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UBT College
Master of Science in Paramedic Sciences

ACCREDITATION

REPORT OF THE EXPERT TEAM

19th April 2021



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1. INTRODUCTION

1.1. Context

Date of site visit: 19th April 2021

Expert Team (ET) members:

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- *Ms. Delia Gologan*

Coordinators from Kosovo Accreditation Agency (KAA):

- Naim Gashi, Executive Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
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- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

Sources of information for the Report:

- *Self-evaluation report “Master of Science Physical and inorganic Chemistry”, 2020 (no precise date) including course catalogue*
- *KAA Accreditation Manual 11.07.2018*
- *Syllabi*
- *Staff CVs (Full time, part time)*
- *Further materials supplied by the Faculty after the online site-visit*

Criteria used for program evaluation:

- *Standards for external evaluation – re-accreditation of study programs (Accreditation Manual of KAA, July 2018, Chapter 2.2);*
- *Subject relevant criteria concerning quality of teaching and research (European Directive 2005/36/EC; European Union Standards for Paramedics);*
- *European Standards and Guidelines for Quality Assurance (ESGs);*



1.2. Site visit schedule

19th April

09.00 – 09.40	<i>Meeting with the management of the faculty where the programme is integrated (no slide presentation is allowed, the meeting is intended as a free discussion)</i>
09.45 – 10:30	<i>Meeting with quality assurance representatives and administrative staff</i>
10.35 – 11.35	<i>Meeting with the heads of the study programme</i>
11:35 – 12:10	<i>Lunch break (to be provided within the faculty premises)</i>
12.10 – 12:50	<i>Meeting with teaching staff</i>
12.55 – 13.35	<i>Meeting with employers of graduates</i>
13.35 – 13.50	<i>Internal meeting between expert team and KAA</i>
13.50 – 14.00	<i>Closing meeting with the management of the faculty</i>

1.3 A brief overview of the institution and program under evaluation

UBT is a private institution founded by Dr. Edmond Hajrizi and was licensed by the Ministry of Education, Science and Technology (MEST) in 2004. UBT draws on the experience of the Institute of Enterprise Engineering and Management and wants to contribute to the *Resilience and sustainable development of Kosovo* [SER, p.9]. To reach this desired objective, *UBT aims to implement an integrated strategy to establish itself as an internationally competitive, research-intensive university, committed to the transfer of knowledge and the provision of a world-class education and service* [SER, p.9].

UBT developed in time, since its' licensing, and now has 4 regional centres around Kosovo, offering demand-based study programs in diverse fields of study (e.g. management of business, law, architecture, robotics, mechatronics etc.), both at undergraduate and graduate level.

UBT is proposing a new program in Paramedic Sciences MSc for 200 students - *no Institution of Higher Education in Kosovo that offer Programs at Master level for Paramedic Science, and*



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Kosovo's health system is in dire situation regarding the qualified paramedics` [SER, p.13]. In the health science field UBT already offers Stomatology and Pharmacy programs.

2. PROGRAM EVALUATION

2.1. Mission, objectives, and administration

According to the SER „*The mission of Master's in Paramedic Science Program is to contribute to higher education through contemporary curricula, based and harmonised with the best practice at European level, distinct educational philosophy, research and services to the community [SER, p.12], while the UBT mission is described by`The philosophy of the institution has been to offer competitive programs in applied education that would base teaching on labour market demands and international practices` [SER, p.10]. So, one could say that the programs' mission is generally in line with the mission of the institution.*

In terms of teaching, „the program aims to offer a program that is adequate for the study of future trends and developments in the profession of Paramedics, transfer knowledge and ensure quality teaching in cooperation with international partners, combine global teaching perspectives and local potential to provide a more supportive teaching environment for the profession. In terms of research, the Faculty aims to improve research through participation in research and development projects and improvement of laboratories, advance scientific research, implement joint research projects in cooperation with international partners, promote continuous scientific and academic development among its staff and actively participate in international research forums and symposia”[SER, p.12]

