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Republika Kosova - Republic of Kosovo



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

UNIVERSUM COLLEGE, FERIZAJ BRANCH
Dental Technician, Bachelor Professional

ACCREDITATION

REPORT OF THE EXPERT TEAM

22th of April 2022, Ferizaj/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	7
2.1. Mission, objectives and administration	7
2.2. Quality management	10
2.3. Academic staff	12
2.4. Educational process content	15
2.5. Students	19
2.6. Research	21
2.7. Infrastructure and resources	24
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET	27



1. INTRODUCTION

1.1. Context

Date of site visit: April 6, 2022, on-line

Expert Team (ET) members:

1. *Dr. Adrian Stan*
2. *Marko Komšo*

Coordinators from Kosovo Accreditation Agency (KAA):

1. *Arianit Krasniqi, KAA Officer*
2. *Ilirjane Ademaj Ahmeti, KAA Officer*

Sources of information for the Report:

- *Self-evaluation report for “Dental Technician” program, Universum College, January 2022*
- *KAA Accreditation Manual*
- *Syllabi*
- *Universum College Policies, Memorandums and other internal regulations*
- *The discussions and interviews during the on-line visit*

Criteria used for program evaluation:

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



1.2. Site visit schedule

Programme Accreditation Procedure at Universum College	
Programme:	Dental Technician, Bachelor professional
Online site visit on:	April 6, 2022
Expert Team:	<ul style="list-style-type: none">• Dr. Adrian Stan• Marko Komšo
Coordinators of the KAA:	<ol style="list-style-type: none">1. Arianit Krasniqi, KAA Officer2. Ilirjane Ademaj Ahmeti, KAA Officer

Site Visit Programme

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	Alejtin Berisha, Shqipe Rashiti-Gërguri, Uran Rraci
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	Arlinda Qehaja, Armend Berisha, Albulena Luzha, Nazim Haliti
10:45 – 11:45	Meeting with the heads of the study programme:	<ol style="list-style-type: none">1. Albana Agani2. Endrit Ibishi3. Blerina Kolegeci4. Astrit Sokoli
11:45 – 12:30	Lunch break (provided at the evaluation site)	
12:30 – 13:10	Meeting with teaching staff	Tevide Shabani, Redon Jashari, Donjet Bislimi, Arianit Emra



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13:15 – 14:00	Meeting with employers of graduates and external stakeholders:	Bashkim Hyseni - Qendra e Kompetencës, Bashkim Zuka- stomatolog, Selim Bega-QKMF, Kemajl Emini-Komuna
14:00 – 14:10	Internal meeting of KAA staff and experts	
14:10 – 14:20	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, programme, 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 programmes, 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

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 programs 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 own 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 Department of Health of Universum College wishes to accredit a new program of study in their campus in Ferizaj - Dental Technician, Bachelor Professional, a III years program and with a maximum number of 100 students.

The Expert Team (ET) was told that there is of vital importance that more dental technicians should to be delivered on the Kosovo market, with a market study being referred to by the interviewees, but with no exact numbers or link where the ET can find the aforementioned study.



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

Universum College operates at the moment in 2 different campuses: Prishtina and Ferizaj. The Dental Technician program is supposed to start functioning in the Ferizaj campus.

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 preceding mission is built upon 5 main strategic pillars:

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

The specific mission for the Dental Technician is “to enhance students’ personal and professional development by combining innovative teaching pedagogy and student-centered approach, whilst preparing dental technician with prominent professional skills and to help dentist provide better services to patients.” While there is a specific mission stated for the program, there is a lack of goals and a reflective purpose approach to dental laboratory technology education. As a newly proposed program, an implementation plan should have been also be provided. This should include, but not be limited to, consideration of course completion, future job placement rates and needs (the market research on the need for dental technicians mentioned on the previous page), surveys of all stakeholders involved, real budget provisions in accordance with an estimate on the maximum number of admitted students etc. The proposed



number of students must be proportionate to the resources available and calculated prior by the institution.

