

# Evaluation Report for the „College PrBHE QUEAP-Heimerer

By The Accreditation Expert Team

Members:

Prof.Dr. Zvonko Susic, University of Zagreb Medical fakulty (HR)

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There were altogether four programs to be evaluated:

2. Professional Pedagogy in Health / Professional field nursing

3. General Nursing and Geriatric Nursing - with two sub-programs:

3.-1 General Nursing

3.-2 Geriatric Nursing

4. Health Sciences for Therapeutic Profile - with three sub-programs:

4.-1 Speech Therapy

4.-2 Occupational Therapy

4 - 3 Psychotherapy

5. Health Sciences for Diagnostic Profile - with two sub-programs:

5.-1 Technician of Radiology

5.-2 Technician of Laboratory

(Numbers according Self Evaluation Report 2014/15)

Zgb, July 25, 2015

Respond to Heimerer reaction of June 22, 2015 to the evaluation report

Dear faculty members of the quep-heimerer college ,

Thank you for your comments on our evaluation report. We appreciate your very studious analysis of the report as well as your corrections and comments. We read them carefully and decided to accept some facts and change in report, but some of our judgments stand. Namely, as an introduction to the attachment with your comments we received following information:

“May I remind you that when finalizing the evaluation report of Heimerer to take into account the following information:

- when finalizing the evaluation report, you have to take into account only the comments made on the \*factual situation\* of the report and not the comments made on your \*recommendations\* of the report.

-the Accreditation Board will not accept \*"one year"\* accreditation. The institution has either to demonstrate that it is able to run the study program for a full period of three years or not at all. Therefore the experts recommendation either has to be full time (three years) or no accreditation at all.

-the Board Members should have a \*"clear recommendation"\* from your side in order to proceed with the application of the QEAP Heimerer

- you should take into account only the KAA's approved list of academic staff when finalizing your evaluation report and no additional staff can be accepted from the comments of the institution.

According to that we changed some of our judgments which were results of our mistakes or misunderstanding . The rest will remain unchanged without further explanations except few clarifications.

Regarding the library, for instance: “Initiative for enrichment of literature”.... and .... “preparation for purchase of considerable book entries” are very welcome, these are not present facts so can't be taken in consideration in evaluation process. In almost every module there is the list 5-10 handbooks, more or less the best in the field. The number of the books in the library does not correspond to those lists. In addition, they are almost all in foreign languages, German, English, even in Slovenian.

In addition, handbooks are very often the only possibility for students to understand and learn systematically basics of certain topics.

I apologize (Sobic) for mixing up some people by names (Mr. Florim Gallopeni and Mr. Bujar Gallopeni as well as Prof. Ilir Begoli and Prof. Naser Ramadani.

## 2. Professional Pedagogy in Health / Professional field nursing

(Prof.dr.sc Zvonko Sosic, University of Zagreb, Medical faculty,  
Andrija Stampar School of Public health)

### 1. Academic Program and Student Management

Study program (B Sc) Professional Pedagogy in Health / Professional field nursing of the Private Bearer of Higher Education (PrBHE) „queap heimerer“ correspond entirely to the institution’s mission statement and principles of operation as it is declared on the page 5 of the Self-evaluation Report 2014/15.

The mission: ” to implement educational program which enables the achievement of the EU standards in measurable quality of skills and knowledge as well as vision to become leading school for health and nursing education in Kosovo and region” have good chances to be realized by current and planned educational programs in question.

The study program consists of 6 semesters during 3 years with altogether 180 ETC points (60 per year). At the end of the study, students complete diploma thesis and achieve bachelor degree of Professional Pedagogy in Health/ professional field nursing. This degree corresponds with international standards.

Methods of teaching are described as modern, interactive, problem solving and student centered. Relating program quality, there is no balance between educational and communication skills and theories on the one side, and content be taught to patients/population on the other. Some basic medical knowledge about the main health problems contributing to the most of the populations burden of diseases is missing.

### 2. Staff

Altogether 24 teachers participate in the Study program (B Sc) Professional Pedagogy in Health / Professional field nursing, among them 13 permanent and 11 part-time engaged persons.

None of them has PhD scientific degree, but four of them are students of doctoral studies ("PhD candidates") probably at the Pristina University. There are also five graduated persons, but their scientific degree is not clear, due to contradictory information on three available lists we received.

The only information on part-time employed teachers one could find by studying teaching modules. There are twelve already mentioned part-time teachers responsible for modules not covered by permanent staff. It was not possible to find a single note about six of them. Just by chance, I know personally two colleagues from the University of Pristina (Merita Berisha and Naser Ramadani) and I can tell that they are competent teachers. For Gjylbehare LLapi and Vjosa Vula is clear that they are teaching languages, but for Shpresa Surdolli and Nehat Baftiu there are no information available.

The "legally binding contracts" with part-time teachers are not "submitted with the application" what is necessary according by KAA Standards. The rest of five part-time engaged teachers seem to have contracts, one of them holds PhD scientific degree and one is "PhD candidate" meaning that is studying postgraduate doctoral study.

