



## ***UBT College***

### **Dentistry**

# **REPORT OF THE EXPERT TEAM**

*20<sup>th</sup> of March 2025, Pristina*

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## INTRODUCTION

**Date of site visit: 20<sup>th</sup> 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 – 09:40	Meeting with the management of the faculty where the programme is integrated	Prof. dr. Edmond Hajrizi Visar Hoxha Agim Prokshaj Dugagjin Sokoli
09:40 – 10:20	Meeting with quality assurance representatives and administrative staff	Bekim Marmullaku Naser Rugova Lirigzona Morina Medina Thaçi Artan Tahiri Mirlinda Jashanica Murat Retkoceri Lendita Hyseni
10:25 – 11:25	Meeting with the program holders of the study programme	Agim Prokshaj Vjosa Hamiti Krasniqi Sinan Rusinovci Genc Demjaha

		Visar Bunjaku Xhevdet Aliu
<b>11:25 – 12:10</b>	Lunch break	
<b>12:10 – 12:55</b>	Visiting facilities	
<b>12:55 – 13:35</b>	Meeting with teaching staff	Merita Barani Burim Kiseri Aida Rexhepi Jeta Kiseri Kubati Tetore Olloni Aferdita Gashi Rizaj Arta Gjikoalli Teuta Komoni
<b>13:35 – 14:15</b>	Meeting with students	Dea Zejnullahu, Olisa Ratkoceri, Lis Iberdemaj, Mirnesa Telaku, Dea Beqiraj, Rea Qavolli, Redon Sejdiu, Verona Suka, Fleta Salihu
<b>14:20 – 15:00</b>	Meeting with graduates	Zlata Koçan Gentian Bibaj Donika Berisha Nart Ajeti
<b>15:00 – 15:40</b>	Meeting with employers of graduates and external stakeholders	Kastriot Meqa (Dentist) Taulant Gashi (Bora Dental) Labinot Grajçevci (KosLabor) Ardit Hetemaj (Dental Clinic Enzo) Mendrit Bytyqi (Dona Dent)
<b>15:40 – 15:50</b>	Internal meeting of KAA staff and experts	
<b>15:50 – 16:00</b>	Closing meeting with the management of the faculty and program	

## **A brief overview of the programme under evaluation**

UBT College is a private higher education institution in Kosovo, institutionally accredited by the Kosovo Accreditation Agency (KAA) and licensed by the Ministry of Education. In 2017, KAA accredited UBT's Integrated Studies in Stomatology (Dentistry) program, enabling its launch as a five-year (300 ECTS) integrated degree. Following an initial term, the program underwent re-accreditation – first in 2020 and again in 2022 – resulting in its extension to a six-year, 360 ECTS curriculum to meet European Union standards. This evaluation analyses the program's compliance with KAA standards and the overall quality of education, focusing on accreditation status, faculty qualifications, infrastructure adequacy, curriculum alignment, student support, research engagement, and transparency of information. The findings are evidence-based, drawing on official accreditation reports (including the self-assessment report), UBT's website, and other Kosovo higher education sources.

## **PROGRAMME EVALUATION**

### **1. MISSION, OBJECTIVES AND ADMINISTRATION**

The Dentistry program at UBT closely reflects the university's strategic mission, which strongly emphasizes innovation, academic excellence, and social impact. Its structure—rooted in clinical training, community engagement, and evidence-based teaching—aligns with these priorities. The curriculum is thoughtfully designed to respond to oral health challenges specific to Kosovo and the broader Balkan region, underlining the program's sensitivity to local and regional needs. The intended learning outcomes (ILOs), published in the student handbook and online, reinforce core values such as professionalism, ethics, service, and innovation. These outcomes also reflect input from stakeholders and respond well to labor market demands and student interests. The analysis supporting societal relevance would benefit from more detailed and transparent data. While admissions seem to consider national priorities and infrastructure, there is limited evidence of a formal, data-driven enrollment planning model. Well-equipped clinical and laboratory facilities support the program; however, more information on how student intake is aligned with physical capacity would provide a stronger case for sustainable resource planning. **(1.1)**

UBT has established clear institutional policies that promote academic honesty, fairness, and ethical behavior, which are outlined in the Code of Ethics and communicated through student and staff handbooks. The university has adopted anti-plagiarism software as

part of its assessment process. However, the report provides limited detail on how the tool is used or how potential violations are handled. This makes it difficult to evaluate the effectiveness of implementation fully. Ethical principles are integrated into teaching and research activities, with ethics-related topics included in the curriculum and regular training offered to academic staff. While mechanisms for identifying and addressing unethical behavior exist, the supporting evidence remains mainly descriptive. More concrete documentation—such as how cases are reported, investigated, and resolved—would help demonstrate how these policies work in practice. **(1.2)**

