

REZONANCA COLLEGE

DENTISTRY

REACCREDITATION

REPORT OF THE EXPERT TEAM

14th of March, Prishtina/Kosovo

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1. INTRODUCTION

1.1. Context

Date of site visit: March 14th 2023

Expert Team (ET) members:

- *Dr. Joke Denekens*
- *Dr. Adrian Tudor Stan*
- *Sabri Nibal, PhD student expert*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*

Sources of information for the Report:

- *Self-evaluation report for Dentistry, integrated studies programme of Rezonanca College*
- *KAA Accreditation Manual*
- *Staff CVs*
- *Syllabi*
- *Rezonanca College policies, regulations, strategic plan, code of ethics etc.*
- *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 Rezonanca College	
Programme:	Dentistry Dr.Dent 300 ECTS (Re-accreditation)
Online site visit on:	14 March 2023
Expert Team:	PhD Joke Denekens, Expert PhD Adrian Stan, Expert (online via zoom) Sabri Nibal, Student Expert (online via zoom)
Coordinators of the KAA:	Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring

Site Visit Programme

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	<ol style="list-style-type: none"> 1. Prof.asoc. Milazim Gjocaj, dean of FTMS 2. Prof.ass. Shefqet Mrasori, dean of Faculty of Dentistry 3. Prof.ass. Vlora Cakolli vice-dean of Faculty of Dentistry 4. Prof.asoc. Teuta Kutllovci, coordinator for practical teaching at the Faculty of Dentistry

<p>09:40 – 10:20</p>	<p>Meeting with quality assurance representatives and administrative staff</p>	<ol style="list-style-type: none"> 1. Prof.asoc. Nazim Dakaj, vice-rector of QA 2. Jahir Gashi, Director of OQA 3. Margareta Mustafa, Member of QAC from Administration 4. Adea Idrizaj, senior officer of OQA 5. Albiona Alijagiq, student representative of OQA 6. Edona Demiri, student representative of OQA 7. Veronika Shala, student representative of OQA
<p>10:20 – 11:20</p>	<p>Meeting with the heads of the study programme Dentistry, Dr. Dent</p>	<ol style="list-style-type: none"> 1. Prof.ass. Venera Bimbasha 2. Prof.ass. Lulëjeta Ferizi Shabani 3. Prof.ass. Shefqet Mrasori 4. Prof.ass. Dashnor Bukleta 5. Prof.ass. Agron Bytyçi
<p>11:20 – 12:00</p>	<p>Lunch break (provided at the evaluation site)</p>	
<p>12:10 – 12:50</p>	<p>Visiting Facilities</p>	
<p>12:50 – 13:35</p>	<p>Meeting with teaching staff</p>	<ol style="list-style-type: none"> 1. Prof.ass. Arlinda Tmava 2. Prof.ass. Manushaqe Bukleta 3. Lecturer Arijeta Sllamniku 4. Ass.dr. Ganec Rukiqi 5. Ass.dr. Donika Dragidella 6. Prof.ass. Bylbyl Reçica 7. Prof. Blerim Kamberi, part-time

13:35 – 14:20	Meeting with students	<ol style="list-style-type: none"> 1. Dijar Zhubi (year 5) 2. Dea Likaj (year 4) 3. Artim Pllana (year 4) 4. Dea Tahiri (year 3) 5. Dion Tahiraj (year 2) 6. Shkelqim Sylejmani- (year 2)
14:20 – 15:05	Meeting with employers of graduates and external stakeholders	<ol style="list-style-type: none"> 1. Dr. Dent. Fehmi Istogu 2. Dr. Dent. Ardian Selani 3. Dr. Dent. Guxim Osmani 4. Prof.dr. Kujtim Shala
15:05 – 15:50	Meeting with graduates	<ol style="list-style-type: none"> 1. Dr. Dent. Dardan Goga 2. Dr. Dent. Pjetër Thaqi 3. Dr. Dent. Enis Beka 4. Dr. Dent. Arijana Shoshi 5. Dr. Dent. Fatjona Muëolli 6. Dr. Dent. Dion Bozalia 7. Dr. Dent. Drilona Ymeri
15:50 – 16:05	Internal meeting of KAA staff and experts	
16:05 – 16:15	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, 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

Rezonanca College was established on May 12, 2003, by Academician Prof. Dr. Ramadan Idrizaj, in accordance with the Law on Higher Education of Kosovo no.2003 / 14, initially as the University of Medical Sciences "Rezonanca" with a total of five Faculties: General Medicine, Dentistry, Pharmacy, Diagnostic Radiology and Physiotherapy. Within the Faculty there is also the General Hospital "Resonance", based in Pristina, st. Mbreti Zog, no. 1.