As conclusion: from the Self-evaluation Report 2014/15 it is not clear that, according to KAA Standards, "institution has at its disposal sufficient permanent academic, scientific ..... staff on full-time employment contracts ..... at least three persons for each study program, and at least one of them should have the status of professor. This person should hold a higher scientific qualification."

### 3. Research and International Cooperation

PrBHE Queap Heimerer has established research office with three their own experts, one external expert and two students. In the Self-evaluation Report 2014/15 there is the list of three ongoing and three already finished scientific projects, mostly in the field of nursing. Teaching staff is involved in research activities, what is visible from the list of publication, as well as from the participation in national and international conferences.

PrBHE Queap Heimerer has contracts with certain number of national and international organizations in the field of nursing. As conclusion, it looks like that research and international cooperation in the PrBHE Queap Heimerer is satisfactory.

#### 4. Finances and Infrastructure / Space and Equipment

According to "Statement of planed incomes", what we received during the visit, finances planed would be sufficient for regular functioning.

Facilities shown look like convenient for lectures and seminars with enough electronic devices for efficient lectures. Skill laboratories are well equipped with mannequins and models.

The weakest point is the library with modest number of books and certain number of places for online reaching the literature. All this does not look very busy.

#### 5. Quality management

The quality assurance serves the fulfillment of all standards and directives which come out of the European Network for Quality Assurance (ENQA). BPrAL QEAP – Heimerer nominated the officer for quality assurance analyzing data collected with instruments designed for that purpose: questionnaires for students, for teachers and for administrative personnel.

#### Recommendations

We recommend that Private Bearer of Higher Education (PrBHE) Queap Heimerer pay more attention to engagement of qualified teachers wit proper scientific degree to fulfill requirements from international standards. There is the hope for number of teachers to achieve PhD scientific degree, since look like that they are studying on the postgraduate doctoral study.

Although situation with facilities and equipment is satisfactory, some investment in the library regarding literature and staff is necessary.

The application documents are not carefully edited, and quite a lot of information is wrong, missing or hard to find, so in next application, please, pay more attention do that.

Since this is second accreditation of the program one may suppose that there are some improvements as the result of recommendations from the first evaluation three years ago. Conclusions to complete faculty with qualified staff were probably also at that time. Some efforts to improve situation are visible, but it would be useful to see first recommendations.

Suggestion of the expert team, taking all this in account, would be to give them another chance to satisfy criteria.

### 3.1 General Nursing

(Prof.dr.sc Zvonko Sobic, University of Zagreb, Medical faculty,  
Andrija Stampar School of Public health)

#### 1. Academic Program and Student Management

Study program (B Sc) General Nursing of the Private Bearer of Higher Education (PrBHE) „queap heimerer“ correspond entirely to the institution's mission statement and principles of operation as it is declared on the page 5 of the Self-evaluation Report 2014/15.

The mission: " to implement educational program which enables the achievement of the EU standards in measurable quality of skills and knowledge as well as vision to become leading school for health and nursing education in Kosovo and region" have good chances to be realized by current and planned educational programs in question.

The study program consists of 6 semesters during 3 years with altogether 180 ETC points (60 per year). At the end of the study, students complete diploma thesis and achieve bachelor degree of General Nursing. This degree corresponds with international standards.

Methods of teaching are described as modern, interactive, problem solving and student centered. Relating program quality, according to the Self-evaluation Report 2014/15 of the Private Bearer of Higher Education (PrBHE) Queap Heimerer, it is an example of well prepared curriculum with good balance between theoretical and practical teaching, but research part is mostly theoretical without engagement of students in research except probably some for Diploma thesis.

## 2. Staff

Altogether 15 teachers participate in the Study program (B Sc) General nursing, among them 10 permanent and 5 part-time engaged persons. On the list of permanent staff, there is the name of Hysni Bajrami enlisted also for the Study program (B Sc) Professional Pedagogy in Health / Professional field nursing as part-time teacher. This contradiction as well as some others is confusing.

None of permanent staff has PhD scientific degree, but five of them are students of doctoral studies ("PhD candidates") probably at the Pristina University. There are also three graduated persons, and for the rest of them scientific degree is not clear.

Among four part-time employed teachers, three hold PhD scientific degree, but for fourth, Natyra Karahoda Gjurgjela, it was not possible to find proper information.

The "legally binding contracts" with part-time teachers are not "submitted with the application" what is necessary according by KAA Standards. The rest of five part-time engaged teachers seem to have contracts, one of them holds PhD scientific degree and one is "PhD candidate" meaning that is studying postgraduate doctoral study.

As conclusion: from the Self-evaluation Report 2014/15 it is not clear that, according to KAA Standards, “institution has at its disposal sufficient permanent academic, scientific ..... staff on full-time employment contracts ..... at least three persons for each study program, and at least one of them should have the status of professor. This person should hold a higher scientific qualification.”.

