



Promoting Dental
Education in Europe



Istanbul Aydin University

Istanbul, Turkey



ADEE Visitation - 15-18 April 2018

Preliminary report

Istanbul Aydin University:

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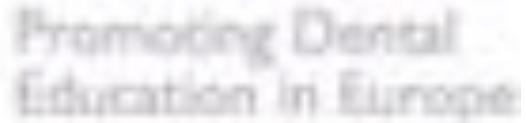
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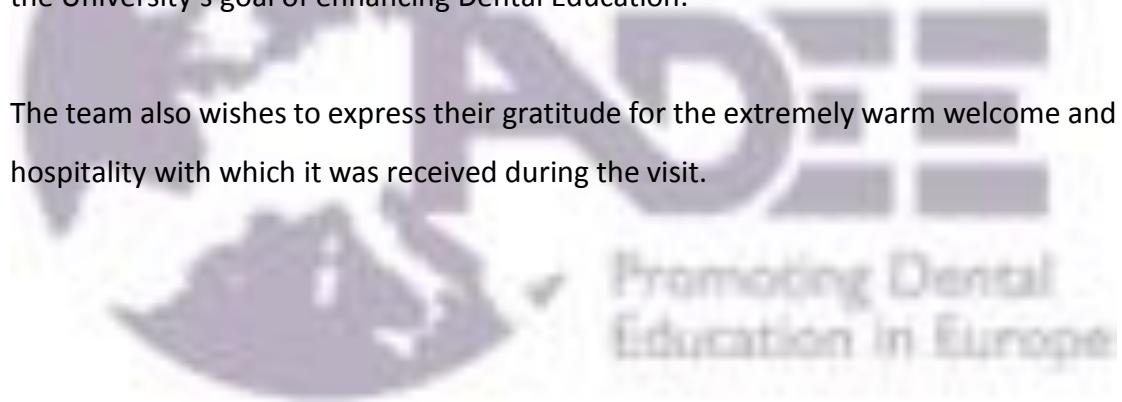
Acknowledgements

The visitation team would like to thank Istanbul Aydin University Faculty Dentistry for hosting an ADEE site visit.

First of all, we would like to commend the staff responsible for preparing the visit for the time and indisputable efforts set in motion in order to make this endeavor possible, and, particularly, for the time spent in the organization of the self-assessment report.

Both throughout the self-assessment report and during our visit we experienced the kind of openness and honesty pivotal to provide us with an insightful comprehension of the undergraduate teaching program within the broader national and cultural context, therefore helping us to develop and sustain our mission as we seek to help the University's goal of enhancing Dental Education.

The team also wishes to express their gratitude for the extremely warm welcome and hospitality with which it was received during the visit.



Prologue

The visit to the premises and the interviews that were made provided consistent evidence in favor of an organized institution with the ability to direct, verify and review all aspects pertaining to the Study Program processing.

The process of preparation for an ADEE visitation and the overall organization of a self-assessment report are the most important parts of an ADEE visit, as it must – or should! - be regarded as a major opportunity for a School to carry out an internal process of reflection concerning its human and physical capacities, as well as its procedures and practices.

The broad involvement of teaching staff, namely junior academic staff, and students contribute to the overall process, therefore increasing the validity of the visit and the potential benefits of the subsequent inputs.

The periodically repeated exercise of a self-assessment by a school enables the school to advance forward with dental education.

ADEE aims to advance Dental Education in Europe through convergence towards higher standards, for which it relies in peer influence and exchange of ideas and best practices. Therefore, the input of the ADEE visitation team is provided by four individual dental educators from different countries and with different academic and professional backgrounds working in a complementary manner.

The ADEE site visitation is a peer review based and led visit and its main focus is to provide feedback to the School regarding its strengths and opportunities and its weaknesses and threats, hence providing some guidance regarding the possible ways of enhancing the first ones and overcoming the later.

