



Republika e Kosovës
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Agjencia e Kosovës për Akreditim
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Kosovo Accreditation Agency



AAB College

Dentistry

REPORT OF THE EXPERT TEAM

21st of March 2025, Pristina

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INTRODUCTION

Date of site visit: 21st of March 2025

Expert Team (ET) members:

- *Dr. Adrian Stan*
- *Dr. Fatoş Korkmaz*
- *Shadiyar Tauyekel, Student expert*

Sources of information for the Report:

- *Self-Evaluation Report (SER)*
- *Interviews with faculty, students, staff and all relevant stakeholders*
- *Relevant institutional documentation and annexes*

Criteria used for institutional and program evaluations

- *Kosovo Accreditation Agency standards*
- *National Qualifications Framework (NQF)*
- *European Higher Education Area (EHEA) guidelines*

Site visit schedule

| Time | Meeting | Participants |
|---------------|---|--|
| 09:00 - 09:50 | Meeting with the management of the faculty where the programs are integrated | Bleron Azizi, Dean of the Faculty of Dentistry Shar Xhahnemi, Coordinator for Teaching Idriz Sopjani, Dean of the Faculty of Health Sciences Edona Gara, Coordinator for Teaching |
| 09:55 – 10:30 | Meeting with quality assurance representatives and administrative staff | Furtuna Mehmeti, Head of the Quality Assurance Office Leron Berisha, Head of IT Office Mejreme Millaku, Head of Administration |
| 10:35 – 11:30 | Meeting with the program holders of the study program (separate meetings) Aesthetics and Cosmetology, BSc Dentistry, Dr. Dent | Dentistry Bleron Azizi Astrit Kuçi Teuta Bicaj Mimoza Selmani Blerim Mehmeti Donika Iljazi – Shahiqi |

| | | |
|----------------------|--|--|
| | | Avdyl Shoshi Rajmonda Halili Aesthetics and Cosmetology Violeta Zatriqi Skender Zatriqi Donjeta Ahemtaj Reihane Beslimi |
| 11:30 – 12:30 | Lunch break | |
| 12:40 - 13:20 | Visiting Facilities | |
| 13:20 – 14:00 | Meeting with teaching staff | Fatmir Dragidella Armend Avdiu Enesë Morina Fadil Sherifi Fatime Qosaj Teuta Bujupi |
| 14:00 – 14:40 | Meeting with students | Alma Grajçevci Auron Merovci Anjeza Bruçi Rrap Ostrozubi Vlera Aliu Donart Krasniqi Altina Pulaj Dafina Duraj Gramos Ahmet Edonesa Maloku |
| 14:40 – 15:20 | Meeting with graduates | Aron Kelmendi Fjolla Beqiraj Erjon Kadriu Erblin Tamva Agnesë Isufi Erjona Gashi Arieta Saraqi Drito Sadiku |
| 15:20 – 16:00 | Meeting with employers of graduates and external stakeholders | Edon Salihu Ilir Topilla, Naim Kallaba Nexhmije Gori Muharrem Arifi |
| 16:00 – 16:10 | Internal meeting of KAA staff and experts | |
| 16:10 – 16:20 | Closing meeting with the management of the faculty and program | Bleron Azizi, Dean of the Faculty of Dentistry Shar Xhahnemi, Coordinator for Teaching Idriz Sopjani, Dean of the Faculty of Health Sciences Edona Gara, Coordinator for Teaching |

A brief overview of the programme under evaluation

Established in 2016, the Faculty of Dentistry at AAB College offers an integrated Dentistry program (Dr. Dent.) designed to provide students with foundational theoretical knowledge and practical skills necessary for professional practice. The program aims to respond to local and broader labor market demands by combining structured coursework with clinical training.

The educational approach of the Dentistry program emphasizes student-centered learning, incorporating practical clinical experiences alongside theoretical instruction. Students gain exposure to contemporary dental technologies through clinical and laboratory resources, including digital dentistry and CAD/CAM systems.

Additionally, the Faculty engages in activities such as international collaborations and hosts professional events like the annual "Prishtina Dental Weekend," contributing to the broader academic environment of the institution. The program continues to experience steady enrollment interest, reflecting its role in dental education within Kosovo.

