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



AAB COLLEGE DENTISTRY

REACCREDITATION

REPORT OF THE EXPERT TEAM

8th of April, Prishtina/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	6
2. PROGRAM EVALUATION	6
2.1. Mission, objectives and administration	6
2.2. Quality management	9
2.3. Academic staff.....	13
2.4. Educational process content	16
2.5. Students	19
2.6. Research	21
2.7. Infrastructure and resources	24
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET	26



1. INTRODUCTION

1.1. Context

Date of site visit: March 18, 2022

Expert Team (ET) members:

- *Dr. Joke Denekens*
- *Dr. Adrian Tudor Stan*
- *Marko Komšo, PhD Student*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Ilirjane Ademaj Ahmeti, KAA Officer*
- *Flamur Abazaj, KAA Officer*

Sources of information for the Report:

- Self-evaluation report for Dentistry, AAB College
- KAA Accreditation Manual
- Staff CVs
- Syllabi
- AAB College's policies, regulations, strategic plan, code of ethics
- 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

Program Re-accreditation Procedure at AAB College	
Program:	Dentistry, Dr. Dent., 360 ECTS (Re Accreditation)
Online site visit on:	March 18, 2022
Expert Team:	Dr. Joke Denekens Dr. Adrian Stan Marko Komšo, PhD Student
Coordinators of the KAA:	Ilirjane Ademaj Ahmeti, KAA Officer Flamur Abazaj, KAA Officer

Site Visit Program

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the program is integrated	<ul style="list-style-type: none">- Shemsedin Vehapi, Vice Rector for Teaching- Astrit Kuci, Dean of the Faculty- Nora Gashi, Faculty Coordinator
09.50 – 10.35	Meeting with quality assurance representatives and administrative staff	<ul style="list-style-type: none">- Furtuna Mehmeti, Head of the QAO- Bleron Azizi, Faculty QA coordinator- Zija Rexhepi, Vice Rector for Communication and Innovation- Nusret Bilallaj, Head of IT
10:45 – 11:45	Meeting with the heads of the study program:	<ul style="list-style-type: none">- Astrit Kuçi- Avdyl Shoshi- Mimoza Selmani- Bleron Azizi- Teuta Bicaj- Musa Qazimi- Donika Iljazi Shahiqi



		- Ylber Bajraktari
11:45 – 12:25	Lunch break (provided at the evaluation site)	
12:25 – 13:10	Meeting with teaching staff	- Luan Jaha - Aferdita Salihu Fazliu - Armend Avdiu - Fatime Qosaj - Albert Sutaj - Fadil Sherifi
13:15 – 14:00	Meeting with students	- Edison Aliu - Valentina Berisha - Aron Kelmendi - Lorena Çeku - Erjon Vishaj - Alma Grajçevci
14:10 – 14:55	Meeting with employers of graduates and external stakeholders	- Blerim Mehmeti - Kastriot Meca - Freskim Rrustemaj - Enis Ahmedi - Adelina Loxha - Besjana Zeqiri Krasniqi
14:55 – 15:05	Internal meeting of KAA staff and experts	
15:05 – 15:15	Closing meeting with the management of the faculty and program	

Overall instructions for HEIs:

1. No presentations of any kind are allowed, as the meetings are intended to be free discussions
2. The students selected for the meeting should reflect a diversity in terms of fields of study, program, study cycle, year of study, students with special needs if any, etc.
3. The teaching staff selected for the meeting should reflect a diversity in terms of faculties and programs, full-time and part time, local and international, etc.
4. The students, graduates and employers of graduates should not be employed at the institution.
5. Anyone whose attendance won't be agreed in advance with KAA, and the Expert Team will be asked to leave the interview session.
6. Nametags are to be provided for all people attending the meetings.



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

AAB College is the largest non-public institution of higher education in the Republic of Kosovo and in the region. It was established in 2002 and since then AAB College continued to expand as an institution of higher education by continuously offering study programs in various fields. Currently, AAB consists of a total of 14 faculties with study programs at both BA and MA levels. AAB College offers teaching in its main campus in Prishtina, and in the two branches in Gjakova and Ferizaj.

The Faculty of Dentistry was established in 2016. In line with the overall mission of AAB, the vision of the Faculty of Dentistry is to prepare qualified dentists both theoretically and clinically, who will provide quality health services and contribute to the advancement of the general health of the population in Kosovo. The mission of the Faculty of Dentistry is to provide students with a modern curriculum through advanced equipment and highly qualified academic staff, in order to provide students with the highest quality degree not only in Kosovo but also in the region.

