



**REPORT
of the Expert Panel
on the
RE-ACCREDITATION OF
School of Dental Medicine University of Zagreb**

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INTRODUCTION

This report on the re-accreditation of the Zagreb University School of Dental Medicine was written by the Expert Panel appointed by the Agency for Science and Higher Education, on the basis of the self-evaluation of the institution and supporting documentation and a visit to the institution.

Re-accreditation procedure performed by the Agency for Science and Higher Education (ASHE), a public body listed in EQAR (European Quality Assurance Register for Higher Education) and ENQA (European Association for Quality Assurance in Higher Education) full member, is obligatory once in five years for all higher education institutions working in the Republic of Croatia, in line with the Act on Quality Assurance in Higher Education.

The Expert Panel is appointed by the ASHE Accreditation Council, an independent expert body, to perform an independent peer-review-based evaluation of the institution and their study programmes.

The report contains:

- a brief analysis of the institutional advantages and disadvantages,
- a list of good practices found at the institution,
- recommendations for institutional improvement and measures to be implemented in the following period (and checked within a follow-up procedure), and
- detailed analysis of the compliance to the Standards and Criteria for Re-Accreditation.

The members of the Expert Panel were:

- Professor Mike Curtis, Barts and the London School of Medicine and Dentistry, United Kingdom of Great Britain and Northern Ireland - panel chair.
- Professor Cristina Manzares, dept. of pathology and Experimental Therapeutics, Faculty of Medicine, University of Barcelona, Kingdom of Spain.
- Professor Mare Saag, Department of Stomatology, University of Tartu, Republic of Estonia.

- Professor Ivana Brekalo-Pršo. Faculty of Medicine, University of Rijeka, Republic of Croatia.
- Erna Saltovic, student, Faculty of Medicine University of Rijeka, Republic of Croatia

In the analysis of the documentation, site visit and writing of the report the Panel was supported by the ASHE staff:

- Viktorija Jurisa. coordinator
- Ivona Bulić, translator

During the visit to the Institution the Expert Panel held meetings with the representatives of the following groups:

- The Management;
- The Working Group that compiled the Self-Evaluation and representatives of the Committee for Quality Assurance;
- The students;
- Meeting with assistants and junior researchers;
- Meeting with full-time teachers;
- Meeting with leaders of research projects and Head of doctoral study programme.

The Expert Panel also had a tour of the library, IT rooms, student register desk, and the classrooms at the School of Dental Medicine University of Zagreb. The panel visited also the practicals for students in oral medicine, prosthodontics, oral- and maxillofacial surgery, paediatric dentistry, endodontics and preclinical courses. (Clinical Hospital "Dubrava")

Upon completion of re-accreditation procedure, the Accreditation Council renders its opinion on the basis of the Re-accreditation Report, an Assessment of Quality of the higher education institution and the Report of Fulfilment of Quantitative Criteria which is acquired by the Agency's information system.

Once the Accreditation Council renders its opinion, the Agency issues an Accreditation Recommendation by which the Agency recommends to the Minister of Science, Education and Sports to:

1. **issue a confirmation** to the higher education institution, which confirms that the higher education institution meets the requirements for performing the higher education activities or parts of activities, in case the Accreditation Recommendation is positive,
2. **deny a license** for performing the higher education activities or parts of activities to the higher education institution, in case the Accreditation Recommendation is negative, or
3. **issue a letter of recommendation** for the period up to three (3) years in which period the higher education institution should remove its deficiencies. For the higher education institution the letter of recommendation may include the suspension of student enrolment for the defined period.

The Accreditation Recommendation also includes an Assessment of Quality of the higher education institution as well as recommendations for quality development

SHORT DESCRIPTION OF THE EVALUATED INSTITUTION

NAME OF HIGHER EDUCATION INSTITUTION: School of Dental Medicine University of Zagreb

ADDRESS: Gundulićeva 5, 10000 Zagreb

NAME OF THE HEAD OF HIGHER EDUCATION INSTITUTION: Prof.dr.sc. Hrvoje Brkić

ORGANISATIONAL STRUCTURE: Appendix 1, page 23 of Final report (page 6, Self-evaluation report)

LIST OF STUDY PROGRAMMES (and levels)

1. Dental Medicine, Integrated undergraduate and graduate university study programme.
2. Dental Medicine, Postgraduate (doctoral) university study programme.

