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## ***UBT COLLEGE***

***Programme: Anaesthesiology Technician***

## ***ACCREDITATION***

## **REPORT OF THE EXPERT TEAM**

*Slovenj Gradec, 25 of June, 2019*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 20<sup>th</sup> of May 2019**

**Expert Team (ET) members:**

- Prof. Dr. Danica Železnik, Faculty of Health and Social Sciences, SG, Slovenia
- Prof. Dr. Marina Novak
- Prof.dr. Magdalena Platis

**Coordinators from Kosovo Accreditation Agency (KAA):**

- Avni Gashi, Acting Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation

**Sources of information for the Report:**

- Self-evaluation report
- Meeting with the Management of Faculty and extensive discussion between the responsibility persons of program and the expert team, and representatives of KAA
- The Code of good practice and guidelines for site-visit, provided by the Kosovo Accreditation Agency
- Site-visit of the facilities and equipment
- On-site visit 20 of May 2019 and discussion and observations during that visit

**Criteria used for program evaluation:**

- Health legislation in Kosovo



## 1.2. Site visit schedule

<b>08.30</b>	Meeting at the reception of the hotel
<b>09.00 – 09.30</b>	Meeting with the management of the faculty where the programme is integrated
<b>09.30 – 11.00</b>	Meeting with the head of the study programme
<b>11.00 – 11.40</b>	Meeting with quality assurance representatives
<b>11.40 – 12.50</b>	Lunch break
<b>13.00 – 13.45</b>	Meeting with involved teaching and administrative staff
<b>13.50 – 14.20</b>	Meeting with external stakeholders
<b>14.20 – 14.40</b>	Visiting tour of the facilities and infrastructure ( <i>used for the implementation of the programme</i> )
<b>14.40 – 14.55</b>	Closing meeting with the management of the faculty and program

During the visit the experts discussed their impressions of the self-evaluation report. It was allocated of responsibilities within the expert team in a following way: Prof. dr. Danica Železnik was responsible of *Anesthesiology technician/ BSc* program, Prof. Dr. Marina Novak was responsible of *Modern Music, Digital Production and Management/ BA* program and Profesor dr. Magdalena Platis was responsible of *Management, Business and Economics/ BSc* program. All professors met and discussed with heads of study programs. Expert team (ET) was involved in discussion with the management group of the institutions, the head of the study programme, quality assurance representatives and administrative staff, and stakeholder. Prof. dr. Danica Železnik was chair of expert team. All members of the



expert team agreed to conduct their work during the on-site visit together divided those responsibilities according to KAA's invitation. All work was done in close co-operation.

### **1.3. A brief overview of the institution and program under evaluation**

The philosophy of the UTB institution has been to offer competitive programs in education that would base teaching on labour market demands and international practices. Based on self-evaluation report (SER), UBT student orientation is balanced between three broad areas: (1) ICT, mathematics and natural science, (2) Engineering, manufacturing and construction and (3) social science. In delivering the mission statement for the benefit of students and all other stakeholders, the institution has identified several strategic objectives: (i) achieving academic excellence (ii) developing research, innovation and social responsibility (iii) creating a positive working and learning environment (iv) maintaining and increasing internationalization and regional partnerships (v) partnering with the community.

The governance of UBT is regulated by the Statute of the institution. Deans of Faculties are responsible for academic management of studies. The Faculty is responsible to the Rector of UBT on managerial affairs whilst the responsibility for academic affairs is delivered to the Academic Council. Based on SER, UBT has 15 academic units, 15 ESAC Study Fields and 24 study programs.

UBT in SER states that the number of student constantly increasing annual intake compared to other competitors and institutions. UBT operates in several locations and branches, and its infrastructure houses one of the largest libraries in Kosovo and over 80 laboratories. It has offices and contact points in all regions of Kosovo and abroad: Prishtina, Lipjan, Prizren, Ferizaj, Peja, Gjilan and office in Vienna and Budapest. UBT follows national trends and changes in the education legal framework, standards and administrative instructions. UBT offers a dynamic academic environment. UBT is committed to enhance its participation as an active member of community by providing learning opportunities driven by teaching and research. The mission and vision of the institution were developed through a process of staff consultation and wide debate led by the core management. The resulting mission and vision reflect the fundamental values of the institution and are systematically deployed to all UBT activities via strategy and programmes that are reviewed on annual basis as part of the business cycle. The UBT staff community has increased steadily in recent years. UBT staff includes a community of 730 teachers, researchers and administrative support staff.