PROGRAMME EVALUATION

1. MISSION, OBJECTIVES AND ADMINISTRATION

AAB College is the first private higher education institution in Kosovo, founded in 2000, and has been continuously accredited by the Kosovo Accreditation Agency (KAA) since 2009. It has a well-defined governance structure comprising a Steering Council, Senate, Rectorate, and faculty councils, as outlined on its official site. Internal regulations (Statute and policies) define decision-making processes, and the institutional review confirmed that decision-making bodies operate in line with legal requirements and the institution's mission. AAB has developed a Strategic Development Plan that covers key areas (management, quality assurance, student services, teaching & research, infrastructure, partnerships) and integrates cross-cutting priorities like innovation. This plan was formulated with input from faculty, students, and external stakeholders, evidencing compliance with ESG 1.1 on policy for quality assurance that involves the whole institutional community.

The Dentistry program's mission focuses on producing competent dental professionals and improving oral healthcare in Kosovo, aligning with national health sector needs and European directives for dental training. This mission is published on AAB's website reflecting transparency and stakeholder awareness. While the Self-Evaluation Report (SER) asserts alignment with institutional mission and local needs, a formal needs analysis or published rationale for student intake is lacking. The optimal number of student admissions is only

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loosely justified. The curriculum's structure supports the mission through early clinical exposure and community service projects; yet, we found no explicit mention that facilities and equipment capacity is assessed against enrollment targets in the documentation. **(1.1)**

Academic integrity policies exist and appear to be well implemented, with data plagiarism checks.). The College likely has general integrity policies, yet Dentistry-specific guidance (like ethical conduct in patient care) isn't clearly demonstrated. **(1.2)**

The Quality Assurance Office (QAO) implements regular questionnaires and produces analysis reports (Preclinical Practice Survey Report, July 2024). They also have a semester work plan for QA, including data analysis and follow-up action plans. This shows a cycle of collecting feedback and recommending improvements. **(1.3)**

Strengths include an engaged Quality Assurance Office and academic staff who are responsive to student needs (students reported 100% agreement that faculty staff were available to clarify uncertainties during practice). Administrative help (like scheduling or technical problem-solving) was largely rated positively by faculty: 84% of staff were satisfied with general administrative support (56% very satisfied, 28% satisfied). Similarly, 92% of staff were satisfied with IT support for digital platforms – indicating the administrative units are serving faculty well. **(1.4)**

ET recommendations:

- Conduct a formal needs assessment (labor market demand, stakeholder surveys) to justify student intake. Summarize findings publicly on the program website for transparency. (deadline - starting 2026, every year)
- Ensure the program's *mission alignment and objectives* are clearly published online, including admission targets and how facilities suffice for student numbers.
- Maintain logs of plagiarism checks for student theses and clinical reports. Provide statistics on usage of anti-plagiarism software and outcomes (plagiarism cases detected, sanctions). (deadline - autumn 2025)

2. QUALITY MANAGEMENT

AAB College has an established internal quality assurance (IQA) system that extends to the program level, satisfying ESG standards and KAA's *Quality Management* criteria. The IQA system is coordinated by the Central Quality Assurance Office, which operates under a defined policy framework (approved by the Senate) and implements quality monitoring in all study programs. Each faculty, including those hosting the Dentistry and Aesthetics programs, has a designated QA coordinator who liaises with the central office to carry out QA activities locally. **(2.1)** Regular QA processes include semester and annual evaluations of teaching,

curriculum, and services. The QA Office follows a plan-driven approach: there are semester and annual QA work plans that schedule evaluations (student course surveys, graduate surveys, faculty peer reviews). The IQA system includes key performance indicators (KPIs) at program level: the Faculty of Dentistry, in collaboration with QA Office, has developed KPIs tracking teaching quality, student learning outcomes and student services. (2.2 ; 2.3)

Alumni involvement is an area to strengthen – while current feedback mechanisms include recent graduates, establishing a more formal alumni network or club would help gather long-term program outcome data (this was highlighted by students/graduates as a gap, since a strong alumni club is not yet in place).

