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Republika Kosova - Republic of Kosovo



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

***UBT COLLEGE
MASTER OF SCIENCES IN PUBLIC HEALTH AND
MANAGEMENT***

ACCREDITATION

REPORT OF THE EXPERT TEAM

Salzburg, June 11, 2021



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1. INTRODUCTION

1.1. Context

Date of site visit: May 20, 2021

Expert Team (ET) members:

- *Univ.-Prof. Dr.med. Wolfgang Patsch*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Naim Gashi, Executive Director of KAA*
- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*
- *Ilijane Ademay, Senior Officer for Evaluation and Monitoring*

Sources of information for the Report:

- *Self-evaluation report (SER) “Master of Sciences in Public Health and Management, UBT College, Faculty of Medicine, 2020 (no precise date), Prishtina, Kosovo*
- *KAA Accreditation Manual, July 2018*
- *Syllabi*
- *Staff CVs*
- *Annex*

Criteria used for program evaluation:

- *Standard and performance indicators for external quality assurance, Re-accreditation of bachelor and masters study program, KAA Accreditation Manual*
- *Standards and Guidelines for Quality Assurance in the European Higher Education area(ESG) 2015, (partially)*



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1.2. Site visit schedule



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Kosovo Accreditation Agency (KAA)

Site Visit Program

Programme Accreditation Procedure at UBT College

Date: 20th of May 2021

Expert Team

- Prof. Dr. Wolfgang Patsch

Coordinators of KAA

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



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Site Visit Program

20th May

- 09.00 – 09.50** 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*)
- 09.55 – 10:40** Meeting with quality assurance representatives and administrative staff
- 10:40 – 11.30** Lunch break
- 11:30 – 12:30** Meeting with the heads of the study programme
- 12:35 – 13:20** Meeting with teaching staff
- 13:25 – 14:10** Meeting with employers of graduates and external stakeholders
- 14:10 – 14:20** Internal meeting of KAA staff and experts
- 14:20 – 14:30** Closing meeting with the management of the faculty and program



No	Study programs	Experts	Responsible persons of study programs		
1	Public Health and Management/ MSc (Accreditation)	Prof. Dr. Wolfgang Patsch	Mirinde Bilalli	Zejdush Tahiri	

Other information

Overall instructions for HEIs

1. Each meeting should be attended by maximum 6 persons;
2. The students selected for the meeting should reflect a diversity in terms of fields of study, programme, study cycle, year of study, students with special needs if any, etc;
3. The teaching staff selected for the meeting should reflect a diversity in terms of faculties and programmes, full-time and part time, local and international, etc;
4. The students, graduates and employers of graduates should not be employed at the institution;
5. Anyone whose attendance won't be agreed in advance with KAA and the Expert Team will be asked to leave the interview session;
6. Nametags are to be provided for all people attending the meetings.

Contacts of the participants from KAA:

Shkelzen Gerxhaliu – 044 836 831

Arianit Krasniqi – 045 499 951



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

UBT was established on October 19, 2004, after obtaining its licensure from the Ministry of Education, Science and Technology (No 808/02/02.1, 18.10.2004). The institution is based on previous experience gained in the Institute of Enterprise, Engineering and Management, which began 2001. Both institutions were founded by Dr. Edmond Hajrizi. The central premise of UBT is to establish resilience and sustainable development in Kosovo.

UBT strives to be an internationally competitive, research-intensive university, committed to the transfer of knowledge and the provision of world-class education and service. The aims of the institutions are to offer competitive programs in higher education in disciplines demanded by the labour market and international practices. UBT has its main campus in Prishtina and has recently completed the first phase of a new modern campus on the outskirts of Prishtina. UBT also operates 4 regional centres in Kosovo to support local communities.

UBT offers several programs at the undergraduate and graduate level. The programs are administered by numerous departments including Management, Business and Economics, Computer Science and Engineering, Information Systems, Law, Political Science, Communication and Media, Civil Engineering and Infrastructure, Architecture and Spatial Planning, Food Science and Technology, Nursing, Integrated Design, Integrated Studies in Stomatology and Integrated Studies in Pharmacy.

UBT is accredited by the KAA as UBT College until 2024 and the majority of the programs are/were accredited as well.



