



ADVANCING EDUCATION
AND ORAL HEALTH



UIC

barcelona

SCHOOL VISITATION

Year 3 LEADER Excellence Programme

25-26 June 2024

ADEE Panel

Observations & Comments

CONTENTS

Page

Part 1 – Introduction and General Remarks.

4

Part 2: UIC SAR update 2024 – Improvement Actions:

9

Part 3: UIC SAR update 2024 (p23-):

17

– Summary of key recommendations

– Section 16 ADEE Foundation Report 2018

Dental School Information

Name of School:

Faculty of Dentistry, Universitat Internacional de Catalunya

City:

Barcelona

Country:

Spain

Address:

Campus Sant Cugat, Josep Trueta, s/n 08195, Sant Cugat del Vallès (Barcelona – Spain).

Website:

<https://www.uic.es/en/faculty-dentistry>

Dean of School:

Dr. Lluís Giner Tarrida Phone: +34935042000 E-mail: lginer@uic.es Visitor

Coordinators – Update Report Group:

Dr Elisa Sanagustin Sanchez – Centre Manager, esanagustin@uic.es

Dr Sandra Fernandez Villar – Institutional Vice-Dean, sandrafernandez@uic.es

Date of Visitation: 25-26 June 2024

ADEE Panel (*Visitors)

Chairperson:

*Prof. Heikki Murtomaa, Finland, heikki.murtomaa@helsinki.fi

* Dr. Argyro Kavadella, Greece, akavad@dent.uoa.gr

Rapporteur:

Prof. Jon Cowpe, Wales-U.K., jonathancowpe@gmail.com



Part 1 – Introduction and General Remarks.

Once again, the visitors are extremely grateful to the Faculty of Dentistry of the Universitat Internacional de Catalunya for their welcome and hospitality during the year-3 visit of the ADEE LEADER Excellence process.

Our thanks go to Dr. Lluís Giner Tarrida, Dean of the Faculty of Dental Medicine, and the two visit co-ordinators, Dr's Elisa Sangustin Sanchez and Sandra Fernandez Villar for compiling the UIC year-3 SAR update report and for organising the visit programme and presentations. We also thank the staff and students at the UIC Faculty of Dentistry for their honesty, openness, and enthusiasm during the visit.

The detailed summary of the dental faculty's facilities and relationship with the wider university activities has been clearly described in the original UIC Foundation self-assessment report (SAR) (2018) and the ADEE Foundation Report (2018) (see link below).



[uic-visitors-report](#)

The UIC SAR update report (2024) demonstrates the marked improvements in excellence across many of the faculty's roles and responsibilities. The ADEE panel wishes to acknowledge and congratulate the faculty on the progress over the last six years. The UIC dental faculty clearly understands that quality in education and training is a continuous process. In particular, the update report highlights their second position, nationally, in the 2023 El Mundo Spanish universities ratings, the CYD 2022 number 1 ranking, and their elevation in the worldwide rankings.

Following the Foundation panel visit (2018), a series of recommendations were made. The UIC dental faculty's updated SAR (2024) provided an overview of progress across the 'sections' of the ADEE panel's report, and then general statements on how, in their opinion, the recommendations were being addressed, where progress was being made and where developments remained underway. Their SAR update was supplemented by a UIC Faculty Report team presentation on Day 1 of the year-3 Visit. In addition, the visitors received presentations on the faculty's research and postgraduate qualifications achievements and their Quality Assurance processes and procedures.

The ADEE panel's Foundation report (2018) made eleven specific recommendations:

1. Greater vertical and horizontal integration is highly recommended throughout the program.
2. Review the weekly schedules to facilitate self-directed learning and extra-curricular activities (e.g., work placements)
3. The recruitment and retention strategies could be reviewed by the Faculty to attract and retain new staff.
4. A more structured pedagogical educational program, for staff and young teachers, would be beneficial.
5. External examiners are recommended for all formal undergraduate examinations as is already in place for the Masters' programmes. This strengthens externality
6. A more structured approach to outreach student activities in support of the local community would be advantageous.
7. Further development of assessment methods and meaningful feedback systems would contribute to students learning.
8. Develop interprofessional program within health sciences and consider a novel initiative to develop educational programs for dental auxiliaries.
9. The Faculty is encouraged to produce schematic diagrams which clearly outline communications (including committees and their structure) for the decision-making processes and the quality management processes and procedures.
10. Review the Book – clinical record for students. Develop an on-line reflective portfolio which includes a record of the procedures undertaken, their assessments and their reflection.
11. Consider a curriculum 'blueprint' by mapping their curriculum and assessments to the 93 defined Spanish competences the learning outcomes in ADEE's publication – 'The Graduating European Dentist.'