3. Dental Medicine, Postgraduate specialist university study programme.

NUMBER OF STUDENTS (part-time/full-time/final-year) 680 (page 57, Self-evaluation report)

NUMBER OF TEACHERS (full-time, external associates) 105 (Self-evaluation report, Table 4.1. Staff structure)

Full professors 33 (Self-evaluation report, Table 4.1. Staff structure)

Associate professors 33 (Self-evaluation report, Table 4.1. Staff structure)

Assistant professors 30 (Self-evaluation report, Table 4.1. Staff structure)

Instructors 2 (Self-evaluation report, Table 4.1. Staff structure)

NUMBER OF SCIENTISTS (doctors of science, elected to grades, full-time): 76

TOTAL BUDGET (in kunas): 41.556.336,52

MSES FUNDING (percentage): 85,60%

OWN FUNDING (percentage): 8.90%

SHORT DESCRIPTION OF HIGHER EDUCATION INSTITUTION:

School of Dental Medicine University of Zagreb was established in 1922. The history of the School of Dental Medicine, within the aegis of the University of Zagreb, involves three phases of development:

The initial period as the higher education institution, from 1922 to 1948; Founding and enacting of the Department of Odontology at the School of Medicine, University of Zagreb, from 1948 to 1962; Founding and thriving of the School of Dental Medicine from 1962, throughout more than five decades.

The modern society's ever increasing focus on cognition has also been recognized by the School of Dental Medicine, University of Zagreb. Thus, in the past ten years, it has become the profession's main foundation in the Republic of Croatia, thanks to its structure, teaching organization, and its curricula.

By signing the Bologna declaration in 2001, at the Ministerial Conference in Prague, Croatia committed itself to modifying its system of higher education by the year 2010, so as to comply

with the Bologna principles. The preparations for implementing the Bologna Declaration at the School of Dental Medicine presented many a challenge, and requirements that needed to be met. Consequently, this period saw numerous changes on all levels of the School's functioning.

The milestones in the advancement of the School of Dental Medicine, University of Zagreb, and its functioning during the past decade have been:

1999/2000 The very first complete self-evaluation of the School of Dental Medicine was made as a basis for assessment and efficacy of the syllabus and the study program.

2001 - An evaluation was performed by the DentEd international visitation team, which operates under the auspices of the Association for Dental Education in Europe (ADEE).

2008 - The second complete self-evaluation of the School of Dental Medicine was made. Consequently, a visitation was carried out, and the license obtained.

2010 - A review of integrated undergraduate and graduate university study program was made (Dental Medicine), dealing with the compliance of the study program with the Directive 2005/36/EC of the European Parliament and The Council for the recognition of professional qualifications.

In 2006 School of Dental Medicine received from the Ministry licence for conducting postgraduate university doctoral studie Dental Medicine.

CONCLUSIONS OF THE EXPERT PANEL

ADVANTAGES OF THE INSTITUTION

1. The School of Dental Medicine has a strong management team led by the Dean, which works in a collegiate and well organised manner to deliver the academic objectives of the School. The Panel was particularly impressed by the leadership shown in education and research, the well orchestrated utilisation of relatively modest financial resources and the coherent organisational structure under the Dean's office and the School Council.

2. The School has an excellent working relationship with Dubrava Clinical Hospital, which is the setting for clinical teaching in some of the dental specialties in particular maxillo-facial surgery and prosthodontics. This provides the students on the 6 year integrated programme with excellent exposure to varied and complex clinical cases in first rate facilities and complements the clinical facilities of the School in Zagreb.
3. The School has a very long history in research, exemplified by the Journal of the School - Acta Stomatologica Croatica - which is now indexed in most of the international science databases and a very active current research base. The Panel was particularly impressed by the level of research productivity in terms of scientific outputs (particularly in light of the relatively scarce infrastructure and funding sources for research in the School) and the large number of students engaged in post graduate research programmes. The research *ethos* is fully embedded in all of the School's academic activities including undergraduate education, which has concomitant beneficial effects on the standard of these programmes and the scientific rigour of the graduates.
4. Students at the School of Dental Medicine are exposed to a large and variable patient base at all of the locations which provides an excellent training environment for both undergraduate and post graduate dental education.
5. Teachers at the School of Dental Medicine are appropriately qualified and able to ensure a high quality teaching and learning experience for students on all study programmes.