The administrative structure is well organized and procedural and academic issues are regulated by formal policies, guidelines and regulations. Efforts to develop the specific mission of the program is visible, however research is still lagging as it contains very general statements in the self-assessment report. The research concept cannot be seen by the ET as well defined as research activity lacks overall. This should be viewed in a broader nationwide context where research activities lack sufficient funding and accessing structural funds can be burdensome.

There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. At a glance, some could not be found the college's own website.

The general learning outcomes of the program are clear and stated as follows:

- Demonstrate the knowledge of the principles of restorative dental prosthesis and dental sciences.
- Demonstrate proficiency in the technical competency skills necessary to perform at or beyond an entry level position in a dental laboratory.
- Comprehend and apply dental terminology, and technical advancements in the dental laboratory technology profession.
- Demonstrate ethical work habits and behavior patterns that are required for the success and advancement in the dental profession.
- Demonstrate the need for continued learning and professional development locally, nationally and internationally in the field of dental laboratory technology.
- Relate and interact effectively with individuals and groups as part of the dental team
- Apply a range of skills and techniques to develop a variety of ideas in the creation of new/modified dental products and services.



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: 83,3% - Substantially compliant

ET recommendations:

- 1. A closer approach to integration of research at the program level and strengthening the linkages between teaching and research.*
- 2. A more reflective approach for the purpose of dental laboratory technology education with an implementation plan as stated above.*
- 3. Website (<https://www.universum-ks.org/en/home/>) is recommended to be updated and presented with regularly updated information.*



4. *A realistic approach in proposing a number of students to be enrolled. The proposed number of students must be proportionate to the resources available and calculated prior by the college.*

2.2. Quality management

As stated, quality management is an integral part of Universum College strategy toward its goal of achieving short-term and long-term objectives. With the intention of preserving and enhancing the quality management, Universum College employs its own quality assurance strategy spearheaded by the Quality Assurance Unit (QAU) at the entire college's level, working alongside with Center for Excellence in Learning and Teaching which serves as a supplementary mechanism to implement quality assurance procedures and practices. Currently, QAU is conducted by 5 members with the following structure: Head of QAU, Data Collection Analyst, Curriculum Development, Policies and Regulations, and Administration.

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. The outcomes of these surveys are not made publicly available for the general public, students or university members, as the website lacks also this information. Students are mainly informed at the beginning of lectures.

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.

There are no specifically designed quality assurance policies for the dental technician program as they are only stated from a general point of view without taking into account the



specificity of the program. More faculty coordination and policy development mechanisms are needed to be in place.

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 programs 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	
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: 77,7% - Substantially compliant

ET recommendations:

- 1. More faculty coordination and policy development mechanisms are needed to be taken into account, especially for a newly proposed study program like dental technician.*
- 2. Make results of evaluations publicly available, motivation to fill in the questionnaires will be higher.*
- 3. Engage proper quality management tools to check and make sure the intending and specific learning outcomes are being met.*
- 4. Make a grid to show evidence that learning outcomes on competence level can be mastered after finishing the program.*
- 5. Self- assessment procedures by professors have to be more elaborated with good feedback that stimulates self-criticism and defining good personal development plans with realistic goals of professionalisation on the basis of reflective practice*

2.3. Academic staff

The stated aim of the institution is to recruit qualified, experienced and well-known professionals in relevant fields, as well as provide our junior staff with ample opportunities to advance personally and professionally.



On page 31 of the self-assessment report (SAR) 184 ECTS are mentioned for the study program and 182 ECTS stated on page 41. Consistency throughout the SAR should be checked prior.

From the discussions the ET learned that from the 20 academic staff mentioned in the SAR, 6 are dentists (with 2 having PhDs). There are no employed dental technicians to aid the program, only collaborations with dental laboratories. Moreover, in the discussions was mentioned that all of the staff is employed full-time, while the SAR is stating otherwise: 17 full-time and 3 part-time. More academic staff is going to be employed as the students will advance in later years, and the list of staff might fluctuate and change depending on their performance, professional development, ability to reach KPI's etc. Some of the staff have prior experience and some are new. The tabular form of the academic staff is lacking the exams, subject of each staff, and the consultation hours.