The team's comments are offered to the school for their consideration and debate. They have purposely avoided detail and minimized comments on individual

departments, and that relate to individual staff, in order to avoid unhelpful comparisons. The team recognise that there are a number of potential resources within Europe and the wider world that may support improvements and new initiatives, and ADEE is happy to facilitate access to these. On behalf of ADEE, we hope that you have found the process useful.

The team note that following their visit, and prior to finalizing this report, the School has made some changes in line with the ADEE visitation recommendations. These are highlighted in this final version of the report.

Introduction and General Remarks

The Istanbul Aydın University Faculty of Dentistry is a young school, established in 2007, having enrolled the first students in 2011.

Located in Florya Campus, Istanbul Aydın University is led by an influential, experienced and cooperative Dean.

The staff is mostly young and appears quite committed to both the University's and the School's missions.

The modern facilities seen on site present plenty of potential, although there's an evident need for a long-term sustainable strategic plan, so that the educational and research facilities may be fully and properly explored to the full extent of its capacities.

The School shows itself committed to enhance Quality according to international standards and evidences a significant regional expansion towards neighbouring countries.

The Faculty of Dentistry defines its mission as being that of a school committed to *"develop and graduate dentists who have internalized universal and ethical values, with a critical attitude and willing to engage in the development of the society"*.

This is clearly aligned with the overall mission of the University, who has inscribed in its DNA the will to “*serves the community via education*” and “*to prepare students as competent individuals in their professions for an environment with global competition and cultural differences through taking into account their individual differences by creating a campus with the physical conditions that contain different cultures and international elements*”.

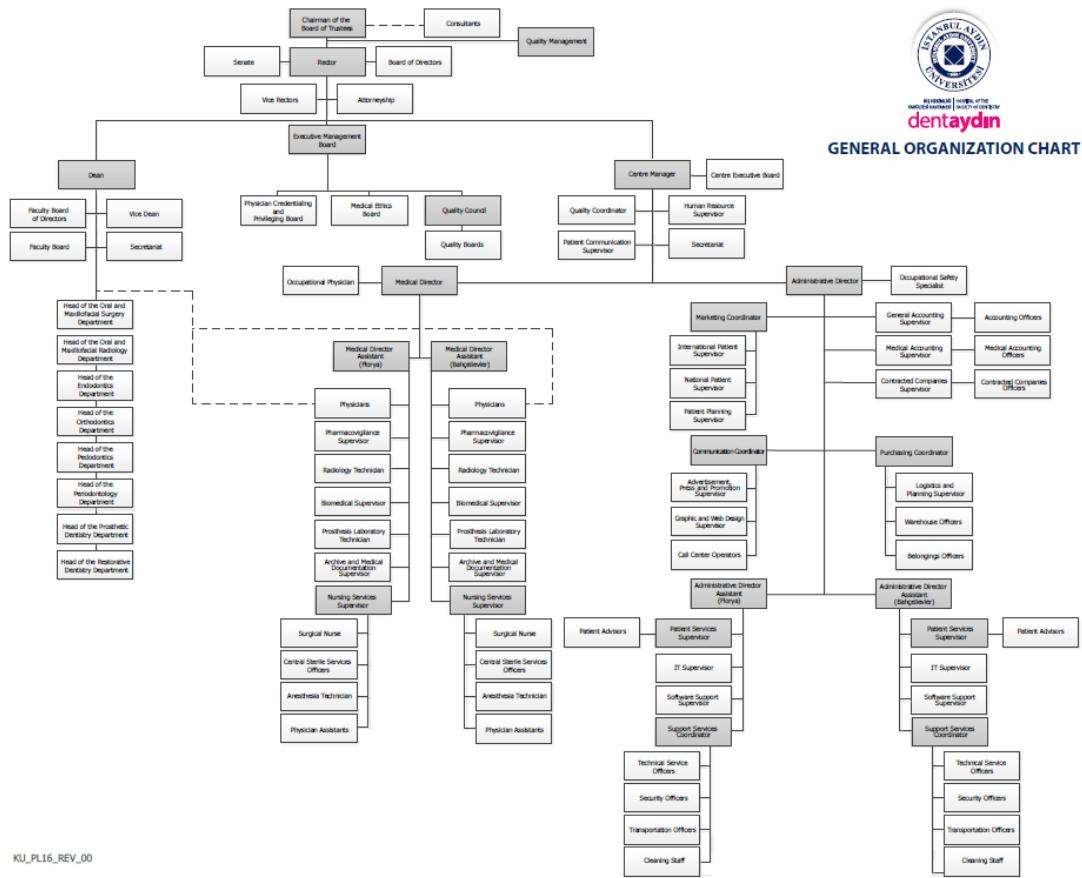
One should, therefore, highlight the goal of becoming a “*center of attraction in national and international arenas for students and academicians*”, while committing to engage in “*national and international cooperation with Academic Environments, Businesses and NGOs*”.

