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Republika Kosova - Republic of Kosovo



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

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***UNIVERSITY OF PRISHTINA***


***MASTER OF SCIENCE IN HEALTHCARE EDUCATION***

***RE/ACCREDITATION***

**REPORT OF THE EXPERT TEAM**



*DATE, PLACE*

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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: March 8, 2021**

**Expert Team (ET) members:**

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

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

- *Naim Gashi, Executive Director of KAAA*
- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Meeting*
- *Arianit Krasniqi, Senior Officer for Evaluation and Meeting*
- *Leona Kovaci, Senior Officer for Evaluation and Meeting*
- *Ilijane Ademaj, Senior Officer for Evaluation and Meeting*

**Sources of information for the Report:**

- *Self-evaluation report (SER) "Education in Health Care (MSc), Univ. of Prishtina, Faculty of Medicine, 2020 (no precise date)*
- *KAA Accreditation Manual, July 2018*
- *Syllabi*
- *Staff CVs*
- *Evaluation Report 2017, Reaccreditation of Study Programs of the Faculty of Medicine at the University of Prishtina "Hasan Prishtina" Program of Health Care Education (Master)*

***Requested Documents***

- *Completed sample of student assessment*
- *Consequences of plagiarism and/or repeated failure to pass exams*
- *Regulation of Quality Assurance and Evaluation at Univ. of Prishtina*
- *Titles of trainings offered by Center for Teaching Excellence of UP*



- *Regulation on Disciplinary Measures and Procedures for Academic Staff: Master Thesis Manual*
- *Key Performance Indicators for Academic Staff*
- *Clear policies for defining what is recognized as research, consistent with international standards and established norms in the field of study program*

### **Received Documents**

- *Exame Results MEDICAL STATISTICS WITH INFORMATICS, The Branch General Medicine, Date: 30.06.2020*
- *Senate of University of Prishtina, 19.11.2020, Article 10*
- *The Statute of the University of Prishtina "Hasan Prishtina" 2012*
- *Regulation of quality assurance and evaluation at the University of Prishtina, Prot. No. 4/132, 30.12.2016*
- *The Center for Teaching Excellence (CTE) Strategic Plan (no date)*
- *The CTE online training concluded (no date)*
- *Titles of trainings Cent Tech. Excell. UP*
- *Code of Ethics for the Academic Staff of the University of Prishtina "Hasan Prishtina" Prot. No. 1/751, 19.7.2013*
- *Regulation of disciplinary measures\_Statute of UP (Article 23 and Article 107), 2012*
- *Regulation of disciplinary Measures and procedures for the academic staff of University of Prishtina, Prot. No. 857, 11.4.2017*
- *Amendments to regulation no. 2/922, dt. 24.10.2019, for master studies at the University of Prishtina*
- *Regulation of master scientific studies, Senate 10.6.2019*
- *Questionnaire for academic staff (no date)*
- *Questionnaire for graduates (no date)*
- *Regulation of the student academic mobility at the University of Prishtina "Hasan Prishtina" Prot. No. 2/111, 14.7.2017*
- *Overarching themes of the UP strategic plan (no date)*
- *Strategic plan 2020-2022, UP, March 2020*
- *Regulation of selection procedures regarding appointment, reappointment and advancement of the academic staff at the University of Prishtina "Hasan Prishtina" Prot. No. 2/747, 1.10.2019*



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### Criteria used for program evaluation:

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

### 1.2. Site visit schedule



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Kosovo Accreditation Agency (KAA)

Site Visit Program

Programme Re/accreditation Procedure at University of Prishtina

Date: 8<sup>th</sup> of March 2021

Expert Team

- Prof. Dr. Danica Zeleznik – University College of Health Sciences, Slovenj Gradec, SI
- Mr. Mikus Dubickis - University of Latvia
- Prof. Dr. Wolfgang Patch - Paracelsus Medical University Salzburg, AT



#### 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
- Leona Kovaci, Senior Officer for Evaluation and Monitoring
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

#### Site Visit Program

#### 8<sup>th</sup> March

**09.00 – 09.40** 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*)

1. Full Prof. Suzana Manxhuka Kerliu, Dean
2. Ass. Prof. Valon Krasniqi, Vice dean for academic affairs
3. Ass. Prof. Fatos Sada, Vice dean for Health affairs

**09.45 – 11:00** Meeting with the heads of the study programme (Parallel sessions)

Physiotherapy/MSc:

