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**Republika Kosova - Republic of Kosovo**  
Agjencia e Kosovës për Akreditim  
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Kosovo Accreditation Agency

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***UNVIERSUM COLLEGE***

**PROFESSIONAL BACHELOR IN DENTAL TECHNICIAN  
(FERIZAJ CAMPUS)**

**REPORT OF THE EXPERT TEAM**

*18<sup>th</sup> of April 2025, Kosovo*

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## INTRODUCTION

### 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

Programme Accreditation Procedure at Universum, Ferizaj	
Programmes:	<b>Dental Technician, BP</b>
Site visit on:	<b>18 April 2025</b>
Expert Team:	Prof. Dr. Adrian Tudor Stan Prof. Dr. Fatos Korkmaz Mr. Damon Mohebbi
Coordinators of the KAA:	Shkelzen Gerxhaliu, Director of Department at KAA Fjolle Ajeti, Senior Officer at KAA

### Site Visit Program

Time	Meeting	Participants
<b>09:00 – 09:50</b>	Meeting with the management of the faculty where the programme is integrated	<ul style="list-style-type: none"><li>• Armend Berisha</li><li>• Valon Murati</li><li>• Elisa Hajrullahu</li></ul>
<b>09:55 – 10:30</b>	Meeting with quality assurance representatives and administrative staff	<ul style="list-style-type: none"><li>• Uran Rraci</li><li>• Nazim Haliti</li><li>• Florent Bacaliu</li></ul>

<b>10:35 – 11:30</b>	Meeting with the program holders of the study programme	<ul style="list-style-type: none"> <li>• Vigan Kiseri</li> <li>• Astrit Sokoli</li> <li>• <del>Vegim Dema</del> (has had an accident and couldn't attend)</li> </ul>
<b>11:30 – 12:30</b>	Lunch break	
<b>12:40 – 13:20</b>	Visiting facilities	
<b>13:20 – 14:00</b>	Meeting with teaching staff	<ul style="list-style-type: none"> <li>• Arianit Emra</li> <li>• Bekim Ramabaja</li> <li>• Bardh Xerxa</li> <li>• Rozafa Troni</li> <li>• Fuat Bislimi</li> <li>• Pranvera Jetishi-Collaku</li> <li>• Kaltrina Feka</li> <li>• Hana Domi</li> <li>• Rron Hoxha</li> <li>• Zana Gashi</li> <li>• Melihate Sahiti</li> </ul>
<b>14:00 – 14:40</b>	Meeting with students	<ul style="list-style-type: none"> <li>• Ergent Jashari</li> <li>• Art Thaqi</li> <li>• Albina Guri</li> <li>• Shega Hashani</li> <li>• Kujtim Mustafa</li> <li>• Anesa Mehmeti</li> <li>• Blend Kastrati</li> <li>• Oltion Bujari</li> <li>• Grunar Bajqinovci</li> <li>• Dea Cana</li> <li>• Bleona Gashi</li> <li>• Luida Qerkini</li> </ul>
<b>14:40 – 15:20</b>	Meeting with employers of graduates and external stakeholders	<ul style="list-style-type: none"> <li>• Nora Goga-Demolli, Dental Clinic</li> <li>• Adnani Hoxha</li> <li>• Selim Bega, QKMF Ferizaj</li> <li>• Bekim Rexhepi, Dental Clinic</li> <li>• Merita Kamenica, Dental Clinic</li> </ul>

		<ul style="list-style-type: none"> <li>• Driton Krasniqi, Head of Dentistry Department Ferizaj</li> </ul>
		<ul style="list-style-type: none"> <li>• Lulzim Grainca, Dental Clinic</li> <li>• Bashkim Hyseni, Competency Centre – Ferizaj</li> <li>• Arta Luzha – employment center</li> </ul>
<b>15:25 – 15:35</b>	Internal meeting of KAA staff and experts	
<b>16:10 – 16:20</b>	Closing meeting with the management of the faculty and program	

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

The program is structured as a three-year Bachelor Professional degree, aimed at developing theoretical knowledge and practical skills in dental prosthetics, including the creation of crowns, bridges, dentures, and orthodontic appliances. The curriculum incorporates contemporary dental technologies and emphasizes hands-on learning experiences. Universum College collaborates with Arizona State University, offering students opportunities for international exposure through dual-degree diplomas and Erasmus+ exchange programs.