DISADVANTAGES OF THE INSTITUTION

1. The overriding disadvantage faced by the School is the lack of space for the delivery of their undergraduate and postgraduate programmes. This is particularly the case in terms of the clinical facilities of the School where it was evident to the panel that the staff and students work in very cramped conditions. This is particularly disappointing as the School intends to deliver their 6-year integrated programme in English in the near future which has the potential to enhance recruitment of international students to Zagreb and thereby increase their income streams.
2. The School faces difficulty in maintaining a policy of growth and development of its human resources, due partly to economic limitations, and partly because of the

complexity of gaining access to tenured or full-time positions by their very well-prepared and highly engaged teaching staff.

FEATURES OF GOOD PRACTICE

1. The panel considered the emphasis on research in all educational programmes to be a very good practice, which is not universally followed in other Schools across Europe and beyond.
2. The School has a positive and outward facing attitude through membership of the Association of Dental Education in Europe, participation in foreign exchange programmes, opportunities for overseas visiting lecturers to spend time at the School and a healthy research culture which encourages attendance at international research meetings. As an example, the School was recently highly active in one of the largest dental research meeting in recent years held by the Pan European Region of the International Association for Dental Research in Dubrovnik.
3. The School maintains a very positive relationship between staff and students: students are included on the decision making committees of the School and participate in feedback questionnaires on a regular basis and every student has a mentor.

RECOMMENDATIONS FOR IMPROVEMENT

1. Management of the Higher Education Institution and Quality Assurance

- Preparation of a strategic document which explains the goals of the School, how they will be implemented and monitored.
- Linked to the recommendation above, the School should ensure that this strategic plan is in accordance with and complementary to the broader stated strategy of the University.
- The processes of the School are largely effective although the development of academic and administrative processes to facilitate an increase in external research funding should be explored.

- In order to maintain the quality of their programmes, the School should consider ways in which it could seek more engagement with external parties. Whilst the Panel viewed membership of the ADEE as important in this regard, it ought to be possible to extend this external constituency to include former students/alumni, prospective employers, dental/pharmaceutical national and international companies and so on.
- An effective mechanism for regular and documented peer review of teaching should be implemented, as well as some down-to-top mechanisms for improving the teacher's pedagogical development (mentoring, courses on teaching/evaluation methods or techniques, meetings etc).
- In order to prevent unethical behaviour in teaching, besides the Code of Ethics for research, the School should prepare its own Code of Ethics for students and teachers.

2. Study Programmes

- Monitoring and improving the quality of study programmes would be improved by greater engagement with stakeholders who are external to the School; (for example a stakeholder from outside agencies sectors could be a member of Committee for Quality Assurance).
- With regard to the enrolment quotas, particularly onto the 6 year integrated programme, the School needs to develop a process to monitor the employment of its students following graduation and to have a clear level of understanding of the employment opportunities in Croatia based on the population clinical need of different regions.
- The School should continue to seek ways in which to expand its existing facilities in order to maximise the educational and research experience of its students and enable expansion in the future.
- In order to estimate the real student workload for every subject, the School should carry out a revision of ECTS before the next evaluation
- The panel considered that the content and quality of the study programmes were to a high standard but could improve further through recognition of some of the latest scientific discoveries.

- The installment of the 6-year course meant the end of the internship programme, that had allowed the students to gain experience of hands-on, general clinical practice. Community service, industrial partnerships or collaboration with other Schools (Medicine, Nursery) could offer an opportunity for the students to reinforce their learning.

3. Students

- The School should devise and implement a scheme to provide mentoring and counselling services available to all students in order to guide their career choices and professional development before the next evaluation.
- Assessment procedures were considered to be good but further improvement could be instituted through additional teacher feedback.
- The School should introduce a system to monitor the employment destinations of its students.
- The School ought to develop a greater level of public engagement in the work of the staff and students in relation to both research and education programmes.

4. Teachers

- The Panel felt it would be appropriate for the School to improve its policies in relation to professional development of teaching and scientific staff given the current difficulty in progression of more junior staff.
- The School should aim to develop a stated system which recognises that advancement through the academic ranks leads to different expectations with respect to teaching, research and administrative responsibilities (for example a full-time professor and assistant professor would not be expected to spend the same proportion of their time on activities such as teaching and mentorship).