UBT takes a structured, data-informed approach to managing the Dentistry program by regularly gathering reliable information on key areas such as student performance, graduation and employment rates, academic satisfaction, and resource use. This data supports evidence-based planning and feeds into annual action plans, which include clear responsibilities and follow-up measures. The institution adheres fully to Kosovo's data protection law (Law No. 06/L-082), with dedicated officers ensuring ethical handling and controlled access. Many stakeholders—including students, faculty, alumni, and employers—actively collect and review program-related data. Feedback is gathered through surveys, focus groups, and quality assurance committees, and it has led to meaningful changes such as curriculum updates (e.g., digital dentistry), clinical infrastructure improvements, and adjustments to course loads. These data are also shared transparently with stakeholders through publicly available reports, helping to build trust and ensure accountability within the academic community. **(1.3)**

The Dentistry program has well-defined objectives that reflect UBT's mission to prepare competent, ethical, and community-focused professionals. These goals are embedded in the intended learning outcomes (ILOs), clearly articulating the knowledge, skills, and behaviors students are expected to develop by graduation. The learning outcomes are aligned with the Kosovo National Qualifications Framework (NQF) and are consistent with European higher education standards. Each course has specific objectives supporting the broader program outcomes, creating a coherent structure vertically (across years) and horizontally (across disciplines). Assessment methods are thoughtfully aligned with these outcomes, using tools such as OSCEs, clinical reports, case presentations, and written exams to evaluate students' competencies. Ongoing monitoring of student performance enables instructors to make timely adjustments and offer targeted support where needed. **(1.4)**

The previous external review offered several important recommendations for strengthening the Dentistry program at UBT. These included clarifying and aligning learning outcomes with program objectives, integrating student feedback more systematically into quality assurance processes, and incorporating key performance indicators into quality monitoring. In response, the institution implemented several meaningful improvements. In 2021, the program-level learning outcomes were revised to enhance clarity, measurability, and alignment with the program's overall goals. These revised outcomes are published in the student handbook and university website, improving transparency and accessibility. Student feedback has also been more formally integrated through institutionalized end-of-semester course evaluations. The Quality Assurance Committee reviews these evaluations' data and

informs decisions around curriculum and teaching practices. Additionally, indicators such as graduation rates, academic success, and graduate employability have been identified and are now being tracked. While these indicators have not yet been fully embedded in a comprehensive monitoring and reporting system, their inclusion represents clear progress. These efforts are managed within a structured PDCA (Plan–Do– Check–Act) cycle, reflecting a strong commitment to quality enhancement. That said, there is still room to improve how the regular monitoring of these indicators is documented and how follow-up actions are reported and evaluated. **(1.5)**

#### **ET recommendations:**

- Developing a clear plan for how many students to accept based on the job market needs, the program's capacity, and the university's goal.

## **2. QUALITY MANAGEMENT**

UBT has established a well-structured internal quality assurance (QA) system for the Dentistry program that aligns with national standards and the European Standards and Guidelines (ESG). This system operates at institutional and program levels, continuously monitoring and improving teaching, learning, research, and support services. A dedicated Quality Assurance Manual outlines procedures for evaluating instruction, assessment methods, learning outcomes, and academic support services. The publicly available QA policy offers a clear framework that includes specific goals, processes, and evaluation mechanisms—helping stakeholders understand how quality is monitored and maintained. Internal regulations also guide the Dentistry program's planning, implementation, and review, covering areas such as course evaluation, faculty appraisal, documentation of learning outcomes, and reporting aligned with academic standards. At the program level, quality assurance is overseen by a designated coordinator who does not hold teaching responsibilities. This ensures independent oversight and helps avoid conflicts of interest. The QA system operates within a structured Plan–Do–Check–Act (PDCA) cycle, driven by stakeholder feedback, data analysis, and performance metrics. Actions are implemented based on this input, and outcomes are evaluated to inform ongoing improvement. A broad monitoring process engages faculty, students, alums, and employers in reviewing QA procedures through course evaluations, feedback discussions, and participation in program review committees—fostering transparency, shared responsibility, and a continuous enhancement culture. **(2.1)**