Relevant academic and professional advice was considered during the defining of the intended learning outcomes, as it is indicated by the SER: *`During the conception and development of this program a major advising and expertise was given by International Biomedical Scientific Council, comprised of renown European Experts.[SER, p.15] Moreover, UBT consulted International Universities that it has Agreements with. Nevertheless, there are some inconsistencies between the program design and the European practices (they will be detailed in the next chapters of this program). However, Kosovo does not have the paramedic specialisation and thus the consistency with the National Qualification Framework could not be checked.*

The new program will follow the Regulations and Guidelines of the Academic Council and Statute of UBT. They concern all sorts of recurring processes within the university and are available online here: <https://www.ubt-uni.net/sq/ubt/per-ubt/politikat-rregulloret/>

The SER mentions *`Teachers, associates, staff, and studies are obliged to comply with the provisions of the Code of Professional Ethics and Conduct at UBT` and that `the Faculty Council is entrusted with making sure these policies are consonantly applied across all programs [SER,*

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p.24] However, even if the QA system is complex (obs. More on this will be discussed in the next session of the report), it is not clear whether there are QA instruments to monitor if the academic community is following the internal regulations, with the exception of the Code of Ethics.

Compliance level: *Substantially compliant*

ET recommendations:

1. *Develop QA mechanisms to monitor the implementation of the internal rules and regulations (similar to those for the Code of Ethics);*
2. *Consider review-in the intended learning outcomes of the program in accordance with the European Directives 2005/36/EC in the field and the National Qualifications Framework.*
3. *Consider collecting more feedback on the curriculum, course structures and ECTS allocation.*

2.2. Quality management

The faculty management and heads of the programme reaffirmed during the online site-visit their commitment for QA – that was also mentioned in the SER: *‘The Dean takes responsibility for the overall delivery of a quality service to our stakeholders – students, staff, and employers’* [SER, p.24] and *‘The Faculty approach to improvement is based on a continuous responsive process that seeks to improve the outcomes’*.

Inside UBT the structures/individuals responsible for QA are: (at Faculty level) the Quality Assurance Officer, the Quality Assurance Sub-Committee (3 members including one student and one administrative staff) and (at institutional level) UBT Quality Assurance Committee and Quality Manager.

UBT has a complex QA system recently updated, that includes a QA policy and a QA manuals as well as different QA instruments that cover many crucial areas of the academic life: self-evaluation of teaching staff as well as evaluations of their performances by the students and by the management. Complementary, feedback about the program is requested from external stakeholders and strategic partners [SER, p.25]. Among the instruments we mention a few examples: questionnaire for stakeholders, questionnaire for administrative services, questionnaire for evaluation at institutional level etc. Findings are published in the Annual Quality Assurance Report and represent the bases for the Improvement plan for the next year [SER, p.27]. The ET



recommends that these two documents should be published on the university website, in general and in particular, for this new program when they will be available.

The QA system includes collecting data about student admission, progression and graduation, teaching and research, physical infrastructure and equipment. All QA processes are integrated in the normal planning processes and are scheduled along the academic year. According to the SER and the discussions during the online – site-visit, their purpose is to contribute to the development of practice within the institution [SER, p.25]. However, it seems to the ET that they focus more on inputs and processes and less on outputs or learning outcomes for students. Therefore, the ET recommends the development of QA mechanisms to check the quality of outputs (e.g. final thesis of the students) as well the students progress towards meeting the preset learning outcomes.

The UBT representatives mention „*The institutional quality assurance policy and manual/regulation are treated as a living documents*„, from which one can understand that they are permanently reviewed and revised if necessary. UBT also has a KPI system in place, which is a good start to evaluate outputs and enable a better follow-up of the findings in QA. These efforts should continue and become a constant practice among the QA structures and academic community.