Organizational Structure

The Faculty of Dentistry presents a *Governance* structure based upon a Board of Trustees responsible for defining overall **strategic development** and appointing the Dean, which we found supported by a loyal staff, eager to contribute to the Mission of the University and School.

On the other hand, the **academic planning** is autonomously led by the Dean’s team under advice of the different departments (i.e. Oral and Dentomaxillofacial Surgery, Oral and Dentomaxillofacial Radiology, Endodontics, Orthodontics, Pedodontics, Periodontology, Prosthodontics and Restorative Dentistry) collected in several educational committees without student representation.

The regulatory framework is set by the University governing bodies and the Turkish Higher Education Council.



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Although the models of governance vary greatly between Schools and Universities throughout Europe and the rest of the world, the European Higher Education Area has long advocated for systems with effective involvement of students, particularly in educational and pedagogical committees.

School Facilities and Staff

The educational activities are somehow spread throughout different buildings in the *Florya* campus. Although this might foster an interdisciplinary learning environment, it is important to achieve a proper balance that does not compromise neither the identity and the specificities of the Faculty of Dentistry, nor the performance of the students in need of constant dislocations between classrooms.

The visitation team had also the opportunity to see other spacious and properly equipped academic facilities and modern clinical environments, like the DentAydin facilities and the integrated dental care clinic.

Furthermore, it is worth noting that the School also has very well-equipped simulation laboratories and cutting-edge technology (CAD-CAM, CBCT), which are shared with the Medical School, as well as well-designed classrooms with internet connection and a peculiar smart podium system developed and implemented by the University.

It is important that these - and future - cutting-edge technologies remain accessible to the undergraduate students and become part of their normal learning environment, rather than ending up solely devoted to post-graduated education.

More importantly, though, is the need for the plans for expansion to adapt quickly to the number of newly enrolled students.

The existing pre-clinical facilities (Simulation Laboratory ("Phantom-head"), Manipulation Laboratory, Cast and Plaster Room) and clinical areas (Block R's Multidisciplinary Clinic) may compromise both the learning curve and the acquisition of competences by the students currently being enrolled, and may also increase the already excessive workload of the teaching staff resulting from disproportional lecture/student ratios.

The School has highlighted that the new construction (indoor area 70,000 square metres) started at the end of 2017 and is planned for completion by the end of 2019.

This building will contain laboratory and multidisciplinary clinical training areas and will make interdisciplinary educational activities possible. Incorporated in the plan are resources for additional teaching staff.

Hence, although the clinical and educational laboratories meet the needs of the students currently in the clinical years, this may not be case in the future if the current number of enrolments continues to increase. However, the Deanship of the Faculty of Dentistry does not foresee an increase in the number of students according to the 2018-2023 Strategic Plan.