Currently the total number of bilateral agreements for staff mobility is 115. Whereas, staff exchange grant was increased to 193, meaning that the upcoming period of 2022 the college will be able to send 193 staff members (mainly academic) to different training and workshop events organized by our EU partners. It was not clear to the ET how many of the 20 academic staff of the dental technician program went abroad.

The head of the study program could not be clearly identified as insufficient development of the program could be noticed. A head of the program is responsible for day-to-day implementation of the program and must have authority, responsibility, knowledge and privileges necessary to manage the dental technician program in its infancy stage development. This also applies to the academic staff that a part of them must hold a degree equivalent to the degree to be granted to their students. The dentist academic staff and dental technician teaching staff should work together in reaching a common teaching mission.

The number of faculty positions must be sufficient to implement the program's goals and objectives. Ratios are important to dental technology education to ensure development of correct skills.



<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: 80% - Substantially compliant

ET recommendations:

1. *Ensure employment of dental technicians which can aid teaching alongside the dentist academic staff.*
2. *Consistency throughout the report is to be encouraged as the exact number of ECTS is not known.*
3. *Staff should be strongly encouraged to pursue a PhD and the PhD candidates supported in their research and thesis defending.*
4. *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.*

2.4. Educational process content

In page 41 of the SAR we could learn that the program consists of 3 years, with 182 ECTS carried out in 6 semesters, with the first semester having 32 ECTS. The subjects in the curriculum are provided in a logical flow and have a holistic approach toward all aspects of dental technology education. Upon successful completion of the modules, students are required



to complete an additional 6 months of practical training in a public health institution, as well as to successfully pass the national exam requirements to receive diploma certificate of a Dental Technician. At the moment, there are only oral agreements in place with 2 dental laboratories in Prishtina and 2 in Ferizaj to provide equipment and support for the entire practical part of the courses. Off-campus or external laboratory experiences are not required and are not considered substitutes for basic instruction to develop minimum competency. A dental laboratory must be developed on-site in Ferizaj, as external laboratories cannot be held accountable.

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). The entire syllabi was hastily made with poorly developed learning outcomes, incomplete course descriptions, few literature recommendations and where recommendations existed for speciality subjects they were mainly dental hygienist books. There is a need to show alignment of the assessment of competences in the different courses with the defined learning outcomes and the teaching and learning activities, so there is evidence that all subcompetencies and competencies can be mastered by the students upon graduation.

There are at the moment no minimal practical requirements for students to pass the courses. It is vital that the practical procedures to be in place to the fit for practice purpose. Laboratory techniques ensures that each student has adequate opportunity to develop competency in performing all laboratory procedures and techniques in the curriculum. Students perform routine procedures that lead to the completion of clinically acceptable dental prostheses. Within the discussions was mentioned that they exist in the „full” syllabi, but the ET could not find them in the SAR or the annexes provided.



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: 54,5% - Partially compliant



ET recommendations:

1. *Show alignment of the assessment of competences in the different courses with the defined learning outcomes and the teaching and learning activities. So there is evidence that all subcompetencies and competencies can be mastered by the students at graduation.*
2. *Workload measurement should be implemented and according to the results the planning of the academic year and especially the planning of the assessment should be adapted.*
3. *Signed, not only oral agreements with dental laboratories must be in place.*
4. *Minimal practical requirements to be included for each speciality course.*
5. *Remake the entire syllabi with qualification objectives, competences, skills, literature recommendations and full course description on each subject*

2.5. Students

As the current assessment it's an initial accreditation procedure, the dental technician program does not have any enrolled students.

The normal minimum entry requirements for a candidate to be eligible for admission to the College's program are set out in the General Entry Requirements. However, the absolute minimum criteria for a student to be admitted to this academic program, 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 programs 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: 100% - 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 does not have priority.