The design and development of the Dentistry program at UBT are firmly rooted in the institution's internal quality assurance system, ensuring that the curriculum aligns with national and European academic standards. This process is guided by the Quality Assurance Manual and supported by internal regulations defining responsibilities, procedures, and quality benchmarks for curriculum development and review. The program structure fully complies with the Kosovo National Qualifications Framework (NQF), ESG standards, and relevant professional requirements, striking a thoughtful balance between theoretical knowledge, hands-on training, and clearly defined learning outcomes. Internal stakeholders—including academic staff, program leaders, quality assurance personnel, and students—play an active role in shaping and reviewing the curriculum. Their input is collected through structured mechanisms such as faculty meetings, program committee discussions, and internal surveys. This collaborative approach has led to significant changes, including expanding clinical practice modules and adjusting course credits based on student workload feedback. External contributors—such as practicing dentists, health sector employers, and alums—also play a key role. Their insights are gathered through advisory boards, employer surveys, and graduate tracer studies and have informed the integration of topics like digital dentistry and community-based practice. Academic governance bodies, including the Program Council and Faculty Council, formally document and review all curriculum changes. Proposed revisions are supported by evidence and stakeholder input, then incorporated into the academic management system and communicated across the institution. This process ensures transparency, accountability, and alignment with UBT's broader goals for continuous improvement. **(2.2)**

The Faculty of Dentistry at UBT regularly monitors the study program as part of its ongoing quality assurance cycle. This process follows an annual schedule, with reviews conducted by the Quality Assurance Committee and the Program Council to assess how well course content, teaching methods, assessment strategies, and overall curriculum structure align with the intended learning outcomes and national qualification standards. The review cycle is clearly defined, with set procedures and timelines integrated into the university's institutional quality calendar. These include mid-cycle check-ins, self-evaluation reporting, and feedback mechanisms to ensure continuity and consistency in quality assurance. A broad range of stakeholders—faculty, students, alums, and employers—are actively involved in the monitoring process. Their feedback is gathered through surveys, focus groups, and council discussions, creating space for inclusive dialogue on program performance. These insights have directly influenced enhancements such as expanded clinical practice hours and stronger connections between theoretical learning and hands-on training. Qualitative and quantitative data inform the program review process, including graduation rates, employment outcomes, student satisfaction, and academic performance. These findings are documented in internal QA reports and used to shape targeted improvement plans, which outline clear objectives, responsibilities, and timelines. Any resulting program revisions are formally reviewed and approved by the Program Council and other academic bodies to ensure consistency with regulatory standards. Outcomes from the monitoring process are shared with stakeholders



through meetings, internal reports, and digital platforms, reinforcing transparency and collective responsibility for program improvement. **(2.3)**

UBT College ensures that key information about the Integrated Dentistry Program is transparent and easily accessible to all stakeholders. Essential academic and regulatory documents—such as the Study Regulation, Student Assessment Regulation, Quality Assurance Manual, and program-specific guidelines—are published on the official UBT website. This open-access approach allows students, faculty, and external stakeholders to stay well-informed about academic procedures, assessment methods, and quality assurance practices, reinforcing institutional transparency and academic integrity.

Comprehensive details on admission criteria, recognition of prior qualifications, enrollment quotas, course syllabi, learning outcomes, credit allocation, and final qualifications are available through multiple channels, including the institutional website, brochures, and student orientation events. These resources help prospective and current students make informed choices about their academic journey.

UBT also clearly and objectively shares performance data—such as student pass rates, dropout rates, and graduate employment statistics—through annual reports, quality assurance reviews, and the university website. Current figures indicate a 90% pass rate, 2% dropout rate, and 95% graduate employment rate, reflecting strong academic outcomes and successful labor market integration.

All publicly available information, including the program’s mission, curriculum, learning outcomes, and admission policies, is reviewed and updated regularly. Course syllabi and descriptions are revised annually, with updates promptly reflected on the website to ensure accuracy, consistency, and continued relevance for students and other users. **(2.4)**

#### **ET recommendations:**

- Set up a system to track improvements over time, showing how feedback and review results lead to actions and fundamental changes. (deadline - end of 2026)

### **3. ACADEMIC STAFF**

The Integrated Dentistry Program at UBT College is built around a well-structured and sequential curriculum that supports students as they progress from foundational knowledge to advanced clinical skills. The early years focus on core medical sciences such as anatomy, physiology, and microbiology, laying the groundwork for more specialized dental subjects. As students move forward, they transition into preclinical and clinical courses in a carefully staged manner, allowing for the gradual and comprehensive development of clinical competencies. The curriculum clearly defines both general and specific competencies. General competencies include communication, ethical behavior, teamwork, and critical thinking, while the specific

ones center on diagnostic skills, clinical decision-making, and technical proficiency. These are aligned with the program's intended learning outcomes and are designed per Level 7 of the Kosovo National Qualifications Framework, ensuring academic rigor and relevance to professional practice.