## **PROGRAMME EVALUATION**

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

The Dental Technician program at Universum International College demonstrates a

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strong alignment with the institutional mission and strategic goals. The program was developed in response to a clearly identified societal need—namely, the shortage of qualified dental technicians in Kosovo—and builds on the institution’s commitment to provide applied, high-quality education that promotes innovation and employability. The mission of the program reflects the overarching values of Universum: promoting student-centered learning, embracing digital transformation, and supporting regional development (1.1). The program objectives and expected learning outcomes are clearly articulated and publicly accessible. These are framed within national and European qualifications frameworks, demonstrating both academic rigor and responsiveness to stakeholder expectations (1.2).

Administrative support for the program is well-structured and adequately resourced. Roles and responsibilities are clearly distributed among the Dean, Program Director, Student Coordinator, and Quality Assurance Unit. The program benefits from a high level of

institutional integration, whereby the administrative and academic staff regularly collaborate to ensure effective delivery and continuous improvement (1.3). Student feedback and graduate employability data are consistently gathered and analyzed to inform program enhancements (1.4). Universum has implemented the recommendations from previous quality reviews effectively, providing evidence of institutional responsiveness and an embedded culture of quality improvement. The partnership with ASU further strengthens the alignment between the program and global best practices, positioning Universum as an institution capable of offering internationally relevant qualifications (1.5).

#### **ET recommendations:**

1. *Integrating specific, measurable KPIs that directly link graduate attributes with the institutional mission pillars to enhance strategic transparency and objective alignment.*

## **2. QUALITY MANAGEMENT**

Universum International College employs a comprehensive internal quality assurance system based on the Plan-Do-Check-Act (PDCA) model. This framework is well-established and integrated into institutional operations across academic programs, administrative services, and stakeholder engagement activities. The Quality Assurance Unit (QAU) is at the core of this structure and plays a proactive role in managing policy development, monitoring performance indicators, and analyzing institutional data (2.1). Regular internal and external evaluations are conducted, and the results are used to inform decisions at both the program and institutional levels (2.2).

Particularly notable is the involvement of external stakeholders in curriculum reviews, including industry professionals and alumni, which helps ensure that programs remain aligned with evolving labor market needs. Graduate surveys, student evaluations, and faculty appraisals are routinely conducted and show high levels of student satisfaction (2.3). The QAU also works closely with the Curriculum Development Committee and the Academic Council to ensure that quality measures are not only consistent but also subject to iterative improvement (2.2).

However, while internal quality mechanisms are robust, there is still room for improvement in terms of public transparency. Certain QA outputs, such as student progression data, employment outcomes, and key survey findings, are mainly shared within internal platforms like UniMoodle. (2.4).

#### **ET recommendations:**



1. *Publish summary reports of student satisfaction surveys, graduate employment rates, and program completion statistics on the institutional website.*
2. *Provide QA information in both Albanian and English to improve accessibility for diverse stakeholders.*
3. *Include a section on the website showing how stakeholder feedback (students, employers, alumni) has informed program improvements.*
4. *Implement a QA dissemination policy that defines what data will be shared, how often, and with which audiences.*

### **3. ACADEMIC STAFF**

The recruitment and development of academic staff at Universum International College are conducted according to transparent and legally compliant procedures. The institution advertises positions nationally and internationally, including via its official website and platforms such as LinkedIn. This open recruitment process ensures a diverse and qualified applicant pool. The selection process involves detailed assessment of professional credentials, teaching experience, and industry relevance. For the Dental Technician program, academic staff are required to have at least five years of experience in dental laboratories or clinics (3.1). List provided in the SER about faculty members and CV folder does not contain program holders' names and information as listed in site visit schedule. Employment contracts clearly define responsibilities, including expectations related to teaching, research, and community engagement (3.2).

The program maintains a favorable student-to-staff ratio of approximately 3:1, which supports individualized learning and effective student mentoring. Faculty workloads are balanced between instructional duties, research, and administrative responsibilities. Furthermore, the program boasts a high proportion of full-time academic staff (80%), ensuring stability and continuity in course delivery. The involvement of external associates is limited and these professionals bring industry knowledge into the classroom and contribute through capstone supervision and clinical workshops (3.3).