### 3. Research and International Cooperation

PrBHE Queap Heimerer has established research office with three of their own experts, one external expert and two students. In the Self-evaluation Report 2014/15 there is the list of three ongoing and three already finished scientific projects, mostly in the field of nursing. Teaching staff is involved in research activities, what is visible from the list of publication, as well as from the participation in national and international conferences.

PrBHE Queap Heimerer has contracts with certain number of national and international organizations in the field of nursing. As conclusion, it looks like that research and international cooperation in the PrBHE Queap Heimerer is satisfactory.

### 4. Finances and Infrastructure / Space and Equipment

According to “Statement of planed incomes”, what we received during the visit, finances planed would be sufficient for regular functioning.

Facilities shown look like convenient for lectures and seminars with enough electronic devices for efficient lectures. Skill laboratories are well equipped with mannequins and models. PrBHE „queap heimerer“ has contracts throughout of Kosovo with hospitals, institutes of public health, family health centers, emergency healt centers and some special centers, as geriatric center, for practical part of the program.

The weakest point is the library with modest number of books and certain number of places for online reaching the literature. All this does not look very busy.

## 5. Quality management

The quality assurance serves the fulfillment of all standards and directives which come out of the European Network for Quality Assurance (ENQA). BPrAL QEAP – Heimerer nominated the officer for quality assurance analyzing data collected with instruments designed for that purpose: questionnaires for students, for teachers and for administrative personnel.

## 3.1 Geriatric Nursing

(Prof.dr.sc Zvonko Sosic, University of Zagreb, Medical faculty,  
Andrija Stampar School of Public health)

### 1. Academic Program and Student Management

Study program (B Sc) Geriatric Nursing of the Private Bearer of Higher Education (PrBHE) „queap heimerer“ correspond entirely to the institution’s mission statement and principles of operation as it is declared on the page 5 of the Self-evaluation Report 2014/15.

The mission: ” to implement educational program which enables the achievement of the EU standards in measurable quality of skills and knowledge as well as vision to become leading school for health and nursing education in Kosovo and region” have good chances to be realized by current and planned educational programs in question.

The study program consists of 6 semesters during 3 years with altogether 180 ETC points (60 per year). At the end of the study, students complete diploma thesis and achieve bachelor degree of General Nursing. This degree corresponds with international standards.

Methods of teaching are described as modern, interactive, problem solving and student centered. Relating program quality, there is serious suspicion, not about the program itself, but about its application. Namely, for 7 out of 15 persons on the list of staff for this program it was not possible to find in the program of modules, but five people responsible for modules (Shqipe Tahiri, Aferdite Mustafa, Besnik Peci, Isme Humoli, Blerim Hetemi) are not on the list, four them on any. That means that program probably has no credibility, and cannot be taken seriously. Although the first year of Geriatric Nursing is jointly organized with the General Nursing, and some teachers can be find there, still for some (Besnik Peci and Blerim Hatemi there is no information.

## 2. Staff

Altogether there are 15 teachers in the list for the Study program (B Sc) Geriatric nursing, among them 11 permanent and four part-time engaged persons. None of permanent staff has PhD scientific degree, but three of them are students of doctoral studies ("PhD candidates") probably at the Pristina University. One teacher from the permanent list has MA degree, and another one has a full time contract, but without any information about his qualification. For five persons there is no information at all.

Among the part-time employed teachers three of them have PhD scientific degree, while for the fourth (Natyra Karahoda Gjurgjela) there is no information..

The "legally binding contracts" with part-time teachers are not "submitted with the application" what is necessary according by KAA Standards. The rest of five part-time engaged teachers seem to have contracts, one of them holds PhD scientific degree and one is "PhD candidate" meaning that is studying postgraduate doctoral study.

From the Self-evaluation Report 2014/15 it is not clear that “institution has at its disposal sufficient permanent academic, scientific ..... staff on full-time employment contracts ..... at least three persons for each study program, and at least one of them should have the status of professor. This person should hold a higher scientific qualification.” According to KAA Standards.

As conclusion: Such incomplete and confused list of teachers and their qualifications is bad evidence for accreditation of the program

### 3. Research and International Cooperation

PrBHE Queap Heimerer has established research office with three their own experts, one external expert and two students. In the Self-evaluation Report 2014/15 there is the list of three ongoing and three already finished scientific projects, mostly in the field of nursing. Teaching staff is involved in research activities, what is visible from the list of publication, as well as from the participation in national and international conferences.

PrBHE Queap Heimerer has contracts with certain number of national and international organizations in the field of nursing. As conclusion, it looks like that research and international cooperation in the PrBHE Queap Heimerer is satisfactory.

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The weakest point is the library with modest number of books and certain number of places for online reaching the literature. All this does not look very busy.