Whilst ADEE panel members had an opportunity to acquire a better understanding of the developments, achievements and aspirations of UIC, they recognise that the short year-3 visit offers only a brief opportunity to clarify issues and ask for staff to expand information on the variety of subject matter covered by such external reviews. There is no doubt that the UIC dental faculty has built successfully on their strengths and endeavoured to

address any shortcomings albeit these being very small. The ADEE panel believes that the Foundation SAR (2018), the ADEE Foundation panel report (2018), this recent UIC SAR (2024) update, and ADEE further comments and observations (2024) along with the anticipated final UIC year-4 SAR, all contribute to the on-going process of quality assuring UIC's academic activities. UIC clearly recognise this and is supported by positive national reviews of their programmes. The panel wishes to re-iterate that regular and timely self-assessment exercises with significant external input can stimulate increasing excellence in education and research.

The ADEE LEADER Excellence Programme, in tandem with the other university and national processes clearly described at the recent visit, all provide the UIC faculty with an opportunity for reflection and as a result refinement of curricula offered and research undertaken. In so doing they can detect where:

- Similarities, overlaps, and contradictions among the basic and clinical sciences can be identified
- Areas of cooperation, sharing content, and co-teaching are evidenced and acknowledged
- Weaknesses, omissions, and challenges are discovered, and threats are averted.
- There are opportunities for the development and refinement of teaching modules and methodologies.
- Further integration among the different disciplines can be further exploited and strengthened.

This, in turn, supports the improvement of the education process and there is no doubt that these issues are continually being addressed by the UIC dental faculty.

Once again, at year 3 of the ADEE LEADER process, the overall view of the ADEE panel is that the UIC Faculty of Dentistry is committed to the education of competent graduates. The panel notes the following UIC dental faculty strengths:

- The faculty has a well-developed international profile, allowing opportunities for attracting international students and student exchange.
- The faculty's position within the Health Faculties' campus facilitates opportunities for inter-professional education, cooperation, and collaboration.
- The overall facilities for educational purposes are of an extremely high standard and have been significantly improved over recent years.
- The up-to-date research laboratory within the faculty is readily available to students and staff enhancing productive research activities.
- The faculty's research activities and publications have increased for which they are to be applauded.
- International collaborations and joint degrees have increased.
- Mentoring of students and evidence of teamwork between students and supporting staff has been introduced.
- Teaching staff are motivated and committed, and they constantly try to offer diverse, up-to-date education, using variable methodologies.

The UIC dental faculty is to be commended on these achievements and should be congratulated on its vision and mission *'to equip students with the necessary knowledge and skills, which will enable them to tackle the professional challenges, based on their educational background. In parallel, they will have received a strong education in values based on Christian humanism'*.

UIC's entry into the ADEE LEADER Excellence program predates the recent updating and refinement of the program process described in detail in the LEADER Manual (2023) - <https://adee.org/sites/default/files/LEADER%20Manual%20FINAL%202023.pdf> .

The UIC faculty and the ADEE panel continue to work on the original ADEE LEADER process. The process for UIC was significantly impacted by the COVID pandemic, hence six years since the Foundation visit in February 2018. As a result, to summarise, UIC is in Year 3 of the LEADER Excellence programme, and they have submitted an SAR designed to provide an update on the progress of the faculty in the wider dental academic arena and specifically an update on how the faculty has addressed the recommendations of the ADEE LEADER panel's Foundation report in February 2018. The Panel scrutinized the update SAR (2024) and had the opportunity to explore some of the statements at a 2-day visit attended by two panel members (HM & AK).

