

Skjemainformasjon

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Host

Information about host institution and center

Name of centre	EDGE - Excellent Dental Graduate Education
Host institution	Institute of Clinical Dentistry
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About the centre

About the centre

Is the centre already established at the time of application	No
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Describe briefly the plans for establishing the centre (maximum 1500 characters)

The Centre will be established at the University of Oslo, Faculty of Dentistry, Institute of Clinical Dentistry. Partners are (1) Oslo and Akershus University College, Centre for the Study of Professions (2) University of Oslo, Institute of Educational Research (3) University of Oslo, The Dental Student Union (OSU)

Describe briefly the aims and current as well as planned activities of the centre (maximum 1500 characters)

The essence of the EDGE initiative is to understand how we can most effectively educate dentists with the necessary research competence they need to be proficient professionals.

To achieve this, the EDGE centre will consist of three task forces, each with their specified responsibility:

- Task Force 1: Research Competence
- Task Force 2: Certification of tutors
- Task Force 3: Continuous evaluation and dissemination

Application Document

Application Document

Upload application document	profile_EDGE.pdf
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Timeline and budget

Timeline and budget

Upload planned timeline and the activities to be conducted

[timeline_timeline.pdf](#)

Upload plan for financial resource acquisition

[financial_plan for financial resource acquisition.pdf](#)

Upload budget

[budget_budget.pdf](#)

Attachments

Attachments

- Bibliography.pdf
- CV_for_the_centre_leader_and_task_forces_leaders.pdf
- Letters_of_intent_from_partners.pdf
- Recommendation_Norwegian_Dental_Association.pdf
- profile_EDGE.pdf
- timeline_timeline.pdf
- budget_budget.pdf
- financial_plan for financial resource acquisition.pdf

Comments

Comments to the application form (maximum 1500 characters)



Host / administrative institution:

University of Oslo (UiO), Institute of Clinical Dentistry

Cooperative and supportive institutions:

- Oslo and Akershus University College, Centre for the Study of Professions
- University of Oslo, Institute of Educational Research, Faculty of Educational Science
- University of Oslo, The Dental Student Union (OSU)

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Profile and vision

Core vision of the activities

The faculty is producing competent and highly ranked dentist for today's needs. Our vision is to educate dentist for the futures' needs. It's apparent from governmental priorities (for instance "Stortingsmelding 13") that the role of this profession will face substantial increase in the complexity of its challenges (Kunnskapsdepartementet, 2012).

Our vision is to provide a *holistic* learning program integrated with simulated and actual clinical settings for students to learn and apply the principles and processes of evidence-based oral healthcare. Therefore, the most important focus of EDGE will be to further implement research activities into the curriculum in order to improve and secure evidence based patient care in the future.



Why this core vision?

The demands and responsibilities of a dentist are increasing rapidly as a result of technological development and globalization. The technological equipment which used to be only associated with specialized clinics is now standard in any dentist's facility. As the technology, know-how and aesthetic demands increase, so do the possibilities as well as the professional responsibilities of a dentist. Both the dental treatment options and patient demands are undergoing fundamental changes, and it is therefore evident that the future dentists must have insight into complex, research-based methods of practice and need to know when, how and why to treat, or not to treat, patients. In addition to the ever-increasing aesthetic demands on the outcome of dental treatment, the patients also shop dental services and move between dentists more frequently. At the same time, the role of the dental practitioners changes as they move from the traditional single clinician setup to being part of a larger team. What traditionally used to be considered an isolated profession and academic field is now merging and overlapping with other areas of academics and healthcare professions (national coordination reform). It is imperative that dentists learn to navigate and critically assess the vast research literature that is being published and have the research competence to be able to apply the relevant and professionally responsible treatments. As a result of the rising patient expectations and increasing treatment options that available for dentists, the fairly straightforward relationship between the dentist and their patients as seen today is transforming rapidly.

Until the recent years, the market of dental equipment, methods and materials has been reasonably transparent. In pace with globalization and increased research output, the challenging task of controlling the origin of products, materials and research results is creating new demands from the future dentists. Thus, to further increase not only the research-based learning but also the research and critical evaluation exerted by the dental students will be essential in the future.

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Current state and attempts

Dental academics, the Norwegian Ministry of Health and the Association for Dental Education in Europe all agree that the average dentist, working either in private or public clinics, needs to intensify their research competence. The general consensus is that research done in clinics outside the academic institutions must increase both in number and geography. Still, the results have not yet flourished. In Norway, increasing the research in both public (including The Regional Competency Centres) and private clinics is highly prioritized and has been so for years. At the core of the EDGE initiative is the conviction that this increase in dentists' research competence must start with a new generation of students. Only by implementing the ability and experience of conducting research into a learning platform will the level of dental research conducted outside the traditional research sectors be satisfactory, and consequently, guarantee the necessary professional capability of future dentists.

Some of the stagnating factors in outside-academia clinics are:

- The personnel in private and public clinics do not currently have sufficient research competence.
- Little or no experience of initiating research projects which includes handling regulatory bodies such as Regional Ethics Committee (REC), analysing and dissemination of data.
- Little or no experience of designing research projects

The EDGE team is convinced that if these points are to change, it is crucial to commence innovative and new ways to increase the students' hands-on experience with research during their professional education.

The essence of the EDGE initiative is to understand how we can most effectively educate dentists with the necessary research competence they need to be proficient professionals. To achieve this, the EDGE centre will consist of three task forces, each with their specified responsibility:

- Task Force 1: Research Competence
- Task Force 2: Certification of tutors
- Task Force 3: Continuous evaluation and dissemination

Task Force 1: Research Competence

Task Force 1 is the core of the EDGE initiative. This is where the dental students will be taught and experience dental research. The Dental Student Union (OSU) has been involved in the development of this task force and will be represented in Task Force 1 in the EDGE centre. Having access to one of Northern Europe's largest dental clinics, the students have excellent opportunities to learn clinical research skills. The clinic has more than 55 000 visits annually, and unlike numerous other dental schools, out patients are heterogeneous and represent the general population when it comes to age, education and income. Furthermore, the students entering the program of dentistry have exceptionally good grades from high school. Hence, increasing the research-based education and research requirements is attainable with such student population. There will be several schemes to fulfil this ambition of increasing their research competence.