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## Recommendations

General Nursing and Geriatric Nursing are planned to satisfy quite a need for these profiles in Kosovo as well as in Europe, but prerequisites for start with these programs are not satisfied. School is planning in the future to create conditions, but it is not likely for these programs to produce nurses with the bachelor degree which will reach European standards

**June 14, 2015**

**Prof. Dr. Bernhard Borgetto**

**Evaluation Report on the application for**

**re-accreditation of the profiles**

**4.-2 “Occupational Therapy”**

**4.-1 “Speech Therapy”**

**and accreditation of the profile**

**4.-3 “Physiotherapy”**

**of the study program**

**“Bachelor of Science (BSc) Health Sciences”**

**of the**

**QEAP Heimerer Higher Professional School (HPSCH)**

**in Pristina, Kosovo**

## **Introduction**

This comment is the result of an appraisal regarding the study program Bachelor of Science (BSc) Therapy Sciences and the basis of the Self-Evaluation Report and a Skype-Meeting with the responsible persons for the study program.

The application for the study program “Bachelor of Science (BSc) Therapy Sciences” encompasses three study profiles for “Occupational Therapy”, “Speech Therapy”, and “Physiotherapy”.

In general, it is remarkable, that the authors of the report did not apply thoroughly an adequate terminology for the study program and the elective profile.

The study program is (following an expert recommendation from the previous On-Site-Visit) introduced as BSc Therapy Sciences, but subsequently mostly named BSc Health Sciences. The profile Speech Therapy is partly named as Logopedi and the profile Occupational Science as Ergotherapy.

This problem existed already in the previous Self-Evaluation Report. In the Skype-Meeting this problem was specified from QUEAP Heimere as a translation problem. However, an institution of higher education aiming at European standards should be expected not to have such problems. Additionally, sometimes nursing was mentioned, where the topic was occupational therapy. Altogether, the institution should apply more accurateness and elaborateness in issuing evaluation reports and application documents.

Nevertheless, with regard to contents the three profiles are comprehensive and balanced, based on international and in particular European standards of higher education, and meet the needs of the Republic of Kosovo and the whole region.

## **1. Academic programs and student management**

- Does the academic program correspond to the institution's mission statement and principles of operation?

The mission statement of QEAP Heimerer refers to the implementation of educational programs with qualified teachers and modern methodology in order to achieve European standards for the education of health professionals, resulting in measurable quality of skills and professional knowledge.

The program and the module descriptions are very well structured and elaborated and meet European standards. Problematical is the evaluation of the staff situation, but it seems that there is a lack of permanent staff in two profiles: occupational therapy and speech therapy. However, it has to be considered, that the allocation of academic staff in the therapy occupations in Kosovo is difficult and fluent and that it is not easy to find optimal solutions. The QAEP Heimerer College seems to make progress in developing a professional staff. Nevertheless, in the self-evaluation report 2015 it is clearly described why the program is needed for the national and regional health care and how the program would contribute to higher education in Kosovo.

- Are the programs quality, range and academic aims appropriate to the academic degree?

The content of the curriculum and all the three profiles according to the module descriptions is comprehensive and appropriate to the academic degree. Since the profiles

intend to educate therapy professionals in a generalistic approach, the contents must cover all therapeutic specialities and fields of action. The skype-meeting showed an emphatic focus on pediatrics in the speech therapy-profile. Though, this is an important field of action, it is necessary, to ensure the same commitment in the acquirement of a broad range of clinical competencies and not to disregard other specialities like neurology.

The recommended literature in the module descriptions in general is adequate, but still some sources have to be updated, especially concerning modules of the physiotherapy profile. Text-book literature from the 1980ies cannot be considered as up to date, they should be published in the last 10, maybe 15 years.

- Is the programme based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?

The Evaluation Report of QUEAP Heimerer mentions no overarching didactic concept. The three profiles are not presented and substantiated as a coherent study program; they seem to be three different study programs with partly overlapping modules. In the future, common aspects of the three profiles should be carved out and an overarching didactic concept should be elaborated.

Nevertheless, the Evaluation report delivers separately for each profile (in exactly the same words) a description of teaching and learning methods, which could be seen as a weak but preliminarily acceptable equivalent for an elaborated didactic concept.

Mentioned are: lecture-based learning, problem-based learning, simulation-based learning, practice-based learning, reflective learning and research-based learning. These are definitely important components of a didactic concept.

In the skype-meeting it could be confirmed, that the responsible persons for the study program are familiar with the teaching and learning methods and that they are spread out in the broader teaching staff.

- Does the academic degree correspond to international standards?

The academic degree corresponds to international and in particular European standards.

- Does the structure of the program give sufficient opportunity for independent study, reflection and analysis? (E.g. what is the proportion of independent study time compared to online / distance teaching and classroom units?)

The relation of contact hours and independent (self-)study hours in theoretical modules in the profiles “occupational therapy” and “speech and language therapy” is about 1:2.

Thus, the structure of the program regarding these two profiles gives sufficient opportunity for independent study, reflection and analysis. The proportion contact hours and independent study time is not specified for the physiotherapy-profile. This should be added soon in the module descriptions of this profile.

- Is the allocation of ECTS appropriate and justified?

The allocation of ECTS credit points in the program is comprehensible, appropriate and justified.

- Is the workload required for the academic program is manageable for students?

The workload required for the academic program is manageable for the students. The overall workload required for the academic program is manageable, also the allocation to the individual semesters.