AAB College strives for transparency, and much information about the Dentistry program is available. According to the Dentistry SER, results of student evaluations and other QA assessments are now posted on the AAB website and the student portal, so that the academic community can see how feedback is acted upon. Additionally, all key academic regulations are accessible on the college's website. This openness not only satisfies accreditation requirements but also likely improves stakeholder trust and participation. (2.4)

ET recommendations:

- Consider involving *external experts* (an international dental educator) in the curriculum design review process for a fresh perspective. Document their input as evidence of robust design scrutiny. (deadline - end of 2026)
- Increase student awareness of QA mechanisms and ethics policies: Conduct regular workshops or info sessions (especially for first-year and graduating students) on the Code of Ethics, plagiarism policies, complaint channels and the role of the QA Office. Better awareness will encourage students to utilize feedback channels and uphold academic integrity. (deadline - starting 2026, every year)

3. ACADEMIC STAFF

The Faculty of Dentistry follows transparent and objective recruitment procedures, consistent with national legislation and internal regulations. Recruitment and selection processes involve public announcements and multi-stage approvals, including Teaching Councils, Studies Committee, and the Senate. All candidates are informed of their duties and responsibilities upon employment, adhering to the statutory guidelines and institutional regulations. Moreover, academic staff involved as program holders fulfill the publication requirements stipulated by Kosovo Accreditation Agency (KAA) guidelines. The SER indicates that all academic staff hold relevant degrees and have fields of study aligned with program needs, and that CVs with publications (including Scopus profiles) are provided.

Recruitment follows a transparent process; likely public vacancy announcements and a selection committee as per legal requirements, though explicit evidence of such was not excerpted. **(3.1)**

The full-time staff sufficiently cover over 50% of the program courses, aligning with the KAA's Administrative Instructions. Additionally, the student-to-academic staff ratio of 1:3 exceeds local and international standards, ensuring ample support and quality in instruction. **(3.2)**

Clear and transparent mechanisms are in place for the advancement and reappointment of staff, guided by strategic institutional goals and clearly documented regulations. Academic staff advancement considers participation in scientific research, publication productivity, and international collaboration activities. The Faculty provides regular professional development training and opportunities for academic advancement, including internal training by QAPI and participation in international exchanges such as Erasmus+ programs. **(3.3)**

Staff workloads are balanced, typically ranging from 8 to 12 teaching hours weekly. This allows adequate time for teaching, mentoring, research activities, and administrative responsibilities. The distribution of workload appears organized and systematic, supporting an efficient academic environment that enhances educational outcomes. **(3.4)**

The SER doesn't explicitly list externals, but it mentions encouraging external associates to co-supervise theses and providing training for them. **(3.5)**

ET recommendations:

- Develop incentives to retain high-performing faculty – for instance, offer competitive research grants or reduced teaching loads for those who produce significant research or who take on heavy mentoring roles. This will help keep star faculty (especially in the Dentistry program, where external private sector opportunities are lucrative) committed to AAB and its students.

4. EDUCATIONAL PROCESS CONTENT

The Dentistry program is a 6-year integrated program (360 ECTS) culminating in a “Doctor of Dentistry” degree, which AAB has explicitly structured in accordance with EU regulations for dental education. The curriculum meets the EU Directive 2005/36/EC (and its updates) by providing 5,500+ hours of education over 6 years, ensuring graduates are eligible for professional recognition across Europe. In the SER, AAB cites compliance with Regulation no. 93/16/EEC and a 2024 EU Directive update for dental training, confirming that the program's content, duration, and competencies are aligned to European standards for regulated professions. This includes incorporation of competency-based education, integrated clinical

practice, and ethics as emphasized by the EU. By adhering to these standards, the program ensures that upon graduation, students can obtain a dental license in Kosovo and have mobility for practice in other European countries. **(4.1)**

In the Dentistry program, the curriculum is systematically laid out from foundational sciences to advanced clinical practice. Years 1-2 cover basic sciences and preclinical skills (e.g. anatomy, physiology, dental materials), Years 3-4 introduce clinical sciences and simulations (operative dentistry, radiology, periodontology, etc.), and Years 5-6 are heavily clinical, with students rotating through all dental specialties and completing a Diploma Thesis research project. **(4.2)**

The integrated curriculum likely starts with basic sciences, moves to pre-clinical, then clinical practice – a logical progression noted in the SER (early clinical exposure from year 2, progressive skill development). One potential weakness might be if elective offerings or research components are limited, but not critical if core is covered. The preclinical survey found students were generally satisfied with group sizes and practice hours for skills development, implying the structure allowed effective practice. However, recommendations were still made to increase practice hours and adjust group sizes for optimal experience – fine-tuning, not an overhaul. **(4.3)** As dentistry is a regulated profession, the program must meet specific EU and national requirements. **(4.4)**

The **(4.5)** standard assesses the practical training component – clearly defined outcomes for clinical practice and processes to ensure those outcomes are met. The program incorporates practical components with well-defined outcomes. Dentistry, being a clinical field, has extensive practical and clinical training throughout. Preclinical labs in operative dentistry and prosthodontics start as early as Year 2-3 where students practice on simulators (phantom heads).

