

Final Report

**“Report on the Site Visit for the Accreditation and  
Re-Accreditation Procedure  
of Academic Programs of the  
FAMA College in Pristina, Kosovo”**

Site visit on Thursday, May 25, 2017

At the College site

### **Experts Team (ET):**

- Prof. Dr. Ulrike Webersberger/ University of Innsbruck (AT)
- Prof. Dr. Markus Paulmichl/ Austrian Institute of Technology (AT)
- Prof. Dr. Milan Pol/ Masaryk University (CZ)
- Mr. Adrian Stan/ European Students Union (EU)

### **Coordinators of KAA (CKAA):**

- Prof. Dr. Blerim Rexha - State Quality Council - KAA
- Ms. Furtuna Mehmeti - Acting Director - Expert for Evaluation and Accreditation - KAA
- Mr. Shkelzen Gerxhaliu - Senior Officer for Evaluation and Monitoring - KAA
- Mr. Fisnik Gashi - Senior Officer for Evaluation and Monitoring - KAA

### **The Task:**

FAMA College in Pristina is applying for re-accreditation of *Child Care and Welfare* program and accreditation for the following programs: *Dental Laboratory Technician, Medical Laboratory Technician, Family Medicine and Palliative Care, Dentistry.*

The site visit was on the 25th of May 2017 at the College site and organized as follows:

- Meeting with management of FAMA College
- Meeting with responsible persons for the study programs (curriculum, teaching and research)
- Visiting the facilities and infrastructure
- Meeting with the teaching staff of *Child Care and Welfare* program
- Meeting with the students of *Child Care and Welfare* program
- Expert team (ET) consultation, KAA consultation
- Closing meeting with management of the institution

**Procedure:**

FAMA College applied for accreditation (A) and re-accreditation (R) of the following programs of studies:

1. Child Care and Welfare (BSc) - 100 students per year (R)
2. Senior Dental Technician (BSc) - 50 students per year (A)
3. Medical Laboratory Technician (BSc) - 50 students per year (A)
4. Family Medicine and Palliative Care (MSc) - 50 students per year (A)
5. Dentistry (Integrated Basic Studies – Doctor of Dentistry) - 50 students per year (A)

**The report is based on:**

- Self-evaluation report 2017
- Meeting with the Management of the FAMA College and discussion between the members of the institution, the expert team, and representatives of KAA
- The Code of good practice and guidelines for site visit, provided by the Kosovo Accreditation Agency
- Site visit of the facilities
- Verification of the compliance with the recommendations provided by the KAA
- Additional documents provided

## **General Remarks:**

Overall, the documentation for accreditation of the different programs was in place. However, there were some inconsistencies between the written report and the information obtained during the face to face discussions (the research plans for the Medical Laboratory Technician program offered in the self-evaluation report were written in a very general form, however, the team could convince the ET that more methodological insight than only surveys will be offered).

**In the future, it would be advisable to prepare the SER more diligently in order to avoid disturbing inconsistencies.**

For the Senior Dental Technician and Dentistry program in almost every course description the teaching methodology and evaluation methods are the same as follows:

### ***Teaching and learning methodology***

*Lectures, exercises, presentations, seminar work, group discussions, quizzes.*

### ***Evaluation methods and passing criteria:***

*Assessment exam: written, oral or combined (written and oral). Passing criteria are: active participation and interaction in class (10%); the first test (30%); participation/ presentations in: research, seminars, quizzes, case study (30%), and the second test (30%).*

The dental clinical infrastructure wasn't mentioned in the self-evaluation report (SER) at all. It is important to mention size and major purchases in detail (for example number of dental chairs, x-ray devices, laboratory places) for every program. In addition the financial budget for every study program should be presented separately including the last major expenses and the planned investments in detail.

**It makes the ET suspect, that the SER wasn't prepared properly.**

The upfront work done by the members of the KAA in cross-checking the HR requirements for the different applied courses according to Kosovarian law was tremendously helpful. By this means the ET would like to thank the KAA team for their assistance and support throughout the evaluation process and for their valuable input.

## **Laboratory Medicine Technician:**

### **(1) Academic Program and Student Management**

The management of FAMA Institution envisions the admission of 50 students per year to the program.