Course prerequisites are strategically organized to support the curriculum's logical flow. Foundational science courses must be completed before students can enroll in advanced subjects like oral surgery, prosthodontics, or endodontics—ensuring that knowledge builds progressively over time. The curriculum offers a balanced mix of core and elective courses, covering areas from biomedical sciences and clinical disciplines to public health and digital dentistry. Course content is reviewed regularly to ensure alignment with national and European standards and prepare students effectively for clinical practice and future specialization. **(3.1)**

UBT College ensures that the Integrated Dentistry Program is supported by a strong team of highly qualified academic staff, all of whom hold doctoral degrees in relevant fields and have been elected to appropriate academic ranks. Notably, 100% of courses are delivered by full-time faculty members, exceeding national requirements. Faculty qualifications, teaching assignments, and titles are thoroughly documented in Tables 1 and 2 of the report, confirming compliance with institutional and external quality benchmarks. All staff members hold only one full-time position at UBT, and none exceed the national limit of two teaching roles across institutions—a fact verified through faculty contracts and the E-Akreditimi platform.

Teaching workloads are consistent with European norms, averaging 8 hours per week or approximately 240 hours per academic year. As detailed in Table 3, individual faculty loads fall within the recommended range, typically involving 2–3 courses per semester. More than 50% of faculty teaching in the program are full-time employees, and all 64 instructors hold full-time contracts, contributing to consistency, program stability, and student support.

UBT employs more than one full-time doctoral-level academic for every 60 ECTS credits, which aligns with the standards. With a total of 360 ECTS, the program is supported by at least six full-time faculty members with postgraduate degrees and academic titles, exceeding the minimum the Kosovo State Council requires. These appointments have been formally approved, as noted in Indicator III. The student-to-full-time faculty ratio is extreme—approximately 1:3.7—significantly surpassing the 1:30 benchmark. This low ratio allows personalized supervision, high-quality instruction, and close academic mentoring.

Faculty qualifications are directly relevant to the subjects they teach, as confirmed through their CVs, areas of specialization, academic publications, and teaching portfolios. Each instructor is assigned courses within their specific area of expertise, such as endodontics, prosthodontics, or oral surgery. The program's academic workload policy is aligned with national labor law, defining full-time employment as 40 hours per week and distributing responsibilities across teaching, preparation, research, student mentoring, administration, and community service.

Staff workloads are balanced to support both teaching and professional growth. Table 5 outlines how hours are distributed weekly, helping prevent burnout and enabling long-term

faculty engagement. The program currently includes 48 qualified mentors with the rank of Assistant Professor or higher, which allows for a near 1:1 mentor-to-student ratio during the final thesis stage. This structure ensures individualized academic support and close supervision throughout the capstone experience. **(3.2)**

UBT College ensures that advancement and reappointment procedures for academic staff involved in the Dentistry Program are carried out transparently, objectively, and aligned with institutional goals. The Employee Handbook and the Regulation on Standards for Election into Higher Academic Titles govern these processes. Recruitment and promotion begin with a public call for applications, followed by a thorough review of candidates' documentation—including CVs, research output, and teaching records—by the Academic Staff Election Committee. Final decisions are made by the Academic Council based on the committee's report, ensuring fairness and consistency with institutional policy.

Academic promotions are merit-based and reflect teaching, research, and educational service excellence. For example, promotion to Assistant Professor requires a completed PhD and at least one publication in a WoS or Scopus-indexed journal. Advancement to higher ranks, such as Professor (Definite or Indefinite Term), requires a more substantial portfolio that includes high-impact publications, thesis supervision, and several years of academic experience. A point-based evaluation system is used to assess candidates, giving weight to research productivity, supervision, textbook authorship, and participation in international educational activities.

Performance evaluations in promotion and contract renewal draw on various feedback sources, including student course evaluations, peer reviews, and self-assessment reports. According to Article 24 of the Employee Handbook, student feedback on teaching quality, course organization, and communication is essential to the promotion process. Additional input is provided through management reviews by the Dean and self-reflection reports submitted by the faculty, resulting in a well-rounded and evidence-based evaluation of academic staff performance. **(3.3)**

UBT College provides structured and strategically aligned professional development opportunities for academic staff in the Dentistry program. The Faculty of Dentistry follows a five-year development strategy (2021–2026), emphasizing training, mentorship, and leadership growth. This strategy is operationalized each academic year through a detailed action plan that includes workshops, seminars, and mentoring activities—all monitored for faculty participation and effectiveness. Professional development is integral to staff responsibilities, as outlined in the Staff Handbook (Articles 8, 23, and 28), and is reviewed during performance evaluations.

Faculty members actively engage in various development programs, including training in language skills, research methodologies, and innovative teaching practices. UBT also offers targeted support for enhancing assessment competencies. Recent and upcoming workshops, such as those in March and November 2024 on “Constructive Alignment and Assessment,” focus on effective rubric design, using multiple assessors, and aligning evaluations with learning outcomes.