- Are the teaching methods and content of teaching units are sufficient for the successful achievement of the program goals and outcomes (competencies and qualification, knowledge and skills)?

The teaching methods and contents of teaching units are sufficient for the successful achievement of the program goals, particularly the theoretical and practical parts are well balanced. The implementation of the well-founded teaching and learning methods listed in the Self-Evaluation Report of QEAP Heimerer could be affirmed in the Skype-Meeting. The necessary competencies, qualifications, knowledge and skills are acquirable with the program.

- Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?

The overlap between and the coherent composition of the various parts of the curriculum is sufficiently comprehensible and transparent.

- How do the admission criteria and admission procedures measure up to international standards?

Reasonable admission prerequisites and procedures for the program seem to be in place and measure up to international standards.

- Is the ratio of academic/artistic staff to students appropriate?

The report on the staff of QUEAP Heimerer is inconsistent and deficient. The lists and tables of the self-evaluation report and the feedback to the draft evaluation report regarding the academic staff are incommensurable and the KAA-list of academic staff differs also from the specifications of QUEAP Heimerer. Moreover, the three profiles are treated as independent study programs and the expert evaluation required an effort similar to the evaluation of three study programs. It took hours to enlighten the staff situation. For the future, QUEAP Heimerer has to provide consistent tables and numbers (in alphabetical order according to the KAA list), correct status denominations and readable CV-files. Additionally, there is a need for information about the time duration of the contracts. Also, there should be a consistent terminology regarding permanent, full-time, part-time, regular, non-regular and internal/external staff in conformity with the guidelines of KAA.

For the study program as a whole, there is only one person having according to the KAA-list of academic staff a status as a professor: Bunjamin Memedi (part-time contract). The CV-file is fragmentary, the status and professional field cannot be clarified. In the papers of QUEAP Heimerer are mentioned Bunjamin Mehmedi and Bunjamin Memendi. The staff members specified in the papers of QUEAP Heimerer as professors cannot be verified as professors.

Ten academic staff members of the KAA list engaged in at least one of the profiles according to list in the feedback to the draft evaluation report have full-time contracts, two of them have a PhD and two are PhD-candidates. Partly, they are engaged in teaching not only in three profiles of this study program, but also in other study programs of QUEAP Heimerer.

The self-evaluation report includes different recruitment plans for the three profiles. For each study profile 30 study places are scheduled. Taken this as a basis, there would be altogether 270 students in 2018/19, 90 in each profile. In order to evaluate the ratio of students to academic staff, the latter must be calculated in full-time equivalents for the study program. According to the list provided with the feedback to the draft evaluation report (table 2.2), for the study program there are 745 % full-time equivalents (considered only staff according to the KAA-list) at disposal of QUEAP Heimerer. This results in a ratio of 1 teacher to 36 students. This is manageable, but rather high and far more than QUEAP Heimerer states as factual in the self-evaluation report.

Referring to the occupational therapy profile of the study program as described in the self-evaluation report, the staff list of QUEAP Heimerer according to table 10.1 includes 3 regular members and 8 non-regular members and according to table 10.5 24 regular and 29 non-regular members (both tables without names). According to the basic data of the occupational therapy profile the permanent staff consists of 9 regular members and 10 non-regular members. From these 19 staff members, 13 are specified in the KAA-list of academic staff.

According to the list of academic staff classified after engagement in study programs/profiles, 950 % full-time equivalent are engaged in the occupational therapy profile. The names of the members differ from the names in the basic data of the profile. Compared with the KAA-list, 320 % full-time equivalent can be verified as academic staff. In the new list from the feedback to the draft evaluation report (table 2.2) there are only 245 % full-time equivalent verified by the KAA-list. This results in a ratio of 1 teacher to 37 students.

In speech therapy, according to list from the feedback to the draft evaluation report (table 2.2) verified by the KAA-list there are 285 % full-time equivalents at the disposal for QUEAP Heimerer. This results in a ratio of 1 teacher to 31 students.

For the newly planned physiotherapy profile the ratio is according to the same calculation procedure 1 teacher to 42 students. This is not an appropriate ratio for a physiotherapy program any more.

## **2. Staff**

- Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?

Again, it is difficult to come to reliable numbers and proportions facing the differing informations concerning the academic staff. The overall impression is, that in speech therapy the proportions are appropriate and in occupational therapy, there is too much non-regular and not enough regular staff. But, taking into account the difficult situation in Kosovo regarding the profession of occupational therapy and the improvements made since the last onsite visit, the staff situation can be accepted. This is different to the staff situation for the physiotherapy profile. A detailed analysis follows:

