



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

***UNIVERSUM COLLEGE***  
***DENTAL HYGIENE, BA Professional***

***ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*2<sup>nd</sup> of April 2021, Kosovo*



## TABLE OF CONTENTS

### Contents

TABLE OF CONTENTS.....	2
1. INTRODUCTION.....	3
1.1. Context.....	3
1.2. Site visit schedule.....	4
1.3. A brief overview of the institution and program under evaluation.....	5
2. PROGRAM EVALUATION.....	6
2.1. Mission, objectives and administration.....	6
2.2. Quality management.....	8
2.3. Academic staff.....	10
2.4. Educational process content.....	12
2.5. Students.....	16
2.6. Research.....	18
2.7. Infrastructure and resources.....	20
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET.....	22
4. APPENDICES ( <i>if available</i> ).....	24



## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 30<sup>th</sup> of March 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 Hygiene” programme, Universum College, January 2021*
- *KAA Accreditation Manual*
- *Staff CVs*
- *Syllabi*
- *Universum College Policies, Memorandums and other internal regulations*
- *The discussions and interviews during the on-line visit*
- *Additional documents received*

**Criteria used for program evaluation:**

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



## 1.2. Site visit schedule

### 30<sup>th</sup> March

<b>09.00 – 09.40</b>	Meeting with the management of the faculty where the programme is integrated ( <i>no slide presentation is allowed, the meeting is intended as a free discussion</i> ) – Joint session
<b>09.45 – 10:30</b>	Meeting with quality assurance representatives and administrative staff - Joint session
<b>10:30 – 11:15</b>	Lunch break
<b>11:15 – 12:15</b>	Meeting with the heads of the study programme  Dental Hygiene, BA Professional - Separate session
<b>12:20 – 13:00</b>	Meeting with teaching staff – Separate session
<b>13:05 – 13:45</b>	Meeting with employers of graduates and external stakeholders – Separate session
<b>13.50 – 14:00</b>	Internal meeting of KAA staff and experts – Joint session
<b>14:00 – 14:10</b>	Closing meeting with the management of the faculty and program – Joint session



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

Universum College was established as a private institution in 2004, in Prishtina, the capital city of Kosovo, and in Ferizaj. It started with Business and Technology study programmes and later developed and added others such as Computer Science, German Language, Political Science, Management, Diplomacy etc. Universum College throughout the years has developed and advanced a strategy that aims at increasing its structures. It strives and aims for excellence in fulfilling its central and primary purposes of teaching, scholarship, and research and places emphasis on the quality of teaching. According to its website its mission is to provide high quality and affordable educational services to Kosovar, regional and international students.

The college is one of the most internationalized higher education institution in Kosovo, establishing cooperation with many educational institutions in the world.

The Strategic Plan (2018 – 2022) is focused on 5 main components:

- I. Students and Learning at the Centre
- II. Internationalization
- III. Quality Improvement
- IV. Innovation and Entrepreneurship
- V. Digital Transformation

The Department of Health of Universum College is proposing for accreditation a new programme of study - Professional Bachelor in Dental Hygiene, a III years programme and with a maximum number of 100 students.

The proposed programme aims to provide a high intellectual challenging Dental Hygiene education, that based on utilizing appropriate, modern and advanced methods of teaching and learning will provide knowledgeable, competent and skilled dental hygienists, who are able to apply new advanced methods of prevention and assessments of oral health to meet the current and future society needs.

The Dental Hygiene programme is committed to educating dental health professionals who can function as members of the dental health team and who can provide oral health care in today's changing world. It intends to provide basic knowledge and understanding of the sciences related to the branch – biomedicine, general-clinical medicine and dentistry – in order to understand physiological and pathological conditions related to dentistry. Furthermore it provides knowledge and understanding of modern health care approaches and techniques in dentistry, as well as organization of a dental practice, understanding of professional and ethical responsibility securing oral health care for each patient individually and inhabitants in general.



## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

The general mission of the Universum College is stated to be “support for the students to become good citizens, successful and broad-minded leaders and thrive in the Revolution 4.0, the digital and globalized era”. The targeted objectives to achieve high quality, affordable and accessible education, an internationalization continuous development, personal and social growth and incorporate digital tools of teaching and assessment.

The specific mission for the Dental Hygiene programme is consistent with the Universum College position and it’s grounded in its mission of continuous improvement in the quality of teaching and academic programs.

The administrative structure is well organized and procedural and academic issues are regulated by formal policies, guidelines and regulations.

Efforts to adhere to mission statement is clearly visible, however research is still lagging as it contains very general statements in the self-assessment report. The research concept is not well defined and research activity lacks overall. This should be viewed in a broader nationwide context where research activities lack sufficient funding and accessing structural funds is burdensome.

There are formal policies, guidelines and regulations in place, but could not be found publicly on the college’s website.

There should be stressed out that at the current moment there no other dental hygienist programmes running in the country and the market need for such graduates is increasing.

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. A closer approach to integration of research at the programme level and strengthening the linkages between teaching and research.*
- 2. Specific funds allocated and internal grants policies and methodologies for research projects*
- 3. Website (<https://www.universum-ks.org/en/home/>) is recommended to be updated and presented with regularly updated information, especially the dental hygiene programme subsection regarding policies, guidelines and regulations*



## 2.2. Quality management

As stated, quality management is an integral part of Universum College strategy toward its goal of achieving long-term academic objectives.

At the end of each semester students fill an online survey regarding their satisfaction with the course, course professor, and their overall education experience. The most important issues to be addressed are discussed during the lectures as stated in the interviews, thus ensuring that the feedback loop is being closed.

Unfortunately, there are no reports on how the public or university members are informed about quality assurance policies and outputs, as the website lacks also this information.

The college has a policy that no academic staff can use one single method of student assessment and that at least two methods are used with an inclination for the practical aspect, which can be viewed as a positive aspect; however, this response was received when asked about checking with the quality measurement tools that the intended learning outcomes are being met.

The quality assurance team should check the intended learning outcomes and ensure that all syllabus meet a minimum standard, with the course/lecture description integrated. This was an issue also noted in the joint session for other study programmes as well.

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	

8





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. Publication of evaluation results from the general surveys on the college's website and a summarization of those results to the public*
- 2. Ensure the feedback loop is being closed by addressing the raised issues and making clear what has changed due to the evaluation results*
- 3. Engage proper quality management tools to check and make sure the learning outcomes are being met*
- 4. Make sure that the members of QA team provide double checks of the programmes syllabus to make sure that it is correct in terms of quality and numbers*



### 2.3. Academic staff

The total number of academic staff proposed for dental hygienists is 13, with 3 staff being employed part-time, the others full-time. The full-time academic staff proportion is 77% and the class coverage by full time staff accounts more than 88%. They were all employed a year prior in preparing for the current accreditation procedure.

Whilst there is no academic staff with a PhD degree and because of this the maximum academic title is *lecturer*, the legal requirement for professional bachelors accreditation state that an experience of 5 years or more in the dentistry field is needed and the teaching staff has plenty of. Even though there are two PhD candidates, more staff should be strongly encouraged to pursue this pathway.

Out of the 13 academic staff, 6 of them have a dental degree and most of them are specialized in orthodontics. In hiring further staff, more diverse dentistry specialisations should be achieved, such as prosthodontics, endodontics, periodontics etc. for students to get a full and complete knowledge on current dental procedures (eg. a pedodontist can help students also in psychological managing of paediatrics patients; a periodontist has extensive knowledge on biofilm formation and how to eliminate it properly)

The faculty to student ratios must be sufficient to ensure the development of competence and ensure the health and safety of the public. In preclinical, clinical and radiographic clinical and laboratory sessions, there must not be less than one faculty for every five students. The maximum number of admitted students should be viewed in this regard.