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The Faculty of General Medicine (FGM) was installed in 2019. Other health related study programs such as Nursing, Integrated Studies in Stomatology and Integrated Studies in Pharmacy are organized by other UBT faculties. The MSc Program in Public Health and Management (MSc PHM) submitted for accreditation would be the first program for higher education that is administrated by the Faculty of General Medicine. The mission of MSc Public Health and Management program is clearly in compliance with the overall mission of the institution. The rationale for starting the program is based on some market research and advice by the “Industry Advisory Board”.

The members of the Faculty of General Medicine appeared to be dynamic and devoted to the program during the virtual site visit. The Self-Evaluation Report (SER) also appeared to be organized and well prepared, but more detailed reading revealed many rather “aesthetic” and “flowery” text segments spiked with too verbose passages. Furthermore, some passages are repetitious. In some cases, normative statements are given instead of the actions that serve to fulfill the respective standards. Overall, the SER lacks some conciseness, but all essential standards have been addressed.

Learning Outcomes:

After completion, graduates of the MSc Public Health and Management program are expected to have the abilities to:

1. Identify and apply appropriate statistical methods to analyze and describe a public health problem
2. Use epidemiological methods to analyze patterns of disease and injury and discuss application to control problems
3. Address behavioral, social, and cultural factors that impact individual and population health and health disparities over the life course
4. Have systematic understanding of the challenges for the management, governance and leadership of public health services in developed and developing countries
5. Have comprehensive understanding of the management tools available to systematically assess external and internal organizational drivers of change and system performance



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6. Be critically aware of how the research process may be applied to the study of health services management
7. Apply core public health knowledge to public health policy issues using principles from the fields of epidemiology, biostatistics, environmental health sciences, management, social and behavioral sciences, and academic & research ethics
8. Define the major public health policy challenges facing Kosovo and other middle income countries; identify sources of evidence and information about these policy challenges and potential solutions; and develop and evaluate policy options to assess the economic, political, administrative, legal, and social implications

Graduates are expected to have the skills and knowledge required to qualify for employment in the following sectors:

- Health care and public health organizations in developing countries
- Governmental organizations
- Voluntary organizations, Non-Governmental Organizations (NGOs) and development agencies
- Commercial health care or health service providers

Persons interested in a research degree or seeking employment in a university setting may also be attracted to absolve the program.

For conception and development of the program, an International Biomedical Scientific Council Advisory Board was repeatedly contacted. Furthermore, it is stated that members of 8 different universities with similar programs were consulted during program development. This list contains the University La Sapienza of Rome and the Sigmund Freud University in Vienna. However, a similar program could not be verified for these two universities. While the didactic concept is credible, the arguments for an overarching research concept are not convincing.

Two very critical points of the proposed program relate to the number of students admitted and the qualifications for admission:

- The student number is proposed to be 200/year. This number is far too overambitious. This is the first program administered by the Faculty of General Medicine and it is a MSc program and as such more demanding for teachers than a BSc program. Other health related BSc and MSc programs of UBT have between 35



and 45 students per year. It is very doubtful that such a flood of students will be educated at the highest standards claimed by UBT. The SER states that the size of student groups for lectures will be 50. This implies that a teacher has to present each of his/her lectures four times during one semester. The teacher to student ratio is already relatively low and the high proportion of practical training (1245 hrs out of 1800 hrs of study), which is conducted in small groups, requires even more time of teachers. Furthermore, one wonders about the quality of dissertation-topics and evaluations of dissertations. In addition, the quality assurance program that is currently not staffed may become overwhelmed.

- The second problem relates to the admission of students. The SER states that students' admission is regulated by the Faculty Council of Regulation on Admission. "All applicants within the enrolment quotas for full-time students, who have completed General Medicine, BSc in Nursing or BSc in Allied Health Programs have the right to enrol in a graduate degree for obtaining the academic title of Master of Science in Public Health and Management. Admission to the study is performed based on a public call. Based on the results of previous education, experience and knowledge of the English language, the commission creates a ranking list determining which candidates have become entitled to enrol and who have the psychophysical abilities for the title of Master of Science in Public Health and Management."

During the virtual site visit, the Dean of the Faculty of General Medicine mentioned that students who finished studies in management, business and economics, but without any previous studies in health or medicine related programs are also eligible for admission to the MSc program. This statement was repeated in the meeting of the expert with the heads of the study program. The expert mentioned the discrepancy with the SER, but the study program heads insisted on the possibility to enrol students without a background in health related studies. This change in the admission procedure is associated with a number of problems, as health- or medicine-related knowledge and skills are a prerequisite of the program. Such knowledge cannot be expected from a BSc or MSc in management, business or economy. On the other hand, the latter group of students is probably much more competent in management and economy than the group of students who were educated in health disciplines. Since the current program focuses mainly on health-related economy and management, the students with management and business background would need another program that focuses initially more on health related aspects



(pathophysiology of diseases etc.) and then on specific aspects of health management and health-related economy.