5. Scientific and Professional Activity

- The Panel recognised that the School does have a clear vision for its research but this should be incorporated into a strategic policy document, which incorporates goals for all areas of academic activity.
- In order to increase the level of research income, the School should implement a process to assist and encourage the development of collaborative grants with external institutions through for example application to the EU Horizon 2020 programme.
- In order to increase the level of technology transfer, the School needs to either implement its own systems to improve this activity or work closely with the central services of the University to achieve this objective.

6. International Cooperation and Mobility

- The Panel welcomed the intention to develop programmes in English in order to increase the level of recruitment of international students and felt that this should be encouraged providing the issue of space could be resolved.
- Joint programmes and Erasmus schemes were in evidence but it ought to be possible to increase this activity especially when English is introduced as the tuition language.

7. Resources, Administration, Space, Equipment and Finance

- The Panel recognised that many of the ambitions of the School are hindered by space constraints and felt it was the responsibility of the University to work with the School in order to solve this problem and thereby provide a mechanism for growth and expansion of education and research programmes.
- The Panel was informed about processes for development of non-academic staff but there did not appear to be a policy document in this area which should be available to all staff in this category.
- The Panel recognised that there were shortcomings in the basic infrastructure for education and research because of the financial position of the School. However, the Panel felt that with support from the University and increased lobbying of the government, the School could present a coherent argument for new investments

given the strong track record in teaching and research and the opportunities for expansion and income generation.

DETAILED ANALYSIS OF INSTITUTIONAL COMPLIANCE TO THE STANDARDS AND CRITERIA FOR RE-ACCREDITATION

Institutional management and quality assurance

1.1 In line with its mission, HEI developed a strategic plan, and all the stakeholders were included in its development and implementation. Strategic plan includes strategic goals, operational plan and monitoring mechanisms.

A formal strategic plan document was not available although much of the information required for such a document was present in the papers given to the panel during their visit. The School therefore needs to prepare a strategic document which explains the goals of the School, how they will be implemented and monitored.

1.2. The institution has developed effective organizational structure and processes and has formalized them in its legal documents.

The HEI has well-functioning organisational structure and internal quality system although the panel did not find this documented in a legal document.

1.3. Higher education institution, as a university constituent, actively contributes to the goals of the university and has aligned its strategy with the university strategy.

The School's own strategy has to be developed. This should be in accordance with and complementary to the broader stated strategy of the University

1.4. All study programmes are in line with institutional mission.

The content and structure of the study programmes and their learning outcomes reflect the institutional mission and goals and meet in full the standards for awarding the qualifications. The study programme meets the standards of comparable study programmes at renowned European institutions.

1.5. Higher education institution has quality policy and procedures that include collection and analyses of relevant data, with the purpose of ensuring and improving the quality of all

institutional activities. These procedures include students and stakeholders from private and public sectors, and civil society organisations.

No formal procedures are implemented to obtain input from external stakeholders (the Croatian Dental Chamber or the Civil Society).

1.6. Higher education institution has functional mechanisms for monitoring and improvement of teaching quality.

No formal peer review of teaching appears to be in place.

1.7. Higher education institution has functional mechanisms for monitoring and improvement of research quality.

The quality assurance procedures described in the ordinances are effective and efficient, and regularly implemented and improved in cooperation with all relevant stakeholders.

The procedures for monitoring and improving research quality are comparable to those implemented at renowned European institutions.

1.8. The institution has effective mechanisms for monitoring unethical behaviour in teaching and research, and all the employees and students are informed thereof.

In order to prevent unethical behaviour in teaching, besides the Code of Ethics for research, the School should prepare its own Code of Ethics for students and teachers.

Study Programmes

2.1. HEI has effective procedures for monitoring and improving the quality of study programmes. The procedures are used for monitoring development, innovation and improvements to existing study programmes. These procedures include students and stakeholders from private and public sectors, and civil society organisations.

The panel considered that additional cooperation with the Croatian Dental Chamber and stakeholders from private and public sectors, and civil society organisations would be a helpful external view of the quality of programme provision.

2.2. Taking into account the needs of society, proposed enrolment quotas are justified.

The panel considered that acknowledgement of society needs and external stakeholders should be considered when developing quality improvement programmes.

2.3. **The enrolment quotas are in line with the institutional resources for quality teaching and pass rate analysis.**

The enrolment quotas are in line with the institutional resources for quality teaching and pass rate analysis.

2.4. Defined learning outcomes clearly describe the knowledge and skills students obtain upon the completion of study programme.