As UIC approaches the final year-4 of the LEADER Excellence programme, the ADEE panel members suggest that UIC consider following the guidance in the LEADER Manual 2023 (pages 10 & 15). *'The school drafts and submits a final SAR including progress made since Year 3 and Foundation stage activities. Partway through Year 4, a virtual meeting will be held to check-in on the progress of writing the final SAR (year 4.5). Again, the same fine detail as was provided in the Foundation SAR is not as essential as an emphasis on previous recommendations, including their consideration and implementation appropriate to the school's context. This final year SAR should be no more than 45,000 words in length.'*

Ideally, for quality assurance purposes, the faculty are advised to provide in detail how or to what extent they have addressed the recommendations of the panel in the Foundation panel report (2018) and this year-3 panel feedback report (2024) to support the more general statements made in their year-3 SAR update (2024). Evidence of what has been achieved, displaying areas of strengths built upon and opportunities that have been taken up as well as areas that have been difficult to build upon or address the threats or influences that have contributed to this is of great importance. This could be achieved through a concluding 'Strengths/Weakness/Opportunities/Threats' analysis.

Part 2: UIC SAR update 2024 – Improvement Actions:

This part of the UIC update report, and additional PowerPoint presentations to the panel visitors, addressed specific ‘Sections’ listed and discussed in the ADEE panel Foundation report (2018). The following are observations from the present panel on reading the update and further information gathered during the recent visit in June 2024.

To avoid repetition and facilitate cross-referencing, The ADEE Foundation report (2018) and UIC’s SAR update (2024) can be found in the embedded links, below:



[uic-visitors-report](#)



[uic-2024-update-report](#)

Facilities:

UIC has excellent facilities which include up-to-date equipment, haptics and virtual reality, 3D printing, and CAD-CAM. There is evidence that these facilities have continued to be improved and expanded since 2018. Every ‘working booth’ is equipped with a computer and x-ray machine. There is a software program for patient management in the clinics. Digital dentistry has been introduced and implemented which greatly improves the staff and student experience. All these developments must in turn support the provision of a high standard of patient-centered care.

In addition, the AQU also reported about the high calibre of facilities at UIC which are available to all staff and students (SAR update p7) – *“The UIC Barcelona facilities are of a high standard, it is worth highlighting its University Dentistry Clinic, where students have very outstanding and adequate computer / digital equipment and resources. It is a center of recognized prestige for the use of new technologies like CAD-CAM, 3D, and conscious sedation; there has been a transition from the analog to the digital world in a short period, going from two to eight intraoral scanners”*.

Quality Assurance:

Quality assurance (QA) processes, encompassing all University faculties. There are external and internal QA processes. All stakeholders participate in the process (staff, students, administrative, etc.). Accreditation renewal is provided by the AQU Catalunya – every 8 years for degree programmes and every 6 years for master’s programmes.

The presentation to the panel visitors provided an overview of the UIC’s impressive QA procedures and processes (see embedded link below):



[uic-QA-update -report-2024](#)

This provided the visitors with much more detail regarding the developments and improvements in the delivery of education and training at UIC. The UIC provides a wealth of information about the educational activities on their website.

In response to the recommendation in the ADEE Foundation report (2018), the faculty periodically repeats a self-assessment process as described in their recent visit QA presentation. The ADEE panel noted the recent AQU review (SAR update p7) with the positive information highlighted therein.

Specifically, in its AQU evaluation report on UIC’s masters’ degrees, it concluded that *“the teaching and learning support infrastructures are excellent for motivating, facilitating and enriching student learning (by number, updating, quality of equipment) ...”*

From the visit QA presentation, it is clear that the Quality Committee includes all important stakeholders and covers the wide range of academic activities of UIC’s dental faculty.



Teaching:

UIC has demonstrated that they strive to improve and introduce different teaching methodologies and they have demonstrated evidence of this over the last six years (SAR update p15-16).

There is evidence of increased vertical integration in the curriculum. Basic sciences are focused on dentistry (e.g., Microbiology, Biology). There is evidence of coordination of teaching and learning between some of the subjects: Periodontology and Microbiology; Biology and Microbiology. Equally there is evidence of improved horizontal integration such as the collaboration between orthodontics and paediatric dentistry in the faculty. This kind of collaboration is to be further encouraged.

There are courses taught that are supported by teachers from different disciplines demonstrating evidence of horizontal integration across the degree programme. For example, prevention is taught independently, but also as part of the teaching in other disciplines.

UIC has responded to the suggestion in the Foundation Report (2018) and introduced seminars where clinical cases are shared and discussed (SAR update p16-18). In addition, the panel understands that there are seminars that bring together clinical and basic sciences which should in turn improve integration across the undergraduate programme. It will be interesting to receive more details about these initiatives and hear how this has improved the student journey, towards graduation.

The faculty informed the panel, and in more detail at the visit, (SAR update p19) that they have strengthened the teaching of preventive dentistry, especially through opportunities for students to work in local communities and schools as well as further afield, for example in communities in Madagascar.