Compliance level: Substantially compliant

ET recommendations:

1. *Develop QA mechanisms to check the quality of outputs (e.g. final thesis of the students) as well the students' progress towards meeting the preset learning outcomes.*
2. *Develop perception questionnaires for graduates (when it will be the case).*
3. *Develop questionnaires for students to evaluate their workload in order to review the ECTS allocation per disciplines.*
4. *Allocate funds for full staff personnel in the QA structures and for trainings related to QA for those responsible for QA.*
5. *Though the ET understands that the QA processes and instruments are developed at the level of the institutions, it recommends that they are adapted for the needs of each faculty and/or program (since the offer within UBT is so diverse, the specificities of each Faculty should be addressed by these instruments). E.g., develop QA instruments for ensuring the quality of the practical stages for the new Paramedic Sciences MSc program.*

2.3. Academic staff



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The selection of academic staff is done in a transparent way, based on the public tender, which is published by the UBT Senate. It was clearly presented in the SER in the table on page 31 (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 and the needs of the programme at its current dimensions. They have also been pre-approved by the State Quality Council of Accreditation Agency as explained by UBT.

The program includes 11 academic staff with a PhD and one PhD candidate. Academic staff are Doctors of Medicine with different specializations (public health, gynecology and obstetrics, neuroscience, prothetics and dentistry, genetics, dietetics, etc.) none of the intended teachers have a specialization in emergency medicine. All academic staff are employed at UBT, and on online meeting, they said that do not cover more than two teaching positions in an academic year. 100% of the academic staff in the study program are full time employees, and they cover 100% of classes.

The UBT 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. These are two employees in the field of general medicine. As mentioned above, no one specializes in emergency medicine, there is no academically trained medical technician or nurse with a master's degree in emergency medicine working directly with the patient in the program.

All teachers have the opportunity for additional education and the acquisition of additional knowledge and skills – several trainings in teaching strategies were mentioned during the online visit.

Full-time teachers join the academic community. They are currently coordinating all responsibilities with the dean, from teaching to research, which means that the dean has an extremely important role to play. In the presented program, they intend to follow all the requirements in teaching, that UBT has in place, although during the conversation the ET found that they do not have a strategy for practical education, which is crucial in the field of Paramedic. Paramedic training must be intense and rigorous. The requirements to be a paramedic are also extremely rigorous. A paramedic is the highest level of EMT (Emergency Medical Technician) certification.

It is not enough to have academically educated staff from different fields of medicine, who are certainly excellent professionals, it is necessary to have competent professionals from practice who perform emergency medicine daily. In the list of academic staff in the Paramedic Program

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for emergency medicine subjects UBT has professors and assistants who are professionals in this field: Dr.Sc.Rexhep Gjyliqi and for practical part Dr. Fatlume Arifaj, but they are insufficient for running an entire new program in an entire new field.

Deans are responsible for performing the initial staff performance evaluation using a point-based numerical assessment of distribution of efforts in line with the performance criteria set in the Regulation for Staff Appraisal (SER, p. 34).

It would be good for teachers to write the books or scripts for students' practice, as well. By teaching in the MSc Paramedic Sciences program, it is necessary to follow the latest standards of guidelines and create specific documentation for students to be able to follow the patient's condition, which can change extremely quickly. Consider transforming the program into a professional master's degree and attracting competent teachers from abroad.

Retired teachers are not included in the MSc Paramedic Sciences program.

Compliance level: Partially compliant

ET recommendations:

- 1. Increase employment of academically educated higher education teachers in the field of emergency medicine.*
- 2. Consider transforming the program into a professional master's degree.*
- 3. Strengthen research in the field of emergency medical care, by encouraging teachers to research in the field, allocating funds for research materials and obtaining the participation of competent experts from abroad.*
- 4. Consider attracting competent teachers from abroad.*

2.4. Educational process content

The curriculum in the MSc Paramedic Sciences study program presented in SER has quite a few shortcomings. For example, the Legend of the table presented in the SER is missing. It includes subjects that are absolutely all evaluated with the same number of 10 ECTS, the same number of hours of lectures (4) and the same number of hours of practical education (6). A very large, unusual number of ECTS are intended for master's theses. Independent student work is not reflected in the ECTS allocation. The sum of the total number of hours is misrepresented.