Faculty are required to participate in training modules provided through the ASU-Cintana Alliance, including pedagogical courses on blended learning, digital assessment, and AI integration in education. Additional training is offered through Erasmus+, Coursera, and internal workshops on research methodology and academic publishing. Evidence from the SER shows high participation rates and documented improvement in teaching quality (3.4). External associates are required to have a minimum of ten years of professional experience in dental technology. Their involvement is limited to supervising students during clinical practice and co-leading workshops on advanced prosthetic techniques (3.5).

**ET recommendations:**

1. *Clarify the program holders name, credentials and their employment in the university.*
2. *Maintain the current initiatives that support faculty development, including international training and mobility programs.*
3. *Continue promoting the institution's strategic focus on internationalization as a driver of teaching quality.*
4. *Develop structured peer mentorship programs within departments.*
5. *Use mentorship to support junior academic staff in teaching, research, and professional growth.*
6. *Strengthen internal capacity-building through cross-generational academic support mechanisms.*
7. *Clarify external associates training methods for preparation of supervision and teaching.*

**4. EDUCATIONAL PROCESS CONTENT**

The study program's intended learning outcomes are clearly defined, comprehensive, and aligned with both institutional goals and best practices for outcome formulation. The Dental Technician program has articulated six Program Learning Outcomes (PLOs) that graduates are expected to achieve. These outcomes cover the essential knowledge, skills, and competences. They are certainly formulated according to best practices and align with both KAA and ESG expectations. There can be a couple of suggestions for ongoing refinement, as the digital workflow becomes more dominant in dental laboratories. **(4.1)**

Learning outcomes are aligned with the National Qualifications Framework (NQF) for Kosovo and correspond to Level 6 of the European Qualifications Framework (EQF) descriptors for bachelor's degrees, thus there is a clear alignment with Level 6 descriptors in knowledge (the program covers both theoretical and practical knowledge specific to dental tech), skills (cognitive and practical skills). **(4.2)**

The curriculum content and structure of the Dental Technician program are coherent, logically sequenced, and enable students to achieve the intended learning outcomes while progressing smoothly through their studies. The program is described as a 3-year Professional Bachelor with 180 ECTS in one section of the SER and in other sections with 182 ECTS, making a fluctuating total credit count. It repeatedly references the unrelated "field of cyber security" when discussing required skill. The Dental Technician program's curriculum must align with dental technology competencies, not cybersecurity. The SER details on the final thesis and internship are a bit confusing. One part lists a "Thesis - 10 ECTS" and "Clinical Hours/Internship - 16 ECTS", but later it's implied the thesis plus internship together make up the final semester's 30 ECTS (with 16 ECTS from internship). The inconsistencies in the

ECTS system are a major flaw of the study program. (4.3)

Because the Dental Technician profession is regulated and guided by specific professional standards, the program's content and parameters have been aligned with relevant EU directives and professional association recommendations. The SER explicitly states that the curriculum aligns with EU Directive 2005/36/EC (on recognition of professional qualifications) regarding required competencies for dental professions. (4.4)

Practical training (internship/practicum) is an integral part of the program, includes a substantial clinical/laboratory internship component in the final year: specifically, a module often referred to as "Internship and Career Orientation" totaling 16 ECTS of practical work. The program has a Regulation for Student Practice that outlines the expected learning outcomes of the internship, the roles and responsibilities of the student, the host institution, and the college. (4.5)

Universum College has adopted a variety of pedagogical approaches for the Dental Technician program, emphasizing interactive and hands-on learning, simulations and project-based learning (Complete Dentures). The staff are open to repeating explanations or providing written summaries to support such students. This shows an awareness that student-centered also means accommodating different learning styles and needs. (4.6)

While the SER generically mentions the use of exams, projects, essays, and portfolios as assessment tools, it does not provide a coherent or systematic framework that connects these methods to specific learning outcomes or course objectives. There is no evidence of a structured assessment policy that ensures transparency, fairness, and alignment with the skills and competencies required in the field of dental technology. Moreover, the SER lacks critical details about the grading criteria, the weighting of different assessment components or any procedures for standardizing and moderating assessments across different courses and instructors. (4.7)