Interprofessional education: there are some activities and courses organized jointly - CPR and first aid with the Medical School, phlebotomy with the Nursing School, and multi-professional management of TMJ disorders with the Physiotherapy School. The visitors recommended that since all Healthcare Schools/Faculties are located on the same campus, there are opportunities to further advance these collaborations and expand the ongoing and future areas in interprofessional education and training.

Team working: students work in pairs (2 students together: one working and the other assisting). Under the Mentor program, fifth-year students work together with and support third-year students. This must be of value to the junior student and provide the more experienced student with an insight into teaching and give them confidence and pride in what they can achieve in this respect. The aim is that third-year students perform more

routine treatments and patient care. The more complex clinical procedures are undertaken by fifth-year students and the postgraduate student cohort.

For some time (2-month period) dental assistant/nurse students will assist students. In addition, undergraduate students observe and work with postgraduates when they are treating patients. Postgraduate students also provide assistance and guidance to undergraduate students when they are treating patients. Both student groups appreciated this practice although there seemed to be a wish to have more complicated cases to be treated by the undergraduates.

UIC provided a list of how their teaching processes are surveyed, and by whom, (see below) which is evidence of good practice – it would be of interest to know how the responses to these surveys are relayed back to each stakeholder cohort as this is an important part of the process:

Monitoring – Surveys

1. **Students** – At the end of each subject. To evaluate teaching activity.
2. **Graduates** – At the end of the programme. To evaluate general items.
 - following the model developed by AQU for the Catalan University System
3. **Teaching staff** – Every 2 years
4. **Labour market survey**
 - coordinated by AQU Catalunya. To obtain data and references on the quality of the students' employment 3 years after graduation.
 - this study covers the **employment rate**, the **quality of employment** and the **skills developed**.
5. **Administrative staff** – January 2025
6. **Employers' opinion**
 - following the model developed by AQU for the Catalan University System.
 - companies' perceptions of the training received by recent graduates. The studies are used to make general proposals on how to improve degree programmes.
 - pending to be done for Dentistry.

Assessment:

It would appear that the faculty have considered the Foundation Report (2018)'s following recommendations (SAR update p22): '*defining descriptors or criteria for their numerical and alphabetical assessment grading system*' and '*the value to the students for staff to discuss the assessment grade with the student at the time and use this as an opportunity for reflection and a learning experience*'. The visitors were informed that students are assessed, according to a new system, every day on the treatments they perform on patients. The panel would be interested to see how this will evolve to strengthen the process of clinical actions supported by self-reflection being used as a robust learning opportunity to enhance the achievement of a high standard of patient-centred clinical practice.

In the Foundation Report (2018) the visitors advised UIC to consider *'the introduction of other assessment processes such as OSCEs in formal summative examinations. This provides a useful assessment method covering a range of relevant subject matter which provides more consistency in the assessment of all students.'* The panel would like to see more detail on whether or not OSCEs or other similar assessments are in place and also how the consistency of the faculty's assessment processes is being addressed going forward.

It remains unclear whether external examiners, from outside of UIC, are involved in the assessments/examinations and to what extent they contribute to the process and in a wider context to the quality assurance process.

The UIC faculty has described opportunities for students to work together and to work with nurse support. In addition, there is a reference in their update to the training of dental auxiliaries. The panel would like to see more details on how working as a team of oral healthcare providers evolves going forward.

Staff:

Staff are enthusiastic, motivated, and appreciative of their opportunities and experiences at UIC. There is a definite atmosphere of cooperation and collaboration both within UIC faculty and across the university. There are many staff members with important roles in scientific societies and professional organizations.

Staff recruitment: UIC endeavors to recruit their school's graduates, and some permanent faculty staff members have graduated from UIC's undergraduate and/or postgraduate programs. After completing a master's or doctorate, students may attend education courses to enable them to pursue academic careers at UIC.

Staff development: there is the GAUDI programme for new staff members, including pedagogy, assessment methods, development of PowerPoint presentations, etc. This course could be further extended, so that all staff members at different stages in their career will continuously have opportunities to attend courses on education, and assessment and in so doing strengthen their expertise.

Research:

Research output has substantially increased, and these activities have been both nationally and internationally recognized. An impressive presentation on the dental faculty's research activities was provided for the ADEE panel visitors (see embedded link below).