The College is a private institution of higher education. Offered programs are

- BSc Biochemistry Laboratory
- BSc Community Pharmacy
- BSc Physiotherapy
- BSc Nursing
- BSc Diagnostic radiology
- Integrated dentistry program (300 ECTS)
- BSc dental Assistant and Dental Hygienist (240 ECTS)
- BSc Public and Environmental Health
- MSc Pharmacy (2 cycle program)
- MSc Health Management (2 cycle program)

The last accreditation was upheld according to decision no. 571/20, dt. 11.09.2020 is re-accredited for the period 1 October 2020 - 30 September 2023 the Integrated Dentistry program (300 ECTS, Dr.Stom.), with a maximum number of 60 students per year.

The State Quality Council in its 78th meeting, held on September 27, 2019, has approved the change of the name of the College of Medical Sciences "Rezonanca" to Alma Mater Europaea Campus College "Rezonanca ". With decision no. 302/21, dt. 14.05.2021, MEST, through the Commission for review of complaints, approves the change of the name of the College in Alma Mater Europaea Campus College "Rezonanca". Both businesses: Rezonanca College of Medical Sciences and Rezonanca Polyclinic now operate with the same business certificate as Alma Mater Europaea Campus College Rezonanca. Alma Mater Europaea Campus College "Rezonanca" is a private institution of higher education and is located at st. Gavril Dara no.20, tel. 038-544-754, E-mail: info@rezonancarks.com. Website: www.rezonanca-rks.com

Alma Mater Europaea Campus College "Rezonanca" offers studies at the bachelor level, in three-year programs (180 ECTS): BSc Biochemistry Laboratory, BSc Community Pharmacy, BSc Physiotherapy, BSc Nursing, BSc Diagnostic Radiology, integrated Dentistry program (300 ECTS Dr.stom.), BSc Dental Assistant and Dental Hygienist (240 ECTS), BSc Public and Environmental Health and two second cycle master programs (120 ECTS): MSc Pharmacy and MSc Health Management.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of the Integrated Dentistry program (300 ECTS, Dr in Stomatology) has 6 goals as described in the SER as well as the 7 components of the College mission. The mission alignment of the programme with the mission of the College is shown in a matrix in the SER. During interviews with management, heads of program, teachers, students, graduates and employers the ET has found evidence for this alignment.

The program has 7 learning outcomes and 3 outcomes for professional attitude and values. Furthermore a detailed overview of the competences to master at graduation is provided in the SER.

According to the SER the intended learning outcomes are aligned with the NQF and with the European standards level 6 and 7. Checking Dublin descriptors in the different courses (in syllabi) gives evidence that level 6 and 7 can be reached after studying the program..

Advice of the Commission for Licensing of Dentists at the Kosovo Chamber of dentists has been relevant for defining the intended learning outcomes.

According to employers and graduates there is no competence gap between graduation and starting to work in the Health Care system.

Although a clear didactic concept is not defined, the ET has found evidence during the interviews with teachers and students that the program focuses on active learning with diverse teaching and learning methods, that there is a balance between theory and practice, and that competences are defined. The implementation of working with learning outcomes for each syllabus is started and ongoing in the different courses.

An overall research concept (tutoring-led, research led, research oriented, research based) has not been defined by the teaching staff. A mix of teaching and learning activities to learn research skills is embedded in the program, but not well enough steering the competences needed to do independently research by graduation for all students as mentioned during the interviews and in the SWOT analysis. The focus should be more on the nexus between teaching and research. Especially for objectives in the frame of services to society much more can be done to make students “change agents”, to make the health care services better by doing small research projects in the community to ameliorate the health care system. By doing this the nexus between teaching, research and services to society can be strengthened and make “transformational learning” possible.