UBT has formal policies and regulations for procedural or academic issues and established regulations for ethical conduct. Furthermore, regulations related to the review of programs are in place.

Standard	compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	x	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	x	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		x
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	x	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	x	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	x	

Compliance level: Substantially compliant

ET recommendations:

1. *Limit the admission to 50 students/year*
2. *Limit admission to students who have completed General Medicine, BSc in Nursing or BSc in Allied Health Programs*



2.2. Quality management

UBT has generated a comprehensive document on the regulation of quality assurance. This document describes the basic principles and procedural goals, details quality assurance mechanisms, procedures and responsibilities. The preparation of various reports including the self-evaluation report is described as well. The faculties install quality assurance sub-committees to monitor the performance of the program and suggest and realize quality enhancement measure at the faculty level. Subcommittees are chaired by the Quality Assurance Officer and include academic personnel, a student representative and alumni. This committee analyses several key indicators and various feedback sources against stated policies and objectives with particular attention given to learning outcomes for students. The committee produces an annual quality report that is submitted to the institutional quality assurance committee, the dean, and the faculty council. The reports are discussed annually with the aim to produce improvements as part of the annual plan. Overall, the section on quality assurance is well presented. Procedures for student assessment, monitoring of programs, program evaluation, selection, appointment, appraisal and development of staff and for evaluation of premises, equipment and student services are described. The targets of surveys are students, graduates and stakeholders. However, these data are not publically available because of restrictions related to personal data. Nevertheless, statistical analyses respecting personal anonymity could be made available.

The Faculty of General Medicine has not yet established a Subcommittee of Quality Assurance, but this is planed after accreditation. Whether such a newly organized subcommittee would be able to handle all the tasks associated with the proposed student number of 200, is highly questionable.

Standard	compliance	
	Yes	No
Standard 2.1. All staff participates in self-evaluations and cooperates with reporting and improvement processes in their sphere of activity.	x	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes	x	
Standard 2.3. Quality assurance processes deal with all aspects of program	x	

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planning and delivery, including services and resources provided by other parts of the institution.		
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	x	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	x	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		x
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	x	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	x	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	x	

Compliance level: Substantially compliant

ET recommendations:

1. *Provide statistical analyses of surveys respecting personal anonymity*

2.3. Academic staff

The academic staff includes 4 MDs, 1 DMD, 1 psychologist and specialists in economics, management, computer science, technical science, computer science and security. With the exception of one PhD candidate, all teachers hold a PhD. All teachers have tenure. Full- and part-time appointments meet KAA requirements. Evaluations of teachers by students and superiors are adequately regulated. However, the results of evaluations are not made publically available and peer-review is not part of the evaluation. The institution has a staff development plan at the level of the Faculty of General Medicine. It is an integral part of strategic and financial planning. Several opportunities for professional development including pedagogic skills are available to academic staff.



The majority of teachers have a track record in teaching and academic activities/responsibilities. Apart from teaching, the staff is required to engage in the academic community and in community service. Types of community service include, but are not limited, to psychological counseling of students and patients with inborn errors. Such service is beneficial for the population and increases the visibility of UBT. The meeting with representatives of the teaching staff was very positive and revealed dedication to the institution.

As already mentioned under the evaluations in point 2.1, the student number of 200 is out of proportion. It is very unlikely that the table on page 34 showing the percentages of activities would be valid, if one considers that the same lectures would need to be conducted four times (50 students/group) and practical exercises etc. would have to be repeated 20 times (10 students/group).