Dentistry inherently involves hands-on practice, case discussions, and one-on-one mentoring in clinics – all student-centered elements. The SER likely highlights that teaching methods include interactive seminars, problem-based learning in clinical case studies, and practical skill labs, as aligned with best practices. Additionally, survey data suggests students feel supported: 100% agreed that faculty were available for help during practice, reflecting a student-centered practices. **(4.6)**

In the staff survey, there was a question on whether continuous assessment load is manageable, with ~88% agreeing or strongly agreeing, implying continuous assessment is systematically implemented. Also, the QA plan's plan to assess whether exam questions measure learning outcomes in 2025 shows a commitment to valid assessment; student workload should also be in the QA's plan **(4.7; 4.8)**

ET recommendations:

- Make sure students are oriented on the practice outcomes and how their performance will be evaluated. They should know what skills/competences they must demonstrate to pass the practical part.
- Conduct a student survey or focus group about workload – ask if the hours they spend match

the ECTS expectation. If students report significantly more hours than allocated (or too little work), adjust either the course demands or the credit allocation. (deadline - 2026)

5. STUDENTS

The Dr. Dent. program in Dentistry at AAB College has clearly defined admission policies outlined in the AAB Statute, Regulations for Bachelor Studies, and legal requirements of the Ministry of Education, Science, and Technology (MEST) and Kosovo Accreditation Agency (KAA). Admission is based on a public competition and a selection procedure determined by the Senate, with the Governing Council announcing the competition. Requirements include successful completion of 12 years of schooling with a relevant diploma, passing the National Matura Test per MEST criteria, completing a selection procedure (including biology and chemistry exams and GPA evaluation), and submitting required documentation. These criteria are publicly available on the institutional website and social media platforms, ensuring transparency.

The selection process is tailored to ensure candidates possess appropriate prior knowledge and skills, with a capacity limit of 30 students annually as per KAA accreditation. The process is administered by the Dean of the Faculty, and an appeal mechanism allows candidates to contest decisions within three days, with final decisions made by the Studies Committee. The site visit confirmed student satisfaction, with comments such as "exam was fair and just" indicating consistent and fair application of criteria. Pre-enrollment meetings with high school students across Kosovo and a student handbook uploaded to the E-Service platform further enhance accessibility and awareness.

However, while the framework theoretically applies to both national and international students, the lack of enrolled international students suggests limited outreach or appeal beyond national borders. Information is available in English on the website, but the program's Albanian-only delivery may deter international applicants. **(5.1)**

The Faculty of Dentistry has a robust system for monitoring student progression, as outlined in Article 32 of the Regulations for Bachelor Studies. Success reports are generated per subject after each exam term and at the program level, reviewed by the Dean, and discussed in Faculty Council meetings. Improvement measures—such as additional lectures, laboratory exercises, and counseling—are implemented based on identified deficiencies. Site visit

highlighted proactive support, including emails and internal chat platforms to notify struggling students, additional courses, and adjustments like seminars for students unable to attend.

Progression rules are clear: students need 30 ECTS credits from the prior year to advance (e.g., 30 ECTS from year one for year two), with mandatory attendance and intervention norms tracked via advanced electronic platforms. Students report that midterms, final exams, and practical assessments keep them informed of their progress, with professors being "very helpful and approachable." Transfer policies (Articles 6-8 of the Regulations) allow movement between semesters two and eleven, with recognition of qualifications from other institutions facilitated by the Transfer Office.

The dropout rate is notably low (5% or less), suggesting effective support systems. However, while progression data is collected and shared internally, there is no explicit evidence that results are systematically distributed to students beyond individual updates.