ECTS credits must reflect the quantity of work each course requires in relation to the total quantity of work required to complete a full year of academic study at the institution – that is, lectures, practical work, seminars, independent study, examinations, or other assessment activities. The ET considers that at this point, the Curriculum is unrealistic and inappropriate and needs revision.

The study program is only partially in line with the national qualification's framework and the qualifications framework for the European Higher Education Area.

In SER on page 40 is written that Graduates of MSc in Paramedics will have the ability to:

1. Examine and analyse the nature and seriousness of the patient's condition or extent of injuries to assess the need for emergency medical care, perform appropriate medical care based on assessment findings of the patient's condition, lift, move, position and handle the patient to minimize discomfort and prevent further injury.
Perform airway management including oxygenation and ventilation of a patient.
2. Demonstrate a proper history and perform a comprehensive physical examination on any patient and communicate findings to others.
3. Demonstrate integration of pathophysiological principles and analyse assessment findings to formulate a field impression and implement the treatment plan for the medical patient.
4. Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for the trauma patient.
5. Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for neonatal, pediatric, and geriatric patients, diverse patients, and chronically ill patients.
6. Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for patients with common complaints.
7. Apply general knowledge and understanding of managing an emergency medical services system.

The disciplines within the curriculum have analytical syllabuses which comprise at least the following:

1. the discipline's objectives,
2. the basic thematic content, learning outcomes,



3. the distribution of classes, seminars and applicative activities,
4. students' assessment system,
5. the minimal bibliography, etc.

The program is in Albanian language.

MSc Paramedic students will have an introductory meeting with the dean, from whom they will receive a student handbook with general study content – this should be ready before the beginning of the academic year. Students will also receive general and program informations, including the expected learning outcome of the program, educational content, schedule, assessment schedule, and an overview of the courses taught this semester, as well as teaching and learning. At our meeting, it was not explained how practical education, which plays an extremely important role in the program, will be presented.

In the SER (page 42) there is a list of teaching methods for all the programs that UBT implements and are geared towards modern forms. For the MsC Paramedic program specifically, teaching methods are not listed, but one can assume that teachers that were already involved with UBT will continue with the practices of the university. The discussions revealed there are no minimal standards of quality for teaching and they do not have a well-developed and demonstrated strategy of practical education.

Student assessment mechanisms will be implemented in accordance with study programs and regulations. According to the SER, the grading system will ensure a fair, transparent evaluation of students' knowledge and skills – but the ET recommends that the QA structures monitor these aspects (especially for first years of implementing the program). This program is suitable for various forms of learning and will be presented to students at the beginning of the courses.

In the SER on pages 44-45 lists the standards of learning outcomes in general for all programs implemented at the institution. Learning achievements are listed in the curriculum of each subject and clearly describe the method of checking the knowledge. It should be noted that the standard of work required for different subjects is the same for all. Comparisons with other curricula were not available, but during the discussions the heads of the programs affirmed that they consulted the websites of international universities with similar programs. Comparison with other study programs at highly regarded institutions should be tested by the QA structures. And the ET recommends, that the heads of the program should consult with international experts for designing the curriculum, the practical stages minimal standards and the minimal required lecture list.



The faculty on page 48 in the SER states that it has established a set of criteria to help identify students at the risk of non-completion. This information is combined with an evaluation of the student learning styles and abilities with a view to providing appropriate pedagogical support. The Faculty has also established a mentor program. Each student is allocated a mentor who can provide the student group with effective guidance and support. Special training for mentors is proposed, as it is a unique study in Kosovo.

The ET did not receive the number of mentors specifically for the MSC Paramedic program at our meeting, but the SER listed the number of all mentors for all programs offered by UBT. Before the beginning of the program the share of resources – including no. of mentors – should be clarified so that everyone knows what are their responsibilities.