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The programme of the Anaesthesiology Technician is new and well correspondent with the mission of the institution and it relates well to the principles of employability. Program is focused on preparation of the staff in health sector where a need for the staff clearly exists, both in Kosovo, and abroad.

## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

The mission of the programme is to promote and contribute to patient treatment through specialised anaesthesiology practice and technology. Anaesthesiology as a specialty has grown from a service specialty strictly within the operating room to having responsibilities in various areas of medicine. The traditional role as a medical speciality included assessment and evaluation, maintenance of organ function as well as analgesia and amnesia for all patients undergoing diagnostic, therapeutic or surgical procedure. The practice of anaesthesiology has significantly changed towards more holistic competencies in the perioperative period, in intensive care medicine, emergency medicine and pain medicine which in many countries are integrated parts of clinical speciality. Thus, training requires a more generic education and competences and adherence of common principles in the profession. The purpose of the programme of study is to prepare anaesthesiology technicians that are capable and skilled to assist the specialist anaesthesiologists in pre-operative, intensive care, emergency medicine and pain medicine in Kosovo.

The anaesthesiology technician will serve and assist in a variety of operative procedure and interventional procedures. Anaesthesiology technicians are expected to play a significant role in Kosovo healthcare system. The specialty has been identified as essential for future healthcare development. This has emanated due to recent brain drain trends of anaesthesiologists (although anesthetic technicians can not and should not replace anaesthesiologists which must be clear) and also the expansion of health access and services. The program is not intended for the education of medical doctors, but for other health professionals. Some of the content should be adapted to program participants. During the visit we discussed this.

The Mission of the program Anaesthesiology technician is to implement a European high-quality curriculum with qualified teachers and contemporary methodologies that enable the achievement of European standards for education of future health professionals by linking learning with research through the outcome of measurable and of quality knowledge skills

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and competences. Based on self-evaluation report the Ministry of Health has prioritised the need to further the qualifications and certification of the cadre in view of the existing bottlenecks at the University of Prishtina.

The expert team believes that the Mission Statement is satisfactory and acceptable. The study program mission is in compliance with the overall mission statement of institution.

The programme learning outcomes, content and teaching methods are designed on the basis of Kosovo Qualification Framework and modelled on the good practice suggested by the European Board of Anaesthesiology. The programme qualifies as Anaesthesiology Technician of with 180 ECTS. There is no standard of profession in Kosovo detailing the specifics of knowledge, skills and attitudes.

Following the example of some programs an anesthesia technician is someone who supports the health care professionals—like anesthesiologists—who administer anesthesia to patients prior to surgical procedures. He/She be responsible for monitoring patients before, during, and after surgery while taking care of other important tasks. Anesthesia techs are typically required to possess knowledge of a variety of anesthetic equipment, practices, and technology.

An anesthesia technician job description includes some or even all of the following responsibilities:

- Obtain supplies and equipment required for medication administration.
- Prepare intravenous solutions and medications.
- Set up anesthesia machines and equipment.
- Clean, sterilize, assemble, calibrate, test, and troubleshoot equipment.
- Solve technical problems with anesthesia equipment.
- Transport patients to and from the operating room.
- Manage inventory, and order and stock medications and supplies.
- Maintain equipment records.
- Assist in setting up and tearing down the operating room.
- Assist anesthesiologists, nurse anesthetists, and anesthesia assistants as required.

The Law on Regulated Profession in Kosovo has defined Anaesthesiology as a profession of particular profession that requires conformity with European practices and EU Directive on Regulated Profession. Kosovo has taken steps of establish the Chamber of Anaesthesiology. However, there is no consensus about the learning outcomes, content of the curricula or any other guideline pertaining the specifics of the anaesthesiology technician. The Anaesthesiology Technician program at UBT incorporates the recommendations of European

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Board of Anaesthesiologists about learning outcome and content of the curricula. Some of the content should be adapted to program participants. The structure of the programme, its length is offered in line with the Kosovo National Occupational Framework and best practice in Europe.