The institution strongly supports international engagement, encouraging staff to participate in global academic activities like Erasmus+ exchanges, international conferences, and research collaborations. Article 29 of the Employee Handbook reinforces the importance of this global involvement, and faculty receive administrative and financial support to participate. Ongoing training initiatives help ensure faculty are current with current higher education practices, including ECTS credit use, student-centered learning, outcome-based teaching, and thesis supervision. These sessions are aligned with ESG standards and institutional goals, reinforcing the program's commitment to teaching excellence.

Newly hired academic staff take part in a comprehensive onboarding process that begins with induction training focused on competency-based education. The orientation includes sessions on pedagogical strategies, student engagement, and digital teaching tools. A dedicated guideline on competence-based education is also provided. The onboarding process continues with a two-week structured orientation that includes university-wide briefings, faculty-specific workshops, and training on institutional expectations, quality standards, ethical conduct, and curriculum design. This multi-stage approach helps new staff integrate smoothly into the university's academic culture.

To support academic research, UBT has also developed mechanisms that promote faculty growth in scholarship. These include mentoring by senior colleagues, participation in research project teams, and guidance in grant writing. The Projects Office, led by the Vice Dean of Research, is central in supporting funding proposals, while experienced faculty offer peer collaboration and feedback throughout the research process. **(3.4)**

UBT College ensures that external associates involved in the Integrated Dentistry Program are seasoned professionals with strong ties to the dental sector. Many of these individuals are owners or directors of established dental practices, bringing first-hand industry insight into the academic environment. Their contributions help bridge the gap between theoretical instruction and practical application, exposing students to real-world clinical practices and current labor market expectations.

To support their integration into the academic setting, UBT provides structured training that introduces external associates to the standards and frameworks of higher education. For example, a dedicated training session, "Prepping the Tooth for Long-Term Results," held on 17 September 2024, focused on key topics such as the ECTS credit system, learning outcome design, teaching methodologies, assessment strategies, and competence-based education. This preparation ensures that external lecturers are well-equipped to meet academic quality expectations.

UBT also encourages external associates to supervise student theses. Their involvement helps shape thesis topics closely aligned with real-world clinical challenges, adding an applied dimension to student research. Co-supervision is coordinated with internal academic mentors to ensure consistency and academic rigor.

Expectations for external associates are clearly defined from the outset. Each associate's teaching responsibilities, including lecture hours, involvement in assessment, and thesis supervision duties, are outlined in a formal contract. This clarity ensures accountability

and allows external professionals to balance their clinical responsibilities with academic commitments without compromising teaching quality. **(3.5)**

**ET recommendations:**

- Create a regular curriculum review process that includes input from employers, alumni, and clinical partners to keep courses and learning goals updated with new trends and job market needs. (deadline - end of 2026)

#### **4. EDUCATIONAL PROCESS CONTENT**

The Integrated Dental Program's curriculum is broadly well-structured and aligns with both national and European higher education frameworks. The program is a six-year integrated curriculum totalling 360 ECTS credits, divided into 12 semesters. This structure was an upgrade from the initial 5-year program, implemented to fully comply with EU Directive requirements that dental training last at least five years and ~5,000 hours (UBT opted for six years, which brings total hours to about 5,400). The extended program now encompasses approximately 1,830 hours of theoretical instruction, 1,695 hours of laboratory practice, and 1,875 hours of clinical practice, which is a substantial volume ensuring that graduates receive comprehensive training in line with European standards. The curriculum content covers a balance of basic biomedical sciences, pre-clinical dental sciences, and extensive clinical coursework. In the first two years, students focus on fundamental sciences (anatomy, physiology, biochemistry, etc.) and introductions to dentistry. From the third year onward, there is a progressive shift to dental-specific subjects (prosthodontics, conservative dentistry, periodontology, surgery, orthodontics, etc.), initially in simulation labs and later with real patients under supervision. The overall design shows a logical flow from basic knowledge to advanced clinical skills. **(4.1 ; 4.2 ; 4.3 ; 4.4)**

Importantly, the program's learning outcomes and qualification objectives are clearly modeled on the European Qualifications Framework Level 7 descriptors and the Kosovo National Qualifications Framework. The curriculum was explicitly mapped to the eight competency areas required for a Doctor of Stomatology (e.g. diagnostics, treatment planning, prevention, etc.), demonstrating compliance with Standard **4.1** on designing the program around qualification objectives. UBT has also adopted a student-centered and competence-based didactic concept – teaching methods encourage active learning, critical thinking, and self-directed study, as noted in their syllabi and strategic documents; for example, many courses incorporate practical projects or case-based learning to engage students in applying knowledge rather than just memorizing facts. **(4.5)**