The expert team would like to commend the head of QA from AAB College and all the persons and stakeholders involved in developing the SAR for a well-structured and comprehensive self-assessment.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

In the SER the vision is defined as follows:

“the vision of the Faculty of Dentistry is to prepare qualified dentists both theoretically and clinically, who will provide quality health services and contribute to the advancement of the general health of the population in Kosovo. On the other hand, the mission of the Faculty of Dentistry is to provide students with a modern curriculum through advanced equipment and



highly qualified academic staff, in order to provide students with the highest quality degree not only in Kosovo but also in the region. “

According to the mission AAB has defined 6 strategic objectives:

- *Training of medical and academic staff and raising awareness about the importance of their contribution to the general health of their patients, and in particular oral health (prevention, treatment and education about oral health);*
- *Capacity building of academic staff, especially at the PhD level, academic advancement of staff and advancement of research work;*
- *Increasing the capacity of infrastructure and equipping laboratories with the latest technology in the field of dentistry;*
- *Increasing cooperation between stakeholders in order to ensure that the educational content of the faculty meets the labour market requirements;*
- *Increasing the practical opportunities of students in relevant clinics and institutions;*
- *Increasing the mobility of academic staff and students in European universities.*

According to the SER and site visit interviews the ET is convinced of the alignment of the study program with the mission statement of the AAB college (ST 1.1) and offers a contemporary program that is yearly updated in accordance with evolutions in the scientific field as well as in the workfield and with evolutions in society (social context in Kosovo) (ST1.2). In the opinion of the ET the AAB College and the Faculty of Dentistry have a contemporary mission statement translated into clear and achievable objectives. In the opinion of the ET competences in the courses are defined mostly at the lower levels of Blooms taxonomy. In some syllabi the learning outcomes are only defined as knowledge or understanding. The ET understands that this is “work in progress” to realise fully the goals of student-centered learning and the standards of the EQF level 7. (ST1.2). The ET advises to make for each course the exercise to show alignment of the learning outcomes, teaching and learning activities and assessment formats in the different courses with the competences of the program. Such tables give an overview to make clear that it is possible for students to master all the competences after they finished the program. In this way the unit of Dentistry can show evidence that learning has taken place properly and students master all competencies at level 7 of the EQF.



The Management of Faculty of Dentistry is taken into account that “social dentistry” has to be developed better in Kosovo and takes the responsibility to educate the students in a dynamic dialogue with social partners and community and tries to develop students as responsible members of the community. The program is student-centered and engages in basic and applied research to provide together with community and industrial partners transformational learning experiences for students.(SER)(ST1.3) During site visit the ET was informed that the program offers more than only “ the work on the chair” but much more broader aspects of general dentistry with oral health issues as prevention and health promotion and the needs of society in Kosovo in order to prepare students in a transformative learning approach for innovative initiatives and projects.(ST1.3). Even more attention can be given to oral health promotion and prevention. The internal medicine component of the program is overloaded. More attention should be given to the nexus teaching-research.

The regulations, policies and any other aspect of organisation of the program are in place and publicly available(SER) 1.4 and reviewed and supplemented in 2021and every 3 year and by changes in certain circumstances as for example during the COVID 19 pandemic.(SER and site visit). (ST1.6) . Also the Code of Ethics and the Code of Ethics in Scientific research have been reviewed in 2021. To prevent plagiarism the Turnitin program is used for checking products of students for authenticity. All parties must act in accordance with academic freedom (SER and site visit). (ST1.5)

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. Make more work to define learning outcomes at the higher intellectual levels of Bloom to make sure that level 7 of the EQF is guaranteed.*
- 2. Make a grid to show evidence that learning outcomes on competence level can be mastered after finishing the program*
- 3. Reviewing of policies , regulations etc. is every 3 years, not every 2 years as stated in the standard 1.6.s*

2.2. Quality management

The ET has been informed about structures, regulations, procedures, tools, responsibilities of quality assurance and is convinced of the endeavors of the academic community for continuous improvement of the quality of the study program with participation of all staff members. Regular meetings guarantee the continuous updating of syllabi, learning outcomes, assessment formats, assessment results and student performance in general. Quality enhancement is an ongoing daily process with all staff involved in self-evaluation and improvement of processes in their sphere of activity. (ST2.1).