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Task Force 1.1. Master thesis

This will be achieved by making equivalent of one semester dedicated to the master thesis, with the appropriate supporting staff. Therefore, the centre will not find itself in a conflict of interest with the faculty / curriculum as it will be given the full responsibility for what is equivalent to one complete semester (30 ECTS).

At the sixth semester, the students will attend a course series (10 ECTS) which will prepare them for their integrated master thesis (20 ECTS). The students will be assigned a supervisor, who will aid them during the full four semesters the students have for completing their thesis. The integrated five-semester master project will allow the students to design a project that enables them to assimilate their clinical training, inside and outside the faculty, and their research.

The Faculty have a program for students who wish to do research as summer- or part-time researchers during their studies. Based on this experience, we will enhance the focus of the master thesis of all dental students. From this experience we know that the students who attend this comprehensive research training have not only increased their research competence as dentists but they also tend to perform better later working as dentists, or when undergoing their specialization or a PhD degree.

Task Force 1.2. Increased use of dental registered data

With having one of the largest dental clinics in Northern Europe as part of the institute, there is an enormous amount of patient data available for the students' research. It is critical that the students learn to register patient data and diagnoses correctly and in a unified manner. The effect of this goes beyond the education and the students. It ensures that future dentists, regardless of their job being in private or public sector, register their patients accordingly. One of the strengths of Nordic healthcare research is the access to large registers of clinical data. However, this requires that the dentists who register their patients and diagnoses do so with a common protocol. By allowing students to both register and use what others have registered in their research, we hope to seed a consciousness amongst the students in regard of unified diagnostic systems. This is planned to grow into more reliable data from external clinics in the future. Furthermore, when the students are competent with registering and confident in using such data, this will facilitate more research in the clinics outside academia. It is important to initiate more research in the clinics outside the universities, not only to generate more research and to fulfil long time political goals (as *Stortingsmelding 13*) but also a part of the lifelong learning process of the dentists.

At the Dental Faculty in Oslo, the University Health Network (UHN) has been established as an International e-Infrastructure to promote and support such projects by enabling secure, managed exchange of health information across national and administrative borders. All students will be proficient with this software which will give them access to a vast amount of data and projects from other dental institutions: Kings College, New York University, University of Alabama Birmingham, Hong Kong University and Universidad Complutense de Madrid. More information about the UHN project can be found here: www.odont.uio.no/ikolom/uhn.

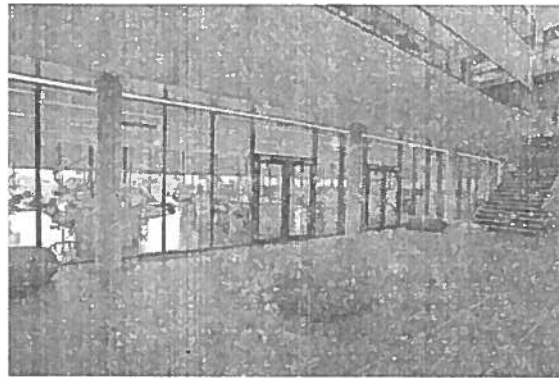
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Task Force 1.3. Experience with regulatory bodies

We believe that one of the principal reasons for the lack of research outside the university clinics is the lack of experience with regulatory bodies. The perceived threshold to obtain approval to do research in a clinical setting is considerably higher than the real effort that has to be made. Therefore, it is vital that students have experience with regulatory bodies, such as acquiring permissions from REC and Norwegian Social Science Data Services (NSD) prior to leaving the university after graduation.

Task Force 1.4. Drop- in support with research

The Faculty will delegate two experienced PhD candidates to have a support center, where the students turn to with their research-related questions, open every Friday. The PhD candidates have one compulsory working year as part of their four year contract, and this offer will be financed from this one “additional” year. Having one stationary place for the students to seek advice and support, in addition to their supervisors, will hopefully both improve the quality their thesis and enhance their motivation for future research. Increased interaction between graduate students and PhD candidates will hopefully improve the recruitment to future PhD positions and clinical research, which is an important challenge that all the three dental academic institutions in Norway are struggling with.



Task Force 1.5. National summer school for students, dental research



Opening of the new facilities
(Ferdighetsseteret), 2013

Students are rarely allowed to do any high risk or experimental research work. This is because students in traditional programs do only a limited piece of research during their education, which is graded. So to grant the students this possibility and to let them increase their research competence, network and explore their fields of potential interest, the EDGE initiative will run an annual two-week summer course. Previous research shows that off-curriculum research increases the students' motivation and success in the curriculum courses (Guyen & Uysal, 2010).

The faculty will provide the summer school with one of Europe's most modern practice clinics for this purpose. The facilities for pre-clinical teaching (ferdighetsseteret) provides modern instruments and chairs distributed over 1000 m² space that

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are barely used during the summer semester. These facilities are made for tutoring the *digital dentist* and provide modern technology with CadCam and possibilities to record sessions online.

Quality in established educational activities

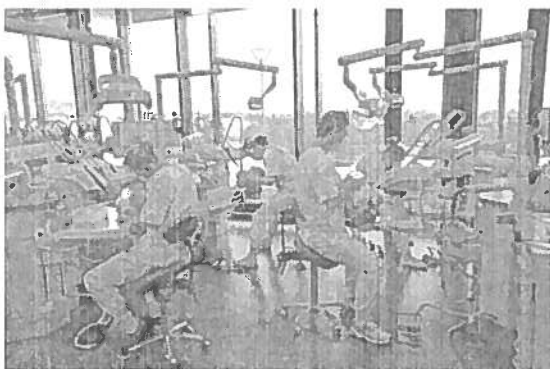
Result factors

The Institute of Clinical Dentistry, host of the EDGE project, has an excellent track record regarding the dental education (Master of Dentistry). This can be seen by student feedback and numerous assessments. The degree of completion (shown in the table below) is excellent and has even increased from 2008 to 2012. This is further elaborated in a national survey, where the dental students at the faculty had the highest number of achieving both their own and the institutions' expectations in regard of their progress (TNS Gallup, 2012).

