department will be able to more effectively advance its program, ensure the learning outcomes of its students, and the well-being of the Dental Department community. The Department of Dentistry leadership has imbued the need for excellence in the Department, recognizing that this is achieved not by a momentarily action, but rather, by habit. More importantly, the excellence that all members of the Department have strived to obtain in the program and School is dependent upon accepting critical evaluation of our performance and acknowledging areas that need improvement. In this regard, we are grateful to the EEC for their candid discussions regarding our program, and the insightful comments and suggestions throughout their report.



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Professor Athanasios E. Athanasiou	Executive Dean, Department of Dentistry	
Professor George Palaghias	Chairperson of the Department	

Date: 12/7/2022



PhD scholarships award scheme

Vice Rector for Research and External Affairs

15 June 2015

APPENDIX I

1. Introduction

The purpose of this document is to describe a scheme for the annual award of a number of PhD scholarships at European University Cyprus. The general aim of the scheme is to reward faculty members who have been able to demonstrate an excellent recent research record. This is usually measured in terms of high impact publications, coordination or participation in research projects etc. The scholarships are awarded to faculty members who fulfill the selection criteria of the scheme and who have a suitable PhD candidate in their field.

2. Eligibility for the awards

All full-time faculty members of the University who have the rank of Assistant Professor or higher are eligible to apply for the award provided they have not been awarded a PhD scholarship as a Principal Investigator (PI) in the past three years.

3. Terms of the awards

The PhD scholarships will be awarded to the most promising candidates of any nationality. They cover the tuition fees of the PhD students for the duration of their studies.

4. Application procedure

The Vice Rector for Research and External Affairs initiates the selection process by issuing a call for proposals. The deadline for the submission of proposals will be announced. Application materials will be available from the office of the Vice Rector for Research and External Affairs and the proposals should be submitted electronically to the office of the Vice Rector. The proposal should have a principal investigator (PI) and may include a co-investigator (Co-I). Each faculty member can submit only one proposal as a PI but can be a Co-I on any number of proposals.

5. Selection criteria for the awards

The selection process for the awards is very simple but nevertheless ensures that the fundamental aim of the scheme, which is the reward of research excellence, is met.

The proposals submitted by faculty members of all Departments except those from the Departments of Law and Arts will be ranked according to the points calculated with the points accumulation system described in Appendix A. In the cases of proposals which have a Co-I, the sum of the points accumulated by the PI and the Co-I will be counted. Only points accumulated in the past five years will be considered. The awards will be made to the PIs of the proposals which are the most highly ranked.

The Office of the Vice Rector will ensure that when the scheme is fully developed and operational about 10% of the awards will be made to faculty members from the Department of Law and 10% to faculty members from the Department of Arts. For these two Departments faculty members will be ranked according to the average grade they received in the research category in their performance evaluation in the last five years.

6. Announcement of the awards and selection of PhD candidates

The announcement of the awards is expected to be made by the Office of the Vice Rector for Research and External Affairs one month after the deadline for submission of proposals. The PIs of the successful proposals are then expected to offer the scholarship to the most promising PhD candidate in their field. If no suitable candidate for the position is found within two weeks the award is revoked and is made to the next proposal on the ranking list.

APPENDIX I

Appendix A

Point calculation system

The point calculation system awards points by considering the research activity of the applicants in the past 5 years.

Scopus document in the past 5 years	30 points
Scopus citations to documents published in the past 5 years	2 points per citation
Submitted research proposals PI/EUC PI/EUC Researcher – National*	30/10/5 points
Submitted research proposal PI/EUC PI/EUC Researcher – EU*	60/20/10 points

* The points awarded for proposals are proportional to their grade.

Example: A Faculty member published 3 Scopus papers in the past 5 years which have 10, 1, 3 Scopus citations respectively. He/she submitted one national proposal as a PI and got a grade of 7/10. What are his/her total points?

The total points are calculated as follows:

Papers: $3 \times 30 = 90\text{pts}$

Citations: $(10+1+3) \times 2 = 28\text{pts}$

Proposals: $7/10 \times 30 = 21\text{pts}$

Total points $90+28+21=139\text{pts}$