



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

***UBT COLLEGE,
DENTAL TECHNICIAN PROGRAM***

ACCREDITATION

REPORT OF THE EXPERT TEAM

27th of April 2021, Timisoara



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1. INTRODUCTION

1.1. Context

Date of site visit: 19th of April 2021, on-line

Expert Team (ET) members:

- *Assist. Prof. Dr. Adrian Tudor Stan - University of Medicine and Pharmacy “Victor Babes”, Timișoara*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Naim Gashi, Executive Director of KAA*
- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*
- *Leona Kovaci, Senior Officer for Evaluation and Monitoring*
- *Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring*

Sources of information for the Report:

- *Self-evaluation report for “Dental Technician” program, UBT College*
- *KAA Accreditation Manual*
- *Staff CVs*
- *Syllabi*
- *UBT College Policies, Memorandums and other internal regulations*
- *The discussions and interviews during the on-line visit*
- *Additional documents, pictures and videos received*

Criteria used for program evaluation:

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA*



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1.2. Site visit schedule

19th March

09.00 – 09.40 Meeting with the management of the faculty where the program is integrated (no slide presentation is allowed, the meeting is intended as a free discussion)

09.45 – 10:30 Meeting with quality assurance representatives and administrative staff

10.35 – 11.35 Meeting with the heads of the study program

11:35 – 12:10 Lunch break (to be provided within the faculty premises)

12.10 – 12:50 Meeting with teaching staff

12.55 – 13.35 Meeting with employers of graduates

13.35 – 13.50 Internal meeting between expert team and KAA

13.50 – 14.00 Closing meeting with the management of the faculty



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1.3. A brief overview of the institution and program under evaluation

UBT has started as a higher education institution in 2004. It was built on the prior experience of the Institute of Enterprise Engineering and Management (IEME), which started back in 2001. UBT is based in Prishtina, Kosovo, with its main campus in Prishtina. It has also recently started and completed the first phase of a new and modern campus on the outskirts of Prishtina.

UBT's aims are to implement an integrated strategy to establish itself as an internationally competitive, research-intensive university, committed to the transfer of knowledge and the provision of a world-class education and service. UBT considers itself to be a leading contributor to the growth, and strategic development of the Kosovo region, and will serve its population by preparing and providing leaders for the 21st century with a global outlook and the skills needed for educational, social, economic, political, environmental and cultural advancement.

UBT offers quite a wide range of programs at undergraduate and graduate level. The programs are operated within the following departments: Management, Business and Economics; Computer Science and Engineering; Information Systems; Law; Political Science; Communication and Media, Civil Engineering and Infrastructure; Architecture and Spatial Planning, Food Science and Technology, BA Nursing, Integrated Design, Integrated Studies in Stomatology and Integrated Studies in Pharmacy.

UBT is certified according ISO 9001 Quality Management Systems, since 2007.

Under the UBT umbrella the Integrated Studies in Stomatology has been accredited in 2017, with a re-accreditation procedure of the same program taking place in 2019.

The Department of Dentistry of UBT College is proposing for accreditation a new study program - Dental Technician, with 180 ECTS over the course of 3 years.



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of dental technician program is in compliance with the overall mission of UBT College, which is to contribute to higher education through adapted and improved curricula, based and harmonised with the best practices in the European higher education area, distinct educational philosophy, research and services to the community. In terms of teaching, the program aims to offer an adequate curricula for the study of future trends and developments in the profession of dental technician, transfer knowledge and ensure quality teaching in cooperation with international partners, combine global teaching perspectives. In terms of research, the dental faculty aims to improve research through participation in research and development projects and improvement of laboratories, advance scientific research, implement joint research projects in cooperation with international partners, and promote continuous scientific and academic development among its staff.

Discussions from the assessment visit and prior reports indicate that Kosovo would need at least 500 hundred more dental technicians in order to accomplish the regional and EU average for this profession. The demand for dental technician expertise in the public sector has increased steadily in the past years and at the moment dental technicians are being trained in professional high schools, with a lack of future diploma recognition. In this regard, the dental technician study program proposed for accreditation is in demand not only from a market needs point of view, but also to comply with legislation.

At the moment the 4th generation of dental medicine students has been enrolled and developing other related study programs like dental technician came naturally for UBT College.