Degree of completion in regard of original plan (DBH, 2013)

Year	2008	2009	2010	2011	2012
The Dentistry program, UiO	93,3 %	93,4 %	91,7 %	95,0 %	95,5 %
National average for all universities in Norway	82,3 %	83,0 %	83,3 %	84,1 %	83,2 %

Process factors



Some of key strengths of the Institute of Clinical Dentistry are that the students receive a considerable amount of their education in small groups in the clinic and the high level of one-to-one practical teaching. The students reported the highest total number of hours per week they studied, in addition to having the highest level of organized teaching (TNS Gallup, 2012). Related to this, the students at the faculty reported to feel part of the professional teams more than anyone

else (TNS Gallup, 2012). This is a result of years' of work where the tutoring focus has been to spend time with the students in the clinics to merge clinical training and theory, as requested in *Stortingsmelding 13* (Kunnskapsdepartementet, 2012).

This concentration and continuous focus of scientific personnel can be identified in the table below.

Students per FTE¹ educational and scientific staff (DBH, 2013)

Year	2008	2009	2010	2011	2012
Faculty of Dentistry, UiO	3,1	3,4	3,4	3,4	2,9
National average for all universities in Norway	8,0	8,2	8,1	8,5	8,6

¹ Full-time equivalent (FTE) is a unit that indicates the workload of an employed person.

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It is not only the quantity of staff per student where the faculty shows impressive numbers but also the quality: the students at the Faculty report that they get more out of discussions with their teachers than anywhere else (TNS Gallup, 2012).

Quality controls

The current supervision sensor (*tilsysensor*) is Professor Jukka Meurman from the renowned Institute of Dentistry at the University of Helsinki. The supervision sensor monitor the master program, include examination forms. Furthermore, every course taught at the Dentist Program is evaluated mid-term, every semester. In addition, all parties involved with the off campus clinical training is evaluated after each period a student has been practicing in one of these clinics.

Evidenced-based learning

The institute has a highly competent and merited scientific staff and produce more research articles than the rest of the dental institutions in Norway combined. This illustrates that the fundament needed to provide evidence-based teaching for dental students is indeed present.

Publication points; Norwegian dental educating institutions (2012)

Unit	☰ Publication points (DBH, 2013)
Institute of Clinical Dentistry (UiO)	72
Institute of Clinical Dentistry (UIB)	46
Institute of Oral Biology (UIO)	16
Institute of Clinical Dentistry (UIT)	4

Clinical access

The students have access to and are being tutored in on of Northern Europe's largest dental clinics, which provides them with a unique access to a full range of patients. In addition to starting observing patients and treatment in the clinics in their first semester, they start practicing on patients already during their fifth semester. This on-site training lasts for the remaining period of their program, and is closely followed up by their tutor with one-to-one meetings and feedback. This elaborate access to patients and the volume of professional training are identified as one of the most important elements of an excellent European dental education (General Dental Council, 2002). Furthermore, the students are practicing for 5 weeks in their 10th semester at a public dental clinic.

Life long learning

Of the recently graduated students from the dental programme, 98 % reads the Norwegian Dental Association's magazine "Tidende", and 88 % are taking further educational courses (Stenvik, Holst, & Skau, 2004) . Our collaboration and involvement with both these two actors are the faculty's strategy to build meeting points for former students. To minimize the threshold between finishing their degree in dentistry and their specialization or further educational courses, the students are familiarized with the Norwegian Dental Association and their magazine during their studies.

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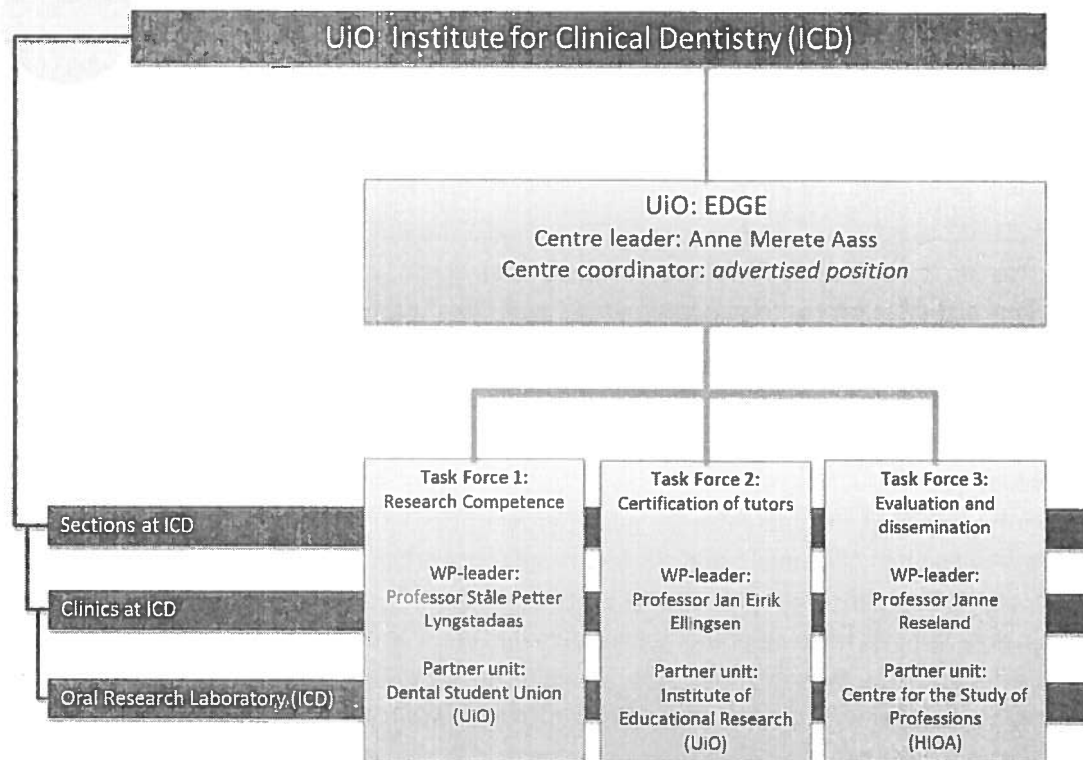
The Student Union (OSU)