**After carefully examining the infrastructure, staff personnel and financial recourses, the ET suggests the admittance of NO MORE than 20 students per year.**

The allocation of ECTS points to the different mandatory classes are reasonable, however, the course of laboratory safety (now Protection in Laboratory) should be taught as a mandatory course, which the administration assured they will do!

**The diploma thesis workload should be increased from 5 (present) ECTS to a minimum of 10 ECTS!**

The in place strategy for Quality control will be constantly improved (new quality control system) in order to allow constant improvement of the teaching. The curriculum and the respective syllabi should also be regularly (yearly) visited and the management should keep track of the implemented changes. This would also allow the ET to track the development of the curriculum.

A concern is the development of the research. The Institution is advised to constantly improve the laboratory facilities in terms of infrastructure, equipment as well as the access to consumables.

### **(2) Personnel**

The ET appreciates the effort to assemble a professional team of teachers. The total staff is comprised of 10 full time PhDs, 8 part time PhDs and 20-22 assistants. According to the management, 3 full time staff members hold a PhD degree in Laboratory Medicine.

### **(3) International and National Cooperation**

FAMA Institution should seek institutionalized international collaborations at the level of staff and student education. This would increase the sustainability of building a competitive education at the local Institution. Regarding the national collaborations there are multiple contracts in act, however, all the contracts can be terminated unilaterally within 6 month, which will NOT be able to guarantee a sustained education

of a three year program! Also, there is no information on how much FAMA needs to pay the institutions for the effort they are willing to put in to the different programs.

#### **(4) Finances and Infrastructure**

The site visit was overshadowed by inconsistencies in the budget and the serious worry that INSUFFICIENT funds will be available for laboratory and clinical-based 'research' work. If substantiated, this would seriously hamper the quality of the education, as well as the continuous education of the staff!

However, in addition to the 56500.- € allocated to the three sections of the research plan, the FAMA-team assured the ET that additional 45000€ will be allocated to this three sections ((i) Blood, blood-components and their use in secondary and tertiary health care in Kosovo, (ii) How to influence the efficiency of clinic-biochemical laboratory analysis and (iii) The functioning of the system of supervision of infectious disease in Kosovo).

The one laboratory available for the chemical/biochemical/histological training of the students is equipped with well-used equipment, and, most important, safety equipment i.e. chemical hood, acid/base cabinets, emergency shower, eye-showers, etc, are missing. These safety equipment needs to be installed BEFORE the coursework starts.

The shortage of space and advanced equipment for a research laboratory, would, at the moment, only allow the education of up to 20 students. The ET appreciates the existence of this one chemical laboratory, however these alone will be insufficient for the laboratory-based education of the requested 50 students, as well as the continuous research by the staff as required for a competitive Institution at the current European level.

## **Family Medicine and Palliative care:**

### **(1) Academic Program and Student Management**

The management of FAMA Institution envisions the admission of 50 students per year to the program.

The allocation of ECTS points to the different mandatory classes are reasonable, however, the course of Pain Management should be taught as a mandatory course, which the management assured they will do!

**The diploma thesis workload should be increased from 30 (present) ECTS to a minimum of 40 ECTS!**

The in place strategy for Quality control will be constantly improved (new quality control system) in order to allow constant improvement of the teaching. The curriculum and the respective syllabi should be regularly (yearly) visited and the management should keep track of the implemented changes. This would also allow the ET to track the development of the curriculum.

A concern is the development of the research. The Institution is advised to constantly improve the laboratory facilities in terms of infrastructure, equipment as well as the access to consumables.

A master program requires a serious commitment into the research the students need to do for their thesis. Furthermore, the research needs to be done on-hand and not, as explained to the ET, as a theoretical lection.

At the moment, only surveys are planned for the thesis work! This is by no means enough to justify a master degree! The institution should elaborate on a more concise program, which is comparable to the standard in Europe.

### **(2) Personnel**

The ET appreciates the effort to assemble a professional team of teachers. The total staff is comprised of 9 full time PhDs, 5 part time PhDs and assistants. The major setback, however, is that the core disciplines i.e. communicational skills (psychology) and consulting as well as Pain management are taught by an ophthalmologist and a cardiologist resp.. The course can only be activated if enough teaching staff holding a degree in the respective teaching areas are present, which at the moment is NOT the case! The institution should undertake a serious effort to appoint properly educated staff BEFORE the program will start!