Regarding Standard 1.3, didactic and research concepts are only partially present in the study program. Didactic concept is not perceived as the “well-defined concept” as it is defined in SWOT and the term “research” is not even mentioned in the SAR – Standard 1.3. In terms of teaching and learning (including skills), the principles of didactics are partially present in curriculum. “Didactic” as a concept is not present in curriculum, as well as the references towards more didactic tools and concepts, while the used teaching and learning methods are all the same in all subjects. The study programs can be enriched with more relevant and subject oriented didactic tools.

On UBT College website (<https://www.ubt-uni.net/en>) there is a tab on “research & innovation” with general statements on research activities and mission, but the output on

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publication and journals has not been updated, with the last link provided been from 2016 and a list of all research publications in international scientific journalists, books, policy analysis and other inputs (<http://riims.ubt-uni.net/>) not being publicly available. The same applies in other sections which lack recent updates.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		X
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

Compliance level: Substantially compliant



ET recommendations:

1. More attention should be dedicated to the didactics concept, with developing and introducing more specific and diversified tools and related concepts for all subjects (like learning by doing, formative assessment, experiments etc.)
2. A closer approach to integration of research at program level and strengthening the linkages between teaching and research
3. Redefining the study program research concept in relation with the dental technicians profession
4. Website - <https://www.ubt-uni.net/en/home/> is recommended to be updated regularly.
5. Ensure that student voice is heard and has weight in all relevant decision making processes

2.2. Quality management

The bodies responsible for quality assurance at institutional level are: The Governing Body, President, Academic Council, Quality Assurance Committee, Quality Manager, Heads of Faculties and Departments, Faculty Councils, Academic Staff and Students. The Faculty Quality Assurance Manual is based on UBT Quality Manual. The Faculty has a designated Quality Assurance Officer and Quality Assurance Sub-Committee that work in conjunction with UBT Quality Assurance Committee and Quality Manager. The Faculty Quality Assurance Sub-Committee is composed of three members and includes a teaching staff representative, administrative staff representative and a student representative.

The quality assurance representatives at faculty level are making sure that all processes and UBT procedures are in line with the faculty policies and they are developing policies for the dental programs. Their role is to oversee the quality assurance processes and that the management is applying them thoroughly.

Students are informed about syllabuses and talked to at the beginning of each semester and subject how they are going to be evaluated and what they are going to be taught. Students fill an online survey regarding their satisfaction with the course, course professor, and their overall education experience.



The on-line visit included some discussions and observations on various issues. For instance, when asked about the *quality culture* of the faculty at different meetings the responses were inconclusive as there is not yet a set of shared, accepted, and integrated patterns of quality to be found at the faculty level. To some, meeting minimum compliance requirements is regarded as a direct quality indicator. This statement is true to some extent, but UBT with their large prior institutional experience should strive to move from compliance to enhancement. The QA team should strive to define and outline the faculty’s values and ensure a proper training of the academic staff regarding the overall quality and quality culture. Prof. Dugagjin Sokoli seemed to be an expert in the quality assurance field, quality of teaching, with a vast higher education experience and should be viewed as an important asset to further developing all study programs at the dental faculty.

In relation with Standard 2.5, stakeholder engagement as written in the SAR could not be identified, as three out of five designated persons to attend the meeting were absent and the two stakeholders present could not be viewed in this regard, as real support and input was also absent unfortunately.

The quality assurance team should check the intended learning outcomes and ensure that all syllabus meet a minimum standard, with the full course/lecture description integrated.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	



Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		X
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		X
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Substantially compliant

ET recommendations:

1. Make sure that the members of QA team provide double checks of the programs syllabus to make sure that it is correct in terms of quality and numbers
2. Ensure a regular communication between academic staff and heads of faculty about recent developments
3. Develop a quality culture that engages the entire university community, including students, and recognises their contribution



2.3. Academic staff

The total number of academic staff proposed for dental technician study program is 21, all of them employed full-time, with tenure. Out of all of them, 15 have a PhD degree and one is a PhD candidate. Staff meets the legal requirements in the Administrative Instruction and is in full conformity with the provisions. The UBT calculated staff-student ratio (1:5 for an intended admission of 100 students in the first year) can be misleading as the ratio should be forecast for all 3 years of the dental technician program. Moreover, the academic staff is also shared with the dental medicine program. The number of faculty positions must be sufficient and calculated appropriately to implement the program's goals and objectives. Student contact hour loads should allow sufficient time for class preparation, student evaluation, counselling etc.