According to the SER the central Quality Assurance Office and the quality coordinators at the Faculty level have a solid system to realise the PDCA cycle based on semester work plans (ST 2.2). These plans include:

- *“conducting questionnaires with students about the teaching process and administrative services after the end of each semester;*
- *conducting questionnaires with the academic staff once a year;*
- *conducting questionnaires with industry and employers once every two years;*
- *conducting questionnaires with graduates once every two years;*
- *conducting evaluations of students' practical work once a year;*
- *organizing ad hoc meetings with students (focus groups) to address their requests and needs;*
- *drafting reports on the basis of the data generated from the above questionnaires;*
- *standardization and harmonization of curricula / syllabi;*
- *monitoring the implementation of syllabi;*
- *monitoring the online platform - respectively monitoring the work of the academic staff regarding the publication of electronic materials on the online platforms;*
- *drafting semester reports after the end of the semester;*
- *trainings for colleagues in the field of curriculum, teaching methodology, etc;*
- *monitoring student success reports;*
- *conducting internal evaluation for accreditation purposes (if applicable);*
- *participation in weekly meetings with academic staff organized by the Dean;*
- *other works which arise from the created circumstances or from the requirements of the management of the college. “*

The evaluation deals with all aspects of the program such as content, organisation, all stakeholders(staff, students, employers, industry, graduates not yet possible, planned for next year), student services, IT, administrative and technical services, communication, resources etc..(ST 2.3).

Furthermore according to the SER and discussed during site visit there are focus group meetings with all relevant stakeholders.

Data management is digitalised. The office for quality assurance defines recommendations that are handle with by the Faculty Management that will implement the recommendations into the study programs (each year/semester). Also on the level of



achieving the defined competencies/learning outcomes measurements are made. During pandemic special attention was given to evaluate the online learning processes and the assessment formats, with evaluation of the applied platforms. (ST 2.4)

In the opinion of the ET the quality assurance system meets all the standards that are set by the regulations of the institution, by KAA, by national legislation and international standards for quality assurance and set out in the Strategical Plan of the AAB College and the annual work plans of the faculty. (ST 2.5)

It is clear that data are collected with all stakeholders (not yet graduates, planned for next year). Program evaluation is not in place. Feedback to the stakeholders is only on aggregated level in Newsletter so the data stay anonymous and data are not stored. A small summary for rector is made. Oral feedback is sometimes given in focus groups. Students are concerned about anonymity, but they see the ongoing ameliorations and this gives motivation to fill in the questionnaires.

In the opinion of the ET the feedback can be better and made more publicly so stakeholders in general and more specific students can see what are the results of the questionnaires and what kind of recommendations are formulated and how those recommendations are translated in concrete actions. (ST 2.6).

Progress of each student is followed. Drop-out rate is very small because students are well selected by enrolment for intellectual capacity and also for practicality according to the information of the management during the site visit.

Students are not complaining about too much work. The ET advises to implement in a systematic way workload measurement of students. (ST 2.7)

The ET is convinced that reports on the overall quality of the program are made in a systematic way with annual workplans to ameliorate quality in all processes and structures, tools etc. (ST 2.8)

In the SER the faculty of dentistry gives an overview of the revisions that have been made during 2021 in different aspects of the system of quality assurance. (ST 2.9)

- the Regulation on Quality Assurance has been revised;
- the Quality Assurance Manual has been revised;
- an action plan for quality assurance has been drafted;
- the composition of the Central Commission for Quality Assurance has been updated;
- the online learning questionnaire was revised and administered at a time when learning was adapted to pandemic conditions;
- a training was organised with international experts on the basics of internal quality assurance;



- the student questionnaire for the evaluation of the professors, courses and administrative services based on the inputs collected by the students has been revised.

In the opinion of the ET the quality assurance is implemented in daily working processes by qualitatively high standards for structures, processes and procedures, and realised by all stakeholders in a way we can speak of a quality culture.

Professionalisation for academic and administrative staff is obliged. For teachers there are trainings on teaching methods, and research methods. When there is a complaint from the students, teachers have to do a training in the field of the complaint. Example for a teacher with too much theoretical training and not enough interactive student-centered teaching. After the training he/she has performed evaluations were much better. (site-visit)

During pandemic extra trainings to learn to work online were organised, especially in the field of assessment. Special arrangements for plagiarism were installed as camera always on, time restricted assignments and unfocus the applications.