The staff list of QUEAP Heimerer according to tables 10.1 and 10.5. are 12 regular members and 7 non-regular members (without names) for the physiotherapy . According to the basic data of the physiotherapy profile the permanent staff consists of 14 full-time members and 3 part-time members. According to the list of academic staff classified after study programs, no staff members are engaged in the physiotherapy profile. Compared with the KAA-list of academic staff, there are 7 staff members having a contract or precontract. Only one person is not completely engaged in other study programs/profiles. This member of staff is Teuta Shala, but his CV-file was not readable. In the list provided with the feedback to the draft evaluation report, many new persons were mentioned, most of them are not in the KAA list of academic staff and the engagement in the different profiles was newly distributed. In total, there are 215% full-time equivalent for the physiotherapy profile, from which are 155 % permanent. In the basic data of the profile, 30 study places are indicated, after 3 years there will be 90 students in the profile. The recruitment plan according to table 11.1.2. envisages 82 students after 3 years. This is difficult to manage with 215 % full-time equivalent, at least. Moreover, the Head of the profile is indicated in the self-evaluation report of QUEAP Heimerer with Prof. Zeqiri, in the feedback with Prof. Schulc, both are not staff members according to the KAA-list and for both no CVs or other information about the persons are provided. If Prof. Schulc is the one, who works at UMIT Austria, she is for sure a suitable person as a head of the study profile physiotherapy, but she is not a verified member of the QUEAP Heimerer staff. These rapid changes in staff numbers and names and especially concerning the head of the study profile is not really inspiring confidence in the disposability of adequate academic staff in this study profile.

Weighing up these facts and impressions, it seems appropriate, that QEAP Heimerer invests more in consolidating the staff situation in the two already existing profiles, rather than in building up a staff team for a new physiotherapy profile.

- Does the academic staff demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria?

As far as the CVs of the academic staff allow an appraisal for experts from abroad, the academic staff has an appropriate academic and didactic level suitable to the positions held. It has to be considered, that the allocation of academic staff in the therapy occupations in Kosovo is difficult and fluent and that it is not easy to find optimal solutions for the two already existing therapy profiles. Especially because of that, the staff situation of QUEAP has to be carefully monitored.

### **3. Research and international co-operation**

- Is the teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course contents?

QUEAP Heimerer has established an active research office, that involves students in research activities and supports teachers as well as students to integrate research in teaching and learning activities.

- Is the extent and the quality of international cooperation in research and teaching adequate?

International cooperations for the program in research and teaching are sufficiently developed.

- Are students involved in research and cooperation projects?

Students are involved in research activities via the research office.

#### **4. Finances and Infrastructure/Space and Equipment**

- Does the institution have an adequate budget plan?

According to the delivered budget plan, the financial resources for the study program are adequate.

- Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?

This aspect could not be evaluated, since the contact has been based in a skype-meeting.

#### **5. Quality Management**

- Are the institution's programmes assessed regularly within the context of internal evaluation processes?

An assessment plan for the program with instruments has been developed and is adequate; students are involved in the evaluation by a questionnaire.

#### **Recommendations**

1. The report on the staff of QUEAP Heimerer is inconsistent and deficient. The lists and tables of the self-evaluation report and the feedback to the draft evaluation report regarding the academic staff are incommensurable and the KAA-list of academic staff differs also from the specifications of QUEAP Heimerer. Moreover, the three profiles are treated as independent study programs and the expert evaluation required an effort similar to the evaluation of three study programs. It took hours to enlighten the staff situation. For the future, QUEAP Heimerer has to provide consistent tables and numbers (in alphabetical order according to the KAA list), correct status denominations and readable CV-files. Additionally, there is a need for information about the time duration of the contracts. Also, there should be a consistent terminology regarding permanent, full-time, part-time, regular, non-regular and internal/external staff in conformity with the guidelines of KAA. Altogether, the institution should apply more accurateness and elaborateness in issuing evaluation reports and application documents.
2. The recommended literature in the module descriptions in general is adequate, but still some sources have to be updated, especially concerning modules of the physiotherapy profile.
3. In the future, common aspects of the study profiles should be carved out and an overarching didactic concept should be elaborated. The separately described teaching methods are a part, but not an equivalent of a didactic concept.
4. The proportion contact hours and independent study time is not specified for the physiotherapy-profile. This should be added in the module descriptions of this profile.
5. Weighing up all the facts and impressions, it seems to be too early for QEAP Heimerer to start with the physiotherapy study profile in 2015. The staff situation in the two already existing profiles should be consolidated before starting a new profile. In principle, a physiotherapy profile would be a reasonable complement for the study program, but than an appropriate staff table should be presented.

### **5.-1 Bachelor Program: Technician of Radiology**

Univ.-Prof. Dr. Wolfgang Patsch, Paracelsus Medical University Salzburg, Austria

#### **General information**

QEAP-Heimerer has obtained its first institutional accreditation in July 2010. At the same time, one study program in Professional Pedagogy in Health, professional field in nursing, was obtained. Subsequently, additional study programs for “Bachelor of Basic Nursing” with profiles in Bachelor of Therapy Sciences and Speech Therapy and Occupational Therapy and a Master Program in Management of Health Services and Health Institutions were obtained. QEAP-Heimerer applies now for several additional programs, including a Bachelor Program for Technician of Radiology.