1. Full Prof. Hajrije Hysenaj
2. Ass. Prof. Merita Qorolli

Healthcare Education/MSc:

1. Ass. Prof. Arijana Kalaveshi
2. Ass. Prof. Naim Jerliu



3. Ass. Prof. Sanije Gashi

**11:05 – 11:45** Meeting with quality assurance representatives and administrative staff

1. Assoc. Prof. Kreshnik Hoti

2. Besnik Loxha, *Office of Academic Affairs*

**11:45 – 12:30** Lunch break

**12.30 – 13:10** Meeting with teaching staff

Physiotherapy/MSc:

1. Assoc. Prof. Shaip Krasniqi
2. Ass. Prof. Sebahat Zeqiri
3. Ass. Prof. Ardiana Murtezani
4. Ass. Prof. Teuta Osmani-Vllasolli
5. Ass. Prof. Kreshike Dedushaj

Healthcare Education/MSc:

1. Assoc. Prof. Merita Berisha
2. Assoc. Prof. Aliriza Arënliu
3. Assoc. Prof. Dr. Laura Cruz
4. Assoc. Prof. Isme Humolli
5. Ass. Prof. Valbona Zhjeqi

**13.15 – 13.55** Meeting with students

Physiotherapy/MSc: **N/A**

Healthcare Education/MSc:

1. Doneta Abazi
2. Arizona Krasniqi
3. Arbër Klinaku
4. Adelina Bajraktari
5. Barije Qovanaj



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**14.00 – 14.40** Meeting with graduates

Physiotherapy/MSc:

1. Bajram Shyti PT, MSc
2. Albinot Grvala, Pt, MSc
3. Adriatik Jahjaga PT, MSc
4. Njomza Jusaj PT, MSc
5. Llukman Ahmeti PT, MSc
6. Osman Haradinaj PT, MSc

Healthcare Education/MSc:

1. Blerta Kryeziu
2. Veton Osmani
3. Erlinda Hakaj
4. Rifat Sejdiu
5. Eroll Reshtani
6. Ardiana Dragobuzhda

**14.45 – 15.25** Meeting with employers of graduates

Physiotherapy/MSc:

1. Fejzullah Ahmeti PT, MSc
2. Sylejman Miftari PT, MSc
3. Kushtrim Zhjeqi PT, MSc

Healthcare Education/MSc:

1. Lirije Beqiri
2. Hasan Gashi
3. Bahrije Halilaj – Vishi
4. Selvie Zeqiri

**15.30 – 15.40** Internal meeting of KAA staff and experts





15:40 – 15:50

Closing meeting with the management of the faculty and program

1. Full Prof. Suzana Manxhuka Kerliu, Dean
2. Ass. Prof. Valon Krasniqi, Vice dean for academic affairs
3. Ass. Prof. Fatos Sada, Vice dean for Health affairs

Nr.	Study programs	Experts	Responsible persons of study programs		
1	Physiotherapy/MSc (Reaccreditation)	Prof. Dr. Danica Zeleznik Mr. Mikus Dubickis	Harrije Hysenaj	Merita Martinaj- Qorolli	
2	Healthcare Education/MSc (Reaccreditation)	Prof. Dr. Wolfgang Patch	Arijana Kalaveshi	Naim Jerliu	Sanije Gashi

#### 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

The Faculty of Medicine was founded in 1969 and became part of the University of Prishtina “HASAN PRISHTINA”, the largest higher education institution in Kosovo. In 1973, the Faculty of Medicine established a close collaboration with the Medical Hospital Center of Prishtina. The Faculty of Medicine offers several study programs. The main study programs include:

- General Medicine (study of 6 years, to obtain the title Medical Doctor)
- Dentistry (study of 6 years, to obtain the title of Doctor of Dentistry)
- Pharmacy (study of 5 years, to obtain the title Master of Pharmacy)
- Physiotherapy (study of 3 years, to obtain the title Bachelor of Physiotherapy)
- Nursing (study of 3 years, to obtain the title Bachelor of Nursing)
- Midwifery (study of 3 years, to obtain the title Bachelor of Midwifery)
- Surprisingly, the Program Education in Health Care (study of 2 years, to obtain an MSc degree) was not mentioned in the SER in this context.

The Medical Faculty also offers Ph.D. studies in “Preclinical Medicine”, “Clinical Medicine”, “Dentistry”, “Experimental Biomedicine”, and “Public Health”.