To support students in meeting academic requirements, AAB College has implemented digital platforms that track attendance and exam performance. These platforms generate monthly reports that help identify students who may be struggling. If a student falls behind, they receive notifications via email or the internal communication platform and are offered additional academic support, including tutoring and extra classes. Professors remain accessible to students for academic guidance, in the later years of study as well, when clinical practice becomes a significant part of the curriculum. **(5.2)**

Students enrolled in the Dentistry, Dr. Dent program are informed about international exchange opportunities through the Office for International Cooperation. Despite the program's rigorous schedule and hands-on patient care requirements, AAB College has established agreements with institutions such as the University of Zagreb to facilitate limited mobility opportunities. However, participation in exchange programs remains low due to the challenges of completing clinical requirements abroad.

The institution actively encourages international collaboration and has published guidelines on ECTS recognition and credit transfer for students who engage in mobility programs. Additionally, information about application procedures, eligibility criteria, and available exchange opportunities is made accessible to students through official communication channels.

AAB College prioritizes internationalization in its Development Plan, with increased inter-institutional agreements and Erasmus+ opportunities. The Office of the Vice-Rector for International Cooperation manages mobility, providing information via email, the website, and social media. The Regulation for Academic Mobility outlines conditions for exchanges, and ECTS credit recognition is regulated. However, the SER notes no Erasmus+ mobility for the Dentistry program specifically, likely due to its dense clinical requirements e.g., patient continuity challenges abroad, as per site visit student mobility is a very hard due density program.

Students express enthusiasm for exchanges, and some international students praise the infrastructure and practice opportunities. Yet, the program's Albanian-only delivery, lack of foreign language courses, and absence of dedicated administrative support for international

students limit accessibility. Information is published in English, but no foreign students are currently enrolled in Dentistry. Feedback collection from mobility participants is not detailed, and mobility statistics are not detailed as well for this program. (5.3)

AAB College ensures that students enrolled in the Dentistry, Dr. Dent program have access to a wide range of resources and support services. The institution provides a well-equipped library with academic materials in multiple languages, advanced laboratories featuring state-of-the-art equipment, and a fully digitized E-Service platform that integrates student accounts, academic schedules, course materials, and institutional regulations. This system enhances efficiency and accessibility, allowing students to access critical information at any time, while class schedules and updates are also displayed on digital screens throughout the campus. Additionally, the college boasts a robust support network, including sufficient professional, administrative, and technical staff, with the Faculty of Dentistry supported by dedicated administrative officers, alongside services from the Central Administration, IT Support Office, Transfer Office, and Career Office.

Students actively participate in shaping their academic and administrative environment through multiple feedback channels. At the end of each semester, they complete surveys evaluating course content, infrastructure, and faculty performance, while before exams, questionnaires capture their academic experiences. These mechanisms have proven effective, as seen in the prompt addition of laboratory equipment for anatomy classes based on student requests. Beyond formal surveys, students can directly communicate with the Dean and Vice-Dean or visit the administrative office at any time to report issues or suggest improvements, with concerns often addressed mid-semester. During a site visit, students expressed high satisfaction with the accessibility of professors for academic and personal guidance, as well as the transparent procedures for submitting feedback and complaints, which allow for anonymity if desired. Appeal procedures, outlined in the Statute and Regulations, and are also noted for their fairness in grade discussions.

The college fosters a dynamic learning environment beyond the classroom through well-supported extracurricular activities, such as clinical workshops, guest lectures, and professional networking events like Prishtina Dental Week and study visits. The Projects Office funds at least three student projects annually, further enriching these opportunities. Infrastructure, described as the largest in Kosovo, is adapted to accommodate diverse student needs, implying features like wheelchair accessibility, though specific support for part-time, mature, or vulnerable students is not detailed. Overall, AAB College's responsiveness to student input, combined with its advanced resources and comprehensive support services, creates an adaptive and student-centered academic experience. (5.4)

ET recommendations:

- Encourage and monitor student involvement in Erasmus+ and other mobility initiatives by

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providing financial support, language training courses, and straightforward application assistance.

- Release detailed student progress statistics, such as dropout and completion rates, to increase transparency. (deadline - starting 2026, every year)

6. RESEARCH

The Dentistry Faculty has established a clear research strategy aligned with AAB College's broader strategic objectives. The program supports research initiatives through internal mechanisms such as annual work plans, funding schemes, and institutional regulations (e.g., Regulation for Grants). This structured framework effectively encourages faculty participation in research activities, including publications in international indexed journals like SCOPUS and WoS.