[uic-research-update](#)

Evidence has been provided about increased collaboration with commercial companies to support research studies. At present, there are 106 ongoing PhD projects. Opportunities exist for joint research projects for staff. Undergraduate students have opportunities to be involved in the research projects of Masters PhD postgraduate research projects. There are recognised collaborations on research with South American educational institutions.

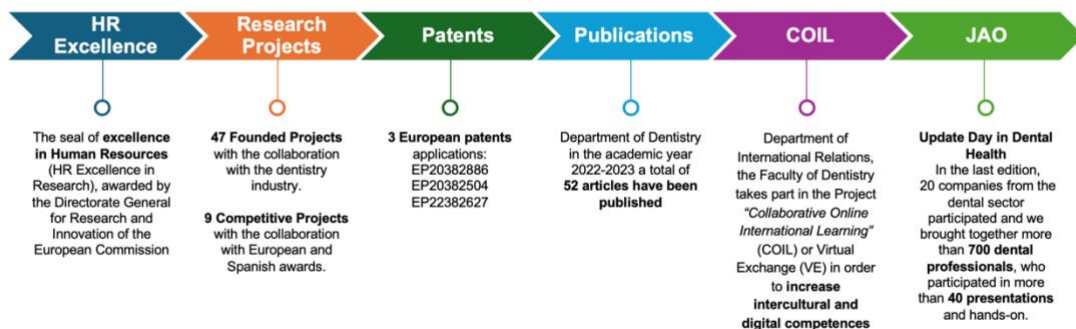
In October, this year, a meeting was organized with 700+ dentists and 20+ commercial companies expected to participate. There will be lectures and presentations.

Undergraduate students will also attend this initiative.



DRIVING
VALUES
FORWARD.

5. Research & Publications



2

Students:

Staff/Students relationships appear to be excellent. All students, undergraduate and postgraduate, are enthusiastic and motivated. Equally, they are appreciative of the opportunities afforded at UIC and the various support they receive during their university experience. There is effective communication between students and the faculty board. Students feel that the Dean's door is always open for them, to discuss any issues they may have. Students only raised concerns about the bureaucratic processes and paperwork.

All postgraduate Masters students meet each week, together and present and discuss their clinical cases. There is no doubt this helps them to widen their clinical knowledge and experience. Postgraduates are obliged and encouraged to participate in congresses and present posters and/or oral presentations. Some postgraduate training programs are accredited by the respective Scientific Societies. For example, the Endodontics program is accredited by the European Society of Endodontics, as are other postgraduate programs.

In the fifth and final year, undergraduate students attend external private clinics to observe the dental professionals at work and also how they interact with patients. This is obligatory for all final-year students. Some dentists allow students to carry out clinical procedures during these attachments, while others only allow them to observe. These opportunities, supported by UIC and outside clinics, are to be commended and must provide the students with some valuable experience of working beyond graduation. Graduate students normally work in private clinics after graduation. The faculty offers students the opportunity to gain experience about different job offers through Dentistry Career Forum and promotes job placement activities.

There is evidence of a variety of extracurricular activities available to students.

There is evidence of student involvement in providing dental services to the wider community. This has strengthened the student's understanding about the link between community dentistry and the wider issues of dental public health. Visits to Madagascar facilitate students widening their clinical opportunities by offering dental treatment and preventative advice to the local population. In addition, during the paediatric dentistry course, undergraduate students visit local primary schools to teach school pupils good oral health care habits.

Students meet with staff every semester to discuss their problems. In addition, the students' surveys provide an opportunity for students to offer their feedback on all courses, at the end of every semester.

Collaborations:

The Faculty has positive experiences through Double degree programmes with Rutgers and Los Andes University.

In relation to the ADEE Foundation Report's recommendation for the need for more agreements and collaboration with dental Faculties across the world (SAR update p11-15), UIC has provided a variety of excellent examples of how they have endeavoured to address this. They cited the following – ERASMUS; undergraduate and postgraduate internship agreements; agreements with other educational institutions; and agreements with industry and joint ventures in research. It will be of interest to see how these developments will impact on the faculty's educational and research activities going forward.

Part 3: UIC SAR update 2024 (p23-) – Summary of key recommendations – Section 16 ADEE Foundation Report 2018

The following details the recommendations from 2018 and brief comments/observations following scrutiny of the UIC SAR update report 2024 and the visit by panel members to UIC, in June 2024.