Most feedback is collected from the students. There is a level 1 student evaluation; level 2 peer to peer evaluation; level 3 management evaluation (which takes into consideration level 1 and level 2). There was noted a peer to peer review resistance which can be sometimes viewed as normal in top down approaches, but nonetheless a lacking aspect which should further be enforced. Furthermore, the self-assessment and peer review may lack self-criticism in academics.

In regard to the quality of learning materials, at the moment there are no recommended books in the curriculum in Albanian language, while the study program will be taught and students will be assessed in their mother tongue. The academic staff is required to constantly translate and update the Moodle platform with information on the subject. While English language is widely known by younger generations, this should not be regarded as a general rule. The faculty is commended by the internationally known and recognized recommended bibliography. Upon request, additional titles of books were provided in Albanian language after the on-line evaluation visit.

Academic staff undergo a 2 week training for teaching and pedagogical skills at an internal institute (IDEAA). While it's a good focus on different and diverse topics implemented, such a short training can provide a lack of measurable improvement in didactic skills and, eventually, in the academic skills among students. The academic staff would prefer to maintain this status quo, with a top-down approach much needed in implementing, based on national and international recommendations, longer didactic qualification measures.



<i>Standard</i>	<i>Compliance</i>	
	<i>YES</i>	<i>NO</i>
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	X	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X



Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Substantially compliant

ET recommendations:

1. An emphasis on real peer review, not only student evaluation
2. Nominate and train staff who can take the lead on developing local Albanian manuals and new teaching resources
3. The number of faculty positions must be sufficient and appropriately calculated to implement the program's goals and objectives
4. Implement a longer pedagogical skills training for each academic staff

2.4. Educational process content

A variety of subjects, didactic concept and teaching methods employed across the program are designed to meet the expected program learning outcomes. Subject learning outcomes are designed to contribute to the attainment of overall program outcomes. The program totals 180



ECTS, which are structured into 6 semesters. The studies of dental technician results in the academic title of Dental Technician. The studies last 3 years and include 1,050 hours of theory and 1,260 hours of practice. The curriculum contains a well-structured four categories course: (1) Basic subjects, (2) General Medicine subject, (3) Dental subjects, and (4) General Formation subjects.

Each course should have had a detailed syllabus as stated in the SAR, which is more detailed than a course program and describes topics to be covered during the course – objectives, subject content for each week, organization of work, requirements for seminar and individual work, gives a list of required and recommended reading and sets of attendance and specific assessment rules. The full course/lecture description is missing in every subject. Upon request, the lectures description was provided after the on-line assessment visit.

All assessments mechanisms were validated internally during the initial subject development. The Dean and Vice-Dean for Teaching are responsible for ensuring that each subject makes an appropriate amount of time available for assessment and verification activities based on an evaluation of the assessment and verification requirements of each subject.

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	



Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.		X
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	n.a.	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	



Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

Compliance level: Substantially compliant

ET recommendations:

1. Remaking and integrating the full course description on each subject
2. Increase awareness about the concept of student-centred learning and ensure that internal quality assurance systems supports implementations of SCL, monitor its application, and share of best practices
3. Ensure that all assessment instruments and criteria are closely linked to expected learning outcomes

2.5. Students

The students' admission is regulated by the Faculty Council Regulation on Admission. All applicants who have completed lower and upper secondary school have the right to enrol in this undergraduate degree for obtaining the academic title of a dental technician. A candidate seeking admission for the dental technicians' study program must have passed the high school



national examination, with Physics, Chemistry, Biology and English being key requirements. Successful applicants should have achieved 40% or higher national Matura examination in these subjects.

Future group dimension could not be determined in order to ensure an effective and interactive teaching and learning process, as the standard states.