The Code of ethics regulates the professional conduct for the college community, with special attention for academic integrity, academic freedom, institutional autonomy and ethical integrity. The Code of Ethics is elaborated in detail and very important in steering professionalism in daily work at the College. According to the SER all staff and students comply with the College regulations and Code of Ethics. No cases of violation are reported.

According to the SER all policies, regulations, terms of references and statements of responsibility regarding the management and distribution of the program are reviewed periodically each year.

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:

- Make the didactic concept more explicit.
- Define the learning outcomes per course on higher levels of Bloom.
- Create in the program more teaching and learning activities where students can integrate knowledge, skills and attitude into competences
- Make the program more research-based and make explicit what kind of concept the program has chosen.
- Try to realize transformational learning by strengthening the nexus between teaching, research and services to society
- Need for more internationalisation

2.2. Quality management

A quality assurance system is in place, with structures, responsables, policies, procedures, tools, mechanisms to gather on a continuous basis information about all activities undertaken according to the program more specific and to the organisation of the College in general. For implementation the ESG have been used.

A new Quality Framework for Quality Assurance will be implemented with KPI, that will be monitored in an integrated way on a regular basis and that will be able to show progress in quality over time. Special regulations have been developed as for implementation of electronic surveys, data processing, report preparation, implementation of results of surveys, reliability of information, time period for storing information and monitoring the implementation of the regulation. A College Manual for Quality Assurance has been created in 2021.

The Quality Assurance Office has 12 members, 3 administrative members (instead of 1) and also 3 students. The Committee has 15 members, including 3 student(before 1).

The financial plan foresees 27000 euro's per year for the normal functioning of the system and for trainings of the staff.

According to the interviews with heads of program and teachers self evaluation by all members of the staff, academic and administrative is common practice. Nevertheless the SWOT analysis mentions that there is lack of interest and motivation of staff for involvement in quality assurance processes and lack of interest of staff to contribute to continuous quality improvement

Although the SER is very positive about the contribution of all stakeholders in the quality assurance processes the ET has not found evidence for regular contributions of employers and graduates. The ET has not seen "closely" involvement of external stakeholders in program development and cyclical reviews as was mentioned in the SER.

The efficiency of the system is explained in the SER, rather on a theoretical basis. Progress over years is not visible. According to the SER: "the College reaffirms its commitment to the development and implementation of a formal and integrated Quality Assurance Management system as part of its strategic mission." By this statement it is clear that development and implementation are under way. All domains will be evaluated: programs and course, personnel, teaching and learning experiences, assessment of staff/student performance, support services,

resources and facilities, research. The SER gives in a table the overview of the scope of evaluation (topics), the instruments to measure quality and time line and actors.

Also a table with the results of the survey program review student survey -2022 is provided. Respondents: 33 graduates (30%). The scores on the different items are mostly very high. Actions for improvement are defined, actors indicated and performance benchmarks defined. Questions about validity and reliability of the instrument, the procedure have to be discussed in the opinion of the ET.

The analysis of the teaching students evaluation survey-2021 is presented in the SER. Here also are the scores very high. The survey speaks only about lessons, not about other teaching and learning activities in the frame of activating learning, nor about tasks and also not about assessment formats and workload. The score for alignment between learning outcomes and teaching and learning activities is over 98%. An implementation plan for improvement is presented. Here also the validity and reliability of the survey is at stake and has to be discussed and the questionnaire has to be ameliorated as for content.

The staff satisfaction survey-2022 also shows staff that is very satisfied with working conditions and job satisfaction is high to very high.

For students data are collected about previous success in high school, passing rates for exams, drop -out rates, numbers of graduates, average duration of study.

Last but not least the results of a survey for employers is shown, a more critical especially for independent research work.

Under the first standard an overview is given of the fields of evaluation, with tools for assessment and KPI to judge the performance.