Regarding the library, although the Istanbul Aydin University has one dedicated space, open 24x7, located in Block P of the Florya campus, there is a need for student-dedicated areas, properly equipped, which provide them access to the University's intranet and signed scientific publication. A VPN access might also be beneficial not only to stimulate the access and consultation of e-texts, but also to potentiate home and/or short group assignments and projects. The Faculty reports that there are a total of 43 computers in two areas of the library available for students to access digital resources via <http://kutuphane.aydin.edu.tr> This can also be used from home.

Regarding the staff, we must highlight the School's commitment to attain a stable and qualified teaching staff.

More importantly, the staff - particularly junior staff members - is not only aware of their duties and responsibilities as educators, but they appear eager to improve their educational performance and use it in benefit of the students and the School.

Their willingness to engage in extra-mural activities and to address social needs of the populations is to be commended.

It is also worth noting that the Faculty of Dentistry serves successfully as an oral health

center regionally, with patients being either self-referred or otherwise referred by general practitioners.

The majority of the patients have a health insurance provided by the government, which means that standard treatment costs are covered by the governmental insurance, with the exception of specific treatments like porcelain crown or dental implants have to be covered by the patients.

According to the Schools records, approximately 2-40 patients admit daily and more than 7.000 new patients are treated each year.

Patients are screened initially to estimate treatment need, prior to allocation to clinical mentors. In turn, patients are allocated to specific students based on their academic needs. The majority of patients attend with specific dental complaints; only a small proportion of screenings result in only maintenance and review phases of treatment.

Patients requiring special care are only treated by college staff, although on occasions, students are able to observe this care. Some waiting lists exist for patient care, depending on the specialty in question.

Once immediate patient care and initial review are complete, patients are regularly discharged. If patients were routinely retained for review, there may be more opportunity to demonstrate continuous patient care throughout the remainder of the students' program.

Moreover, despite the development and implementation of an integrated clinic, it might also be useful if the School maximized the educational possibilities of having a fully operating PACS system (*Picture Archiving and Communication System*). The availability of patient's diagnosis, treatment and monitoring systems operated through computer network infrastructure, provided by an efficient and practical automation program used for recording and monitoring the patients' data. Whilst the

Faculty reports that students have access to PACS which is available in all faculties and hospitals, further engagement with this might be useful to allow students to engage in reflective practices. This sort of approaches to Dental Education may also be enhanced by other initiatives such as the development of portfolios.

Given the commitment of Faculty of Dentistry with lifelong learning, it should always consider that self-regulated and lifelong learning have reflection as an essential aspect, which means that it is also required to develop both a therapeutic relationship and professional expertise. The educational approaches in undergraduate, postgraduate and continuing professional development (CPD) that can be used to facilitate reflection vary from text based reflective journals and critical incident reports to the creative use of digital media and storytelling.

Regarding the multi-professional training setting, the School does not currently offer hygienist training as in Turkey there is no occupational group defined as dental hygienists. The two year programme for dental assistant allows some support of dental students. It would be useful for the school to consider how they might mediate further shared care, on occasions, in order to develop the concept of team working and scope of practice.

General Curricular Approach and Student Selection:

The Faculty of Dentistry of the Istanbul Aydin University enrolls top-graded students, which are currently admitted via one of two paths:

- a) Turkish or Turkish-educated students are admitted to the Faculty of Dentistry according to the result of the Higher Education Institutions Exam, which is held by the Student Selection and Placement Centre (ÖSYM);
- b) Foreign students are admitted following approval on the "YÖS (Exam for Foreign Students) and according to the "Directive on Application, Admission and Enrollment of Foreign Students"

The School follows a traditionally designed curriculum, which, in its current form does not facilitate content integration (either vertically or horizontally).

The historic concern of the University and School, translated into their Missions - "*to prepare students as competent individuals in their professions*" - seems to favour an approach very much focused on the successful execution of clinical tasks and on depicting signs of proficiency in basic professional skills.