The study program is designed to have 50% of curricula with practical contents, i.e. demonstration classes and clinical practice. A variety of teaching methods employed across all departments offer possibilities for active learning. These include case-studies, project work, problem-based learning and simulated learning. Site visits and practice placements are important features of the teaching and learning process.

The study program has a well-defined overarching didactic and research concept.

The volume of studies of Anaesthesiology Technician is 180 ECTS earned through theoretical and practical classes, independent work and practical exercise at medical institutions and the activities are accomplished during the 3-year programme (6 semesters). Studies are carried out in accordance with general principles applicable to the performance of the activities at the Faculty, Regulations and Guidelines of the Academic Council and Statute of UBT. Teaching classes during the studies of Anaesthesiology are held by Faculty teachers and associates who have earned academic titles in the relevant scientific fields pursuant to the Law on Higher Education. Teaching is organised at the Faculty, UBT Anaesthesiology Clinic and medical institutions contracted by the Faculty – Kosovo University Clinical Centre. A part of practical courses are mentored and evaluated by Faculty Associates elected to professional titles and designed by the Kosovo University Clinical Centre. The Dean and Vice Dean for Teaching are responsible for the organisation, harmonisation and management of teaching courses. The whole program is evaluated by ECTS. In ECTS, 60 credits represent the workload of a year of study; normally 30 credits are given for a semester. One ECTS credit is equivalent to 30 hours of students' workload. Credits are awarded only if the course has been completed and all required examinations have been successfully taken. 8-10 students for clinical subject courses is too much, since it is a sensitive area.

There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.

Teachers, associates, staff and students are obliged to comply with the provisions of the Code of Professional Ethics and Conduct at UBT.

**Compliance level:** Fully compliant

**ET recommendations:**

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1. *Some of the content should be adapted to the program participants*
2. *The number of students in clinical group should be only 2, 7-8 students in a group are not acceptable.*

## **2.2. Quality management**

The UBT has a designated Quality Assurance Officer and Quality Assurance Sub-Committee that work in conjunction with UBT Quality Assurance Committee and Quality Manager. The Faculty Quality Assurance Sub-Committee is composed of three members and includes a teaching staff representative, administrative staff representative and a student representative.

At Faculty level, the Faculty Council is entrusted primarily with the role of protecting academic standards and making recommendations in relation to academic matters. It is primarily tasked with ensuring that academic policies relating to teaching and learning are consonantly applied across all programmes in tandem with ensuring the implementation of the academic regulations laid down in the Academic Council Regulations on Undergraduate/Graduate Study and Quality Assurance Manual. The Quality Assurance Sub-Committee regulates the academic and administrative service evaluation, quality improvement, preparation and supervision of the self-evaluation process, makes the necessary preparations for the external evaluation of UBT, identifies the situation and performance indicators, develops improvement activities and periodic monitoring and evaluation of the academic programme, student services, resources and stakeholder engagement policies. The Dean takes responsibility for the overall delivery of a quality service to our stakeholders – students, staff and employers. He has the responsibility to ensure that academic quality assurance policies and procedures and their adherence, ensuring arrangements and resources are in place to support academic quality assurance system, the recruitment and selection of highly-skilled and qualified staff.

The quality assurance processes are designed to enhance service and programme delivery and include: review of quality procedures, governance, teaching and research at the Faculty, student admission, progression and graduation, staff selection, recruitment and development, student support services, physical infrastructure and equipment and public information.

Procedures for programme evaluation - the institution undertakes a regular periodic evaluation of programmes once every three years. This procedure is implemented as part of the accreditation process and is essential to ensure that the offer is catered to student needs and labour market. The evaluation process serves to review the programme learning



outcomes, programme teaching and learning methodology, assessment and its courses. The evaluation process also reviews the programme outcomes, graduates and impact in the industry and community. The process is composed of: programme self-evaluation, programme strategy and proposed revisions document. The composition of the programme self-evaluation is regulated by Standard Operating Procedures and includes: The Dean, Chairs of Departments, two academic staff members, student representative, alumni representative, programme administrator, student services officer and industry representatives. The self-evaluation process may also include external experts. Specific assurance procedures are implemented during the life cycle of all programmes to ensure the delivery of a superior and consistent product.

Quality management face all standard specified in the KAA accreditation manual.