The syllabuses describe the responsibilities of academic staff and students to ensure that learning outcomes are understood by students. The courses are presented in ECTS credits. Clinical training is taking place directly in the clinical environment under mentorship of mentors in the educational institution. Faculty coordinators are included in clinical training (teachers/assistants). Educational institutions, where clinical training takes place, are conforming to the criteria of Ministry of Health Kosovo. Clinical training is an important part of obtaining professional competencies, so enough places to teach students in a clinical environment and enough mentors are crucial. According to those responsible for the implementation of the program, the study groups consist of 5-8 students, which corresponds to teaching in the laboratory at the college. For practical lessons, which include interaction with patients, individual work is required for students with an individual mentor. Such teaching can ensure effective teaching and learning.

For the realization of practice, the Faculty close collaboration between the educational institution and the other public and private medical institutions. The institution has an Agreement with the Ministry of Health that provides access to primary, secondary, and tertiary health services, which are listed in SER on page 47, but in all these institutions practical training for the needs of the MSc of Paramedic program is not appropriate.

Compliance level: Partially compliant

ET recommendations:

- 1. The whole curriculum needs to be supplemented and redesigned.*
- 2. Consider the appropriate number of ECTS for each subject that will reflect the student workload.*
- 3. State the individual work of the student.*

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4. *Consider reducing the number of ECTS for the master's thesis.*
5. *Write down the exact number of all hours in the program.*
6. *Involve and designate a qualified and responsible person who will prepare the conditions for the implementation of the program.*
7. *Organize special training for potential mentors in practice and determine their number for competent implementation of practical training.*
8. *Prepare appropriate material for students, including documentation for the treatment of the critically ill and injured in emergency medical care.*
9. *Prepare an educational program for treatment and direct contact with the patient in cooperation with medical institutions that treat the injured and critically ill.*
10. *In practical education, mentoring of one student to one mentor is proposed.*

2.5. Students

Students' admission for this new program will follow the institutional procedure that already exists: the Faculty Council Regulation on Admission. Admission will be announced through a public call. According to the SER, the process will consider as criteria: previous education (at least 8 or above 8 average grades in BA level studies), experience, knowledge of English languages [SER, p.49]. The procedure will allow for a recognition of prior professional experience: *`In cases when a student does not have an average grade of 8.00, they must have at least three years of experience in the field of healthcare`* [SER, p. 49]. The ET recommends the QA structures to develop mechanisms of checking whether the admission procedure is applied fairly and consistently to all potential candidates that manifest their interest for the program (especially for the new programs).

The program is designed for nurses or other healthcare professionals that have already graduated from a BA level program. Therefore, all those enrolled will have a high school graduation diploma and a BA level diploma, or equivalent.

The SER does not mention the dimension of the study groups (though it mentions at page 54 that it will guarantee interactive learning), but since the heads of the program requested enrolment rights for 200 students, the ET recommends that lectures be organised for 60-70 students/series and practical laboratories for 15-20 students, while the practical stages will probably be able to only take over 2-3 students at a time. Careful planning of all the educational activities will be required in order to ensure the accommodation of such a large number of students. The ET fears that the capacity for clinical stages will not cover the entire



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cohort of 200 students/year. Small groups organization along with multiple/diverse teaching methods that include project-based learning, problem-based teaching etc. can ensure an interactive learning environment.

As far as the SER describes, feedback to students is going to be offered through exams and mentors (that follow the activity of the students). Complementary, the faculty intends to evaluate the learning styles of students and to monitor and identify in due time the students at risk of non-completion [SER, p.50]. ET recommends that constant feedback should be offered during the semester to students regarding their progress towards meeting the learning outcomes. At this moment this seems to be planned in detailed manner just for the practical stages, though the SER also mentions that *Student's knowledge is being assessed continually during the coursework and at the end of each course, as stipulated Student Rulebook* [SER, p.50] – these assessments could be used to help students plan their progress towards learning outcomes.

Records of students' progress and completion rates are kept for all courses: *The Faculty maintains a list of student records: examination register, application, list of students taking the examination in the given examination period, examination report, students' logbook, student files containing information on students' re-examination activities and final grades earned during these activities. The Examination Log and applications are administered using the Student Management Information System (SMIS)* [SER, p.50].