In order to achieve a competence-based curriculum, such as the one defined in the documents pertaining to the "Graduating European Dentist", it is crucial to obtain a clear definition of aligned objectives, competences and learning outcomes, so that proper teaching methodologies and assessment methods can be defined.

In order to do so, broader, "bottom-up", collegial and formal communication are required to achieve a sustainable and consistent educational framework.

The University's previous and long institutional experience in Education and Social Sciences could be used not only to improve the teaching methodologies, but to further maximize the learning outcomes and enhance social accountability.

One the other hand, it is imperative that the University and the School fully apprehend the educational rationale of organizing the academic year per semester.

The establishment of semesters, in detriment of classic annual organizations, must be accompanied by a complete shift in the educational paradigms, with the use of new methodologies, thus favoring continuing education and enhancing the students' learning curve.

The semester **must not** lead to a condensed version of the annual formulation divided by 2.

Doing so will increase the workload to unproductive and unrealistic levels for both students and teaching staff (not to mention administrative staff).

Curriculum

The core of the program is spread over 5 years of study. The School has made an attempt to harmonize the curriculum with EU standards regarding Dental Education, by setting a system of clearly defined ECTS.

However, the curricular structure does not follow a true competence-based approach, as there are no defined competences. It rather favors a traditional structure that favors mechanistic, non-reflective, approaches to develop clinical skills.

Biological Sciences and Medical Sciences teachers appear highly committed to adapting the curriculum for Dental education needs, which means that the School must maximize the opportunity to engage in true Interprofessional Education due to the ongoing development of the Medical curriculum.

Whilst the school values the attribute of Professionalism, this is not currently formally assessed within the curriculum, either in written form, or within the skills or the clinical environment.

General assessment strategy relies mainly on summative assessment methods including written mid-term and final exams. Operative practical tests both within the skills lab and the clinical environment are also used, although clear methods have not been clearly defined. Although there are self-assessment procedures carried out by the university and the faculty which lead to critical appraisal, they have not been enforced.

Student progression it is based on meeting minimum requirements. If students fail to do so, then they will be given the opportunity to engage in extra-clinical activities. However, the condensed academic calendar resulting from a misinterpretation of the semester-based system, means that any student who fails to complete the adequate point for taking the final exam cannot be entitled to a make-up period. We are pleased that the Faculty reports that a summer school has been open since 2017-18 academic year. This is important in terms of preventing students from losing a semester. The Faculty also reports there are sufficient time periods provided during 2018-19 academic year to enable students to complete any shortcomings.

The visitation team feels that a student-centered approach is needed.

The current program covering scientific knowledge that underpins patient care is generally comprehensive. Nonetheless, the curriculum focuses on treating dental disease to a much greater degree than the preventive elements. The Faculty acknowledges that in Turkey, the focus tends to be on treatment rather than prevention and will be working to address this following the ADEE report.

There is a defined pre-clinical operative skills program. Nonetheless, it is of concern that the grading system relating to the criteria is not clear, and what students are required to achieve in order to progress - further, there needs to be more clarity about where the minimum standard lies for students who are repeatedly failing assessments - and how these students are managed. However, the Faculty reports that there is explanation of evaluation processes to the students, both by the Dean's office and by the individual departments at the beginning of each academic year and at the beginning of the semester. There is a Deputy Dean who is specially assigned to this.

At present, clear lesson plans for the pre-clinical skills environment does not exist, and this is important during this particular formative stage of student development. In relation to this, an important part of safe and effective patient care, is the ability to accurately reflect on performance. This skill is currently under-developed within the curriculum. Critical appraisal is not properly encouraged and peer-review is not yet practiced. The pre-clinical environment provides significant opportunity to nurture these skills, and if these occurred regularly and longitudinally, it would help the students to assess their strengths and weaknesses on a regular basis, and in turn, to identify and particular learning needs when moving into the clinical environment and beyond.