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 results of evaluations publicly available, motivation to fill in the questionnaires will be higher.*

2.3. Academic staff

The employment procedures are in full compliance with the Law on Labour, the Statute of AAB College and the Administrative Instruction on Accreditation of HEIs and other internal regulations of AAB College. (SER). (ST 3.1 and 3.2). Staff is provided with employment contract and with job description. The job description includes teaching engagements, scientific/research work, administrative tasks and defines also the duties of staff in relation to students, the Faculty of dentistry and the AAB College. Most staff is full time, part-time staff is mostly working in clinical practice not in other teaching institution (site visit). (3.3). The SER provides a table that lists the names of 39 staff members of which 19 with PhD degree (site visit) and with full time employment (65% of courses is covered by full time staff (SER) (ST 3.4). or part time academic staff of the Dentistry program, together with their qualifications (PhD or otherwise), their discipline and the duration of their

13



appointment. 8 full time professors with PhD have the responsibility for the program (ST 3.5).

In the SER p 18 a list with trainings organised in recent years for academic staff is given: internal quality assurance systems, research-based teaching, teaching and assessment methods of AAB students, academic integrity, transformation from physical learning to online learning, rethinking the evaluation of students in online teaching, importance of publications in WoS and Scopus. (St 3.6)

All staff is working in teaching, research, engagement with students and engagement in the community. (SER and side visit with management and teachers) (ST 3.7)

Academic staff evaluation is conducted every semester. The results are directly communicated with staff member but are not publicly available only on an aggregate level. Information about evaluation of teachers is published in the Newsletter. (SER and site visit with management team) (ST 3.8)

The program of professionalisation shows that teaching strategies and quality of learning materials are on the agenda during training sessions and quality enhancement on these topics is evident. (SER and side visit with heads of teaching and teachers) (ST. 3.9). More attention should be given to student-centered learning and the role as coach for the academic staff. Also training in creating more nexus between teaching and learning can be strengthened and made more visible for students with different teaching and learning strategies and products delivered by students as tutoring-led, research-led, research-oriented and research-based activities and to stimulate students to learning a transformative modus.

Retired staff members lose the status of full-time teacher and are considered as part-time teachers. (ST10).

<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,	X	



workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.		
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. More trainings should be provided about student-centered learning, with defining competences for each course aligned with the competences of the program. Competence-based learning with more integration of knowledge, skills and behaviour should be fully implemented also in assessment and especially in the preclinical courses.*
- 2. More training in writing learning outcomes at the higher levels of intellectual functioning (Blooms taxonomy) should be provided*
- 3. More training in research-based education formats should be implemented with better formulation of the products students should elaborate to show that there is evidence that learning has taken place at level 7 of the EQF.*

2.4. Educational process content

The dentistry program provided by AAB College is a 6 years program finalizing with the title of Dr. Dent. in Dentistry. The diverse disciplines are provided in a logical flow resulting in a good defined overarching study program. The years are divided into a preclinical part in the first 3 years, while the last 3 are mainly clinical with an emphasis on the practical part with dental procedures in accordance with the minimum requirements set by AAB College.

The College has entered into a cooperation agreement with the Kosovo Hospital Service, which can provide internships at the University Clinical Center in Prishtina, namely the Clinical Dental Center of Kosovo. Since in 2021 it has been established and operationalized the AMD Polyclinic which is composed of 14 different departments including dentistry and radiology department which are available to students and enable the development of the practical part of the curriculum. Nowadays, all the practical part takes place in this AMD Polyclinic.

For the practical courses in the clinical years all students will be separated in smaller groups up to 6-8 students per teacher.

The Faculty of Dentistry has set some minimum requirements that a student must fulfil to ensure entering the exam and gaining the required practical knowledge. The set norms, if



completed by every students, can thoroughly prepare the students to be fit for practice in general dentistry.

Upon graduation students will gain the knowledge, skills and general competencies as stated in the SAR (page 27-28). Each module of the program has defined learning outcomes, and conditions for the realization of teaching and training activities of the module. Clear performance and evaluation criteria are also set, where evaluation is always planned and carried out based on learning outcomes.

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.	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: Fully compliant

ET recommendations:

1. –

2.5. Students

The evaluation process at the AAB College has confirmed the presence of information, outside the documents supplied in advance of the visit, that demonstrate institution-wide arrangements for student admissions, rights of representation, student feedback via 'satisfaction surveys', what students can expect during the studies, what is expected of them and what support can be provided if something goes wrong. All students enrolled in the study program possess a high school graduation diploma. The results obtained by the students throughout the study cycles are certified by the academic record and analysis considering the student completion rates are produced for all courses and the program as a whole and included among quality indicators. The Faculty Council and the Ethics Committee both have at least one student member. There is a student union, and the elections are held regularly. All rights and obligations of students are available on the website, or they can ask the administration staff at the faculty. The faculty operates a plagiarism software when students hand in their papers for example seminars and in the future master thesis.