**Compliance level:** Fully compliant

**ET recommendations:** NO

### 2.3. Academic staff

It was clearly indicated in the self-evaluation report on the table (according to standards of KAA accreditation manual) the name of academic staff, full time or part-time contract, academic title, qualifications, duration of contract and labour load. These all fulfil the standard specified by KAA accreditation manual. At the UBT Faculty of Medicine staff seems to be a strategic matter. There is an internal staff development initiative (focused on teaching skills); the research activities of the staff seem to be having a chance to develop further. Information and way they were presented in the SER were mainly meeting all the criteria specified in the KAA Accreditation manual. Some relevant additional information were also provided after the site visit.

The staff is competent and professional. Teaching staff is appropriately qualified and experienced for its particular teaching responsibilities and, according to the meetings conducted by the ET, they use teaching strategies suitable for the different kinds of learning outcomes. In the future, the number of nurses with an academic background in the field of anaesthesiology technician should be strengthened. Addition to qualifications of academic staff there is enough full time teachers, with medical education, work load is divided in proper way, the work contracts are according to standard and responsibility of staff is presented well and according to standards. Academic staff do not cover, within an academic



year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.

From the table to the SER and from the conversations with the head of the program Anaesthesiology Technician we were informed about candidates for employment and collaboration in program. There are 31 teachers with valid contracts by year 2021. Six of them have a Master of Science, 25 with PhD. The staff group is highly academic and dominated by doctors of medicine. The programme teaching staff is mainly full-time. The staff members assigned in the curricula as Subject Leaders cover nearly 80 percent of the teaching workload. During the previous year the staff development component was focused on providing effective pedagogical skills and training at IDEAA Institute of UBT – Institute for Development of Education and Academic Affairs. The programme Teaching and Learning Strategy is based on the specifics of the programme, outcomes of the quality assurance procedure and feedback from staff and students

Basic from SER the Faculty has met the minimum requirements specified in the Administrative Instruction on Accreditation. The list of staff, their employment status and their qualifications have been approved by the National Quality Council.

The staff engaged in the programme includes staff that have previously been certified by the Kosovo Accreditation Agency.

According to self-evaluation report and discussion with academic staff was also emphasized that faculty offers continuous professional development opportunities according to development plan including among others, to improve teachers pedagogical competences and as well as support to do research and learn more methodology. Academic staff fulfil all standards indicated by KAA accreditation manual.

**Compliance level:** Fully compliant

**ET recommendations:**

- 1. It should be assured to have more permanent staff with PhD degree of anaesthesiology technician.*

#### **2.4. Educational process content**

The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education. The curriculums fulfil all standards presented in KAA accreditation manual. The program has analytical syllabuses according to standards. As it seems, the quality, range and academic aims of the curriculum are – generally



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– appropriate to the academic degrees awarded, and there is a correspondence to the international standards.

This program will prepare students theoretically and practically in the field of anaesthesiology. The qualification objectives, the content and assessment are based on learning outcomes and competency-based approach. Learning outcomes and key competences are harmonised with the European Board of Anaesthesiologists Guidelines for generic education in anaesthesiology. Students' key skills are listed in the Student Logbook and assessed. Students will achieve the competencies described in the curriculum through a variety of learning methods. Students will learn clinical skills appropriate to their level of study through clinical experience.

The study methods and requirements for course completion will always be specified in the course syllabus available to the students before the course starts. Each course has a detailed syllabus, which is more detailed than a course programme and describes topics to be covered during the course – objectives, subject content for each week, organization of work, requirements for seminar and individual work, gives a list of required and recommended reading and sets of attendance and specific assessment rules. The study methods applied by introductory subjects put a lot of emphasis on lectures, individual work or teamwork and discussions. Individual work is often an extensive reading or writing assignment. Core subjects are mostly practice-oriented and typically organized as laboratory-based courses that assume active participation in hands-on assignments and teamwork, involving both creative and research tasks. Individual work is typically research, analysis, testing or finishing a task or project started during the course. These include case-studies, project work, problem-based learning and simulated learning. Site visits and practice placements are important features of the teaching and learning process.

The program is designed for a full-time study form. The teaching methods seems to be understandable and acceptable in given circumstances; there is a mix of larger as well as smaller groups used during the teaching process it seems. One of the stronger aspects of the program is practice exercises in a cabinet and exercises in a clinical environment across the whole region. The amount of practice is satisfactory and the system of organizing practice as well (there is involved a supervisor from the Faculty, a mentor from the health institution site during the process of practice). An overlap of academic content between the various parts of the curriculum is possible in some extend.