The course provides the opportunity to develop the critical components of integrated dental care (i.e. record keeping, diagnostics, treatment planning, delivery of clinical care, cross-infection control, follow-up and maintenance). The Faculty reports that a hospital prototype is applied to the courses; the hospital documents, which have JCI accreditation, are used by students for student patients and education is transformed into practice within the framework of quality standards as part of the system.

Nonetheless, as mentioned earlier, in order for students to reflect adequately on the care that they provide, there needs to be a more comprehensive recording and communicating of clinical and patient information, and a more methodical and staged approach to student supervision and the delivery of care. The Faculty reports that the software team is working in cooperation with the university education board in order to put in place a module which will include student notes and practical works. Once this is completed, a pilot application will be done within the faculty.

Critical stages and procedures must be reinforced at all times, often in a seemingly rote fashion, when students (especially as they first enter the clinical environment) are treating patients.

Students' "log books" serve mainly to record the work done, rather than to engage in some sort of formal self-evaluation. The Faculty reports that since the ADEE visit, the student registries have been organized with a more effective system since the 2018-19 academic year.

There is little opportunity for students to formally reflect on this process primarily because feedback in the "log books" is not recorded from supervisors, and in turn, there is no opportunity for students to record their reflections. The Faculty reports that the log books have been revised according to this recommendation and are being used in the 2018-19 academic year.

Furthermore, shared care between the clinical years must be encouraged, and the students should be required to present group cases with input from students in each of the clinical years. The Faculty report that practice of preparing and presenting case seminars which happens in some disciplines currently, will be developed further according to ADEE recommendations.

Operative requirements for students in order to sit final exams, are clearly defined for both adult and pediatric patients. However, the requirement is for completion of minimum numbers only rather than sustained performance at a particular level. The Faculty reports that students gain points by completing not only a certain number of cases but also a certain number with specific contents.

Currently there is no dedicated pediatric clinic. Children are seen within the general restorative clinics. Sedation services are available and students in their intern year are

able to observe this care. The Faculty reports that there is a paediatrics clinic on the 2nd floor and also a specific waiting area. Both of these have been designed specifically for paediatric patients.

Dental Public Health is coordinated by an enthusiastic team. It covers a relatively broad range of topics, including:

- health promotion and education within the community
- epidemiology and research methods
- biostatistics
- preventive dentistry

The program also seeks to reinforce the taught elements of the curriculum with school-based program within the community, and this is commended.

Unfortunately, students are not required to engage with research through the demonstration and mediation of presentations and the development of these skills across the 5 years, with the School's self-assessment report confirming the visitation team's perception that there have been problems of permission for participation in the events such as congress, symposium, workshop, etc...

Opportunities may exist for students to present their research findings to a wider audience – for example at IADR (International Association for Dental Research), ADEE or EDSA (European Dental Students' Association) conferences or at more subject related international conferences.

Student affairs and the Student Voice

The visitation team would like to highlight and commend the Faculty of Dentistry for having provided us the opportunity to contact and engage in a fruitful conversation with a such a positively critical and open-minded students body committed to the School's Mission.

The students showed a very positive attitude driven by their willingness to contribute actively with solutions to the current challenges,

The students were able to show examples of both positive and negative issues that were raised with the School.

They praised the recent and newly established lines of communication with the Dean: this must be commended and nurtured.

Nonetheless, the School should enhance the number of elected students representatives. Student engagement with Education-related Committees should be particularly enhanced. The Faculty reports that following the ADEE visit, the participation of student representatives in the university to the town hall meetings, held by the top management of the university, was made obligatory during the academic year 2018-19.

Student thoughts:

- The students felt that their workload was particularly high, causing some stress throughout the program; they also reported difficulty to fit self-study into the timetable, especially in the early years, before they improve their search strategies and study skills. The ADEE team is pleased that the Faculty report they will review the student workloads.
- The students praised the online resources.
- The students were keen to have an earlier introduction to clinics, by way of at least shadowing some treatment clinics. The Faculty report that students begin to study in clinics in the 5th semester, which they evaluate as a good time for transition.