At this moment, procedures that ensure the originality of the students' work rely most on prevention (informing students about the provisions of the Code of Ethics) and on the responsibility of coordinating professors. These procedures should be continued and complemented with an eventual acquisition of an anti-plagiarism software (or implementation of the software mentioned at page 54). The ET is concerned that should 200 students be enrolled in the program; this will mean that one teacher will have to coordinate 10-15 students and this might affect his capacity to thoroughly check for plagiarism.

As mentioned in the SER, students learn about their rights and responsibilities from the handbook they receive in the beginning of their studies and through the fact that rules and regulations are published online. And this practice will be implemented for this new program also. Among these rights the SER mentions the right to appeal and the right to transfer from



other Nursing MA programs. The SER describes at page 53 the procedure for general transfers, but the ET feels that transfers will be rendered difficult due to the uniqueness of the program.

Academic staff are usually available for consultation hours with students, and this will also apply for the new program. Moreover, the SER mentions a tutoring and a mentoring system. But for the latter there are only a few details provided, so it is not clear whether they are provided also by the academic staff.

Compliance level: Partially compliant

ET recommendations:

1. *Re-evaluate the capacity of the university to host 200 students and organize and plan their educational (theoretical and practical) activities in small groups.*
2. *Offer feedback to students regarding their progress towards meeting the learning outcomes and help them plan on how to cover potential gaps.*
3. *Develop procedures to ensure flexible treatment for students in special situations (e.g. missing lectures or exams due to medical problems).*

2.6. Research

The Faculty of Nursing research plan is part of the UBT institutional research strategy. UBT intends to support clinical and basic research to establish the scientific basis for the individual care across the life span. Research themes extend to care provided in a variety of settings including community healthcare and extends to patients, families and caregivers. It covers the management of patients during illness and recovery, the reduction of risks for disease, the promotion of healthy lifestyles and integration of information technology in nursing services. The SER (p. 56) also listed a few topics (Safety and risks in EMS; Standards of quality indicator for Pre-hospital safety; Pre-hospital emergency services for low resource countries; Coordination during pre-hospital care, hospital care, and rehabilitation; Involvement of paramedics in out-of-hospital research).

The expectations of the involvement of academic staff in research and academic activities for Msc program Paramedic are specified to the academic staff who were all aware of them. According to the regulation for scientific research activity, the academic staff of the university



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is obliged to do scientific research and research work in accordance with their professional skills and obligations.

The research activity within the college is still in its beginning years so it is normal for the results to be just starting to show-up. The ET feels that this is also generated by the situation in Kosovo and, to be frank, in the region so we perfectly understand and encourage the college to be patient until the research results will show-up.

Teaching staff mentioned that they include, in their teaching, information about their research and scientific activities that are relevant to the courses they teach, along with other relevant field research developments, however this seemed more like an individual attempt rather than an institutional formal effort.

The academic staff engage in research as a necessity for their re-election and advancement, by presenting at local and international conferences and congresses, and publishing their findings in scientific journals indexed with impact factors.

In SER (pp. 58-62), UBT presents publications of academic staff, which is not evident that each member of academic staff has produced at least one scientific / applied-research product per year in the last three years.

Each academic and research staff publishes under the name of the UBT institution as they affiliated as full-time staff.

Management encourages academic staff to research. They said on the online meeting that they will also be researching emergency medicine in the future.

Academic staff is required to carry out their research in compliance with all statutory, ethical, and contractual obligations. Research will 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 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 (SER,p. 65).

Student's research is essential for their development and the use of evidence-based practical methods.

Compliance level: Partially compliant

ET recommendations:

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- 1. Increase the involvement of staff in research activities in the field of emergency medicine.*
- 2. The results of research carried out in the framework of the master's thesis must be published at scientific conferences and symposia.*

2.7. Infrastructure and resources

UBT College has an impressive modern infrastructure that the new program will also benefit from – they are both owned and rented. The UBT campuses include spaces for studies and research, a clinic and a future hospital is under the process of building. Its libraries offer access to books in Albanian and English, but also learning materials in electronic format (e.g. subscriptions to J-Store, EBSCO, SAGE Journals) – that the ET commends and considers particularly useful in the context of initiating a new program (with a new field of research).