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.

The CV's were not provided in the annexes of the SAR. Thus, the ET looked on international on-line databases like Web of Science, Scopus etc. for recent research publications of staff.

<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: 54,5% - Partially compliant

ET recommendations:

- 1. A better and more transparent allocation of financial funds for research*
- 2. Activate the work of the research centre with the defined roles and responsibilities for staff and students*



3. *Expansion to a multidisciplinary research with the involvement of the academics from other departments*

2.7. Infrastructure and resources

Universum College would like to continuously invest in increasing its capacities and facilities while developing new study programs.

The proposed program would function in the campus of Ferizaj which possesses modern general facilities, general laboratories, and a library equipped with books in Albanian and English language.

There is no financial plan allocation at the level of the study program. This is a critical point especially for a newly proposed study program which needs expensive laboratory equipment to begin with. The ET was told that the college wishes to allocate in the future between 30.000-100.000 € for equipment purchasing only if the program will get accredited. The institution should have the financial resources required to develop and sustain the program on a continuing basis. Equipment, procure supplies, reference material, and teaching aids must be reflected in annual budget appropriations for the program. Financial allocations also ensure that the program will be in a competitive position to recruit and retain qualified faculty.

The syllabuses recommend only foreign literature (mostly English books), with the local Albanian books missing or wrong recommendations (dental hygienist books for dental technician speciality subjects. Examples: "crown and bridge I" subject has as recommendation the "Dental Materials: Clinical Applications for Dental Assistants and Dental Hygienists, Authors: W. Stephan Eakle, DDS, FADM and Kimberly G. Bastin, CDA, EFDA, CRDH, MS, 2020". For "crown and bridge II" the same book is mentioned and in addition "The Administrative Dental Assistant, 5th Edition, Authors: Linda J Gaylor, RDA, BPA, Med, 2020". Oral pathology for dental technology has not recommended literature). To be mentioned



that as per last year a new dental hygienist study program has started at Universum College and while some overlaps are acceptable between the 2 programs, much more attention should be provided when developing a new one. Most of the academic staff help students learn by sharing power point presentations, translating and compiling different chapters from international book to make them more accessible.

At the moment, there are only oral agreements in place with 2 dental laboratories in Prishtina and 2 in Ferizaj to provide equipment and support for the entire practical part of the courses. Off-campus or external laboratory experiences are not required and are not considered substitutes for basic instruction to develop minimum competency. A dental laboratory must be developed on-site in Ferizaj, as external laboratories cannot be held accountable. A dental laboratory must include: a number of laboratory stations in accordance with the number of students, compressed air available, environment controls and ventilation system to be provided, storage for supplies, materials, instruments.

<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: 33,3% - Partially compliant

ET recommendations:

- 1. Include a financial plan allocation at the level of the study program*
- 2. Remaking of the syllabi to include proper book recommendations*
- 3. Ensure an on-site proper dental laboratory equipped with laboratory stations for students*

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




The ET was told that the average waiting time for a dental prosthesis to be produced is between 3-5 weeks. Thus, the need for qualified dental technicians is increasing in the country. There is only one other similar study program offered at the moment in Kosovo.

Within the discussions, the designated staff and stakeholders knew insufficient information about the program, did not contribute to the SAR and had little to no involvement in developing the program overall, which possesses multiple shortcomings. The ET was told that in order for the institution to buy any specific dental laboratory equipment the program has first to be accredited. Even though specific machinery can be quite costly, the equipment should have been in place, with the institution acting in a spirit of good faith. The ET can only pass judgement on what there is present at the moment of the assessment procedure.

In conclusion, the Expert Team considers that the study program Dental Technician offered by Universum College, Ferizaj branch 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 ***15 students*** to be enrolled in the program.

Expert Team

Chair

	Dr. Adrian Tudor Stan	22.04.2021
(Signature)	(Print Name)	(Date)

Member

	Marko Komšo	22.04.2021
(Signature)	(Print Name)	(Date)