Learning outcomes are stated for the study programme, module and course level and correspond to the stated EQF and CroQF level/comparable programmes at European institutions.

2.5. Teachers at a study programme ensure that the assessment of student learning is in line with the defined learning outcomes, that the full range of learning is being assessed, and that the assessment is appropriate to the qualification level.

Learning outcomes stated for the study programme, module and course level are based on regular assessments of student learning during the whole course of study. Clinical skills are evaluated by OSCE.

2.6. Allocation of ECTS reflects the realistic estimate of student workload.

In order to estimate the real student workload for every subject, the School should carry out a revision of ECTS before the next evaluation.

2.7. The content and quality of each study programme conforms to internationally recognized standards, and is based on the latest scientific discoveries.

The panel considered that the content and quality of the study programmes were to a high standard but could improve further through recognition of some of the latest scientific discoveries.

2.8. Teachers use teaching methods that are appropriate for subject matter and different ways of learning, and encourage independent student learning.

Teachers make use of various teaching methods, which include integrative and practical learning, where possible.

The institutional teaching and learning methods are comparable to those of renowned European institutions.

2.9. Appropriate supplemental resources, including electronic journal databases, scientific literature and other sources that aid in acquisition of knowledge, are made available by the teachers.

The students and teachers have access to the most relevant and up-to-date sources of scientific and professional literature, and the amount of available sources is comparable to what is available at renowned European institutions.

2.10. As appropriate to learning outcomes, students have opportunities to reinforce and apply their learning in the context of practical applications, such as through internships, business partnerships, community service, or similar arrangements.

The installment of the 6-year course meant the end of the internship programme that had allowed the students to gain experience of hands-on, general clinical practice. Community service, industrial partnerships or collaboration with other Schools (Medicine, Nursery) could offer an opportunity for the students to reinforce their learning.

Students

3.1. The competencies of applicants evaluated upon admission are aligned with the demands and expectations of their future careers. HEI performs regular analyses of the admission criteria, taking into consideration students' academic success.

The institution has a transparent procedure of establishing admission criteria which is based on the relevant analyses. Prospective applicants are informed on these and assessed accordingly. Admission criteria are in line with the learning outcomes achieved upon graduation and necessary for future professional work.

3.2. The institution supports students in their extracurricular activities.

The institution fosters student involvement in various extracurricular activities and ensures that conditions for their active involvement in Croatian Students' Association are met.

The institutional engagement in this field is comparable to that of renowned European institutions.

3.3. The institution offers counselling, mentorship and professional orientation services to ensure personal and professional development of the students.

The Panel recommends that a peer mentoring programme by senior (PhD or Master's) students could be a good starting point.

3.4. Knowledge assessment procedures and methods are established and published. Various methods of knowledge assessment are used, including teachers' feedback aimed at improving student learning, and students have the possibility to appeal against a decision concerning their assessment.

Assessment procedures were considered to be good but further improvement could be instituted through additional teacher feedback.

3.5. HEI maintains contacts with its former students and collects statistic data on their employment.

The School needs to develop a process to monitor the employment of its students following graduation and to have a clear level of understanding of the employment opportunities in Croatia based on the population clinical need of different regions.

3.6. The institution regularly informs the public about its study programmes, learning outcomes, qualifications and employment opportunities.

It would be beneficial to develop a programme of public engagement to explain the work of the School and opportunites for employment to the local community.

3.7. Students can express their opinions and give suggestions for improvement; they can also influence the decision-making and problem-solving processes on issues that concern them.

The institution encourages students to make use of numerous communication channels through which they can reach teaching and research staff as well as the management of the institution.

3.8. Students receive feedback on the measures that have been taken on the basis of their opinions and suggestions for improvement of the quality of studying, as well as the measures that have been taken in order to solve the problems that affect them.

The institution provides feedback to students regarding the results of student surveys, as well as students' suggestions and opinions delivered via other channels. The institution improves the studying experience on the basis of student feedback.

Teachers

4.1. Number and qualifications of the scientific-teaching staff are in line with strategic goals of the institution and adequately cover core disciplines. The institution employs a sufficient number of qualified full-time teachers to ensure the quality and continuity of teaching and learning on all study programmes.

The study programmes delivered by the institution are comparable to relevant study programmes at renowned European institutions regarding the staff qualifications, their number in the basic discipline and the number of interdisciplinary teachers.

