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**UBT College**  
**Faculty of Dentistry**  
**Integrated Dental Program**

**Annual Faculty Quality Report 2023-2024**

**September 2024**



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## Introduction

The Faculty of Dentistry at UBT College has made significant progress over the past academic year in enhancing the quality of its study programs, research output, and clinical training. This Annual Faculty Quality Report for 2024 highlights the key achievements, challenges, and improvements made in the areas of curriculum development, student practice, stakeholder engagement, and faculty performance. These advancements are aligned with the Faculty's mission to provide high-quality dental education that prepares students for the demands of modern dental practice and contributes to the health needs of Kosovo and beyond.

### 1. Curriculum Development and Learning Outcomes

The Integrated Dental Program underwent several updates to ensure that the curriculum remains aligned with both UBT College's mission and strategic goals and the evolving needs of the dental profession.

#### Key Developments:

- **Revision of Syllabi:** All course syllabi were revised to include dedicated reflection time, allowing students to critically assess their own learning experiences and clinical competencies. These revisions were supervised by the heads of the program, ensuring that learning outcomes were explicitly aligned with program competencies
- **Inclusion of Minimal Practical Requirements:** Minimal practical requirements were introduced and incorporated into all clinical subjects, ensuring that students gain sufficient hands-on experience. This included the revision of clinical procedures to ensure consistency across all clinical courses.
- **Expansion of Digital Dentistry Training:** In response to employer feedback, new modules on digital dentistry, including CAD/CAM systems and 3D printing, were introduced. This aligns with the global trend towards digitalization in dental practice.

#### Key Performance Indicators (KPIs):

- 100% of syllabi were updated to reflect the revised learning outcomes and reflection periods.
- Over 95% of students successfully completed their required clinical procedures, meeting the minimal practical requirements.
- Student and faculty feedback showed a 15% increase in satisfaction with the integration of digital technologies into the curriculum.



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## 2. Monitoring Student Practice

Clinical practice remains a cornerstone of the Integrated Dental Program, and continuous improvements were made in the quality and monitoring of student practice.

### Key Developments:

- **Clinical Rotations Expansion:** The clinical rotation system was expanded to include specialized dental clinics, providing students with more opportunities to engage in complex procedures such as **implantology** and **orthodontics**. This expansion was based on feedback from students, mentors, and alumni.
- **Mentorship Program Enhancement:** A formal mentorship program was implemented, ensuring that each student was paired with a dedicated clinical mentor. This has led to improved student performance and satisfaction, with more structured guidance throughout their clinical training.
- **Resource Improvements:** The dental practice facilities were upgraded with new **equipment**, including dental chairs, 3D printers, and radiographic machines, to ensure that all students had access to the tools necessary for modern dental practice.

### Key Performance Indicators (KPIs):

- 20% improvement in student satisfaction with the mentorship program, as reported in end-of-year surveys.
- 100% completion rate for clinical competencies among students, with all required procedures logged in clinical logbooks.
- The student-to-equipment ratio improved significantly due to new resources, reducing wait times for equipment use and enhancing the clinical training experience.

## 3. Stakeholder Engagement and Feedback

Engagement with key stakeholders, including **students, faculty, alumni, and employers**, remained a central focus for monitoring and improving the program. Regular feedback mechanisms were implemented to ensure that the program continues to meet the needs of the dental community and the labor market.

### Key Developments:

- **Employer and Alumni Surveys:** Feedback from employers highlighted the need for improved soft skills and patient management among graduates. In response, additional training on **communication skills** and **dental practice management** was introduced.



- **Focus Groups:** Faculty and student focus groups were conducted to gather deeper insights into the effectiveness of teaching methods and clinical practice. As a result, several new interprofessional collaboration initiatives were introduced to improve teamwork and communication in clinical settings.
- **Employment Tracking:** Employment data showed a **high employment rate** for UBT dental graduates, with most securing positions within six months of graduation. This was a strong indicator of the program's success in preparing students for the labor market.

#### Key Performance Indicators (KPIs):

- **30% of students** participated in ongoing faculty-led research projects, fostering a strong research culture within the Faculty of Dentistry.
- The **employment rate of graduates** remained above **85%**, with many finding employment in private dental clinics and public health institutions.
- Student satisfaction surveys showed a **15% improvement** in feedback on the relevance of course content to real-world dental practice.

## 4. Faculty Development and Research Output

The Faculty of Dentistry continued to support faculty members in their professional development and research endeavors. Faculty participation in research and publishing under the UBT College name increased, and new initiatives were launched to support continuous improvement in teaching quality.

#### Key Developments:

- **Faculty Research Support:** UBT College provided faculty with research grants and administrative support, leading to a **25% increase in research publications** under the institution's name. Faculty were encouraged to collaborate with international peers, further enhancing the program's academic standing.
- **Professional Development Workshops:** Faculty members participated in workshops focused on **reflective teaching practices** and **curriculum development**. These workshops ensured that faculty were equipped with the latest pedagogical tools to enhance student learning.

#### Key Performance Indicators (KPIs):

- **100% of faculty members** completed professional development workshops by the end of the academic year.



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- Faculty research output increased by **25%**, with notable contributions to dental research journals and conferences.
  - **80% of faculty** received positive evaluations in their peer reviews and student feedback assessments, with improvements noted in both teaching quality and mentorship.

## Conclusion and Future Goals

The **Faculty of Dentistry at UBT College** has demonstrated significant progress in maintaining and improving the quality of its study programs, clinical training, and research output during the 2024 academic year. The strategic alignment with stakeholder feedback, the integration of modern technologies, and the focus on continuous professional development have positioned the Faculty as a leader in dental education in the region.

Looking ahead, the Faculty will continue to focus on:

- Expanding interdisciplinary learning opportunities to further enhance **teamwork and collaboration** skills among students.
- Increasing the integration of **digital technologies** into both clinical practice and classroom instruction.
- Strengthening international collaborations in research and faculty development to ensure that UBT remains at the forefront of dental education globally.

With these ongoing improvements, the **Faculty of Dentistry** is well-equipped to meet the challenges of the modern dental profession and to continue producing highly skilled, competent, and ethical dental practitioners.