Quality Assurance

The School has a full time Quality coordinator, which clearly shows its commitment to enhance Quality according to international standards. DentAydın Hospital has previously achieved certification by the Joint Commission International (JCI)

The fact that students can provide feedback in the end of the terms through the University's platform is to be commended.

However, Quality Assessment strategies must reflect changing trends in dental education and education generally as well as to respond to an ever changing and complex nature of mobility of healthcare professionals and address the challenges brought up by the Bologna Process, in line with the goals outlined in the 2015 Yerevan's EHEA Ministerial Conference, namely:

- "Enhancing the quality and relevance of learning and teaching, by promoting pedagogical innovation in student-centered learning environments and in fully exploiting the potential benefits of digital technologies for learning and teaching";

The Faculty report that necessary investments are being planned and “access to new technological infrastructure in the academic year 2019-20” is included in their stragic plan.

- "Fostering the employability of graduates throughout their working lives in rapidly changing labour markets", ensuring that, "at the end of each study cycle, graduates possess competences suitable for entry into the labour market which also enable them to develop the new competences they may need for their employability later in throughout their working lives"; The Faculty report that dentists do not have employment problems in Turkey. They report that 100% of the graduating students from Istanbul Aydin Faculty of Dentistry gained employment this year. In addition doctorate opportunities with a high rate of discount are offered to all graduates as well as possibilities for employment within the hospital.

- “Making our systems more inclusive”, “as our populations become more and more diversified.” Hence, the School’s previous experience must be strengthening by peer-reviewed Quality Assessment, favoring the ESG’s principles and the 3 C’s: Collaboration, Consensus and Collegiality.

School research and publications

The visitation team feels that the research profile of the School is not consistent at this stage, supported by the reported *“inability to take advantage of the national and international Project opportunities”* and by the *“low number of application for the research projects and mostly inability to put the researches done into practice”*; the absence of research assistant being felt in some departments. The ADEE team is pleased to hear that the “Basic Research Laboratory of the Faculty of Dentistry” will go into operation in October of the academic year 2018-19. Eight full-time doctoral students were enrolled across four departments which will help to develop the Faculty’s research profile.

A consensual research strategy is needed in order to attain sustainable outcomes and a commitment to instigate student’s involvement in R&D activities leading to a mandatory thesis must be supported. The Faculty report that 6 research projects, of which 4 are multidisciplinary projects have been prepared to be submitted to the University’s research fund. If successful, these will be carried out in the Basic Research Laboratory in the Faculty of Dentistry.

There is some evidence of ongoing support of some research club experiences, but there lacks informal incentives regarding students’ and academic staff’s participation in scientific meetings. The noncompliance of the weekly working days with the academic processes hinders the education and decreases the motivation of the

academicians. The Faculty report that incentives will be increased to ensure the participation of students and academic staff in scientific meetings.

There are clearly opportunities for collaborative research initiatives via the Medical Sciences facilities that must be maximized to the full extent of its capacities. The lack of cooperation in the scientific studies within the University and Faculty must be overcome. The ADEE team are pleased to hear that, studies have been initiated to cooperate with the Faculties of Engineering and Medicine in particular, with the intent of carrying out patent and R&D studies. The prototype products of these studies are expected to emerge as of next year. This work is encouraged by the Board of Trustees and work to develop the Technology Transfer Office continues.