Across all the syllabi, several key themes consistently match international benchmarks: Competency-Based Structure - Courses clearly define learning outcomes and competencies, a hallmark of modern dental curricula worldwide; Emphasis on clinical skills, theoretical knowledge, patient-centered care, and professional ethics; All courses combine theoretical instruction with hands-on clinical training or simulation-based practice, which is aligned with best practices globally; Practical sessions often include use of modern tools (e.g., CBCT in Implantology, lasers in Endodontics, articulators in Prosthodontics; Several syllabi explicitly mention evidence-based treatment planning, which is key in current global dental standards; For example, courses reference using classification systems (e.g., the 2017 classification of periodontal diseases), a strong sign of alignment; The use of the European Credit Transfer System ensures transferability and comparability across European institutions.

While the syllabi are well-developed overall, some of them could use a few enhancements could improve alignment with the top-tier international dental programs:

- Although some mention SC (standardized clinical) assessments or continuous evaluation, most syllabi lack detailed grading rubrics, OSCEs, or formative vs. summative assessment breakdowns
- More transparency in assessment types (e.g., case reports, clinical exams, portfolios) would strengthen clarity and accountability
- While clinical competency is well addressed, explicit training in critical appraisal, research literacy, or evidence interpretation is not highlighted in most syllabi
- Though some integration exists (e.g., consultations in Oral Surgery), fostering structured interdisciplinary collaboration (with prosthodontists, radiologists, hygienists, etc.) could be more clearly emphasized
- While digital imaging and radiography are mentioned, greater detail on digital dentistry workflows, CAD/CAM, intraoral scanning, or 3D printing would further align with current trends

By improving syllabi, the program can ensure that every course's goals, content, and assessment methods are clearly defined and contribute appropriately to the program outcomes (Standard 4.4 requires detailed analytical syllabi for each discipline). UBT has acknowledged this feedback, and a thorough syllabus revision is likely underway as part of continuous improvement.

In summary, the educational process content is largely compliant with accreditation standards in terms of structure, framework alignment, and teaching methodology. The areas for improvement lie in the details of execution –refining course syllabi and tightening the integration of practical training requirements across the entire program. **(4.6 ; 4.7 ; 4.8)**

## **ET recommendations:**

- **Overhaul Course Syllabi:** Conduct a comprehensive review and revision of all course syllabuses to ensure they are complete, accurate, and tailored to the course. Each syllabus should clearly state unique learning outcomes (knowledge, skills, and competences) that map to program outcomes, with no copy-pasted content from other courses. UBT should institute a faculty peer-review or Curriculum Committee check for syllabi each year to maintain quality control. (deadline - end of 2026)
- **Enhance Preventive and Community Dentistry:** Strengthen modules related to preventive dentistry, health promotion, and community oral health. Given Kosovo's oral health needs, equipping students with more knowledge and practical exposure in these areas will serve the program's mission and societal objectives.

## 5. STUDENTS

The admission policies for the Integrated Dental Program at UBT College are well-structured and aligned with national higher education regulations. Admission criteria include academic performance in secondary education, State Matura Exam scores, and an entrance exam designed to assess scientific knowledge relevant to dentistry. Additionally, students undergo an interview process that evaluates their motivation and readiness for the rigorous demands of dental studies.

International students are required to have their diplomas recognized by the Ministry of Education, Science, Technology, and Innovation of Kosovo, ensuring their qualifications meet national standards.

Students reported that the entrance exam and interview process were fair, emphasizing the transparency of selection criteria. Furthermore, UBT College provides clear guidelines on credit transfer and student mobility for those seeking to continue their education at other institutions. The entire admissions process is publicly available on the college's website, ensuring accessibility for prospective students. **(5.1)**

UBT College has a structured system to track and support student progression throughout the dental program. Student performance is monitored through continuous assessments, course completion rates, and retention tracking. Regular evaluations—including midterm and final exams, clinical performance assessments, and practical skill demonstrations—ensure that students meet academic and professional competency standards.

The college offers a range of academic support services, including tutoring, peer mentoring, and advisory sessions with faculty members. Students who struggle academically are provided with additional learning resources and modified coursework where necessary. Faculty members regularly analyze student performance data to identify high-failure courses and adjust curricula accordingly.

Students highlighted that assessments occur frequently, approximately every six weeks, allowing for continuous feedback and improvement. Special lectures are provided for students

who miss classes due to personal or health reasons, ensuring they can stay on track with their studies. Additionally, student feedback before exams has led to modifications such as case-based learning sessions, enhancing practical skill development.