<i>Standard</i>	<i>Compliance</i>	
	Yes	No
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	x	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	x	
Standard 3.3. 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.	x	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	x	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	x	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	x	
Standard 3.7. The responsibilities of all teaching staff, especially full-time,	x	



include the engagement in the academic community, availability for consultations with students and community service.		
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available		x
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	x	
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers	x	

Compliance level: Substantially compliant

ET recommendations:

1. *Introduce peer review as quality control measure*
2. *Provide statistical analyses of evaluation reports respecting personal anonymity*
3. *Provide statistical analyses of surveys respecting personal anonymity*

2.4. Educational process content

According to the SER, the program was developed in consultation with several universities. The graduates in Public Health and Management are expected to be competent in a variety of settings. Courses are mainly focused on health sciences, health needs assessment, planning and financing as well as research and research methodology. The planned studies include 555 hours of theoretical instruction and 1345 hours of practical exercise. The contribution of practical work is rather high and some seemingly important courses are only provided as electives. For instance, epidemiology is only an elective course, even though it is central for the education proposed. Many international departments of public health include in their title epidemiology (Departments or Institutes of “Public Health and Epidemiology”). Similarly, the course “Introduction of Statistics and Critical Appraisal” is offered as an elective in the second year, even though “appropriate statistical methods to analyse and describe a public health problem” is listed as the first ability required by graduates (page 43 of the Ser) and statistical fitness is important for several courses in the first year. This point was discussed in the meeting with the heads of the study program. The heads of the program argued that students will have some statistical knowledge that was acquired during the BSc studies. If one would accept this argument, why is it then necessary to offer an elective course in the



second year that seems to contain only very basic statistics and lacks some moderately advanced statistical methods (such as multivariate logistic regressions, Kaplan-Meier statistics). A more convincing approach would be to have a mandatory statistics course addressing some commonly used and moderately advanced statistics at the beginning of the studies. Such a course and the course in epidemiology could be incorporated as mandatory courses by slightly increasing the theoretical studies and somewhat reducing the practical exercises. Apart from these exceptions, the disciplines within the curriculum meet the competences at the general level.

The syllabi provide essential information on contents of the courses, teaching formats and examinations. The interactions between teaching and learning objectives are well described. Teaching strategies include several methods and are adequate to achieve the types of learning outcomes. The teaching staff has adopted good E-learning and online teaching strategies, including formats for examinations. Other student-centred teaching methods such as problem-oriented learning (POL), seminars and other activities in small groups will also be practised.

Based on statements from the teachers, a high quality of the student-teacher relationship can be expected. However, it seems to be clear that this relationship would considerably suffer from a very high student number as proposed.

Some practise exercises are well described, but the description of clinical placement is not sufficiently described. The institution has agreements with several public and private clinics to provide opportunities for practice and research. However, it is not clear whether all students get the opportunity for the same clinical placements. A table should be provided that contains relationships of the different locations and clinical settings, the number of study groups, the names of the responsible teachers, the time schedule and the respective learning objectives.

Overall, student assessment mechanisms are adequate. Several courses include formative assessment which requires special attention to maintain objectivity. To objectively compare the achievements of students with the level of achievements in study programs at highly regarded institutions, tests from such highly regarded programs would need to be offered to UBT students.



<i>Standard</i>	<i>Compliance</i>	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	x	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	x	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		x
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	x	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	Not applicable	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	x	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	x	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	x	



Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	(x)	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	x	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.		x
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	x	

Compliance level: Substantially compliant

ET recommendations:

1. *Improve the logical flow in the program by offering a mandatory statistics course (covering moderately advanced statistics) in the first study semester*
2. *Change the course in epidemiology into a mandatory course, reduce the practical work somewhat to allow for the mandatory courses in statistics and epidemiology*
3. *Consider giving some tests conducted in similar programs of highly regarded institutions, to gain objective information of UBT students' achievements*
4. *Provide more information on clinical practise, design a table that shows the relationships of the different locations and clinical settings, the number of study groups and the number of students per group, the names of the responsible teachers, the time schedule and the respective learning objectives*



2.5. Students

Students' admission is regulated by the Faculty Council Regulation on Admission. As already pointed out in section 2.1, the admission should be carried out as described in the SER: "All applicants within the enrolment quotas for full-time students, who have completed General Medicine, BSc in Nursing or BSc in Allied Health Programs have the right to enrol in a graduate degree for obtaining the academic title of Master of Science in Public Health and Management. Admission to the study is performed based on a public call. Based on the results of previous education, experience and knowledge of the English language the commission creates a ranking list determining which candidates have become entitle to enrol and who have the psychophysical abilities for the title of Master of Science in Public Health and Management." Furthermore, the additional specifications about average grades and knowledge of the English language should be maintained.

