



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

***UBT COLLEGE
DENTISTRY***

REACCREDITATION

REPORT OF THE EXPERT TEAM

8th of April, Prishtina/Kosovo



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1. INTRODUCTION

1.1. Context

Date of site visit: March 23, 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, UBT College
- KAA Accreditation Manual
- Staff CVs
- Syllabi
- UBT 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 UBT College | |
|--|---|
| Program: | Stomatology, Dr. Dent., 360 ECTS (Re Accreditation) |
| Online site visit on: | March 23, 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 | 1.Merita Barani 2.Burim Kiseri 3.Nexhmije Ajeti |
| 09.50 – 10.35 | Meeting with quality assurance representatives and administrative staff | 1.Dugagjin Sokoli 2.Mirsad Shkreta 3.Ferjal Perjuci 4.Edona Tasholli |
| 10:40 – 11:40 | Meeting with the heads of the study program: | 1.Agim Prokshaj 2.Vjosa Hamiti |



| | | |
|----------------------|---|---|
| | | 3. Visar Bunjaku 4. Xhevdet Aliu 5. Genc Demjaha 6. Sinan Rusinovci |
| 11:40 – 12.25 | Lunch break (provided at the evaluation site) | |
| 12:25 – 13:10 | Meeting with teaching staff | 1. Aida Rexhepi 2. Jeta Kiseri Kubati 2. Vlora Berisha 3. Teuta Komoni 4. Arta Gjokolli 5. Vullnet Fazliu 6. Aferdita Rizaj 7. Merita Pakashtica 8. Lendita Lika Kastrati 9. Lumturije Asllani 10. Nora Leci Shala |
| 13:15 – 14:00 | Meeting with students | 1. Antigona Thaqi 2. Gentian Bibaj 3. Donika Berisha 4. Engjell Thaqi 5. Aulona Shala 6. Diona Panxhaj |



| | | |
|---------------|--|--|
| 14:05 – 14:50 | Meeting with graduates | Was cancelled due to the fact that the first generation of students reached only the 5 th year |
| 14:55 – 15:40 | Meeting with employers of graduates and external stakeholders | 1.Naser Bytyqi – Dona Dent 2.Bujar Fetahu – DF Dent 3.Yll Bajrami – Bora Dent 4.Mimoza Ymeri – Kosova Dent 5.Ardian Beqa – Poliklinika Stomatologjike – QKMF Prishtine |
| 15:40 – 15:50 | Internal meeting of KAA staff and experts | |
| 15:50 – 16:00 | 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.



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

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

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

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

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

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



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of the UBT Dental Faculty focuses on innovative dental education based on the best practice at European level, with a “distinct” educational philosophy, research -based with a staff development policy based on the nexus of research activities and teaching practice of staff members and with “strong commitment to community engagement, diversity and inclusion”. Innovation is seen as one of the key elements for future trends and developments in the profession of dentistry. Transfer of knowledge and internationalization are seen as a major goals. (SER, site visit management)

The strategic plan and the research strategic plan are well elaborated and define concrete actions in the different defined goals. Indicators for monitoring are in place for each action.

The study program mission of the Dental Faculty is aligned with the mission statement of the institution. (ST 1.1)

In the SER the eight competence areas of the professional domain of a doctor in dental medicine of the National Framework for Qualification are given: professionalism, ethics and legislation, communication and social skills, basic knowledge, analyzing and collecting clinical data, Diagnosis and treatment planning, Treatment, preventive measures and health promotion.

Also according to the SER the program meets the professional requirements of the European Union Directive on dentistry specialists 2005/36/EC. International benchmark is made with several other countries. Table p 16 in SER.

The international biomedical scientific council has no panel for dentistry. It is not clear how they have made a comparison for the dentistry program. (SER p 15) (ST1.2)

In general social dentistry has not enough ECTS points in the program. Especially prevention and health promotion. There are too much ECTS for basic sciences and especially general medicine courses and not enough ECTS for dental subjects and even more practice can be programed in the future.