While the progression monitoring system is comprehensive, specific data on student retention rates, graduation rates, and intervention outcomes could be made more publicly available to enhance transparency. **(5.2)**

UBT College actively promotes student mobility through participation in Erasmus+ and partnerships with over 400 institutions worldwide. The Office of International Cooperation, consisting of a director and four officers, oversees student exchange programs and ensures smooth credit recognition through Learning Agreements. Mobility opportunities are advertised through public calls, and students are selected based on academic performance and motivation letters.

The college provides support for international students, including financial aid, accommodation assistance, language courses, and orientation programs through the Institute of Language Studies. Students benefit from cultural integration programs that help them adjust to life in Kosovo. Additionally, outgoing students receive support in securing visas and understanding the academic requirements of their host institutions.

Feedback from students indicates that exchange opportunities are highly valued, particularly the exposure to different dental training methodologies. Clinical experience is primarily conducted on campus, minimizing the need for external internships. However, students noted that the lack of on-campus dormitories presents challenges for international students seeking affordable housing options.

To further improve transparency, the institution could publish specific data on the number of students participating in mobility programs each year. **(5.3)**

UBT College offers a well-developed student support system, ensuring that students receive academic, professional, and personal guidance throughout their studies. The institution has a dedicated Student Support Office, staffed by 20 support personnel, along with a Career Office that assists students with job placements, internships, and career counseling. IT support is also readily available, with a team of 20 professionals managing the online learning platforms.

Each academic program has a designated Program Director and Study Coordinator responsible for student affairs. Communication channels such as orientation sessions, an E-Service platform, and academic regulations posted online ensure that students are well-informed about their rights and responsibilities. The appeals process is structured, allowing students to address academic grievances in a transparent manner.

Students benefit from well-equipped learning facilities, including modern laboratories, libraries, and digital learning resources. Faculty members maintain a high level of availability, offering mentorship and guidance as needed. The curriculum is 65% practice-based, providing students with substantial hands-on experience in dental procedures.

Student feedback mechanisms are in place, with regular surveys conducted to assess satisfaction levels. These insights have led to improvements in academic services, such as



additional tutorial sessions and extended library hours. Equal treatment policies ensure inclusivity for students from diverse backgrounds, including working students and ethnic minorities. (5.4)

#### **ET recommendations:**

- Publish aggregated progression data (e.g., pass rates, dropout trends) annually to enhance transparency. (every year, starting 2026)
- Specify the number of students participating in outbound and inbound mobility programs. (every year, publicly)

## **6. RESEARCH**

Research engagement is a developing area for the Faculty of Dentistry at UBT. The program has established the necessary frameworks to integrate research, but actual research output and faculty involvement are somewhat lagging behind expectations. On paper, there is a **Strategic Research Plan (2021–2026)** at the faculty level, which defines a research vision, several priority themes, and objectives to advance dental science. Four main research themes are identified (as part of UBT’s institutional research strategy) – examples likely include areas such as Dental Biomaterials, Oral Public Health, Biomedical Engineering in Dentistry, and Digital Dentistry (these were mentioned in earlier documents as focus areas). UBT intends to support both clinical and basic research under these themes to “*establish the scientific basis for individual care across the whole life*”, indicating an ambition to contribute to evidence-based dentistry throughout the lifespan. The alignment of research topics with teaching is also part of the mission (the nexus of research and teaching is emphasized in the faculty mission). Faculty are expected – per policy – to engage in scholarly activities, and this is supposed to factor into their evaluations and promotions (Standard 6.2). Clear policies exist on what counts as research and how it is recognized by UBT (publications, patents, conference presentations), aligning with international norms (Standard 6.3). (6.1)

However, the implementation and outcomes of research activities need improvement. The expert review found that research productivity among the dentistry faculty was inconsistent and below the level expected for an academic program. The annexes provided to evaluators (listing faculty publications) showed that few of the teaching staff publish regularly in scientific journals. Some faculty have produced papers or articles, but continuous, peer-reviewed publication (mainly ISI) output is limited to a small subset of staff. The positive note is that UBT hosts an *annual International Conference* each October where faculty often present papers; indeed, several dentistry staff have published conference papers or abstracts through this dental congress. These conference proceedings (locally published by UBT) provide a platform for faculty research, but the impact is modest since they may not reach a wider international audience.