Study group dimensions are adequate for interactive teaching and learning. Students receive a handbook at the beginning of their study. This booklet is helpful and informative, as it explains the student-relevant procedures and responsibilities. The response time for the communication of assessment results depends on the number of students and may be quite long if the student number exceeds 50. Mechanisms for assistance include a mentor program affording ongoing support to students, if needed. Results obtained throughout the study cycle are certified and relevant student records are maintained. Student completion rates are kept and included in quality indicators. The students' handbook includes guidelines for ethical behavior and software to detect plagiarism is in place. Students' rights and obligations including the rights for academic appeals are communicated to the students at the beginning of each academic year and are published in the students' handbook. The transfer of students between higher education institutions, facilities and study programs is regulated and applications for transfer are reviewed by the Transfer' Commission and decided by the Dean.

Academic and administrative staff is available for consultation, career orientation and support for additional studies or work placement.

<i>Standard</i>	<i>Compliance</i>	
	Yes	No



Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	x	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	x	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	x	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	(x)	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	x	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	x	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	x	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	x	
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	x	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	x	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	x	

Compliance level: Fully compliant

ET recommendations:

1. *Try to communicate reports of exams more rapidly*



2.6. Research

As outlined before, there is currently no overarching research project in the program. Part of this deficiency may be related to different disciplines contained in the research program. The Faculty of General Medicine has developed a comprehensive strategic research plan containing various topics and a plan for implementation. Considering the current research output and the current resources, the plan looks more like a wish-list that is unlikely to be realized in the next few years. A research plan at the program level that is, at least in part, compatible with the faculty research program, is also included in the application. This plan targets 8 research topics that are described, but the research approaches to be taken are insufficiently characterized. The allocation of financial, logistic and human resources is likely to be insufficient for comprehensive and internationally renowned research activities.

Nevertheless, the teaching staff is involved in research activities, and research performance is considered in the evaluation of staff and represents a criterion for promotion. Clear policies for defining what is recognized as research, consistent with international standards, were not found in the SER or any document provided. In most cases, the academic staff has a track record of research in the same topics as its teaching activity and is encouraged to include its research results in the lectures for students.

The research output of the teaching staff was difficult to evaluate from the CVs, as citations were in some cases incomplete and not all authors of the respective scientific contribution were named. Substantial differences exist in the research productivity of staff members. Many teachers failed during the last three years to reach an average of one publication per year, while a few teachers were quite successful in publishing their study results. Manuscripts are published in scientific journals, but there is a large variability in the impact of the journals used. Students also are engaged in research. Policies for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students are mentioned, but insufficiently detailed.

<i>Standard</i>	<i>Compliance</i>	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary		x

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program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	x	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.		x
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	x	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	x	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	x	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		x
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	x	
Standard 6.8. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	x	
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students		x
Standard 6.10. Students are engaged in research projects and other activities	x	

Compliance level: Partially compliant



ET recommendations:

- 1. Establish research projects that integrate the scientific activities present in the study program to develop an overarching scientific strategy*
- 2. Correct citations (for journals: all authors, title of the manuscript, journal name, publication year, volume and pages; for books: all authors of the respective book chapter, title of the chapter, editors of the book, year of publication, pages in the book, publishing company) should be used by all staff members*
- 3. Develop international collaborations in science and strengthen the local scientific connections (clinical and epidemiological research and others)*
- 4. Create a Faculty Research home page identifying research directions and highlight important research articles authored by staff members as well as national or international research articles with relevance for the program*
- 5. Strongly consider financial support for stays of college staff in established foreign institutions to learn needed specific procedures and techniques that can be transferred to your institution*
- 6. Further develop policies for intellectual property rights and procedures for commercialization of ideas and discoveries by staff and students*

2.7. Infrastructure and resources

UBT provides premises, equipment and human resources and fulfill the necessary standards to ensure long-term implementation of the MSc study program of Public Health and Management. Capital investments have and are being used for the development of the infrastructure. However, program operation, research and staff development relies significantly on student tuition fees. Facilities are adequate for the study program. Space, facilities and clinics include one Amphitheater, six Classrooms, one Auditorium, two computer labs, a Public Health office and additional rooms used for personnel and/or offices and a kitchen.

The SER states that the library is the largest in the region. However, the SWOT analysis identifies the lack of textbooks in Albanian language in specialized courses as a weakness. Annex C contains the books at the UTB library for MSc in Public Health and Management. Unfortunately, the catalogue shows only the year in which the books have been acquired, but not the year in which the books have been published.