Overarching didactic concept is defined: competence based and student centred, activating, self-directing TLA as can be seen in the syllabi. Learning outcomes can



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be defined better and higher levels of intellectual functioning have to be reached in the formulations of the learning outcomes and especially the products of assessment needs more and better explanation in order to make very clear what is expected from students to master at the end of the study (after each course and in general for the whole program) in a way evidence that learning has taken place aligned with defined learning outcomes.

Overarching research concept is defined with attention for the nexus teaching and learning, research based with active involvement of students. More can be done in this option to make more explicit and implement tutored-based, research-led, research -based and research-oriented activities for students (Healey 2005). As is mentioned in the SWOT analysis more attention should be given to self-directed learning especially in the transformative modus and as commitment to society. Involvement of public institutions and other stakeholders is a factor to be successful in this endeavour.

A clear strategic plan for research with prioritisation is in place and defined KPI's to measure outcome. (ST1.3)

The regulations, policies and any other aspect of organisation of the program are in place and publicly available (SER and annexes) (ST 1.4).

The Code of Professional Ethics and Conduct at UBT gives as basic ethical principles: *“freedom of thought and expression, collegiality, integrity, enjoying and respecting the rights, respecting the integrity and dignity of the person, autonomy of scientific and teaching work, equality and justice, academic honesty, professionalism, impartiality, prohibition of discrimination and harassment”*. The Faculty of Dentistry has its own Ethics Sub-Committee. To prevent plagiarism a detection program (Turnitin) is used for checking products of students for authenticity. All parties must act in accordance with academic freedom (SER and site visit) (ST1.5)

The Quality Assurance Sub-Committee of the Faculty of dentistry monitors on a regular basis the evolutions in the field especially the good practices in HE management in the context of the European Association of Quality Assurance in Higher Education and follows also the developments in the EU Erasmus + initiative. So we can say that reviewing the regulations, procedures and processes is a continuous process within the faculty of Dentistry. Processes are followed up with well-defined indicators on outcome, process and input level. (ST1.6)

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| 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: Fully compliant

ET recommendations:

1. –



2.2. Quality management

Structures, tools, procedures for quality enhancement are in place. The Dental Faculty Council has the role to protect academic standards and to formulate recommendations for ameliorations of all academic policies and processes. The Quality Assurance Sub-Committee is the operational unit for implementation (improvement, preparation, supervision, follow-up of KPI including quality of student services, resources and stakeholders engagement.

Self-evaluation process makes that all staff is involved in the quality assurance and representation of students in all organs and structures together with the Student Union makes that students also are actively involved in quality assurance processes. (ST2.1)

In the opinion of the ET a continuous responsive process guarantees the involvement of all stakeholders and that processes are integrated into the normal planning and working processes. The quality manual is a good instrument to support all staff and students in the processes. (ST2.2.)

All aspects of quality enhancement of teaching and learning processes are covered by the management of quality assurance as review of quality procedures, governance of teaching and learning, student admission, progression and graduation, staff selection, recruitment and development, quality of student services, the resources, infrastructure, external communication etc. (ST2.3)

A continuous process of follow-up of all aspects of quality assurance is guaranteed by the follow-up with well-defined indicators on outcome, process and input level, especially for quantitative aspects. Competences are defined on program level. Each course has defined learning outcomes as the ET has seen in the syllabi. Benchmark is made in respect of the National Qualification framework and universities in other countries.