Insufficient knowledge of foreign languages, especially English (although knowing it is a criteria to be admitted at UBT), by futures students can be a threat and should be intercepted by providing the professional English language course from the first semester.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.		X
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	



Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	X	
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Substantially compliant

ET recommendations:

1. Provide professional English language course from the first semester in the curriculum

2.6. Research

Research development seems to be a strategic priority for the college. UBT's own aims are to implement an integrated strategy to establish itself as an internationally competitive, research-intensive university, committed to the transfer of knowledge and the provision of a world-class education and service.

The Dental Technician research plan is part of the UBT institutional research strategy. It should be integrated in the already existing research strategy of the Dental Faculty overall, with an over-arching concept. Insufficient research funding and research support services could be



noticed, with unclear principles of ensuring financial stability of the dental faculty research strategic plan.

The impressions about the research linked to practices and projects was not at the level expectations, in view of the list with the research publications provided in the annexes that showed minimum and old publications. Part of the academic staff have previously published in the topic within their teaching activity, with no other international publication appearing since 2018. There are however locally published conference papers at the annually UBT conference.

On UBT College website (<https://www.ubt-uni.net/en>) there is a tab on “research & innovation” with general statements on research activities and mission, but the output on publication and journals has not been updated, with the last link provided been from 2016 and a list of all research publications in international scientific journals, books, policy analysis and other inputs (<http://riims.ubt-uni.net/>) not being publicly available.

Academic staff publish seldom under different institution names, not UBT College where they are affiliated to as full-time staff. For example the paper *Antibacterial Effect of Gaseous Ozone in Infected Root Canal. In Vivo Study* by Nexhmije Ajeti was published under the Medical Faculty – Prishtina University; *The correlation between direction and amount of retrusive movement and condyle position and joint space* by Burim Kiseri has its affiliation to a private practice; *Carotid IM-GSM is better than IMT for identifying patients with multiple arterial disease - Scandinavian Cardiovascular Journal - Scand Cardiovasc J. 2018 Feb 6:1-7* by Pranvera Ibrahim has an affiliation at the Department of Public Health and Clinical Medicine, Umeå University, Umeå, Sweden and the list can continue.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X



<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.		X
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.		X
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities	X	



Compliance level: Partially compliant

ET recommendations:

1. Academics should be encouraged and supported in research and publishing under the UBT College's name. Ensure that all individual academics have a genuine possibility to engage in research
2. Consider strengthening research capacity by purposeful collaboration and diversified sources of funding
3. Expansion to a multidisciplinary research with the involvement of the academics from other departments
4. Ensure a balance between strategic research priority areas and research arising from individual interests
5. Establishing a systematic data compilation for all research outputs would allow the university to track the development of its research activities and establish targeted support measures for priority areas or areas that require further improvement

2.7. Infrastructure and resources

The premises of the Dental Technician are situated in the UBT Innovation Campus Lipjan. The institution operates in a medium-size modern facility build in 2017. The Faculty premises includes 4 four auditoriums and 9 smaller seminar rooms and 18 polyclinics. In addition, it has designated office space for staff and student. The study program will share its premises with the stomatology ones and also have 5 specifically designated classrooms.

At the moment in the curriculum there are no recommended books in Albanian language, while the study program will be taught and students will be assessed in their mother tongue. The faculty is commended by the internationally known and recognized recommended bibliography and should strive to develop specialty books in the native language.



<i>Standard</i>	Compliance	
	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	



Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		X
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs	X	

Compliance level: Substantially compliant

ET recommendations:

1. Include in the syllabi Albanian books and incentivize the academic staff in writing them on the long term

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The site visit left a positive impression about the friendly academic and non-academic staff and their overall strive to improve the study program.



Standard	Compliance Level
Mission, objectives and administration	Substantially compliant
Quality management	Substantially compliant
Academic Staff	Substantially compliant
Educational Process Content	Substantially compliant
Students	Substantially compliant
Research	Partially compliant
Infrastructure and resources	Substantially compliant
Overall Compliance	Substantially compliant

In conclusion, the Expert Team considers that the study program Dental Technician, offered by UBT College is **Substantially compliant** with the standards included in the KAA Accreditation manual and, therefore, recommends **to accredit** the study program for a duration of **3 years** with a number of **40** students to be enrolled in the program.



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4. APPENDICES *(if available)*

none

Expert Team

Chair

(Signature)

Assist. Prof. Dr. Adrian Tudor Stan

(Print Name)

27.04.2021

(Date)