The Student Union is important, not only for the students but they also possess a high influence on the dental education programme. In addition to having representatives in all committees regarding students and education, they are represented at the faculty board and hold regular meetings with the Dean and monthly meetings with the Head of the Institute. Furthermore, they have been an active part of the EDGE initiative idea and fully support the creation of the centre and the implementation of all its strategies.

Input factors and Organizational plan

Task Force 1 is the core of the project, hence TF2 and TF3 are supportive forces to strengthen and learn from TF1. The institute is well prepared to add resources and competent personnel into the EDGE initiative. All Task Force Leaders will be 20 % employed by the EDGE initiative directly, and the centre leader will be employed 50 %. In addition, there will be an administrative coordinator, to be employed 50 %, so the total coordinating positions (leader and coordinator) will be equivalent to one full time position. The centre leader (see next section for more information) is the Dean of Studies at the faculty. So even though she'll be "only" 50 % employed by the centre, she is involved with the students and the EDGE initiative through the remaining 50 % of her work load as Dean of Studies.

Organisational chart - EDGE



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Centre leader and work package leaders

The centre will be led by the DDS, specialist in periodontology, PhD, Professor Anne Merete Aass. She has eminent experience of both research and educational management. Amongst others, she has been a member of the Norwegian Association for Dentists' committee for lifelong learning and is currently the Dean of Studies at the Faculty of Dentistry, University of Oslo. Her CV can be found in the appendix.

The work package leaders (in bold) are listed here and their CVs can be found in the appendix:

Members of Task Force 1: Research Competence

- **Dean of Research, DDS, PhD, Professor Ståle Petter Lyngstadaas**
- Researcher, M.Eng, PhD Håvard Haugen
- Student representative Kristine Mørland (OSU president)

Members of Task Force 2: Certification of tutors

- **Head of Institute of Clinical Dentistry, DDS, PhD Professor Jan Eirik Ellingsen**
- Dean, DDS, PhD Professor Pål Barkvoll
- External researcher from Institute of Educational Research

Members of Task Force 3: Continuous evaluation and dissemination

- **Head of Clinical Oral Research Laboratory, PhD, Professor Janne Reseland,**
- Senior Executive Consultant, MSc. Knut Gythfeldt
- External researcher from HIOA, Centre for the Study of Professions

Potential for innovation and dissemination

As the core of the project is to increase the quality and knowledge of dental education, this can not be done without task force two and three: securing qualified tutors and disseminating our experiences. This is best done by separating them as autonomous task forces with a supporting role for Task Force 1. The chart below illustrates the organisational interactions between the different forces.

Task Force 2: Certification of tutors



The essence of this task force is to develop effective methods for changing practitioner and lecturers' behaviour; by extending their access to synthesized research in *user friendly* formats and languages tailored to meet these users' needs. Realizing these recommendations may help to improve access to effective and secure healthcare in addition to the students increased output.

The long-term goal for Task Force 2, is to provide a full course catalogue for employees, understand successful ways to teach staff and eventually develop, together with the Norwegian Dental Association and Institute of Educational Research at the University of Oslo, a

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certification for clinical teaching. Experiences from the Danish equivalent centres for excellent education show that staff has increased their competence from similar schemes. (Danmarks Evalueringsinstitut [EVA], 2009).

Task Force 2.1. – Education of clinical teachers

To amplify the culture of scientific approach to education and oral healthcare provision, complete integration of staff at all levels is necessary. Since 2010, the Institute of Clinical Dentistry has developed a course in *Clinical teaching*, which 99 staff members have completed so far. The program is in collaboration with the Institute of Educational Research at the Faculty of Educational Sciences at the University of Oslo. It is currently being evaluated but has so far shown to truly strengthen the tutoring skills of the clinical instructors. Task Force 2.1. will build on this valuable experience and further develop the course's quality.

Task Force 2.2. – Education of scientific lectures

Even though all professors have studied pedagogics for scientific staff at universities (*universitetspedagogikk*), this is only a one-time event. This task force will arrange further comprehensive courses on pedagogics for scientific staff. This task force will be working closely with TF 3.1 to identify the demands of the students, and hence, what the course should focus on.

Task Force 2.3. – Education of supervisors

In similar matters as TF2.2., this task force will focus on the role and purpose of the supervisor. To create a culture of lifelong learning in an evidence-based learning environment, it is important that tutors do not wait until after their post-doctoral service to learn pedagogics for scientific staff (Gibbs, 1999). Consequently, TF2.3. will create an offer to PhD and post-doctoral candidates as well as specialist candidates.

Task Force 3: Continuous evaluation and dissemination

One of the prioritized achievements of the centre will be to continuously learn from our own experience of educating dentists. By partnering with the Centre for the Study of Professions (CSP) at the Oslo and Akershus University College of Applied Sciences, we will get access to vast knowledge on the field. The centre is continuously investigating and researching the effect of different educational methods for professional education and has an academic knowledge in the field which is by far the most impressive in Norway. The CSP will get access to a new professional occupation to study and publish the results from the EDGE centre. This kind of dissemination is far beyond what we would achieve if the EDGE were to self-evaluate and produce reports and lectures on the matter. The CSP will become a junction between our experiences and other educational institutions, both nationally and internationally.

Task Force 3.1. – Semester evaluation

Every teacher, lecture and infrastructural piece that is part of the EDGE initiative will be evaluated after every semester. Results will be provided to the CSP for further investigation, which will provide feedback to the EDGE centre.