### **(3) International and National Cooperation**

FAMA Institution should seek institutionalized international collaborations at the level of staff and student education. This would increase the sustainability of building a competitive education at the local Institution. Regarding the national collaborations there are multiple contracts in act, however, all the contracts can be terminated unilaterally within 6 month, which will NOT be able to guarantee a sustained education of a two year program! Also, there is no information on how much FAMA needs to pay the institutions for the effort they are willing to put in to the different programs.

### **(4) Finances and Infrastructure**

The site visit was overshadowed by inconsistencies in the budget and the serious worry that INSUFFICIENT funds will be available for clinical-based 'research' work. If substantiated, this would seriously hamper the quality of the education, as well as the continuous education of the staff!

#### **Recommendation by the Expert Panel:**

**From the aforementioned 2 (two) programs only the one for 'Medical Laboratory Technician' can be conditionally accredited, and this only if the number of admitted students is limited to 20.**

**The accreditation should be limited to one year. The ET is aware that the accreditation period should be 3 years, however, since this one year period is critical for the implementation of important new additions to the curriculum and infrastructure (the laboratory needs to be equipped with the necessary safety equipment!) it is advised to subject the program to re-accreditation in one years! The second program i.e. 'Family Medicine and Palliative Care' should not be accredited because of multiple failure.**



## **Child Care and Welfare**

### **Introduction**

The study program Child Care and Welfare (in the self-evaluation report it is sometimes titled Children Care and Welfare – I assume the first version is the correct one) has been first time accredited at FAMA College in 2013 for one year; in 2014 it has received reaccreditation for the period 2014-2017. I was reviewing a new proposal submitted for the reaccreditation of the program now.

The evaluation has been based on the study of self-evaluation report, site visit at FAMA College and study of some other relevant materials provided both by FAMA College, and by the Kosovo Accreditation Agency (KAA). The very site visit at FAMA College took place on May 25. During the visit I had a chance to meet top management of the College; one of the three persons responsible for the very program; group of teachers involved in the program; and group of students (mostly students of the program, but also student representative of the Student union, and representatives of Alumni association and Student support center). Besides to it, during the site visit I have seen a new building of FAMA College and its equipment, including the teaching halls/rooms, library and some other facilities. This all helped me to obtain more complete picture about the program and its context. On this basis I am providing the evaluation report.

I would like to thank to the staff of FAMA College and also to the staff of the KAA for assisting me during my mission. Also, I would like to thank for the co-operation to my colleagues from the reviewers team prof. Webersberger, prof. Paulmichl, and Mr. Adrian Stan who were visiting the FAMA College at the same time with the task to evaluate some other programs of the FAMA College.

### **Academic Program and Student Management**

The program corresponds with the institution's mission statement and principles of operation. The FAMA College has an ambitious mission and the program is an ambitious step towards this end.

The main profile of the program as declared in most documents and also as evident from the curriculum is the educational one, and it is complemented by related disciplines and themes, such as psychology, sociology, ethics, arts, law, management,

and more. This can be seen as well acceptable. The main aim is to prepare graduates for the work not only in kindergartens but also in other institutions working with children of a preschool age (orphanages, for instance), but also in some other relevant organization.

The program is designed as 3-year program (6 semesters) for full-time students only. It is planned to enroll 100 students a year since now on.

Learning outcomes are in some cases well elaborated, in some other cases they stay on the level of knowledge without aspirations to reach deeper (see for instance learning outcomes of Education on Identity and Personality; Introduction to Psychology; Research Methods in Social Sciences – they all emphasize almost only the knowledge level).

ECTS are calculated well in the curriculum.

The program's curriculum has its logic and it is built with a certain internal graduation, in principle. It consists of obligatory as well as – in some extent – of some elective courses. Number of courses per semester is acceptable, student workload seems to be manageable well and the students still can have time for autonomous learning and independent work.