The program follows the European standards. Allocation of ECTS seems to be acceptable. The program is divided into six semesters (each with 30 ECTS) and the duration of study is

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three academic years, equivalent with 180 ECTS. All courses carrying ECTS points and 1 ECTS is equivalent with 30 hours. There is proper number of ECTS of elective studies according to the European Directive and its amendment mentioned above. The structure of curriculum provides a space for independent study, reflections and analysis, and the workload seems to be well manageable by students. Curriculum is written comprehensible. Learning outcomes and core competences are logically connected to aim of the program. All courses carrying at least 3 ECTS which is according to requirements mentioned above.

The curriculum consists of 34 obligatory subjects, the program also offers 7 elective courses (with the aim to get a scoop of expertise in certain medical fields, based on the individual characteristics and personal interests of students), Clinical Practice and a graduation thesis. It should be think about replacing some objects such as Toxicology as a compulsory subject, also Anesthesiology and Intercultural Competence, and perhaps about combining some compulsory subjects, because the number of all the obligatory subjects is too big. The subject *Education Skills in Anesthesiology* has only 2 ECTS. A single subject may have at least 3 ECTS credits. This will need to be changed.

The practical work is primarily organised in cooperation with University Clinical Centre and Ministry of Health through an Agreement for Access to Clinics' Facilities. The institution also has an Agreement with the Ministry of Health that provides access to primary and secondary Family Medical Centres. Several individual agreements have been concluded with Municipalities. An agreement with the Municipality of Pristina offers access to all Family Medical Centres. Individual agreements are deemed very important to operationalise and regulate the practice in view of shared competence in primary and secondary health care.

The syllabuses of the study programmes present a short description of the course, the learning outcomes, curriculum, evaluation methods, student workload, ECTS number etc. Teaching staff are appropriately qualified and experienced for their particular teaching responsibilities and, according to the meetings conducted by the ET, they use teaching strategies suitable for the different kinds of learning outcomes.

Final grade is represents a numerical or descriptive expression specifying the level to which the student has mastered the knowledge and skills set by the program proposed for the given subject and sum of all credit points achieved during lectures at examination. Student numerical grading is based on a national scale from 5-10 and harmonised with ECTS. Subjects that are graded numerically are based on: regular attendance of classes, results achieved at colloquiums, practical examination, final testing of theoretical knowledge.

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Educational process faces the standards of KAA accreditation manual.

**Compliance level:** Substantially compliant

**ET recommendations:**

- *It is necessary to revisit logic behind obligatory and elective courses and to make adjustments: such as an elective subject with the title " Toxicology and Anesthesiology and Intercultural Competence " as obligatory subject.*
- *It is necessary to change the ECTS in the subject Education Skills in Anesthesiology*

## 2.5. Students

The programme is not started yet, but all the provided informations are related to students are in accordance of the standards of the KAA Accreditation manual. The requirements for the admission are also following the prescribed standards as well as the admission procedure itself is well defined.

In the *Anaesthesiology technician* program, the number of students enrolling in the first year should be 30 in regular studies, which indicating the quality of the study. The Students Admission is regulated by the Faculty Council Regulation on Admission. All applicants within the enrolment quotas for full-time students, who have completed lower and upper secondary school have the right to enrol in a degree for obtaining the academic title of a anaesthesiology technician. Only students that have completed at least two years of prior medical at upper secondary school level will be considered for admission. The Regulation on Graduate Studies determines which secondary school is appropriate for enrolment in the study. Admission to the study is performed on the basis of a public call and the conducted entrance examination. The entrance examination is conducted by the Commission for the Entrance Examination appointed by the Faculty council for a period of three years. Based on the results of the entrance examination, the Commission creates a ranking list determining which candidates have become entitled to enrol on the basis of the results achieved in the entrance examination and who have psychophysical abilities for study. The Faculty has established a set of criteria to help identify students at risk of non-completion. This information is combined with an evaluation of the student learning styles and abilities with a view to proving appropriate pedagogical support. During the first week of a semester students take a learning styles inventory. The results of this activity are collated and provide lecturers with a view of the learning preference of their students to enable the alignment of teaching



and learning styles. This activity also helps students to understanding their own learning styles. The Faculty has also established a mentor programme. Each student is allocated a mentor who can provide the student group with effective guidance and support. The mentor programme provides ongoing support to students during their studies. Tutorials are provided as and when they are needed by students. Other support provided include voluntary workshops in problem areas and exam preparation activities. UBT disability support aims to provide support for students with disabilities and to assist the achievement of educational goals. The students conduct during education, clinical practice and written assignments is regulated by the Faculty Code of Ethics and Student Conduct.