Because of lack of data over time, the ET cannot found evidence that on an aggregated level progress in quality has been made, nor which domains are weak and need extra input to have better outcomes in the future. Hopefully the ABACUS program will be capable to make continuous monitoring easily done and to make statistical analysis accessible and ready for implementation of actions to perform better. Review of surveys content is highly recommended.

Every three years there is an evaluation of the program with the following topics be evaluated: curriculum, academic staff, teaching and learning, infrastructure, expected results, student needs, market and society needs, use of resources adequately and relevance. The involved structures , procedures, tools and persons responsible are well defined. Quality indicators are defined. The list gives an overview of the field of evaluation, assessment instruments, time line and actors. It is remarkable that the field of relevance(incorporation of latest research in the different disciplines) is not mentioned in this overview. Also coherence of the program and competence-based learning are not in the field of evaluation.

According to the SER the regulations are evaluated periodically every three year.

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
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Compliance level: substantially compliant

ET recommendations:

- The system of quality assurance is too much a control system driven by the criteria of KAA, make the system more as an “enhancement of quality” system
- Try to work with “good practices” on all levels
- Realize more involvement of employers in processes of evaluating the quality of the graduates
- Involve employers more in the periodical evaluation of the program
- Make the overall data registration in a way progress in quality can be monitored and make data easily accessible (in ABACUS?)
- Revise the tools(surveys) as for reliability and validity (important domains, fields are not questioned)
- Make participation of students in quality assurance stronger and make that results are more valid (students have to give their proper evaluation without fear for consequences)
- Give feedback to students about the surveys of teachers
- Make participation of staff in quality assurance stronger and make that results are more valid (staff members have to give their proper evaluation without fear for consequences)

2.3. Academic staff

The academic staff members were aware of the expectations that the college had from them per their contracts as they implied during the interview. These responsibilities included: teaching, conducting research-related activities – including publishing research results, consulting students, helping with administrative work and offering community service. However, the minimum hours for involvement in teaching-related activities has not been set, especially for expertise in the dental discipline field, which compromises the expected added value role they should have in the educational process.

Staff development has been carried out well and provided via the centre of excellence especially in teaching and learning methodologies, however they would benefit more from tracking and making sure that all staff underwent this training, the same for the other trainings provided by the centre. The objectives that were set for the centre of excellence to achieve should be monitored and measured, this mechanism is missing whether and it is highly

recommended to consider that in the near future to enhance the quality of the teaching skills and the educational process in general.

The college's total number of full time academics with high profiles has increased substantially over the last three years which is an improvement they are commended for .

However, given the fact that in their curriculum clinical expectations and competencies for Orthodontics 1,2,3 are not identified , which are compromising a total of only 10 ECTs , run by 1 Prof. Ass ,with a total of 3 teaching hours, 1 lecturer and a part time assistant, requires a reevaluation for improvement.

The evaluation of teachers, which is publicly shared, runs yearly with exceptions to the student evaluation which runs each semester. The college uses data to evaluate staff development however, the mechanism and criteria set for the evaluation in the self assessment tools should be categorised , linked to basic requirements and key indicators , then monitored for its effectiveness in measuring what is intended to measure . The tool itself has to be validated for effectiveness as it is intensively used as an evidence to inform decision on staff performance .

<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: fully compliant

ET recommendations:

1. Increase the capacity of qualified professors for all the dental disciplines, who are responsible for the course .

2. Monitoring staff development should be based on a well evaluated and validated tool (self-assessment surveys) given the importance in drawing actions for improvement.

3. Evaluate and follow on the effectiveness of the training provided by the Centre of excellence

4. Quality of learning material ,per their course syllabi, needs review across all subject matters , their are some courses that don't cite the whole reference which hinder the student's ability to retrieve while others have only books as references which limit evidence based research enhanced teaching.

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 300 ECTS are structured into 10 semesters, plus 1 extra year only for clinical practice in order to get the final diploma. The disciplines within the curriculum are organized in a logical flow and complement the precise definition and definition of general and specific competencies, as well as the compliance with the study programs and curricula submitted to European Higher Education Area (EHEA). The program is in line with Directive 2013/55 / EC and Directive 2005/36 / EC, of the European Union (EU), on the Recognition of Professional Qualifications. In general, the program consists of: Basic courses, Dentistry related Courses, Basic Communication Skills Courses and Elective Courses.