I have few remarks, as for the curriculum. While on the p. 35 of the self-evaluation report there are mentioned two internships for the students (4th and 6th semester), in the very curriculum there is only one (at the 6th semester). I assume one internship is the case. At the second semester the course Research Methods in Social Sciences is included – this somehow raises the expectation that more will come as for the opportunities to develop/practice research skills for the students; but except of several research projects apparently accessible to few best students there is not explicit continuation in the curriculum. Neither the final diploma work is required in the program. Psychology seems to be well embedded in the program (introduction, social psychology, developmental psychology – perhaps more explicit place for educational psychology would deserve a consideration).

Literature is mostly in Albanian language, in some other cases only in English, though. This should be improved. Library resources that are physically available in the building we have visited seem to be really scarce. The databases do not seem to be used by staff or students related to the program in focus. Some improvement has been announced as a result of the Erasmus+ program that the FAMA College has been a part of – this way, SAGE and EBSCO databases should be made available since

autumn this year, we were informed. This remains to be seen how much it will influence student and staff work with the study resources.

More sophisticated and autonomous information system supporting student learning and teachers' work is not in place so far, mostly teachers use individual different e-opportunities generally available on the internet, though (google classroom, emails etc.).

Enrolment requirements as well as conditions for examinations are clear.

Students seem to be a lively element in the program. They claimed their satisfaction with the program, mostly emphasizing the need for more practical experiences and more at least some international experience. While practical experience seems to be not only saturated by the internship at the 6<sup>th</sup> semester but also by means of various excursions etc.

*Recommendations:*

- Elaborate further learning outcomes of some disciplines (see above).
- Improve library resources.
- Consider possibilities for developing virtual learning space/system for the students/staff.

### **Staff**

Although the main profile of the program is educational one, there are not sufficiently present experts with the background of Education/Educational Sciences in the program. This mainly concerns those who are stated as experts responsible for the program. Among the three responsible persons for the program there are two psychologists (Gani Shabani; Arafat Shabani), and one expert with the background in English philology – Ismet Bujupaj). Moreover, Assoc. prof. Arafat Shabani seems to have also full-time engagement at the university at the South East European University in Skopje (see: <http://www.seeu.edu.mk/en/~a.shabani>). With regard to the rules of KAA this cannot be considered as sufficient guaranty of the program, I am afraid.

Apart from permanent staff there are also involved experts coming from the practice and this seems to be appreciated by the students.

Some staff development events are taking place every now and then, mainly done by occasionally incoming (international) experts. More systematic staff development policies are not in place, neither in relation to teaching skills development, not to research skills development.

*Recommendations:*

- Improve staffing of the program – with regard to the requirements as for the responsible of the program (see above).
- Continue and try to improve staff development activities related to teaching and research skills enhancement.

### **Research and International Cooperation**

There were described three research projects that are claimed to open up the space for some involvement of the students in the self-evaluation report. This can be appreciated, although I did not get more specific information about it during the site visit discussions.

Also, the methodological course located to the 2<sup>nd</sup> semester (Research Methods in Social Sciences) indicates the ambition to emphasis research potential of the students/graduates. This is therefore surprising that bachelor final work is not part of the curriculum.

Staff research is largely individualized and there does not seem to be a coherent and effective policy supporting more systematic research focus of the staff.

The journal published by the FAMA College in co-operation with Italian partners (first issue has come out this way) does not seem to be linked to the educational field.

International experience is practically not available to the students and this should be changed. The international experience of the staff provided by FAMA College is also rather limited. I am well aware of the visa problem of people in Kosovo and I deeply disagree with this practice, but despite to it there should be more initiative within the program to make it also international in some extent.

*Recommendations:*

- Develop clearer research plan for the staff and also for linking teaching and research.
- Improve possibilities of motilities for the students and the staff.

### **Finance and Infrastructure**

The financial plan seems to be centralized and it was not clearly broke down into specific areas of activity related to the program Child Care and Welfare (teaching, research, equipment, internationalization etc.) in the self-evaluation report. Rather, a

general sum was indicated for the program and then individual breakdown on the institutional level (not the program level) was provided.

The premises of the FAMA College that we have visited are very good and they will serve to the study program. Some other infrastructure is supportive, too. There is a Wi-Fi connection in the building. Library needs a significant improvement.