In designing the curriculum, the college followed the norm of 1 ECTS  $\approx$  25 hours of total student work (including contact hours, labs and independent study). The ECTS structure was also discussed previously in standard 4.3. (4.8)

#### **ET recommendations:**

1. *A future PLO that might explicitly mention digital competence, as digital workflow is becoming more dominant in dental laboratories. (deadline – beginning of 2026)*
2. *A new mapping process to ensure each course outcome correctly aligns with the intended program outcome. (deadline – beginning of 2026)*
3. *A remapping of the ECTS structure of the whole program, especially the total ECTS count of the program, the final thesis and the internship. (deadline – beginning of 2026)*

## 5. STUDENTS

During the site visit, the university and the different status groups were able to demonstrate a comprehensive view of the student experience in the study program at Universum International College, emphasizing the institution's commitment to a student-centered approach and continuous improvement.

The college actively involves students in its governance and decision-making processes. The Student Board, for example, provides a structured platform for students to contribute to discussions and decisions. They contribute to the quality of the learning environment, the adequacy of campus facilities, and the effectiveness of student services. This mechanism ensures that student perspectives are integrated into the college's operational and strategic planning. In talks with the students, they described that their wishes and suggestions are heard by the program and the university. **(5.1)**

The university has developed a support system to assist students throughout their academic journey. In the talks with the status groups, it became apparent that the admission process was not completely clear. Given the projections with increased student uptake in upcoming years and rising applications, the process should be transparently communicated. Peer tutoring programs facilitate academic support by promoting collaborative learning and enhancing student performance. Student Coordinators offer personalized guidance and serve as a point of contact for students to address their needs. In talks with the students, they confirmed that teachers are accessible even outside the consultation hours. The Career Office provides support to prepare students for their transition to professional life. **(5.2)**

The institution is committed to continuous improvement through systematic feedback and evaluation. Mid-semester questionnaires allow faculty to make timely adjustments, if necessary. The university's data management system plays a critical role in this process by integrating academic performance data with student course evaluations. In talks with the quality assurance staff, it became apparent that it uses the outcomes to drive improvements in teaching methodologies and overall learning experience. **(5.3)**

Universum International College leverages digital tools to enhance both administrative efficiency and the learning environment. Digital platforms streamline administrative processes such as enrollment, registration, and course selection, making these processes more convenient and accessible for students.

Beyond academic support, the college emphasizes student conduct, ethical behavior, and clear procedures for academic appeals and grievances. This focus ensures that students are not only supported in their academic pursuits but also are well-informed of their rights and responsibilities within the institution. **(5.4)**

**ET recommendations:**

1. *It is recommended that the admission process is more formalized and transparent.*
2. *It is advised to explore additional possibilities for student input for quality improvement (e.g. focus groups) given small class sizes and average participation rates in traditional questionnaires by the end of 2025.*
3. *It is advised to develop mechanisms for students to provide feedback on the implementation of changes made in response to their input, closing the feedback loop effectively by the end of 2025.*
4. *It is recommended that career development support is expanded (e.g. with workshops on CV writing, interview training, job fairs) in collaboration with external stakeholders and to track student employment outcomes for graduates by the end of the first quarter of 2026.*

**6. RESEARCH**

Universum College's strategic plan includes an emphasis on applied research and innovation, and the Dental Technician program contributes to and benefits from these research-oriented goals. While primarily an undergraduate professional program, it has some defined objectives that encourage developing a research mindset in staff and students. For example, one program objective is to introduce students to basic research principles in dental technology (through their thesis projects and evidence-based practice training), which reflects Universum's broader aim to integrate teaching and research. **(6.1)**

The academic staff of the program are trying to be engaged in research and/or professional activities. Several faculty members in the Dental Technician program maintain active professional practices and research endeavors. Over the last two years, program faculty have authored or co-authored a handful of publications (most in regional journals). The SER provides a broad institutional statement of research activities, but does not clearly explain how dental faculty use current research in their courses. The described "Curriculum Enrichment" plan focuses on adopting the Arizona State University content, which is unrelated to local research culture. There is little evidence of student involvement in program-relevant research. The described activities seem generic (example: "all-college journals"), with no dental-specific student projects being cited. **(6.2)**