1. **Greater vertical and horizontal integration is highly recommended throughout the program.**
 - The statements suggest improvement but in what way have the arrangements described changed or evolved to address the recommendation remains unclear.
2. **Review the weekly schedules to facilitate self-directed learning and extra-curricular activities (e.g. work placements)**
 - There have been developments in this respect which are to be applauded, more specific detail would be useful to see how these have impacted the student journey.
3. **3-4: The recruitment and retention strategies could be reviewed by the faculty to attract and retain new staff /A more structured pedagogical educational programme, for staff and young teachers, would be beneficial**
 - Efforts continue to be made to recruitment high-quality staff and to support them in terms of further education and training which in turn will hopefully retain a high standard of faculty staffing.
4. **See 3. Above**
 - Surveys are collected from a variety of stakeholders, students, staff, new graduates, labour market, admin staff and employers. It would be useful to hear how comments are addressed and how each stakeholder cohort receives feedback on their comments – closing the QA ‘loop’
5. **External examiners are recommended for all formal undergraduate examinations as is already in place for the Masters programmes. This strengthens externality.**
 - It remains unclear to what extent the faculty involves external examiners in their assessment processes. Such input is vital to supporting external review of processes and especially supports a high calibre quality assurance process.
6. **A more structured approach to outreach student activities in support of the local community would be advantageous.**
 - There are some very good examples of the provision of experience for students out with the school and in the local and more diverse communities.

7. Further development of assessment methods and meaningful feedback systems would contribute to students learning.

- Whilst there have been developments in the assessment's methodology, further activities are encouraged to enhance high-quality education.
- Do the students record a reflection on their performance and is this self-reflection discussed with a staff member or a personal tutor?
- Student's self-reflection is seen as a good learning opportunity around their clinical performance and could be further promoted and organised under a portfolio umbrella.

8. Develop interprofessional program within health sciences and consider a novel initiative to develop educational programs for dental auxiliaries.

- From the update, it appears this suggestion has been implemented. Further evidence of how these impacts and support student learning opportunities will be interesting to see.

9. The Faculty is encouraged to produce schematic diagrams which clearly outline communications (including committees and their structure) for the decision-making processes and the quality management processes and procedures.

- Apparently, these schematics are readily available and can be viewed on the UIC website. The impressive QA process appears to demonstrate progress in this regard.

10. Review the Book – a clinical record for students. Develop an online reflective portfolio which includes a record of the procedures undertaken, their assessments, and their reflection.

- The SAR update report suggests that each student's record of patient treatments is digitally recorded. However, the visitors were unclear as to whether this record is in the form of a personal portfolio which also includes their assessed performance and evidence of self-reflection.

11. Consider a curriculum 'blueprint' by mapping their curriculum and assessments to the 93 defined Spanish competences and the learning outcomes in ADEE's publication – 'The Graduating European Dentist'

- The faculty follows the official 93 Spanish Competences for their undergraduate programme but ongoing activities to further apply the ADEE recommendation are encouraged.
- The visitors understand that the Masters programmes are clinically orientated and follow specific specialist curricula to enable individuals to become dental specialist

in their field of practice. The faculty might consider increasing research opportunities in these programmes

In conclusion, the ADEE panel wishes to recognise the significant development and achievements across the UIC dental faculty's academic activities and the atmosphere of cooperation and comradery amongst their staff and students. The panel wishes to congratulate the faculty award of the ADEE year-3 LEADER Excellence certificate.

Looking forward to the UIC dental faculty's completion of their involvement in the ADEE LEADER Excellence programme, the panel suggests that the final year 4 report might include the following:

- A brief introduction (which may make reference to their Foundation SAR (2018) and their update SAR (2024))
- A detailed account of their efforts to address the specific recommendations and suggestions made in the ADEE Foundation report 2018 and the ADEE feedback report 2024
- A concluding SWOT analysis which details their strengths and opportunities along with weaknesses and threats to achieving their aspirations

Whilst this final report completes UIC involvement in the ADEE LEADER Excellence programme, the panel acknowledges that the UIC dental faculty recognise the importance of maintaining a continuous process of monitoring the quality of their education, training and research.



ADVANCING EDUCATION
AND ORAL HEALTH

Association for Dental Education in Europe

International Office

Dublin Dental University Hospital

Trinity College, Lincoln Place

Dublin 2, Ireland

administrator@adee.org

<http://www.adee.org>

+353 1 612 7235

+353 1 612 7294