The expected learning outcomes as written in the self-assessment report are:

- Obtain anamnesis, conduct a physical examination of the patient in a fair manner, utilize laboratory data, imaging and referral services, and organize adequate patient research.
- Perform clinical dental procedures, including techniques for the prevention and treatment of oral and dental diseases and disorders.
- Undertakes basic procedures within the research and management of the ward, clinic or general practice, including initial competent care of the most common dental emergencies.
- Utilize a number of effective interpersonal skills in dental practice, based on an understanding of interpersonal relationships, the importance of communicating with patients, their family members and other professionals involved in the care of those patients.
- Strictly utilize qualitative and quantitative evidence, utilizing scientific knowledge of dentistry, in order to make reasonable decisions and clear explanations, and also to recognize and apply basic principles of health information.

- Apply the principles of rational therapy, developing a treatment plan based on the specific characteristics of the patient, illness and other preliminary therapy, disease management, rehabilitation, reduction of suffering and disability.
- Contribute, according to their abilities and talents, to the development of medical practice and its basic knowledge through clinical review of published work, careful observation, or rigorous experimental analysis.

The program also includes phases of practical work in clinical settings and the clinical expectations and competencies are stated in the curriculum. If they are all met by every student it should be enough for them to be fit for practice. The only concern is the lack of evidence of these procedures being performed in their entirety. To facilitate the internship stages, the College has signed cooperation agreements with: University Dental Clinical Centre of Kosovo, American Hospital, Prishtina and Kavaja "Hospital", Prishtina.

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	

<p>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.</p>	X	
<p>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.</p>	X	
<p>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.</p>	X	
<p>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.</p>	X	
<p>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.</p>	X	
<p>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.</p>	X	
<p>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.</p>	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. Have established and clear internal mechanisms to ensure all students a sufficient number of patients for the practical work in clinical settings.*

2.5. Students

Per the Assessment procedure there is no identification for tailored learning materials and written examinations for students with learning difficulties as mentioned in the SER page 23 . They noted in their assessment procedure that for students with unsatisfactory performance they would benefit from the implementation of the improvement program including additional teaching hours and the possibility of applying for the Remediation program , which does not explicitly acknowledge students with learning difficulties .

Despite that student surveys to evaluate teachers performance and the quality of the teaching ,which run end of each semester, are consistent, however, the process should be reevaluated and never be seen as obligatory linked before an exam. This process has to be changed and the freedom of sharing the evaluation should be ensured for students to give an honest feedback/ rating .

Students were not aware of the benefits of moodle to submit a feedback or a concern per the SER page 98 . Students ability to raise a complaint was set in order of hierarchy reaching out to student representative first which limits individual privacy and independency as well compromises the efficiency of handling urgent matters.

Academic integrity and adherence to the originality of work has been well enhanced. Students are referred back to a manual and supported during this process by their tutors, staff are equipped with softwares to check on plagiarism. The university is highly commended on that. However, it was hard to evaluate how they check plagiarism on work submitted in the Albanian language.

The tutoring system as well as the feedback system after each form of evaluation is working very well and all students showed their satisfaction on the process and the advices given, however there is no mechanism to evaluate its effectiveness and efficiency, a survey would be advisable to collect as much feedback from all students to further enhance the process.

Students have a voice as representatives in the student council, they are present in the decision-making processes and their feedbacks are taken into account. However, the inability of the dental representative to share and draw on any recent experience compromised our evaluation, nevertheless, it is seen as an indication of an overall satisfaction.