*Recommendation:*

- Specify financial plan for the program in focus and for its main areas of activity (teaching, research, internationalization, and more).

### **Quality Management**

There is basic structure and procedures as for the quality assurance at the FAMA College. The Quality Assurance Office is dealing with the quality issues and its plan and activities are clear. Main activity seems to be developed on the institutional level and it is focused on the teaching. For instance, there is a feedback procedure related to every course at FAMA College.

Particular attention deserves the List of Teacher Evaluation Indicators that is claimed to be used. It focuses on five areas (student engagement, curriculum and pedagogy, assessment for student learning, classroom environment and culture, professional collaboration and communication). It would be interesting to know more about its use, the self-evaluation report is not very specific on this.

*Recommendation:*

- Focus quality assurance also on research and internationalisation.

### **Recommendation by the Expert Panel:**

**The program is acceptably built up but it does not meet one of the basic requirements set by the KAA: staffing. In particular, it concerns those stated as experts responsible for the program – their professional background should be relevant to the profile of the program (the main profile of the program is educational), and this is not the case here. With regard to this I cannot recommend the program for reaccreditation, I am afraid.**

## **Senior Dental Technician**

### **(1) Academic Program and Student Management**

The Senior Dental Technician (SDT) program is a 3-year study program leading to a Bachelor of Science in SDT.

Table 1 shows the minimum requirements for the practical part of the SDT students. Bridges, implant crown, implant abutment, implant supported dentures, splints, Inlays and Onlays in gold and ceramic are missing-as well as an orthodontic appliance. They should be added to the mandatory requirements to cover a wider range of dental technical work. Additionally skills of computer aided design (CAD) of a crown should be demonstrated by the student.

<b>Dental technical term</b>	<b>Number</b>
Dentures (total)	5
Crowns	10
Metal-acrylic dentures	2
Dentures with attachments	2
Metal-alloy root reinforcements	4

Table 1: Minimum requirements practical work in SDT program

Courses in Chemistry and Hygiene should be added to the curriculum. Implantology shouldn't be an elective course, it should be mandatory. The course descriptions and the teaching methodology and evaluation must be rewritten because of continuing repetitions (see general remarks).

The obligatory bachelor work thesis (BSc thesis) exists and 10 ECTS are satisfactory.

## (2) Personal

At the moment 10 full time and 5 part-time academic lecturers (Dentistry, Medicine, English language and Physics) are engaged for the Senior Dental Technician program.

The core disciplines in dentistry are as follows:

- Restorative Dentistry (including Endodontics, Preventive Dentistry, Periodontics, Pediatric Dentistry, Oral Health)
- Prosthodontics
- Orthodontics and
- Oral Surgery/Maxillofacial Surgery

The employed dentists will only teach in FAMA College and have their own dental patients in their private dental office. At the moment there is no prosthodontist appointed to be full time at FAMA College Senior Dental Technician program (see Table 2).

<b>Name</b>	<b>Restorative Dentistry</b>	<b>Prosthodontics</b>	<b>Orthodontics</b>	<b>Oral Surgery / Maxillofacial Surgery</b>
Nexhmije Ajeti	x			
Ferjal Perjuci				x
Xhevdet Aliu	x			
Fatmire Shllaki	x			
Ali Gashi				x
Aida Rexhepi	x			
Agron Bytyqi				x
Rrezarta Berisha			x	

Table 2: Full time staff for the Senior Dental Technician (only dental subjects)

A full-time prosthodontist should be engaged. The ten full-time staff members of the SDT program are also engaged in the Dentistry program. The FAMA College is aware, that a full-time prosthodontist is necessary and they assure to engage a prosthodontist until the curriculum starts.

The ET suggests having a maximum number of 20 student admissions per year in the dental department due to the number of teachers and supervision expenditures in practical exercises and research (bachelor thesis) in the SDT program.

### **(3) International Cooperation and Research**

International collaborations to the following universities exist:

- State University of Bari Aldo Moro, Italy
- Albanian University of Tirana, Albania
- State University of Tetovo, Macedonia

Detailed list of publications (peer reviewed journals, textbooks, conference proceedings, abstracts) of the teaching staff for regional and international were provided in the SER and the CVs.