Task Force 3.2. – Register data

The CSP has access and experience to enormous amounts of register data, including education, salary, work sector and more. This allows cohort studies on current and future students from the faculty. It will reveal the “drop out” from the dental occupation after graduation - a very little studied field as it is widely assumed that abandoning this professional field is something one does only during studies. This will allow the project to track salary and to see the ratio of students who stay in the profession.

Task Force 3.3. – Post graduate surveys / StudData project

StudData is a database project which studies the effect of different educational approaches to the teaching of professions. In 2015, the dental program at the University of Oslo will join the StudData project that surveys the graduated students. It has been run for years on a selection of professions to see how the skills they learned during their education match the actual skills they need at work and the expectations from the society after receiving their degree/being authorized dentists. This will allow us to directly measure what effect the EDGE project has on the dentists` experienced confidence in skills and more. Furthermore, being run by the CSP, results will be published and disseminated by an actor with both the experience and network in the field.

Collaborative partners and future dissemination of concept

- Oslo and Akershus University College, Centre for the Study of Professions
- University of Oslo, Institute of Educational Research
- University of Oslo, The Dental Student Union (OSU)

In addition to the previously mentioned partners, Oslo and Akershus University College, Centre for the Study of Professions for TF3, the Institute of Educational Research for TF2 and The Dental Student Union (OSU) in TF1, the EDGE initiative plan the spread the concept to the two other institutions that educate dentist in Norway. Even though the EDGE initiative will be first initiated at the University of Oslo, assuming our success as a pilot, the Universities in Bergen and Tromsø will hopefully join the program.

After three years, we expect the program to be calibrated and run smoothly as a fully-integrated part of the dental education. By this time, we will have access to reports and indicators, and we will have developed a novice understanding on the teaching of research for future dentists. From this point, the dental programs at the University of Bergen and University of Tromsø will be offered to enrol in the program, with estimated start year five (the second / extended period). This will allow them to get a program or framework to implement in their dental education. As we consider the monitoring and research on our practices to be one of the cornerstones of the EDGE initiative, they will have satisfactory documentation not only about the program but of its effects on the learning outcome as well. Synchronizing this part of the professional dental education will open new possibilities to benchmark and share experiences between these three educational institutions. In addition, we see an immense advantage in the portfolio of topics offered for master thesis to operate in.

UiO : Faculty of Dentistry

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Timeline -EDGE

Task Force 1 will be fully operational within the first year, including the national summer school for students in dental research (TF 1.5)

Task Force 2 will be operational as well within the first year, and offer courses for all three categories. However the number of participants and courses is expected to be relatively low the first year.

Task Force 3 will be operational within the first year, and TF 3.2. and TF 3.3. will operate asynchronously, so TF 3 will have one major survey every year; alternating between the quantitative register data based, and the more qualitative based StudData survey.

# TF		Year				
1.1	Full implementation of the new master thesis scheme	X	X	X	X	X
1.2.	Increased use of dental registered data	X	X	X	X	X
1.3.	Experience with regulatory bodies	X	X	X	X	X
1.4	Drop- in support with research	X	X	X	X	X
1.5	National summer school for students, dental research	X	X	X	X	X
2.1.	Education of clinical teachers	x	X	X	X	X
2.2.	Education of scientific lectures	x	X	X	X	X
2.3.	Education of supervisors	x	X	X	X	X
3.1.	Semester evaluation	X	X	X	X	X
3.2.	Register data study	X	X			X
3.3	Post graduate surveys / StudData project		X		X	

To summarize, the EDGE initiative is a realistic project that can initiate and become fully operational within a fairly short period of time.



Budget

	average sum per year
Salary for WP leader, Centre leader and center coordinator	1 975 000 ¹
Dissemination expenses	100 000
Travel and meeting activity with partners	100 000
Task Force 1.1. – Master thesis	121 000
Task Force 1.3. – Experience with regulatory bodies	46 000
Task Force 1.4. – Drop- in support with research	25 000
Task Force 1.5. – National summer school for students, dental research	300 000
Task Force 2.1. – Education of clinical teachers	97 000
Task Force 2.2. – Education of scientific lectures	28 000
Task Force 2.3. – Education of supervisors	18 000
Task Force 3.2. – Register data	70 000 ²
Task Force 3.3. – Post graduate surveys / StudData project	120 000
	<hr/>
	3 000 000

¹ Estimation based on UiO's template for research funding

² 140 000 every second year



Plan for financial resource acquisition

The main financier of the EDGE initiative will be the Faculty of Dentistry, University of Oslo. Supportive letters from the institute's director, as well as the dean at the faculty is attached.



Pål Barkvoll
Dean
Faculty of Dentistry
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Date: 08.05.13

Letter of support - EDGE

This is to confirm that the Faculty of Dentistry supports the application for Centre of Excellence in Education (EDGE).

The center will benefit the students and the university, and all the professional educational institutions in Norway.

The center's focus will be to further develop the integrated relationship between clinical and research by encouraging active collaboration between our clinics and relevant research.

The center will have a unique strength, both in teaching and practice clinical research to build an evidence-based, quality-oriented, socially useful and relevant professional education.

The faculty commits to personnel and monetary funding of this new Center of Excellence.

Kind Regards

Pål Barkvoll
Dean
Faculty of Dentistry

This document is approved electronically by the University and is therefore not signed.



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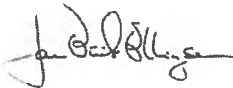
Letter of support - EDGE

This is to confirm that the institute leaders and myself support the application for Centre of Excellence in Education (EDGE). This truly evidence-based professional education will benefit not only the students and the university, but all the professional educational institutions in Norway.

I have personally been involved in the development of the center's structure and believe the EDGE initiative can create a pioneering center of excellence.

The institute commits to personnel and monetary funding of this new center of excellence.