The Faculty of Medicine UBT is assuring all the standard procedures for quality and provides adequate services for its students, so one expect that the same standards will be applied on this programme as well.

**Compliance level:** Fully compliant

**ET recommendations:** NO

## 2.6. Research

The Anaesthesiology research plan is part of the UBT institutional research strategy. The main objectives of the strategy relate to establishing centres of research, stimulate the development of research and cluster activities to maximize opportunities for research groups to create appropriate critical mass, enhance and build relationships and partnerships with stakeholders in industry, academia and the public sector to increase combined research capacity and foster mechanisms of technology and knowledge transfer both out of an into the College, create an integrated research and studies quality assurance framework compliant with international best practice, support programmes in delivering on research element and strengthen the link between research and teaching.

The main research themes of the Anaesthesiology program are: Personalised Patient Care; Cardiothoracic Anaesthesiology; Neurosurgical Anaesthesiology; Health care redesign and Computational modelling. The Year-End Review is a report that creates a record of staff productivity in the areas of research, teaching, service and administration. Many of the processes of research are embedded in the curriculum. Professors may show this link through their teaching methodologies and their involvement in research activity. The promotion of active learning in students, with an emphasis on the identification of interesting, cutting edge



problems, problem-solving techniques and team-working can act as a preliminary to the research process. Academic staff is required to carry out their research in compliance with all statutory, ethical and contractual obligations. Research is to be published in a publicly available form, exceptions only with the approval of Deans. Such considerations include the need to observe any contractual, confidentiality or privacy obligations entered into in respect to the research or the need to ensure the protection of any intellectual property arising out of the research. Staff is required to comply with UBT and Faculty Code of Ethics.

The institutions strategy is to link teaching and research which is very good because all over the health care it is moved strongly toward evidence based health care. There is a staff with international affiliations and established collaborations with other institutions, research is quite strongly put in a focus. Research face all standards of manual of KAA accreditation.

**Compliance level:** Fully compliant

**ET recommendations:**

1. *There should be well developed action plan and fitted to the capacity of staff and institution how to proceed with research in the future.*

## 2.7. Infrastructure and resources

The infrastructures for the teaching are in a place and in a good condition. There is also proper financial plan to maintain high quality education and resources. All other resources, for example such like rooms for group works, library, IT-technology and softwares, rooms for staff and students, are good. The premises of the Anaesthesiology Faculty are situated in the UBT Innovation Campus Lipjan. The institution operates in a medium-size modern facility build in 2017. The premises as well as the furniture were erected last year in a large investment and development portfolio UBT Hospital. The premises were constructed and tailored for higher education purposes by the institution. The institution does not pay rent thus leaving more potential resources for future capital investments. The Faculty premises includes 4 four auditoriums and 9 smaller seminar rooms and 18 policlinics. In addition, it has designated office space for staff and students. All rooms are equipped with modern teaching equipment and are easily adaptable to various modes of teaching. During the visit, the rector showed us a large number of allowances for the purchase of apparatus and other materials needed for the study of anesthesiology *anaesthesiology technician*. Infrastructure and resources face all standards according to accreditation manual by KAA.



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**Compliance level:** Fully compliant

**ET recommendations:** NO

### 3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that in the Study program of *Anaesthesiology technician* some of the content should be adapted to the program participants. UBT college wrote in its comments that it will follow the ET recommendations, so we believe that they will do it. Taking into all the ET recommendations, the student's enrollment should not be higher than 40 per year. Under these conditions, the program can be accredited for three years.

#### Expert Team

**Chair**

**Prof.dr.Danica Železnik**

**25.6.2019**

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(Signature)

(Print Name)

(Date)

**Member**

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(Signature)

(Print Name)

(Date)

**Member**

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