A detailed inspection of the facilities of the Faculty of General Medicine was not possible, as the site visit was a virtual event.

<i>Standard</i>	<i>Compliance</i>	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	x	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	x	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula	x	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	x	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10		x



years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs	(x)	

ET recommendations:

1. *Improve the book list by adequate citations (see recommendations in point 6), provide at least the year of publication, Try to replace books older than 10 years with newer versions, if possible*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

4. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The panel would like to thank the programe development team for their hospitality and engagement during the virtual site visit. It is evident that staff and administration are competent and have a strong interest to offer the study program. The accreditation panel came to the following conclusions:

1. Mission, objectives and administration	Substantially compliant
2. Quality management	Substantially compliant
3. Academic Staff	Substantially compliant
4. Educational Process Content	Substantially compliant
5. Students	Fully compliant
6. Research	Partially compliant
7. Infrastructure and resources	Substantially compliant
Overall Compliance	Substantially compliant



The overall compliance is assessed by the experts at the level of **Substantially compliant**. The following recommendations should be considered. Recommendations 1 and 2 are considered mandatory for the programs accreditation:

1. *Limit the admission to 50 students/year*
2. *Limit admission to students who have completed General Medicine, BSc in Nursing or BSc in Allied Health Programs*
3. *Provide statistical analyses of surveys respecting personal anonymity*
4. *Introduce peer review as a quality control measure*
5. *Provide statistical analyses of evaluation reports respecting personal anonymity*
6. *Improve the logical flow in the program by offering a mandatory statistics course (covering moderately advanced statistics) in the first study semester*
7. *Change the course in epidemiology into a mandatory course, reduce the practical work somewhat to allow for the mandatory courses in statistics and epidemiology*
8. *Consider giving some exams conducted in similar programs of highly regarded institutions, to gain objective information of UBT students' achievements*
9. *Deliver more information on clinical practise, design a table that shows the relationships of the different locations and clinical settings, the number of study groups, the number of students per group, the names of the responsible teachers, the time schedule and the respective learning objectives*
10. *Try to communicate reports of exams more rapidly*
11. *Establish research projects that integrate the scientific activities present in the study program to develop an overarching scientific strategy.*
12. *Correct citations (for journals: all authors, title of the manuscript, journal name, publication year, volume and pages; for books: all authors of the respective book chapter, title of the chapter, editors of the book, year of publication, pages in the book, publishing company) should be used by all staff members*
13. *Develop international collaborations in science and strengthen the local scientific connections (clinical and epidemiological research and others)*
14. *Create a Faculty Research home page identifying research directions and highlight important research articles authored by staff members as well as national or international research articles with relevance for the program*



15. *Strongly consider financial support for stays of college staff in established foreign institutions to learn needed specific procedures and techniques that can be transferred to your institution*
16. *Further develop policies for intellectual property rights and procedures for commercialization of ideas and discoveries by staff and students*
17. *Improve the book list by adequate citations (see recommendations in point 2.6), provide at least the year of publication*

In conclusion, the Expert Team considers that the study program *Master of Sciences in Public Health and Management* offered by UBT is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends to *accredit* the study program for a duration of 3 years with a number of 50 students to be enrolled in the program. *The expert review considered the fulfilment of standards under the assumption that the number of students will be reduced to 50 and that the admission committee adheres to the procedures described in the SER. Therefore, the recommendation is conditional on the student number of 50 per year and on the admission procedures described in the SER (all applicants within the enrolment quotas for full-time students, who have completed General Medicine, BSc in Nursing or BSc in Allied Health Programs have the right to enrol in a graduate degree for obtaining the academic title of Master of Science in Public Health and Management).*

5. APPENDICES (if available)

A response to the draft of the expert report was received on June 10, 2021. The response included adequate adjustments in several points of criticism, but there was no agreement with the two most essential points (reduction of students to 50 and use of the admission procedure as described in the SER) of the expert report.



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

Expert Team

Chair

(Signature)

(Print Name)

(Date)

Member

Univ.-Prof. Dr. med. Dr. h.c. Wolfgang Patsch

June 11, 2021

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

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Member

(Signature)

(Print Name)

(Date)

Member



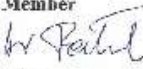
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Expert Team		
Chair		
(Signature)	(Print Name)	(Date)
Member		
	Univ.-Prof. Dr. med. Dr. h.c. Wolfgang Patsch	June 11, 2021
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