Kind Regards,



Jan Eirik Ellingsen

Head of Institute of Clinical Dentistry



Jan Eirik Ellingsen
Head of Institute of Clinical Dentistry

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Phone +47- 22852141
Mobile phone +47- 91184002
Fax +47- 22852181

UiO ☉ Faculty of Dentistry

Curriculum Vitae – Anne Merete Aass

Dean of Studies, Faculty of Dentistry

Academic titles: DDS, PhD, Professor
Born: 1954, Norway
Nationality: Norwegian
Professional address: Dep. of Periodontology, UiO, PO Box 1109 Blindern, N-0316 Oslo, Norway
E-mail: a.m.aass@odont.uio.no

Summary and key competences

Professor Anne Merete Aass is specialist in periodontology and have widespread experience in teaching and student administration. Amongst others, she has been Head of the clinical teaching at the Faculty of Dentistry (UiO), member of the committees for the dental curriculum at both University of Oslo and Tromsø. Currently she is vice dean for studies

Furthermore she is a frequently used invited speakers, amongst others to dental institutions/associations in Norway, Brazil, Polen and Russia.

Academic positions

2010 - present Professor, UiO
2003- 2004 Associate professor II, University of Tromsø
1997 – 2010 Associate professor, UiO

Education:

2013 Condense course: Leadership in teaching, UiO
1994 Dr. Odont, UiO
Specialist in periodontology (1986)
1978 Cand. Odont, UiO

Taught and lectured for:

2006 – present Further educational program, University of
2001 – present Bergen PhD candidates, Faculty of Dentistry, UiO
1999 – present *Problem Based Learning (PBL)*, Faculty of Dentistry, UiO
1998 – present *Further studies courses for dentists, Norwegian Dental Association*
1990 – 1995 Undergraduate students, Faculty of Medicine, UiO
1985 – present Hygienists, Faculty of Dentistry, UiO
1985 – present Postgraduate dental students, Faculty of Dentistry, UiO
1980 – present Undergraduate dental students, Faculty of Dentistry, UiO
1980 – 1988 Dental assistants students , Faculty of Dentistry, UiO

Other affiliations and appointments

- Vice dean of studies: (2013 -)
- Board of "Norske Tannlegers fond til tannlegevitenskapens fremme (2011 -)
- Chair (head) of the Periodontal Department, IKO, Dental Faculty, Oslo (2010-)
- "Koordineringsgruppen for likestilling ved Universitetet I Oslo" (2008 -2009)
- Board of Institute of Clinical Dentistry (2005-)
- Vice-chairman – Institute of Clinical Dentistry, Oslo (2005 – 2009)
- Advisory board Tako, member (2002- 2011)
- "Tannlegeundervisnings fond", (2001-2009)

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- “Fagnemnd”, The Norwegian Dental association, (2002 -2005/6)
- “Fagutvalg” TSE (Tannlegenes Systematiske Etterutdanning) (2002-2005/6)

Society memberships

- Oslo Tannlegeforening
- Den norske Tannlegeforening
- Norsk periodontistforening
- Scandinavian Society of Periodontology
- European Association for Osseointegration
- International Association for Dental Research
- European Association of Periodontology

Peer review journal referee positions:

- Acta Odontologica Scandinavica
- Journal of Clinical Periodontology
- Den norske Tannlegeforenings Tidende

Supervisor experience,

- Specialist thesis: 7
- Master: 11
- PhD: 3
- Post doc: 2

Member of committees for the academic doctor degree: 9

Member of advisory committees for evaluation of associate or professor positions: 5

Peer review publications last three years (2009 – 2012): 9

Most significant papers

- Koldslund OC, Scheie AAa, Aass AM. *Prevalence of peri-implantitis- related to severity of the disease with different degrees of bone loss.* J Periodontol 2010; 81: 231 – 238.
- Koldslund OC, Scheie AAa, Aass AM. *The association between selected risk indicators and severity of peri-implantitis, using mixed model analyses.* J Clin Periodontol 2011; 38: 285 - 292.
- Wohlfahrt JC, Lyngstadaas SP, Rønold HJ, Karlsson S, Ellingsen JE, Saxegaard E, Aass AM. *Porous titanium granules in the surgical treatment of peri-implant osseous defects- a randomized clinical trial.* Int J of Oral & Maxillofac Implants 2012; 27: 401 – 410.

UiO : Faculty of Dentistry

Curriculum Vitae – Ståle Petter Lyngstadaas

Dean of Research, Faculty of Dentistry

Academic titles: MEng, DDS, PhD, Professor
Born: January 23rd, 1962, Oslo, Norway
Nationality: Norwegian
Private address: Haakonsvei 5, N-1450 Nesoddtangen, Norway
Professional address: Institute for Clinical Dentistry, UiO, PO Box 1109 Blindern, N-0316 Oslo, Norway
E-mail: spl@odont.uio.no

Education, work and research experience:

Graduated from Army officers' training school June 1981. Served as 2nd lieutenant in the Norwegian Army until September 1982. Graduated as Master of Engineering (MEng) with main courses in bioengineering at Oslo Technical College in June 1984. Section manager at Section for Serological Analyses, Dept. of Microbiology, Central Hospital of Akershus (SiA) until June 1986. Research technician at Department for Oral Biology, Faculty of Dentistry, University of Oslo (UiO) from November 1985 until February 1991. In charge of two field missions to Northern Norway investigating the "seal invasion" in 1987, on the instructions of Dept. of Marine Zoology, Inst. of Biology, UiO. Doctor of Dental Surgery (DDS) in June 1991. Research fellow at Department for Oral Biology, the Faculty of Dentistry, UiO and the Biotechnology Centre of Oslo (BiO), from February 1991. Ph.D. thesis "On the molecular biology of tooth formation" November 1995, UiO. Visiting researcher to Prof. Irma Thesleff at the Institute of Biotechnology, University of Helsinki, Finland, in December 1995 and April to June 1996. Postdoctoral fellow at Department of Oral Pathology, Faculty of Dentistry, UiO from September 1996 until June 1997. Associate professor at Department of Pathology, Faculty of Dentistry, UiO from July 1997 to December 1999. Visiting researcher at Center for Craniofacial Molecular Biology, University of Southern California from December 1998 until February 1999. Research director at Biora AB, Malmö, Sweden, between May 1997 and April 2001. Professor in Biomaterial Sciences at Clinical Research Laboratory, Faculty of Dentistry, UiO since May 2001. Chair Biomaterials department, Faculty of dentistry, UiO since June 2005. Dean of Research, The Faculty of Dentistry, University of Oslo from 2013.