4.2. The institution carries out the policy of growth and development of human resources, especially taking into account potential retirements and sustainability of study programmes and research activities.

System of selection and human resources development is based on professional and scientific knowledge in the field of human resource management, and good practice of renowned European higher education institutions that have developed such a system.

4.3. The institution takes into account the number of full-time teachers, maintaining the optimal ratio between students and full-time teachers.

The ratio of the number of enrolled students to the number of permanently employed teachers is comparable to that of renowned European institutions.

4.4. The institution has well-developed policies for scientific-teaching staff that ensure their professional development, as needed to advance the institution's mission.

The Panel felt it would be appropriate for the School to improve its policies in relation to professional development of teaching and scientific staff given the current difficulty in progression of more junior staff.

4.5. Policies governing the assignment of teachers' workload provide for a fair and equitable distribution of effort and include teaching, research, mentorship and student consultations.

The School should aim to develop a stated system which recognises that advancement through the academic ranks leads to different expectations with respect to teaching, research and administrative responsibilities (for example a full-time professor and assistant professor would not be expected to spend the same proportion of their time on activities such as teaching and mentorship).

4.6. HEI ensures that teaching and research activities of the employed teaching staff are not affected by their external commitments.

External commitments of scientific-teaching staff are regularly monitored to ensure that quality and efficiency of their work at parent institution is not jeopardized.

Scientific and Professional Activity

5.1 The institution has a strategic research agenda, the implementation of which is monitored, evaluated and reviewed through defined performance indicators.

The institution has an excellent record in internationally recognised research but this standing should be linked to a clear strategy for future development.

5.2. In planning and implementing its research agenda, the institution clearly envisions and provides for cooperation with other scientific organisations, both in Croatia and abroad.

A more proactive, structured institutional support for the individual effort of the teaching/research staff would be of great help in dealing with, for instance, national or international health industry companies.

5.3. The institution has an adequate number and profile of researchers for the implementation of its strategic research agenda.

HEI has an appropriate number and qualification/expertise of researchers for accomplishing its (high quality) strategic agenda and goals. Expertise and scope of qualifications of research staff cover all key topics of the strategic agenda, and this is visible both in staff research profile (their publications and projects) and their interdisciplinary potential, making the institution recognizable as excellent in its field of expertise.

5.4. HEI has an adequate number of high-quality scientific papers (published in prestigious scientific journals or by prestigious publishers), providing a significant, global contribution in its scientific field.

The School has an impressive record in terms of the quantity of research output, measured by the number of publications across a range of disciplines. However, the School should consider ways to focus efforts around a more limited number of areas to gain international recognition for its research: they produce a large number of scientific papers but they do not have global impact.

5.5. The institution has effective mechanisms in place for recognizing and encouraging excellence of its employees, including a reward system based on scientific productivity.

HEI provides for high quality research by implementing efficient mechanisms for rewarding and sanctioning staff, promotion into leadership positions and other policies based on excellence, quality research and its impact on society.

5.6. HEI has an adequate number of peer-reviewed scientific publications.

HEI research staff have published regularly, with an above average output. Productivity and visibility of their publications are comparable to good European universities in this aspect.

5.7. HEI has an adequate number of domestic and international projects.

The panel considered there is the potential for expansion of international programmes.

5.8. HEI encourages technology transfer, and cooperation for the transfer of knowledge with the industry and/or public sector.

A more proactive, structured institutional support for the individual effort of the teaching/research staff would be of great help in dealing with, for instance, national or international health industry companies.

5.9. In accordance with its mission, HEI supports professional activities, services and counselling, maintaining an optimum ratio between making additional earnings and its core activities.

In line with its mission and vision HEI supports commercial activity based on its research potentials with targeted stakeholders while successfully combining profitability of this activity for the institution and protection of its primary teaching/research/social mission.

5.10. HEI carries out a high-quality university postgraduate (doctoral) study programme (with an adequate number and profile of mentors). PhD students are actively involved in scientific research at the institution, and the institution ensures that they complete their doctoral studies within a set time period.

HEI carries out a high-quality doctoral programme with an adequate number and profile of mentors resulting in quality dissertations. Research done by the doctoral students is supported and high quality theses are utilized in other aspects of institution's activities (e.g. researchers and students at the institution benefit from them). Doctoral students are actively involved in research at the institution, and the institution ensures that they complete their doctoral studies within a set time period, equipped with necessary skills.