The college's membership in the Cintana Alliance (led by Arizona State University) opens opportunities for joint research with international colleagues – indeed, the SER mentions that academic staff from this program are involved in an ASU-led project on innovative teaching methodologies in health programs. The program's staff have started to engage with local business partnerships, some collaborating with a dental supply company to test and give feedback on a new 3D printing resin – a partnership that benefits the company

and the dental technicians program. (6.3)

In the Dental Technician program, even though it's undergraduate, there is a conscious effort to bring research results and inquiry-based learning into the classroom. The SER proudly states that faculty have "published 45 articles in Scopus" over three years. However, those publications are on topics like sustainable business, digital literacy and climate change, not on dental technology. Most of their contributions are conference participations, clinical practice experience or certifications, not research output. (6.4)

#### **ET recommendations:**

- 1. Specify how faculty publish or incorporate dental research findings into teaching. For example: cite recent studies in prosthetics that are discussed in class or guest lectures by researchers*
- 2. The college should continue to find ways to make research and professional engagement attractive and feasible for staff. This could include internal grants specifically for applied research in dental technology or formal partnerships with dental industry*
- 3. Encourage and support faculty to conduct research relevant to dental technician practice (example: dental materials, prosthetic design, oral health technology)*

## **7. INFRASTRUCTURE AND RESOURCES**

Although the SER claims that campus facilities, classrooms, and laboratories are sufficient for the educational process, it provides predominantly general and superficial descriptions, many of which do not directly pertain to dental technology requirements. The SER fails to detail the presence or quality of dental-specific facilities such as fully equipped prosthetic laboratories, clinical simulators, milling units or sterilization equipment that are essential for practical training. Instead, irrelevant mentions of unrelated campus amenities (example: sports facilities and generic business incubators) blocked the expert team to undergo a precise assessment of premises specifically dedicated to dental technician training. While visiting the premises there could be clearly distinguished 2 dental labs with working stations and some minimal equipment. Furthermore, it lists "modern campus" and general laboratories and oddly referring to the Interior Design program (page 194 of the SER). (7.1)

The SER emphasizes a "rich library with Albanian and English sources" and system access (Koha). It notes electronic libraries via ASU partnership. These indicate substantial resources. However, it lacks specifics on holdings. (7.2)

The study program is supported by appropriate funding and financial planning to ensure its sustainability and continuous improvement. As a private institution, Universum

College funds the program primarily through tuition fees. The college's finance office presented a five-year financial plan for the program (and the institution overall), which demonstrates that revenues are projected to cover all operating costs (staff salaries, consumables, maintenance) with a surplus allocated for investments and reserves. This plan takes into account modest annual increases in operational costs. (7.3)

**ET recommendations:**

1. *Urgently establish more dedicated on-campus laboratories equipped specifically for dental technician training. Laboratories should include essential equipment such as prosthetic fabrication tools, CAD/CAM technology, dental simulators, milling units, furnaces and sterilization equipment to comprehensively support practical teaching activities.*
2. *The institution must compile and provide a detailed inventory and condition report of all current equipment, explicitly indicating the quantity, functionality, as the SER did not correlate with what was seen while visiting the premises.*
3. *Specify the number of dental technician related books and journals held by the library and acquire more relevant book, according to the students' needs.*

## FINAL RECOMMENDATION OF THE EXPERT TEAM

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

## OVERALL EVALUATION AND JUDGMENTS OF THE ET

In order to receive a positive recommendation, the institution must achieve full or substantial compliance in at least four out of the seven assessed areas. According to the findings detailed in the table above, the program **narrowly meets the minimum accreditation criteria**: one standard was assessed as fully compliant, three standards as substantially compliant, and three standards as partially compliant. In conclusion, the Expert Team finds that the Dental Technician study program offered by Universum College is *substantially compliant* with the accreditation standards as stipulated in the Kosovo Accreditation Agency (KAA) Accreditation Manual. Consequently, the Expert Team recommends accreditation of this study program for a period of *three (3) years*, with an enrollment limit of *25 students* per academic year.



EXPERT TEAM		
Member	Date	Signature
Prof. Dr. Adrian Tudor Stan	18th of April 2025	
Prof. Dr. Fatos Korkmaz	18th of April 2025	
Mr. Damon Mohebbi	18th of April 2025	