Administrational and project experience last 10 years

Member of The Faculty of Dentistry research council, UiO 1993-1997, and from 2002 on. Member of The Faculty of Dentistry steering board, UiO 2007-. Member of the scientific advisory board of Biora AB, Malmö, Sweden since June 1997, and of Straumann AG, Basel, Switzerland, since 2003. Member of Clinical Research Committee (CRC) Biora AB since June 1999. Member of the Management Committee of the EU 5th framework "growth" project "Surface Improvement of Metal Implants" (SIMI) since February 2001. Coordinator and leader of the 3 year EU/Madam Curie project "Biologically induced, guided bone neogenesis 2001-2003. Member of the University of Oslo board for Biotechnology, Molecular biology and Bioinformatics (EMBio) since February 2001 on. Member of the University of Oslo board for nanotechnology and bionanotechnology (NanoVT) 2007-09. Initiator and project coordinator in the 2,8 million €, EU fifth framework Quality of Life project "stable extracellular matrices as novel biotherapeutics for biomimetic induction of hard tissue growth" (QLK3-CT-2001-00090, MATRIX), 2002-2006.

Supervisor experience

Supervisor to 37 master students, PhD and post doctoral candidates, in Norway and abroad

Patents

Holds more than 35 US and PCT patents in biomaterials design and applications.

Society memberships:

Norwegian Biochem. Society; European Society for Biomaterials, American Association for the Advancement of Science; International Association for Dental Research; American Society for Bone and Mineral Research; European Calcified Tissue Society. Scandinavian Association for Biomaterials, International Association for Dental Research.

Peer review publications last three years (2009 – 2012): 51

Curriculum Vitae - Jan Eirik Ellingsen

Head of Institute of Clinical Dentistry

Born: June 10, 1957, Langesund, Norway
Nationality: Norwegian
Private address: Caroline Øverlands vei 19, N-1356 Bekkestua, Norway
Professional address: Institute for Clinical Dentistry, UiO, PO Box 1109 Blindern, N-0316 Oslo, Norway
E-mail: j.e.ellingsen@odont.uio.no

Education and Clinical Specialities:

- Speciality in Prosthetic Dentistry, 2007
- Doctor odontologiae, University of Oslo, Norway 1985
- Doctor of dental surgery (DDS) from University of Oslo 1982.

Teaching experience:

- Student, undergraduate lecturing
- Post graduate lecturing, specialist and PhD program
- Post graduate, continuous education for dentists, national level
- Presentations at international research conferences
- Lecturing, invited, at international research and dental conferences on all continents

Positions:

- Head of Institute of Clinical Dentistry, 2013 - present
- Chairman : Department for Prosthetic Dentistry and Stomatognathic Physiology, UiO, 2012 – present
- President: Norwegian Society for Prosthetic Dentistry, 2012 - present
- Director: Oral Research Laboratory, UiO, 1990 - 2011.
- Professor, Department for Prosthetic Dentistry and Stomatognathic Physiology, UiO, 1993-present.
- Associate professor, Department for Prosthetic Dentistry and Stomatognathic Physiology, UiO, 1993
- Speciality dentist Department of Prosthetic Dentistry, UiO, Norway 1991-92.
- Associate professor Department of Prosthetic Dentistry, Dental technology, University 1986-91
- Associate professor (post as deputy) Dental faculty, UiO, 1985-86.
- Clinical instructor, Department of Prosthetic Dentistry, Dental technology, UiO, 1984-85.
- Clinical instructor, Department of Pedodontics and Caries Prophylaxis, Dental Faculty, UiO, 1984-85.
- Research scholarship, The research council of Norway (NAVF) 1983-85.
- Dentist, 1st Lieutenant in the Norwegian army 1982-83.

Other appointments, boards and committees:

- Member of the Board at Institute of Clinical Dentistry 2001-present
- Deputy Head of Department, Institute of Clinical Dentistry 2010-2012
- Member of the research board, Dental faculty, University of Oslo 1993-2001.
- Member of the Faculty board, Dental faculty, University of Oslo 1993-2005.
- Co-chairman Department of Prosthetics and Oral Function 1993-2000.

Member of committees for the academic doctor degree in Norway and abroad: 6

Number of PhD students that I have been supervisor to: 4

Society memberships:

Norwegian Dental Association, Norwegian association for prosthetic dentistry, International Association for Dental Research, Scandinavian Society for Biomaterials, European Society for Biomaterials

Peer review publications last three years (2009 – 2012): 29

Curriculum Vitae - Janne E. Reseland

Head of Clinical Oral Research Laboratory at the Institute of Clinical Dentistry

Born: April 10, 1963
Nationality: Norwegian
Professional address: Clinical Oral Research Laboratory, UiO, PO Box 1109 Blindern, N-0316 Oslo, Norway
E-mail: j.e.reseland@odont.uio.no
Web: www.biomaterials.no

Main research fields:

Physiology; growth hormones, signaling, regulation, Stem cells, Biomineralization, Bone regeneration and remodelling, Craniofacial molecular and developmental biology, Bone functional genomics and proteomics, Matrix biology.