To ensure research projects and mentoring for the bachelor thesis of every student the estimated student number with  $n=50$  students is much too high, under the current conditions only a maximum of 20 students should be admitted.

### **(4) Finances and Infrastructure**

The theoretical teaching will be located in the auditorium with sufficient space. For the practical part FAMA College wants to separate the group into smaller groups in the dental laboratory. The dental laboratory for the students is located in the FAMA building. 15 (Students) + 1 (demonstration, teaching) lab spaces already exist. The space is sufficient for a maximum of 20 students per year, having in mind that students should perform practical lab work in all the three study years and the numbers of minimal practical requirements have to be raised, otherwise the number of lab spaces and equipment has to be increased. Additionally the lab spaces have to be shared with the dental students if they have to do dental technical lab work.

During the site visit no CAD/CAM devices (for example milling machine) were present. These very expensive devices have to be bought in the near future. Therefore a detailed expense budget should be installed, because the student fees won't cover



these expenses in the next years. During the meeting the faculty envisioned that the students don't have to buy the materials on their own, therefore another material (running cost) budget should be implemented. The budget in general should be separated to each study field and the available money in stock to cover the expenses in the next years should be disclosed.

#### **(5) Quality management**

Quality Assurance Office (QAO) is in place that coordinates the assessment plan involving all programs and administrative support to do a review of the overall performance. A 5 Teacher Evaluation Indicators were mentioned briefly during the Meeting with the management of the Institution.

## Dentistry

### (1) Academic Program and Student Management

The Dentistry Program is planned as a 5 year-study-program leading to The Doctor of Dentistry (Dr. Dent.).

The elective courses Medical English, biostatistics, Emergency medical care, microbiology of the oral cavity, physical medicine and rehabilitation in dentistry, hygiene and infection control principles, public oral health, orofacial genetics, dental hygiene, orofacial pain, dental implantology, geriatric dentistry and general esthetics in dentistry must be changed into mandatory courses.

The dental clinical part will be performed in the FAMA college building, students will be separated in smaller groups up to 8 students per teacher.

Additionally, mandatory practical exercises (dental technical lab work for example) should be taught in the first semester to check the manual dexterity of each student. This way the students get self-awareness of their skills and in case of infeasibility it is not too late to quit the program (especially from a financial point of view).

Subject	Detail	Number
<b>Tooth diseases</b>	Composite fillings	10
	Amalgam fillings	4
	Treatment of Caries profunda	5
	Root canal treatment	6
Prosthodontics	Dentures (complete or partial)	3
	Skeleton model	2

	Tooth preparation	4
	Root canal post	2
Preventive Dentistry	Cleaning soft deposits	4
	fluoridation	4
	Fissure sealing	6
Pediatric Dentistry	Composite filling	6
	Amalgam filling	4
	Caries profunda treatment	5
	Pulp amputation	2
	Root canal treatment	3
	extractions	4
Orthodontics	Appliance removable	4
	Appliance fixed	1
	Lateral x-ray analysis	2
	Analysis case	2
Oral Surgery	extractions	6

	observations	3
	Observation implant placement	1
Oral Diseases	Soft deposit cleaning	4
	Solid deposit cleaning	4
	Observation frenectomy	2
	Soft tissue management	2
	Consecutive disease	2
Maxillofacial Surgery	Observation fracture treatment	2
	observation	2
	Jaw immobilisation	2

**Table 3: Minimum requirements for the clinical part of the dentistry students**

The number of fillings, root canal treatment, extractions and dentures should be raised. The necessary changes will take more study time, for this reason the curriculum should be changed from a 5-year curriculum into a 6-year-curriculum.

Bearing in mind that FAMA is no official clinic and the students have to treat their relatives, the fulfillment of the requirements for all planned 50 students can't be guaranteed. Patients are not a renewable resource-therefore the study program at this point should be limited to 20 students per year.

A diploma thesis is mentioned in the Study program plan (page 237) in the 10th semester with 10 ECTS. The course description of the diploma thesis (SER page 313) classified the thesis leading to a Bachelor of Science (BSc.). A Bachelor thesis is not

enough for a Dentistry program and to fulfill international standards the ECTS should be raised to approx. 20-30 ECTS in order to be compatible with similar programs in the European Community.