However, the faculty allocated for this program one amphitheatre (70 seats), one auditorium (170 seats) and 3 smaller seminar rooms – though it is not clear whether they are going to be shared with the already existing programs. As shown above (section 5) enrolling 200 students will require that the faculty organizes the same lecture three times (for each of the three series of 60-70 students), hence putting a lot of pressure on the available amphitheatre. Similar, there will be needed at least 10 groups of 20 students for the seminars that will need to be accommodated within the 3 seminar rooms. A strict and clear simulation of the load of these rooms should be done before starting the new program, to ensure they can all fit all the programs.

UBT College has proven a great management capacity being able to implement numerous European Union Projects that also supported the improvements in its infrastructure, but also an extra-funding opportunity for the institution. UBT College has presented a budget project. The incomes will come from student fees (planned to almost triple in the next 3 years), projects, services provided to the community and donations. They match the envisioned expenditures (that will also increase in the next few years probably covering the hiring of new staff members, investing in equipments and their maintenance as well as offering more and more scholarships to students as their number grows).



As far as the equipments for the practical laboratories goes: UBT college equipped the seminar rooms with equipments similar to those for the nursing program and is in the process of buying an ambulance (van) that will be used for simulations of reallife situations in the laboratory. These efforts should be continued before starting the program.

The ET could see from the video preseting the premises of the college that the building dedicated to this program is new, so is the equipment bought for its laboratories. These seem to be good conditions to study, even though the classrooms are rather small and they seem to include only 1-2 pieces of each study material. The laboratories which are presented in the video are appropriately equipped to study nursing, but it is not evident if there is any special equipment for paramedics MSc sciences at this point besides the van that is in plan to be bought. As mentioned in the previous sections, both equipments and study materials should be sufficient to serve all the enrolled students (when there is only one or two pieces of a particular equipment, there should be a strict organization regarding the practical exercises that would require students to rotate through posts during their practical laboratories). This organization of the practical part of their training before the clinical stages should be reflected in the support-materials prepared for guiding their lessons.

Compliance level: Partially compliant

ET recommendations:

1. *Continue investing in equipment's relevant for the study program.*
2. *Permanently ensure that the capacity of the available spaces is linked to the number of students that can be enrolled – e.g. no.of students should not exceed the no.of seats in the auditorium.*
3. *Simulate a timetable for all the student groups and series to evaluate the load of the available spaces.*
4. *Ensure that the electronic materials are available to students at home – as there are probably low chances that they (200 students) all have space to consult them within the library.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The proposed program is an unique program for Kosovo that can solve a dire problem within the healthcare system. Therefore, the potential demand for such a program is high along with a great job opportunity on the workforce market for the future graduates. The ET appreciates

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the efforts of the UBT College to develop such an unique program, the investments made in this direction and the efforts to attract academic staff for it. However, starting a new program in a totally new field is not easy, and as indicated in the previous sections of this report, UBT College has to continue it's efforts to develop this program. Such future efforts should be directed towards attracting specialist to teach in the program, reviewing the educational content of the program, training mentors that can cover the practical stages for all students and investing in the laboratory equipments needed for the practical training of the students.

Standard	Compliance level
1 Mission, objectives and administration	Substantially compliant
2 Quality Management	Substantially compliant
3 Academic staff	Partially compliant
4 Educational process content	Partially compliant
5 Students	Partially compliant
6 Research	Partially compliant
7 Infrastructure and resources	Partially Compliant

In conclusion, the Expert Team considers that the study program MSc in Paramedic Sciences offered by UBT College is *Partially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *not to accredit* the study program for the time being.

4. APPENDICES (if available) – Not the case



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Expert Team

Chair

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