Education

- Biomedical engineer (BME), Oslo University College 1986
- MSc in Biochemistry, Univ. of Oslo, 1989
- Ph.D. in Biochemistry, Univ. of Oslo 1995

Research experience

Research scientist, Norwegian Food Research Institute	1987-1994
Research fellow, Oslo Biotechnology Centre	1994-1995
PostDoc fellow, Institute for Nutrition Research,	1996-1999
Research scientist, Institute for Nutrition Research	2000-2003
Research scientist, Institute for Clinical dentistry	2003-2005
Assoc. professor, Institute for Clinical dentistry	2005-2006
Professor in Biomaterials, Faculty of Dentistry	2006-present
Director, Oral Research Laboratory, Faculty of Dentistry	2010 – present

Other appointments

- Norwegian association for obesity research, Board member 2001-2005, Leader, 2005-2007,
- Norwegian forum for bone research, Board member 2011-

Scientific supervision:

- Currently main supervisor for 5 PhD students and co-supervisor for 6 PhD-students
- Previously supervised more than 15 master students at the University of Oslo, and 12 PhD students and 2 postdocs at the University of Oslo and NTNU, Trondheim

Society memberships

Norwegian Biochem. Society; Norwegian association for obesity research; The European Association for the Study of Obesity (EASO) American Society for Bone and Mineral Research; European Calcified Tissue Society. Scandinavian Association for Biomaterials.

Total number of publications 73; total citations 2256; h-index 25

University of Oslo
Faculty of Dentistry
P.O box 1142 Blindern
0318 Oslo, Norway

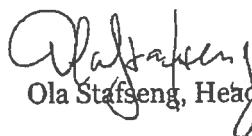
Date: 07.05.2013
Your ref.:
Our ref.:

Letter of intent

The Department of Educational Research and Intermedia hereby confirms its willingness to participate as a partner in the Center of Excellence in Education "EDGE", proposed by the consortium of the Faculty of Dentistry at the University of Oslo, Oslo and Akershus University College (Centre for the Study of Professions), University of Bergen (Institute of Clinical Dentistry), and the University of Tromsø (Institute of Clinical Dentistry).

The Department of Educational Research has considerably expertise in fulfilling its role in the scheduled application. Courses targeting academic staff with the aim to enhance their teaching skills have been given by the department for since the late 1980, and the department is currently expanding its activities within the area of academic development. The department has for years collaborated with the Faculty of Dentistry in building and increasing staff competence in tutoring and guidance, and look forward to extent this partnership through EDGE.

Sincerely yours


Ola Staffseng, Head of Department



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UiO : Faculty of Dentistry

Dental Student Union

Kristine Block Mørland
President of the Dental Student Union
Address: Postboks 1142 Blindern, 0318 OSLO
E-mail: kristbmo@student.odont.uio.no

08.05.2013

LETTER OF INTENT – EDGE

The Student Union at the Faculty of Dentistry is an organization elected and led by the students. Through representatives in most boards and committees we have great influence on matters that concerns the education, and we also offer great value in giving feedback where students are concerned. The cooperation between the faculty and the Student Union is impeccable, and we would greatly appreciate to be a partner in the new center of excellence.

Being a former leader of the student international group at the faculty, I have had the pleasure of meeting dental students from all over Europe. When it comes to direct patient contact and hours in the clinic we are in the top ten, but when it comes to research performed by students we have a great deal of unused potential. The dental education is developing rapidly with globalization, migration, technical knowledge and also increased life expectancy, and we feel the need of being able to adjust to this. Educating students who are capable not only to critically evaluate research but also to perform it will help us along the way.

In 2012, the Student Union became member of the European Dental Student Association (EDSA). This opened our eyes to a lot of possibilities, allowing us to take part in international research projects. The Student Union will be able to contribute with international contacts and international research projects for students to take part in, and we will gladly contribute in the evaluation process.

The EDGE initiatives' layout is very well adjusted to our curriculum and the Student Union have continuously communicated with the project group. By including elaborate program evaluation and educating tutors EDGE ensures all the factors needed for a successful outcome, and funding will reach an area with great need of innovation and development that will have a positive impact on society. The Student Union will contribute to the project in any way we can. We are all very much interested in getting the best possible education that will prepare us for the challenges we will meet as dentists. We believe this will be a great resource to the students, the tutors, the dental education in Norway, and the number of patients we will meet in the future.

Student Union at the Faculty of Dentistry fully support the application for the center of Excellent Graduate Dental Education (EDGE)

Best regards



Kristine Block Mørland
President for Student Union at the Faculty of Dentistry
Faculty of Dentistry
University of Oslo

10 May 2013

LETTER OF INTENT:

**Proposed Centres of Excellence in Higher Education,
EDGE: Excellent Dental Graduate Education**

I, the undersigned, Oddgeir Osland confirm that The Centre for the Study of Professions (SPS), intends to collaborate as an active participant in the proposed Centre of Excellence in Higher Education, led by the University of Oslo, Institute of Clinical Dentistry.

In the event of this proposal being successful, The Centre for the Study of Professions will carry out its tasks in accordance with the proposal and budget submitted for this project, and enter into a more detailed cooperation agreement if required by the funding body.



Oddgeir Osland
Director, SPS



371224

To whom it may concern

Vår referanse
13/00147-2

Dato
3. mai 2013

Letter of recommendation - Excellent Dental Graduate Education.

The Norwegian Dental Association (NDA) hereby recommends the application from the Institute of Clinical Dentistry at the University of Oslo, regarding Excellent Dental Graduate Education (EDGE).

We can confirm good cooperation between the NDA and the Institute over a number of years concerning both the general education of dentists as well as the further education of our members. The Institute has for many years contributed with lecturers to the NDAs program for further education and the NDA also has a close dialogue with the Institute regarding basic education in odontology at the Institute. In addition, the NDA delivers lectures to the Institute on ethics and practical topics related to working as a dentist. The students are also familiar with scientific articles published in the NDA's dental journal, "Tidende".

There is reason to underline strongly the positive incentive for science which the EDGE can accomplish.

The NDA considers the Institute of Clinical Dentistry as an excellent academic institution which we strongly believe will be very capable of running the project described in their EDGE-application to a very high standard.

Yours sincerely

The Norwegian Dental Association

Camilla Hansen Steinum

President