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. Enhance the feedback system on the educational and advisory processes in a more transparent way and inform students back on actions taken for improvement*
- 2. Familiarise students with the benefits of the electronic platforms and empower them in using that to evaluate the effectiveness of the educational process and voice out their concerns .*
- 3. Reevaluate the internal policy for transfer ,without compromising quality, looking for modalities to increase the number for international students from 0% up to 02 % per your identified KPI , a suggestion could be other than identifying the Albanian language as a requirement for the application to be considered , it might be offered as a support program system after approval and before commencing the studies, or perhaps an extension to the application transfer window could be considered.*

2.6. Research

The College states that before generating the new research plan, as one of the first activities has conducted the assessment of the capacity of the research environment within the College. To this end, it has developed the Framework for the College's research capacity assessment methodology and has identified the aspects that should be tested to assess the College's research capacity. The evaluation of the research capacities of the College was done according to the following aspects: research infrastructure, continuity and sustainability, partnerships and collaborations, empowerment of employees, leadership, dissemination, translation of knowledge and applicability of research, search portfolio. The overall research capacity of the College for all dimensions was rated as "moderate".

The development of the research area pursues the objectives set in the strategic plan of the College 2022-2027 and is based on academic competence, modern infrastructure and internal and external cooperation. The activities of the College in the field of basic and applied research are led by the Vice Rector for Research, who is responsible for research activities, including issues related to research in postgraduate studies, as well as for the organization and development of research promotion.

The budget for research stated in the Strategic Plan for Research 2022-2027 is bold and is roughly 1.2 million €, respectively 200.000 €/year.

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. At the moment the thesis is only theoretical, a literature review.

Most of the CV's provided were hastily done, lack consistency and did not provide a list of research publications and most lack recent updates (some are even dated 2019).

Some on-line checked published staff research are not published under the Rezonanca College, but as private dental offices/practices

Only few academic have a proven track record of scientific publishing in the last three years

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	

<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.		X
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities		X

Compliance level: partially complaint

ET recommendations:

1. *Scientific student activity should be encouraged, especially within the bachelor's thesis*
2. *Ensure a balance between strategic research priority areas and research arising from individual interests*
3. *Updated staff CV's*
4. *A common template to be used by all staff in making their CV's to ensure consistency*

2.7. Infrastructure and resources

The ET is convinced of the quality of the infrastructure and of the sustainability of the study program on long term according to the financial plan.

The chair of the ET has visited the buildings. Buildings are modern and well maintained.

The SER gives a detailed overview of the number of rooms, amphitheatres and for numbers of seats in all the different rooms. The quantity and the quality of the equipment is ensured. Spaces are adequate for the educational processes. Laboratories are equipped with the most modern materials, tools, simulation material in a way students are able to master the practical skills before exercising on a real patient. Adequate numbers of dental chairs are provided. Adequate software is in place with data bases for searching evidence and practising research skills.

All objects, properties and inventors are the property of the College

Library is equipped with reading rooms, group work rooms and with book stock in Albanian but mostly in English (when Albanian version is not available).

The ET is convinced of the quality of infrastructure.

As for the library the ET advises to go for an E-library and to educate students in this direction. The old fashioned library with books has passed. Databases are available (Medline, EBSCO, with also e-books. Library is open from 9.00 till 20.00 every day, except Sunday.

Students have access to all learning material via the moodle platform.

Number of seats in all kind of teaching rooms (small and big) are enough, number of dental seats are more than enough

The College is implementing the Master Plan for the construction of the new campus of 25000 m² for 13.000.000euro's.

<i>Standard</i>	Compliance	
	Yes	No

<p>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.</p>	<p>X</p>	
<p>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.</p>	<p>X</p>	
<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. 	<p>X</p>	
<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>	<p>X</p>	

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

Compliance level: fully compliant

ET recommendations:

- Go for E-library
- Stimulate English proficiency for students and staff

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Standard	Compliance Level
Mission, objectives and administration	Substantially Compliant
Quality management	Substantially Compliant
Academic Staff	Fully Compliant
Educational Process Content	Fully Compliant
Students	Fully Compliant
Research	Partially Compliant
Infrastructure and resources	Fully 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 program in the rural areas of the country the number of dentists and their density in relation to the current population remains very 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 REZONANCA 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 85 students to be enrolled in the program.

Expert Team

Chair



(Signature)

Dr. Joke Denekens

(Print Name)

14.03.2023

(Date)

Member



(Signature)

Dr. Adrian Tudor Stan

(Print Name)

14.03.2023

(Date)

Member



(Signature)

Sabri Nibal

(Print Name)

14.03.2023

(Date)