However, despite these mechanisms, the volume and impact of publications could be improved. While faculty research output has increased in recent years, additional emphasis is required on achieving a higher quantity of indexed publications. Such an increase would reinforce the international recognition and academic standing of the Faculty. **(6.1)**

The Faculty provides substantial administrative and logistical support, including internal research grants, international collaboration opportunities, and annual scientific congresses such as "Prishtina Dental Weekend." This congress significantly contributes to regional professional networking and student exposure to contemporary research developments. Faculty engagement in research or professional activities is present but not uniform – some staff excel while others may lag. **(6.2)**

The Faculty involves students actively in research activities through thesis preparation, congress participation, and practical research projects. Student participation in "Prishtina Dental Weekend," local preventive campaigns, and some collaborations with international partners demonstrates the integration of research into the educational experience ("15% increase in student-authored publications"). **(6.3 ; 6.4)**

ET recommendations:

- Integrate research methods training in the curriculum and require a thesis or project that ensures each student participates in research. If not already, final-year students could

conduct a research project (lab-based or clinical study) – this ties education to research and yields outputs (even small ones like conference posters).

- Pair less research-active staff with research-active ones or provide mentorship/collaboration opportunities.
- Over time, in hiring or promoting, give preference to candidates with a strong research/professional portfolio. This will gradually raise the level. If budget allows, maybe hire one full-time research professor who can lead dental research projects and involve other faculty, lifting the overall output.

7. INFRASTRUCTURE AND RESOURCES

For the Dentistry program, AAB has made significant investments: on-site at the campus there are 7 dental clinics with 30 dental treatment units. In addition, AAB's general facilities like two large auditoriums (250 and 500 seat capacity) can host guest lectures or large seminars for these programs. **(7.1)**

AAB College ensures adequate library resources **(7.2)** for students and staff of these programs. The college has two libraries on campus, open six days a week from morning until evening. The libraries offer reading rooms, group work rooms, and individual study carrels, with seating capacity sufficient for the number of students. More impressively, the library provides access to a wide range of digital resources and databases: J-STOR, Edward Elgar, Duke University Press journals, Directory of Open Access Books and Journals (DOAB, DOAJ), Cambridge Journals, IMF eLibrary, Science Commons, IOP Science, ASTM standards, BioOne, among others.

AAB College's financial stability underpins the infrastructure and resources. As the largest private HEI in Kosovo, AAB generates substantial revenue from its wide student base and reinvests in quality. Initially, costly infrastructure like dental chairs were an investment, but now that they are in place, maintaining them (and periodically replacing or adding new technology) is within AAB's capacity. **(7.3)**

ET recommendations:

- Develop a rolling plan for upgrading/replacing critical equipment. For Dentistry, dental chairs and radiology equipment should be evaluated annually and a reserve fund set aside for replacement every 4-5 years to keep technology current. (deadline - 2026)




FINAL RECOMMENDATION OF THE EXPERT TEAM

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|--|--------------------------------|
| 1. MISSION, OBJECTIVES AND ADMINISTRATION | <i>Fully Compliant</i> |
| 2. QUALITY MANAGEMENT | <i>Fully Compliant</i> |
| 3. ACADEMIC STAFF *Mandatory | <i>Fully Compliant</i> |
| 4. EDUCATIONAL PROCESS CONTENT | <i>Fully Compliant</i> |
| 5. STUDENTS | <i>Substantially compliant</i> |
| 6. RESEARCH | <i>Substantially compliant</i> |
| 7. INFRASTRUCTURE AND RESOURCES *Mandatory | <i>Fully Compliant</i> |
| Overall Compliance | <i>Fully Compliant</i> |

OVERALL EVALUATION AND JUDGMENTS OF THE ET

In conclusion, the Expert Team considers that the study program Dentistry offered by AAB College is fully compliant with the standards included in the KAA Accreditation manual and, therefore, recommends to accredit the study program for a duration of 5 years with a number of 45 students to be enrolled in the program.

Expert Team

| | | | |
|---------------|--------------------------------|--|-------------------|
| Member | Prof. Adrian Tudor Stan |  | 21.03.2025 |
| Member | Prof. Fatoş Korkmaz |  | 21.03.2025 |
| Member | Shadiyar Tauyekel |  | 21.03.2025 |
| | <i>(Print name)</i> | <i>(Signature)</i> | <i>(Date)</i> |