The quality of the formulation of the learning outcomes (sometimes only knowledge is mentioned and not the level of integration of knowledge, skills and attitudes) can be ameliorated for some courses (using higher levels of intellectual functioning), especially in what the teacher expects from the students in the different tasks and activities defined in assignments and assessment. (guarantee for level 7). Especially for the Master thesis in the



future this topic should be elaborated to demonstrate where the students, in which courses can learn the different subcompetences to master the final competence for independent research as is stated in the European Qualification framework for level 7. In the 5 years that are already implemented more teaching and learning activities in a research -modus should be made more explicit so students are ready for the master thesis as the final element that there is evidence that learning has taken place at level 7. This is obvious work in progress. A mapping grid would be a good instrument to check the alignment of defined learning outcomes, teaching and learning activities and assessment for each course and at the level of the program. This grid can give more evidence that learning has taken places at level 7.

Good practice is the mechanism of prevention of failure with detection of learning styles, mentor system and tutorials. (ST2.4)

The ET is convinced that required standards are met and that there is improvement of performance on a continuous basis. (ST 2.5)

Survey data are collected on a regular basis (for student evaluation each semester) with all stakeholders. Results are analysed and recommendations are formulated so implementation of new steps in amelioration can be made. Feedback is not publicly available, only formulated at an aggregated level. (ST2.6)

Apart from the evaluation of the courses each semester, there is at faculty level a regular periodic evaluation of the program every 3 year to update the content in alignment with evolutions in scientific and professional field. To this endeavour an Industrial Advisory Board is created to support and advice the Faculty by the self-evaluation process at program level. As there are not yet graduates information on this topic is not available. The ET is in the opinion that the workload should be measured because only 30 weeks of work with 30 hours per ECTS and 8 weeks of assessment could lead to a high workload for students. In student-centred perspective assessments can be better programmed in the semester and assessment periods can be shorter. (ST2.7). Some activities, especially those in transformative modus with contribution in social services and nexus between teaching - research and social services should be made obligatory. In this option some other courses have to be lowered in ECTS.



Reports of all results/activities are made with recommendations for improvement. Annual plans are implemented on the basis of the recommendations. (ST 2.8)

To ensure the governance and quality assurance policies are effective and lead to continuous improvement the Dental Faculty implements regular internal and external audits (by governing body, Periodic Institutional Audit and Management Quality Assurance Review (with international experts involved). 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. (ST 2.9)

| 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. Defining learning outcomes at course level is work in progress. Especially the alignment with the competencies of the program has to be made explicit and the grid of alignment of learning outcomes, teaching and learning activities and assessment has to be made so there is explicit evidence that learning outcomes can be mastered after finishing the program.*
- 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. (Assessment more in the program, not at the end of the program) and study load can be diminished when general medicine ECTS is lowered and/or ECTS point is not 30 hours but 25 hours workload.*
- 3. 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 SER gives an overview of the academic staff in a tabular form, with names, qualification, speciality, academic degree, duration of contract, workload for teaching, exams,



consultations, clinical work, administrative work and research work. There are 59 full time academic staff members in total (ST3.1)

According to the SER staff meets the legal requirements in the Administrative instruction on Accreditation. (ST3.2)

Also according to the SER staff workload allocation is in full conformity with the provisions. All staff is full time. We do not have information about part-time work of the academic staff in other institutions. (ST 3.3)

Standard 3.4 is met because all academic staff is full time. Also standard 3.5 is met, list with names in the SER p.36.

Staff development is an integral part of the Dental Faculty strategy. The SER gives on overview of key objectives in development of academic staff as well as an overview of priorities and the activities of the last year of the Institute for Development of Education and Academic Affairs. Topics are: student -centred learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem -based and project -based learning, E-learning, assessment and integrating key skills into the curriculum.

Priorities are defined by consultation of senior staff members and supporting professional development in leadership roles is one of the priority topics. Also E-learning during pandemic was first priority with good success for implementation according to teachers and students during the side visit. (ST3.6) In the opinion of the ET more training is needed in competence -based learning and implementation into the curriculum and writing and using learning outcomes in a way that these learning outcomes are used by students to steer their learning process in an active way and self-directed. To do this the portfolio system can be implemented over the years as learning tool to make the mastering of competences more explicit, assessment methods should be better aligned to those new learning strategies.