## (2) Personal

At the moment 17 full time and 17 part-time academic lecturers (Dentistry, Medicine, Pharmacy, English language, Physics and Chemistry) are engaged for the Dentistry program.

The core disciplines in dentistry are as follows:

- Restorative Dentistry (including Endodontics, Preventive Dentistry, Periodontics, Pediatric Dentistry, Oral Health)
- Prosthodontics
- Orthodontics and
- Oral Surgery/Maxillofacial Surgery

The employed dentists will only teach in FAMA College and have their own dental patients in their private dental office. At the moment the prosthodontic department isn't covered by a full-time prosthodontist at FAMA College (see Table 2).

<b>Name</b>	<b>Restorative Dentistry</b>	<b>Prosthodontics</b>	<b>Orthodontics</b>	<b>Oral Surgery / Maxillofacial Surgery</b>
Aida Rexhepi	x			
Xhevdet Aliu	x			
Ali Gashi				x
Ferjal Perjuci				x
Fatmire Shllaki	x			
Nexhmije Ajeti	x			
Rrezarta Berisha			x	

Agron Bytyqi				x
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**Table 4: Full time staff for the Doctor of Stomatology (only dental subjects)**

Every dental discipline must be covered by a full-time dentist being present who is responsible for the treatment of the student and present the whole time during dental clinic treatment for supervisory responsibilities. The FAMA College is aware, that a full-time prosthodontist is necessary and they assure to engage a prosthodontist until the curriculum starts.

A career or teaching development plan is not in place yet.

It is planned to have one dental assistant per student group (8 students)

The ET suggests having a maximum number of 20 student admissions per year in the dental department due to the number of teachers and supervision expenditures in clinic and research in the dentistry program.

### **(3) International Cooperation and Research**

International collaborations to the following universities exist:

- State University of Bari Aldo Moro, Italy
- Albanian University of Tirana, Albania
- State University of Tetovo, Macedonia

Detailed list of publications (peer reviewed journals, textbooks, conference proceedings, abstracts) of the teaching staff for regional and international were provided in the SER and the CVs.

To ensure research projects and mentoring for the diploma thesis of every student the estimated student number with n=50 students is much too high, under the current conditions only a maximum of 20 students should be admitted.

### **(4) Finances and Infrastructure**

The dental clinical part will be performed at the FAMA College building. Already 25 new dental chairs were bought (45 for each dental division). It is planned, that the students will treat their relatives for free, all costs will be covered be FAMA College.

At the moment only periapical x-rays and bite-wing-x-rays can be run. A panoramic x-ray machine is not in place. The patients have to be transferred to a closed radiology center to get radiographs that show the entire mouth on a single x-ray.

A panoramic x-ray must be installed before the clinical patient treatment starts. The device should be digital to educate the students with digital radiology techniques.

The number of chairs is now suitable for 20 students, if the students number should be raised much more investments concerning infrastructure (space, chairs) must be performed.

A granted fund should be established to finance future investments (for example for the digital panoramic x-ray, material for patient treatment). The budget in general should be separated to each study field and the available money in stock to cover the expenses in the next years should be disclosed.

#### **(5) Quality management**

Quality Assurance Office (QAO) is in place that coordinates the assessment plan involving all programs and administrative support to do a review of the overall performance. A 5 Teacher Evaluation Indicators were mentioned briefly during the Meeting with the management of the Institution.

#### **Recommendation by the Expert Panel:**

**The programs Senior Dental Technician and Dentistry can only be accredited with certain restrictions. The number of students in both study programs must be limited to 20.**

**The accreditation should be limited for one year. The ET is aware that the accreditation period should be 3 years, however, since this one year period is critical for the implementation of important new additions and changes to the curriculum and infrastructure (Senior dental technician: CAD/CAM equipment and software, curriculum changes and SER preparation, raise number of requirements; Dentistry: change into a 6-year study program, diploma thesis with 20-30 ECTS!, serious preparation of SER and course descriptions!!) it is advised to subject the program to re-accreditation in one year!**