International Cooperation and Mobility

6.1. The institution enables and facilitates mobility of students from other higher education institutions.

School of Dental Medicine enables and supports internal mobility of students from different biomedical faculties and transefer is possible for students with a high grade average. (page 57, Self-evaluation report).

6.2. In keeping with the international context of study programmes, students have opportunities to complete a part of their programme abroad.

Students have opportunities to complete a part of their programme abroad

6.3. Higher education institution encourages international cooperation and mobility of its teachers (researchers), and analyses the implementation of this international experience in their activities.

In the reported period, at least two teachers spent more than a month on a foreign institution, a number of them participated in shorter mobilities, and about a third of teachers or more completed a part of their education or postdoc abroad. Teacher mobility is part of the institutional quality improvement policy and is systematically encouraged. Experiences and contacts of returning teachers are systematically used by the institution and made useful for students.

6.4. HEI is part of international associations of similar institutions, exchanging the results of scientific research in a wider scientific community.

The institution or its staff are members of a number of international associations, partnership agreements and projects which ensure its successful application to EU and other international sources of funding. It disseminates its results internationally, towards the professional and wider public, including students and external stakeholders, via international publications and institutional materials. The institution has defined expectations from its staff regarding participation in international projects and networks and uses these as a basis for its staff development policies (it employs internationally networked researchers), and rewards and encourages staff striving to achieve this type of cooperation. This includes support to conference participation aimed at establishing new forms of cooperation, participation in match-making events, visits to relevant foreign institutions, bilateral meetings, invitations to guest lecturers and staff from relevant institutions, organising a pan-european dental research meeting on high level, etc.

6.5. The institution has adequate conditions for attracting students from abroad.

Lack of space for teaching is the major obstacle for attracting international students and the feasibility of further courses taught in English should be evaluated.

6.6. The institution has ensured conditions for attracting teachers from abroad.

The Panel suggests a Sabbatical Year Programme as a possibility for attracting teachers from abroad, as well as to increase the ERASMUS visits for the teaching staff, both incoming and outgoing.

6.7. Higher education institution has developed other forms of inter-institutional cooperation through Erasmus and other European projects, bilateral agreements, joint programmes, etc.

Joint programmes and Erasmus schemes were in evidence but it ought to be possible to increase this activity especially when English is introduced as the tuition language.

Resources, Administration, Space, Equipment and Finance

7.1. The institution provides appropriate learning resources for all enrolled students. These resources include classrooms, laboratories and equipment, library resources, computers, individual and group study spaces, and other, in accordance with the institution's multiple learning modalities.

As stated previously, space is a major limitation but the Institution performs well in terms of educational provision despite this constraint.

7.2. HEI secures an adequate ratio of teaching and non-teaching staff.

The panel considered that the overall staffing levels were appropriate although there was limited scope for advancement particularly be junior academic faculty.

7.3. The institution has well-developed policies that ensure professional development of non-teaching staff, in line with the institution's mission.

However, there is need for a professional development document which articulates these policies and provides a means to assess progress.

7.4. Laboratory equipment and relevant usage protocols comply with recognized international standards.

The panel considered that these were appropriate although budgetary restrictions meant that laboratory equipment was limited.

7.5. The institution secures modern equipment, technology and technical support for teaching and research activities, which is largely utilized in accordance with the mission.

The School gains access to modern equipment mostly thanks to the collaboration with other research Teams and Institutions, both at the national and at the international level.

It has to be stressed, however, that these results rely mostly on the personal effort of the research staff.

7.6. Size, usability and availability of the library, as well as the equipment therein, ensure adequate support to student learning.

Accepting resource limitations, there is a need to ensure sufficient provision of up-to-date resources.

7.7 Financial sustainability is ensured in accordance with HEI's mission, enabling all students to successfully complete their study programmes. Sources of funding and all the conditions related to funding are transparent and do not limit the institutional autonomy.

The School needs essential additional financial back-up to improve the clinics for expansion of clinical training in terms of both space and equipment.

7.8. Institution's own funds are used to raise the quality of teaching and scientific activity, in line with institution's mission and other documents.

The Panel recognised that there were shortcomings in the basic infrastructure for education and research because of the financial position of the School. However, the Panel felt that with support from the University and increased lobbying of the government, the School could present a coherent argument for new investments given the strong track record in teaching and research and the opportunities for expansion and income generation.

Appendix 1 (page 6, Self-evaluation report)