The Annual Development Planning Process is a very important tool to assure that workload is properly allocated in the different responsibilities. Especially the consultation hours and the activities with engagement in services to society are not made explicit in the table presented in the SER, but are well described in a rather theoretical way. In the opinion



of the ET this process is work in progress. Also the workload of the staff academic as well as administrative has to be measured. (ST 3.7)

Interviews with staff about their development and planning process will be crucial in the future. Therefore it is necessary that staff members will be educated to master reflection in depth about their own functioning in order to define strengths and weaknesses and to plan to ameliorate in specific competences they need. Structures and procedures are in place to strengthen this process. (ST 3.8).

The list of professionalisation topics shows that quality enhancement covers improving of teaching strategies and quality of learning materials (SER and side visit) (ST 3.9)

Standard 3.10 is not applicable.

| <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. | n.a. | n.a. |

Compliance level: Substantially compliant

ET recommendations:

1. *Make evaluations of teachers publicly available*
2. *The consultation hours and the activities with engagement in services to society are not made explicit in the table presented in the SER, but are well described in a rather*



theoretical way. In the opinion of the ET this process is work in progress. Also the workload of the staff academic as well as administrative has to be measured

- 3. It is necessary that staff members will be educated to master reflection in depth about their own functioning in order to define strengths and weaknesses and to plan to ameliorate in specific competences they need. Structures and procedures are in place to strengthen this process*

2.4. Educational process content

A variety of subjects, didactic concept and teaching methods employed across the program are designed to meet the expected program learning outcomes. Subject learning outcomes are designed to contribute to the attainment of overall program outcomes. The program totals 360 ECTS are structured into 12 semesters. It has been changed since the previous accreditation from a 5 years program. The 6 years program encompasses 1,830 theory hours, 1,695 laboratory practice hours, and 1.875 clinical practice hours.

The minimum guidelines for syllabus content are determined by the Dental Faculty Council. The minimum requirements that subject leaders must abide by include a short description of the course aims and objectives, learning outcomes, course teaching and learning methods, course ECTS workload and its distribution, course assessment methods, course resource requirements and literature. The syllabi for most subjects was hastily and superficially made. For example the aims, objective and learning outcomes for Fixed Clinical Dental Prosthetics I are not comprehensive and perhaps poorly translated (ex: “learning outcome: evaluate the spine tooth”). For Conservative Dentistry the aims and objectives were taken from Endodontics and in Endodontics I the learning outcomes, for example, are superfluous for a general practitioner (“To be able to use the Laser in endodontics”). There is only one learning outcome stated for Periodontology I and the clinical work requirements state “the completion of treatment of 8 patients and treatment of all periodontal pathologies in patients”. Arguably that a student level can treat any kind of periodontal pathology like gum recession. And the examples can continue. Copy/paste in the making of the syllabi should be avoided. Each academic staff should reflect and dedicate time in developing their syllabus content. Minimum clinical requirements are missing in some clinical subjects and a



comprehensive list was solicited from UBT College after the on-line review. Moreover, the practical procedures are developed at subject level with every teaching staff setting their own view, with no overarching vision over the entire program for fitness for purpose. Dental morphology should include gypsum carving as well. In the preclinical conservative dentistry 6 cavity preparations on phantoms is too low for preparing students for the clinical part. In preventive dentistry only 1 removal of calculus (scaling) is mentioned. All minimal practical requirements (procedures) for dental students should be revised with an overarching approach from the heads of the study program.

Students are encouraged to make the connection between research and teaching and some of them are already involved in research. This should be encouraged as the first admitted generation will start developing their final thesis and prior support will prove helpful.