#### **1. Academic Program and Student Management**

The Program for “Technician of Radiology” is consistent with the institution’s mission and principles of operation. The study program comprises 6 semesters over 3 years of full – time studies (180 ECTS). One (1) ECTS is equivalent to thirty (30) hours of study. All subjects are graded by ECTS values. The allocation of ECTS is appropriate and justified. The program will enlist up to thirty (30) students per year.

Admission tests, qualifications and admission procedures are adequate. After successful completion of the program, the academic degree “Bachelor Technician of Radiology” will be awarded.

In their self-evaluation report, the applicants state that their program will be comparable with study programs of the Faculties of Medicines at the Universities of Split and Rijeka, but they do not provide specific information about these programs with respect to the curriculum, the teaching staff or instrumentation. In their table for comparability of their study program with other European programs, they claim that a joint degree, developed by a consortium of three international universities will be offered, but the existence of such a program is not in place as mentioned at the site-visit. In addition, claims regarding integrated stays of students abroad are not convincingly described. In the self-evaluation report the rationale for the program is rather general and is mainly based on the fact that higher education increases job opportunities and decreases poverty. At the site-visit the rationale was strengthened by pointing out the currently available number of radiology technicians and the need for improved education in this field.

The curriculum covers the requirements of a Bachelor Study in Radiology and several sections are comprehensively written. Unfortunately, the curriculum is not presented in the required form. While lectures, seminars, clinical exercises and practices and self-study are listed, no hours have been assigned to these teaching modalities. In addition, professors or teachers have not been assigned for some topics of the first year of study (e.g. Basic principles of Medical Knowledge, Basics of Mathematics and Physics in Radiology, Advanced Principles of Knowledge). It is further stated that QEAP Heimerer has signed cooperation agreements with other higher educations in Kosovo that have similar Master programs. However, these institutions do not have Master programs. Furthermore, some of the literature listed for specific courses is not credible. For instance, for the module "Fundamentals of Physics for Radiology, literature will include McMinn's Clinical Atlas of Human Anatomy and other Anatomy books, but no reference to any physical treaty of radiology is made. Literature entries also are not adequately cited.

Another point of criticism is that the clinical practice is inadequately described. While the applicants list several cooperating hospitals, it would be important to list the radiological equipment of and the procedures performed by the respective hospitals and how the students will rotate through the various hospitals.

## **2. Staff**

The application lists radiologists, engineers of radiology, radiology technicians and others as teaching staff members. It is clear that the staff as listed would be competent and would have the capacity to teach radiology and nuclear medicine. However, very few of the proposed staff members are currently full-time employed by Heimerer. In fact, comparison with the employment list of KAA shows that the great majority of these persons is not employed or has signed pre-contracts with QEAP Heimerer. Some statements in the application seem to be not correct. For instance, Dr. Bujar Gjiko, a qualified radiologist, who states in his CV to be currently the Head of Radiology in the American Hospital of Kosova, is listed in Table 6.7 (List of academic staff at QEAP Heimerer according to type of engagement, workload in study program and administration) as a regular with a total contract engagement of 100% (70% radiology and 30% administration).

### **3. Research and international Co-operation**

Under 8.10 (should be 5.10) of the application, it is stated that "qeap-heimerer has a special focus in the field of general nursing. .... conduct quantitative and qualitative researches in the field of general nursing", but research in radiology or nuclear medicine is not addressed at all. This is entirely inadequate. QEAP Heimerer is engaged in several collaborations at the national and international level, but it is not clear, if and how these collaborations extend to radiology and nuclear medicine.

### **4. Finance and Infrastructure**

In addition to the buildings already available, another building is being leased by Heimerer for teaching. The buildings have a sufficient number of lecture rooms and computing facilities. The library seems to be somewhat underpowered. Furthermore, facilities for on-site practice in radiology have not been shown. The financial situation of the institution seems to be well in balance.

### **5. Quality Management**

QEAP Heimerer has a quality assurance program that appears to be well organized. It can be expected that quality control procedures already in place in other academic programs can be extended to the program in radiology. An important and convincing quality control measure would be to follow up on future activities and employments of graduates. In addition, examination questions in radiology that are used at other universities may be used to compare the educational qualities with other universities.

### **Recommendation**

After a careful review of the application that included the site-visit and the response of Heimerer to the draft evaluation report, the expert team recommends that the program for the "Bachelor Technician in Radiology" is not accredited at the present time. While it is clear that such a program could be quite effective and beneficial for Kosovo, there are too many flaws in the current application that need to be attended prior to a possible accreditation.

## **5.-2 Bachelor Program: Health Sciences for Diagnostic Profiles: Technician of Laboratory**

Univ.-Prof. Dr. Wolfgang Patsch, Paracelsus Medical University Salzburg, Austria

### **General information**

QEAP-Heimerer has obtained its first institutional accreditation in July 2010. At the same time, one study program in Professional Pedagogy in Health, professional field in nursing, was obtained. Subsequently, additional study programs for “Bachelor of Basic Nursing” with profiles in Bachelor of Therapy Sciences and Speech Therapy and Occupational therapy and a Master program in Management of Health Services and Health Institutions were obtained. QEAP-Heimerer applies now for several additional programs, including a Bachelor Program for Technician of Laboratory.