SWOT Analysis

Strengths:

- A board of trustees that provides strong support for the development of the system
- School centrally located in the campus, enabling collaborative education and research in and outside the School
- Currently led by an influential, experienced and cooperative Dean
- Dean involved with the wider educational strategy of the University
- Supported by a loyal staff, eager to contribute to the Mission of the University and School
- Commitment to meet the Higher Education Council's requirements regarding teaching staff
- Spacious clinical and skills environments
- Computer network infrastructure used for recording and monitoring patients' records, enabling the active use of Picture Archiving and Communication System (PACS)
- Integrated clinical setting, revealing an awareness towards the importance of implementing comprehensive patient care

- Expanded clinical settings enables future exposure of students to different levels of healthcare and different sets of patients and social backgrounds
- Staff and student engagement with the local community needs
- Short-term plans to address the fast increasing needs regarding educational and research equipment and facilities
- Enthusiastic and critical students, with a positive attitude towards the School
- Students' satisfactory perception of the School's impact and willing to engage
- Scholarship system aimed to provide financial support for students
- Broad range of elective courses that students can choose to engage with
- University-based online platform containing the relevant information regarding the curriculum and the discipline's syllabus
- Enhanced school visibility through the social media

Weaknesses:

- Discipline approach to Dental Education, overvaluing theory and focusing on traditional summative assessment methodologies
- Lack of formal integration of contents, both vertically and horizontally
- Student supervision, support and assessment relying on overloaded and often insufficiently motivated teaching staff
- Lack of incentives and strategic planning to enhance faculty development
- No evidence of using formative assessments methodologies to complement the summative approaches and enhance each student's learning curve
- Lack of a demonstrable alignment between assessment, content, methods of teaching and learning and learning outcomes
- Limited evidence of reflective practices and tools aimed to enhance critical thinking and continued learning (e.g. self- or peer-assessment, portfolios, etc.)
- Rotation model of the different internships is not aligned with the desired comprehensive approach of the patient and the integration of knowledge

Opportunities:

- Oral and dental health services are provided free of charge by Social Security Institution (SSI)
- Ranks higher among the other foundation universities
- Increase in the number of national and international applicants interested in pursuing Dental Education (both at the undergraduate and post-graduated levels)
- Public recognition of the importance of oral and dental health
- Competences-based Dental Education
- The demographic changes associated with an aging population in need of holistic and comprehensive approaches based on sound interprofessional collaborative care (IPCC)
- The growing demand for Interprofessional Education
- ADEE's LEADER programme
- Students... Students... Students...

Threats:

- The tight regulatory standards set by the Higher Education Council
- Increased numbers of students
- Potential difficulties with scaling up any planned teaching improvements in curriculum
- Central-regulated allocation of specialization applicants favouring non-foundation Universities
- Oral health needs of the region's population "fostering" intervention over prevention

Key Recommendations

The visitation team recommends a number of key positive interventions, derived from the report and the SWOT analysis, above. Whilst this list is not meant to be extensive and all-inclusive, the visitation team feels that the following recommendations might serve as a guide to the Faculty of Dentistry as it seeks to engage in the next phase of ADEE's LEADER program:

- Increase the scope and the utility of pre-clinical skills, in order to better-prepare the students for entry onto to the clinics, and delivering safe and effective patient care
- Widen the remit and assessment of peer-review and critical appraisal
- Improve requirements for maintaining accurate and contemporaneous treatment records in preparation for treating patients in the clinics
- Introduce longitudinal formative and summative feedback opportunities for professionalism attributes and reflective practice. The Faculty reports a system in use for anonymous feedback from students, which started in 2017. This can be viewed at <http://feedback.aydin.edu.tr> The ADEE team, acknowledges this, but highlights the need for feedback **to students**, on professionalism and reflective practice.

- Team-working should be formally embedded and recognized, longitudinally, throughout the program
- Course guides should follow a consistent format
- Include the student voice in all aspects of the dental program, encouraging dental students to chair and coordinate meetings, where appropriate. The ADEE team are pleased that the student participation in high level academic meetings was made obligatory for the academic year 2018-19

ADEE is able to offer guidance in relation to the above key recommendations. In particular, we would reference the “Graduating European Dentist” curriculum documents especially Domain III, relating to individual specialty curricula, the Introductory document with respect to Quality Assurance measures, and the document relating to Contemporaneous Methods of Teaching and Assessment in Dental Education.