<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. *Staff should be strongly encouraged to pursue a PhD and the PhD candidates supported in their research and thesis defending*
2. *A more diverse range of specialisations in academic staff (prosthodontists, endodontists, periodontists, paediatric dentists etc.)*
3. *Nominate staff who can take lead on developing local Albanian manuals and new teaching resources*
4. *Ensure one academic staff for every five students*

**2.4. Educational process content**

Universum College is committed to provide a high quality programme in Dental Hygiene, being the first in the region, matching the employment needs of the market and community. The proposed programme is in line with the “European Strategy 2020” (Com2010), “New Skills Agenda for Europe” (Com2015/196), and the “Education Policies in Europe and beyond” (EU 2017/29000). The programme curricula is adapted and contextualized, extracting the base courses from different schools of Dental Hygiene in Europe and beyond, including: University of Gothenburg, Klaipeda State University of Applied Sciences, Eastern International College, University of Tennessee and University of New Mexico in USA. This mixture can prove itself to be burdensome; when developing further the curriculum fewer European framework schools should be addressed and brought into local context.

According to the National Qualification Framework (p. 20), learning outcomes are to be specified in three categories – as *knowledge*, *skills* and *competence*. These categories are to be translated and listed in at least 7 learning outcomes for the study program under evaluation (Standard 4.3 of KAA). Syllabuses do not reflect these issues of educational process content related to the most important issues like learning outcomes, qualification objectives,



competences and skills. Moreover, the full course description/syllabuses of each subject is missing.

Clinical hours/internships are an important part of the developing skills and for the student being fit for practice. It focuses on developing the cognitive, affective and psychomotor skills necessary for the delivery of preventive, educational and therapeutic services to the public. According to the curriculum it appears only in the last semester of the 3<sup>rd</sup> year. The clinical hours should be divided and harmonized in the last semester of each year, thus ensuring a gradual learning curve and a better assessment of student progress in achieving the intended learning outcomes and skills. The number of hours devoted to clinical practice time should increase as the students' progress toward the attainment of clinical competence. The preclinical course should have at least six hours of clinical practice per week. As the first-year students begin providing dental hygiene services for patients, each student should be scheduled for at least eight to twelve hours of clinical practice time per week.

When asked about any cooperation with dental clinics and if there are any signed agreements with institutions/clinics for dental hygienists clinical hours practice, the interviewees responded that they exist, but no physical document was seen or received. They might exist or have been discussed only orally with stakeholders involved.

The dental hygiene programme must have established mechanisms to ensure a sufficient number of patient experiences that afford all students the opportunity to achieve stated competencies. A system should be developed and implemented to categorize patients according to difficulty level and oral health/disease status. This system should be used to monitor students' patient care experiences.

The number of ECTS credits for the study programme is stated to be 180 (SER – page 3), and in other cases appears to be 182 (SER – page 37). From the discussions the 2 extra credits are given for *study skills* (a mandatory subject helping students in time management, how to work in groups, effectively read textbooks etc).

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,	X	



contributing to the civil society and of developing the students' personality.		
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. Remake the syllabuses with qualification objectives, competences, skills and full course description on each subject*
- 2. Consider introducing clinical hour practice at the end of every year or in the last semester of each year as stated above*
- 3. Signed cooperation agreements with private clinics and regional/national hospitals with dentistry departments for clinical practice hours*





4. *Have established mechanisms to ensure a sufficient number of patient experiences, that all students have the opportunity to achieve stated competencies*

## 2.5. Students

As the current assessment it's an accreditation procedure, the programme doesn't have any enrolled students, but from the discussions with the management of the institution and quality assurance representatives and administrative staff the standards are in compliance.

The normal minimum entry requirements for a candidate to be eligible for admission to the College's programme are set out in the General Entry Requirements. However, the absolute minimum criteria for a student to be admitted to this academic programme, is that all students are expected to have successfully completed high school and have passed the national test (matura).