On the student side, integration of research is set to increase as the program matures. Students are required to complete a **final thesis** in their last year, which will involve conducting a research project or an in-depth scholarly study. Already, some students in the higher years have begun involvement in research projects alongside faculty (for instance, assisting in data collection or literature surveys). **(6.4)**

#### **ET recommendations:**

- **Strengthen Research Output:** Actively incentivize and support faculty research. UBT should establish internal research grants specifically for the dentistry program to fund promising projects. Provide mentorship in research methodology and scientific writing for faculty who have less experience – for instance, pair them with more research-active colleagues and arrange workshops on publishing in journals. (deadline - end of 2026)
- **Enhance Publications Visibility:** Encourage faculty to publish in peer-reviewed journals (regionally or internationally) and present at external conferences, not only the UBT conference. The college could consider covering conference travel expenses or giving awards for publications to motivate staff. Building a stronger publication record under UBT's name will improve the program's academic reputation
- **Utilize Available Funding:** Ensure faculty are aware of and utilize the research funding opportunities at UBT. The administration might implement a requirement or strong encouragement that each faculty member submits a research project proposal (even if small) each year for funding consideration, to break the inertia where *"none have requested it"*

## **7. INFRASTRUCTURE AND RESOURCES**

The Integrated Dental Program at UBT College has invested significantly in modern clinical training facilities, which are essential for dental education. These include well-equipped dental clinics with sufficient dental chairs and patient treatment spaces to accommodate all enrolled students adequately; Advanced simulation laboratories allowing students practical experience before clinical interactions, effectively bridging theoretical and clinical learning; Integration of modern dental technology, such as CAD/CAM, digital radiography etc.

The precise number of dental chairs available was unclear to the expert team. Although the self-assessment report indicated a total of 40 chairs, the management team stated during the evaluation that there were 33 chairs. However, upon inspection of the facilities, only 31 chairs were identified, with an additional chair found to be not fully operational. **(7.1)**

The self-evaluation report indicates UBT's effort to maintain sufficient library resources, including: access to contemporary textbooks, dental journals, and research databases; availability of electronic resources, enabling off-campus accessibility, supporting

both teaching and research activities. Notable improvements needed are: expansion of specialized resources to fully comply with international standards, library holdings could further integrate specialized dental and medical databases (ex: PubMed Clinical Queries, Dentistry & Oral Sciences Source etc.); library accessibility by increasing user-friendly online platforms and resource accessibility (e-books, e-journals) will significantly enhance students' academic and clinical preparedness. **(7.2)**

The Integrated Dental Program at UBT demonstrates a stable financial commitment from the institution, ensuring appropriate funding for operational and educational activities, including funding allocations for clinical equipment upgrades, research activities, and continuous professional development for faculty. An area of improvement could be having more funding transparency in budget allocation processes, especially related to research funding, student support services, and faculty development programs, would further reinforce stakeholder trust and accountability. **(7.3)**

#### **ET recommendations:**

- **Maintain Equipment and Supply Levels:** Implement a rigorous maintenance schedule for all dental units and lab equipment to prevent downtime. Ensure an adequate supply of materials (restorative materials, impression materials, disposables) is maintained since practice can consume significant quantities. (deadline - starting autumn 2025)
- **Expand Digital Dentistry Tools:** Building on the existing CAD/CAM unit, continue to invest in digital dentistry technologies (e.g., intraoral scanners, 3D printers for dental models or surgical guides). This will keep the program at the cutting edge and attract students. It also prepares graduates for the evolving dental industry.
- **Plan for Growth:** If UBT anticipates increasing the enrollment (from 25 toward more in future), begin planning to procure additional dental units or expand space accordingly. The current capacity is fine, but proactive planning will prevent strain on resources. Similarly, as the Dental Technician program grows, coordinate scheduling so that both dentistry and tech students have ample lab access without conflicts. (deadline - starting autumn 2025)


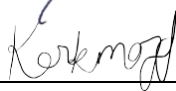
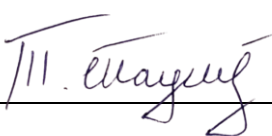
## FINAL RECOMMENDATION OF THE EXPERT TEAM

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>Fully Compliant</i>
6. RESEARCH	<i>Substantially compliant</i>
7. INFRASTRUCTURE AND RESOURCES *Mandatory	<i>Fully Compliant</i>
<b>Overall Compliance</b>	<b><i>Fully Compliant</i></b>

## OVERALL EVALUATION AND JUDGMENTS OF THE ET

In conclusion, the Expert Team considers that the study program Dentistry offered by UBT 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 35 students to be enrolled in the program.

### Expert Team

<b>Member</b>	<b>Prof. Dr. Adrian Tudor Stan</b>		<b>20.03.2025</b>
<b>Member</b>	<b>Prof. Dr. Fatoş Korkmaz</b>		<b>20.03.2025</b>
<b>Member</b>	<b>Shadiyar Tauyemel, Student expert</b>		<b>20.03.2025</b>
	<i>Name</i>	<i>Signature</i>	<i>Date</i>