Student's knowledge is being assessed continually during the coursework and at the end of each course. Dental Faculty has established a set of criteria to help identify students at risk of dropping-out. The drop-out rates remain low with the main reason for leaving being the financial issues.

| 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: Partially compliant

ET recommendations:

1. *Remaking of the syllabi with dedicated reflection time. Supervision from the heads of the program is needed.*
2. *Minimal practical requirements to be included in all clinical subjects.*
3. *All minimal practical requirements (procedures) for dental students should be revised with an overarching approach from the heads of the study program*

2.5. Students

Students are informed through the course syllabuses on the evaluation criteria, grading and exam structure. There is a flexible student treatment if a particular situation arises. Student evaluations are conducted once a semester. There is a plagiarism program at the faculty. The Faculty Council and the Ethics Committee both have at least one student member. There is a student union, and the elections are held once a year. All rights and



obligations of students are available on the website of the faculty, or they can ask the Faculty's staff. The lecturers are accessible to the students via email or physically for consultations which can be arranged based on individual needs for at least one hour per week. According to stipulated academic requirements, all students enrolled in the study program possess a high school graduation diploma. At the faculty there is a Code of Ethics and other documents that describe a behaviour that needs to be followed by the students and staff.

| 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

There is a Strategic Research Plan 2021-2026 at the UBT level Faculty of Dentistry, with purpose, vision and mission. There are 4 main tackled themes with their own research objectives. UBT intends to support clinical and basic dental research to establish the scientific basis for individual care across the whole life.

The impressions about the research linked to practices and projects were not at the level of expectations, regarding the research publications provided in the annexes that showed inconsistent publications of the academic staff. Few of the teaching staff publish on a constant basis. There are however locally published conference papers at the annually UBT conference which takes place in October every year.



On UBT College knowledge centre appears the recent publications of the academic staff under the dentistry subdomain (https://knowledgecenter.ubt-uni.net/do/discipline_browser/articles?discipline_key=651). Latest work included are from the 2020 UBTs own international conference.

Students are encouraged to make the connection between research and teaching and some of them are already involved in research. This should be encouraged as the first admitted generation will start developing their final thesis and prior support will prove helpful.

Some academics stated that the research funding is there to be tackled, but none have requested it. They model their future research proposals from a minimal necessities and funding point of view.

| <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. Academics should be encouraged and supported in research and publishing under the UBT College's name. Ensure that all individual academics have a genuine possibility to engage in research*
- 2. Involving students in research for their final thesis*



2.7. Infrastructure and resources

UBT has a modern infrastructure which is comprised of campuses and other facilities. The dental facilities are now shared with the new dental technicians program which enrolled the first generation of students. The premises of the Dental Program are situated in the UBT Innovation Campus Lipjan. The institution operates in a medium-size modern facility build in 2017.

There are in total 28 dental chairs, 2 porcelain furnaces, 1 cad-cam set, 2 gypsum machines, 3 elastomer machines, 30 articulators, 3 face bows, 2 paralelometers, 3 gypsum vibrators, 1 depo and 25 vacuum tables.

Some of the literature provided in the syllabi is only in English language and the one in Albanian is old, some even dating from 1999. The institution should strive to provide better and accessible literature.

| <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 | |



| | | |
|---|---|---|
| <p>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:</p> <ul style="list-style-type: none"> 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 | |
| <p>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.</p> | X | |
| <p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <ul style="list-style-type: none"> 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 |
| <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. *Update the recommended literature by including newer Albanian books, beside the English ones*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

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



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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 UBT College is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit* the study program for a duration of *3 years* with a number of *25* students to be enrolled in the program.




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

Expert Team

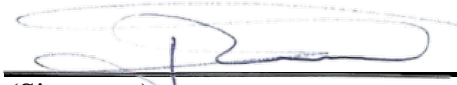
Chair


(Signature)

Dr. Adrian Tudor Stan
(Print Name)

08.04.2022
(Date)

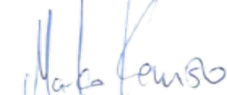
Member


(Signature)

Dr. Joke Denekens
(Print Name)

08.04.2022
(Date)

Member


(Signature)

Marko Komšo
(Print Name)

08.04.2022
(Date)