### **6. Academic Program and Student Management**

The Program for “Technician of Laboratory” is consistent with the institution’s mission and principles of operation. The study program comprises 6 semesters over 3 years of full-time studies (180 ECTS). One (1) ECTS is equivalent to thirty (30) hours of study. All subjects are graded by ECTS values. The allocation of ECTS is appropriate and justified. The applicants propose to enlist up to ninety (90) students per year. This number is by far too high and needs to be reduced to forty-five (45) or less.

Admission test, qualifications and admission procedures are adequate. However, no value is shown for study taxes/pro semester!!After successful completion of the program, the academic degree “Bachelor (BSc) Technician of Laboratory” will be awarded.

In their self-evaluation report, the applicants state that their program will be comparable with numerous other study programs in Italy, Ireland, Austria, the United Emirates of Arabia and Japan. In their table for comparability of their study program with other European programs, they claim that a joint degree, developed by a consortium of three international universities will be offered, but the existence of such a program is not in place. In addition, claims regarding integrated stays of students abroad are not convincingly described. According to the self-evaluation report, the rationale for the program is mainly based on the fact that higher education increases job opportunities and decreases poverty, but other relevant considerations for the need of the program such as the relationship of the number of current laboratory technicians to hospital laboratories and other potential work places is not described. The latter point was addressed in the feedback to the preliminary evaluation report.

The curriculum covers for the most part the requirements of a Bachelor Study for laboratory technicians, but a course in first aid should be included and a module addressing the pathophysiology of diseases may also be considered, while some topics in the third year appear somewhat redundant. Teaching in automated procedures of laboratory analyses is underrepresented and a short course/seminar in quality control of laboratory analyses should be included in the first year as the students will need some of these analyses early and throughout their studies. While lectures, seminars, clinical exercises and practices and self-study are listed, no hours have been assigned to these teaching modalities. Professors or teachers have been assigned for all topics of the first study year. It is further stated that QEAP Heimerer has signed cooperation agreements with other institutions for higher educations in Kosovo with similar Master programs. However, these institutions do not have Master programs for the respective program. Literature entries are not adequately cited. Typically, the name of the book, the editors, the publisher, the year of publication and the ISBN number should be given. In addition, if the reference refers to a specific book chapter, the title of the chapter, the authors of the chapter and the page numbers in the book are required. If a journal article is cited, the authors, the title of the article, the journal, the year of publication, the journal volume and the beginning and ending page of the article should be given.

Another point of criticism is that the clinical practice is insufficiently described. While the applicants list several cooperating hospitals and other institutions that use laboratory analyses, it would be important to list the capabilities of each of these institutions with regard to types and procedures of analyses. A plan should be available showing how students rotate through the various institutions to gain practical experience in all types of analyses. It is also necessary that laboratory procedures are examined by practical tests and not only by written tests.

## **7. Staff**

The proposed teaching staff includes medical doctors, PhDs, a specialist in clinical biochemistry, all employed at various other Medical centers of Pristina, and lecturers employed by Heimerer. Pre-contracts have been signed by non-regular members of the teaching staff. Overall, the teaching staff seems to be competent for teaching. Unfortunately, some CVs in the application are not in English language or the respective pdf-files cannot be opened. In an overview of the academic staff in QUEAP Heimerer in relation to Study Programs, (Table 6.1), the projected contribution of regular staff is 38%, which would not fulfill the 50% requirements of KAA. Thus, the regular staff needs to be increased. This issue has been adequately addressed in the feedback to the preliminary evaluation report.

## **8. Research and international Co-operation**

Under 5.8., the application addresses mainly the field of general nursing and research aspects in communication, self-confidence, perfection, stress and performance at work. This is inadequate for the field of laboratory medicine. This criticism is partially mitigated, as some syllabi relate to laboratory research, but no specific topics are mentioned as examples. QEAP Heimerer is engaged in several collaborations at the national and international level, but it is not clear, if and how these collaborations extend to laboratory medicine..

## **9. Finance and Infrastructure**

In addition to the buildings already available, another building is being rented for academic programs. The buildings have a sufficient number of lecture rooms and computing facilities. The book collections in the library seem rather limited. Furthermore, facilities for on-site practice in laboratory medicine are modest, but should allow the teaching of principal laboratory skills such as pipetting, pH-measurements etc. The financial situation of the institution seems to be well in balance.

## **10. Quality Management**

QEAP Heimerer has a quality assurance program and it can be expected that the quality control programs already in place can be extended to the program in laboratory medicine. An important and convincing quality control measure would be to follow up on future activities and employments of graduates. Similarly, laboratory medicine questions from examinations that are conducted in other universities may be obtained and used to verify the educational quality for the students of Heimerer.

## **Recommendation**

After a careful review of the application that included the site-visit and the response of Heimerer to the draft evaluation report, the expert team recommends that the program for the “Bachelor Program: Technician of laboratory” is accredited for up to 45 students per year.