Student's transfer in this program is regulated by provisions of the policy on transfer of students, which is in full compliance with the higher education law of the Republic of Kosovo. The transfer is enabled only if the previous academic program is relevant, includes courses of similar nature and the relevant courses are acknowledged by the respective academic staff in consultancy hours dedicated to current, incoming and transfer students. As there are current no similar programmes in the country, no transfers could be possible, but the college having a big focus on internationalization, students could go on an international exchange mobility.

Students' rights are strictly protected and their right to appeal for any academic or administrative process is highly promoted and encouraged.

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:** Fully compliant



**ET recommendations:**

1. –

**2.6. Research**

The colleges describes itself as not a research intensive institution, but it sees itself as a teaching institution with well-developed taught degrees, this not meaning that research takes a second place.

With the reference to SER, the lack of government funding for scientific research and the deficit of financial resources for research projects remain the key problems at institutional level. The development plan includes the budget with projections for money allocation in publications, training, workshops, seminars, development projects, cooperation and conferences as well as the coverage for research expenditures, but no such opportunities have been accessed by the academic staff yet.

The whole research aspect can be viewed as one of the main challenges faced by higher education institutions in the country. Kosovo is ranked last in the Balkans for the amount of research produced, and the struggle does not seem to have a solution only at an institutional level. This challenge has its origins in the quality of PhDs being produced in Kosovo. The characteristics of the PhDs have changed, where the profession is not seen as an opportunity to contribute academically, but rather as a financial gain because of the abundance of opportunities given.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<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 6.8.</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 6.9.</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 6.10.</i> Students are engaged in research projects and other activities	X	



**Compliance level:** Partially compliant

**ET recommendations:**

1. *Activate the work of the research centre with the defined roles and responsibilities for staff and students*
2. *Awareness campaign organised about research possibilities and the conditions under which the academic staff will be involved*
3. *Specific funds allocated and internal grants offered for dental hygienist programme*
4. *Expansion to a multidisciplinary research with the involvement of the academics from other departments*
5. *Involvement and encouragement of students within research projects*

**2.7. Infrastructure and resources**

Universum College continuously invests in increasing its capacities and facilities. For the proposed study programme more than 100.000 € have been invested so far. For dental hygiene, the college is sought to create spaces students need to practice, research, engage, learn, and succeed.

The program should employ sufficient faculty and for the proposed number of 100 students 13 academic staff might find it difficult to manage, purchase and maintain equipment, procure supplies, reference material and teaching aids as reflected in annual budget appropriations. Financial allocations should ensure that the program will be in a competitive position to recruit and retain qualified faculty. Annual appropriations should provide for innovations and changes, including technological advances, necessary to reflect current concepts of education in the discipline.

The dental hygiene facilities must include the following - sufficient clinical facility with clinical stations for students including conveniently located hand washing sinks and view boxes and/or computer monitors; a working space for the patient's record adjacent to units; functional, modern equipment; an area that accommodates a full range of operator movement and opportunity for proper instructor supervision.



The syllabuses recommend only foreign literature, with the local Albanian books missing at all. Most of the academic staff help students learn by sharing power point presentations, translating and compiling different chapters from international book to make them accessible.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
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	



<p>Standard 7.5. The education institution’s libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>		X
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs</p>	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Include in the syllabi Albanian books and help the academic staff in writing them*
2. *Hiring more academic staff to assure sustainability of the programme in the following years*

**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 programme.



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

In conclusion, the Expert Team considers that the study program Dental Hygiene, BA Professional offered by Universum 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 **65** students to be enrolled in the program.



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

#### 4. APPENDICES *(if available)*

*none*

#### Expert Team

**Chair**

(Signature)

**Assist. Prof. Dr. Adrian Tudor Stan**

(Print Name)

**02.04.2021**

(Date)