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

While AAB College has outlined itself as a teaching institution, research and teaching cannot be separated, but part of its vision is to become a scientific centre as well in the near future. In its aim to promote the academic quality of research and scientific output, AAB has established a scientific development plan as well as various policies and regulations. In accordance with the state Administrative Regulation of 2018, the international grant structures at AAB College promote the publication of scientific research in journals indexed through the recognized databases of Web of Science (Clarivate Analytics) and Scopus. An institutional fund for science and research has been put in place. This fund awards yearly grants for the ten best multidisciplinary scientific research projects that include the participation of at least two MA level students and diploma thesis.

The connection between the research and the students' teaching regarding their involvement is missing. There appears to be no opportunities for students to do research, although they feel they can ask for help. The bachelor's thesis should be a good starting point for a more research oriented perspective. Some of them have been involved in conferences, but no major research projects.

It is to be commended the abroad PhD studies of the academic staff which ensure and maintain connections with the providing institutions. The staff is encouraged to do research by future career and position advancement within the college and being constrained by their

21



contract to do so on a yearly basis. There is an internal stipend in place for publishing authors which academic staff can access, giving them 1000€ for the first author and 500€ for a co-author. There is a twice per year call for academics to submit research proposals and at the moment there is one accepted and funded proposal from within the faculty of dentistry.

Most of the CV's provided were hastily done and did not provide a list of research publications. Upon request a complete list of the staff publications in Vancouver style was provided. In those CV's where a list could be found a random survey was done to check if the published articles are satisfactory towards standards 6.7 and 6.8. Only few academic have a proven track record of scientific publishing in the last three years with even fewer published under the AAB College umbrella.

<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 6.8.</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. Scientific student activity should be encouraged, especially within the bachelor's thesis*
- 2. Ensure a proper allocation of funds for research to act as an incentive for the academic staff*
- 3. Have mechanisms in place to ensure the yearly publication of scientific papers and under the AAB College name*



2.7. Infrastructure and resources

In terms of infrastructure and resources, AAB College possesses a modern infrastructure and offers good study conditions on all levels for students. The new building, AMD Polyclinic, operates since 2021 and is composed of 14 different departments including dentistry and radiology department which are available to students and enable the development of the practical part of the curriculum. Nowadays, all the practical part takes place in this AMD Polyclinic which has in total 15 dental chairs (only 2 more since the last reaccreditation procedure in 2019). There was stated that 10 more dental chairs await their delivery. While the expert team can only judge based on the current status, KAA should look upon their delivery within the new monitoring procedure.

For the practical part, both preclinical and clinical years have groups composed of 6 to 8 students which are enough to have the supervision of the teaching staff during dental procedures.

Within the SAR there was a combined equipment listed that is already within AAB College and some that was already ordered and the college is waiting for them. A separate list was requested and received from the College to clarify which equipment is already in place.

AAB College provides students and all users with conditions for independent study on the two libraries within the premises. They provide good conditions for study and spaces to meet the needs of students, academic staff and other library users. The book stock in Albanian language for the dentistry program should be increased as stated by students.

<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	
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Compliance level: Partially compliant

ET recommendations:

- 1. The book stock in Albanian language for the dentistry program should be increased*
- 2. Number of dental chairs to be increased as students already reached the clinical years*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Standard	Compliance Level
Mission, objectives and administration	Substantially compliant
Quality management	Substantially compliant
Academic Staff	Substantially compliant
Educational Process Content	Fully compliant
Students	Fully compliant



Research	Partially compliant
Infrastructure and resources	Partially compliant
Overall Compliance	Substantially compliant

At the moment there are approximately 1900 registered dentists in Kosovo with 85% of them concentrated in the capital city of Prishtina. According to the WHO, the appropriate dentist-population ratio should be 1:7500. Many dental councils view a 1:2000 ratio as a saturation target. In the capital city the current dentist-population ratio is **1:250** and at the entire Kosovo level being roughly **1:930**. Most future graduates do not intend to go work abroad and without a nationwide policy for an outreach programme in the rural areas of the country the number of dentists and their density in relation to the current population remains high. The dentist-population ratio does not always provide a clear picture as more demographic data should be taken into account, but nonetheless the future number of admissions should be viewed in the above mentioned regard.

In conclusion, the Expert Team considers that the study program Dentistry offered by AAB 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 *30* 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

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