Educational activities are carried out at the following Institutions: University Clinical Center, University Dentistry Clinical Center, National Institute of Public Health, Preclinical Institutes, National Center for Blood Transfusion, Institute for Occupational Medicine, Center for Development of Family Medicine and Kosovo Agency for Medical Products.

The current management committee was appointed in 2016 and is now in its second term. The vision of the new team is to create a medical school of excellence. During the last years, significant improvements have been achieved in quality assurance, infrastructure, administration, teaching and research. The expert commends these achievements.

The master program “Education in Health Care” is administered by the Commission for Master Studies at the Faculty of Medicine. It was not mentioned in the SER, when the program was initially accredited, but it was already re-accredited in 2017.



## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

Based on the self-evaluation report (SER), the objective of delivering education in health care at the highest standards is addressed by the following specific aims:

- To strengthen research capacities, as well as to improve internationalization and mobility aspects within the master program;
- To address the urgent need to build expertise in the field of Education in Health Care in Kosovo;
- To serve the need for teachers in health care professions (nursing, midwife, physiotherapy), to facilitate their work with a highly developed professional background in addition to teaching competencies;
- To achieve a common knowledge base for the development of master programs and for the implementation of capacities and institutional building measures.
- To develop the various competencies to work in different job sectors including: Teaching at health care institutions, at the Universities of Prishtina, at vocational education schools, competence centres and research institutions and working as consultants in health care.

The program is based on interdisciplinary studies and brings together education, research and practice. The majority of classes take place at the National Institute of Public Health. The program not only focuses on specific research to enable candidates to undertake in-depth scientific research work independently, but also to acquire professional skills and qualifications required for the future professions. This includes targeted education of MSc candidates in entrepreneurship and knowledge transfer between university and professional environments and vice versa.

The mission of the study program is in compliance with the overall mission statement of the Faculty of Medicine. The allocation of ECTS and their distribution between theoretical teaching and practical exercises is adequate. However, the SER has ample room for improvement in some sections. The SER contains a rather general description of many program aspects. Frequently, normative statements are given instead of concrete and testable statements that permit an assessment of the adherence to the standards. Specifically, the



actions that serve to fulfill the respective standards need to be described. Strengths/Weaknesses/Opportunities/Threats (SWOT) –analyses are presented, but it is not clear whether or how the conclusions of these analyses have been integrated in strategic planning. Some paragraphs in the SER look like they have been prepared for SERs of previous years. For example, the section that describes the strategy for research and development of research refers to the years from 2013 to 2016 and the data for publications refer to 2017. Furthermore, some statements are repetitive (see for example the introduction).

Nevertheless, many points could be clarified during the virtual site visit. Among the standards, the criteria of standard 1.3., to have an overarching research program, are not met. The difficulty to establish such a program-wide research may be explained by the multi-disciplinary approach of the program. The teachers are associated with different departments and follow the research programs designed for the respective departments. Hence, students work on their theses in several different research topics and programs. Thus, the multi-disciplinary approach mitigates the magnitude of the deficiency.

Standard	compliance	
	Yes	No
<b>Standard 1.1.</b> The study program mission is in compliance with the overall mission statement of the institution.	x	
<b>Standard 1.2.</b> 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	
<b>Standard 1.3.</b> The study program has a well-defined overarching didactic and research concept.		x
<b>Standard 1.4.</b> 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	
<b>Standard 1.5.</b> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	x	
<b>Standard 1.6.</b> 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. Rewrite SER, describe the actions used to fulfil the respective standard, omit duplications, provide information that refers to the present situation, explain which actions have or will be taken in response to SWOT analyses. A unique opportunity to do this exists, as a highly qualified visiting professor is a native speaker who may assist in improving the SER.*
- 2. Try to identify an overarching research target that could be used by the majority of program members*

### **2.2. Quality management**

The SER lists several quality control procedures relevant for program planning as well as student and teacher evaluations. Students have electronic access to evaluate individual staff members, teaching subjects, courses and the overall study program. Teachers perform self-assessment and sign monthly teaching reports and weekly spreadsheets. Results of questionnaires are disseminated to respective staff members who are required to address points of criticism related to the teaching performance etc. The educational process is carefully planned in the beginning of each academic year considering the number of students and available premises and equipment. Again, consideration should be given to the presentation, as some statements are very normative and contain the text of the standard, but not the arguments which demonstrate how the standard is fulfilled.

The meeting with quality assurance representatives and administrative staff of the Medical Faculty was quite impressive and revealed a well-designed overarching structure of the quality assurance program including various categories of surveys. Nevertheless, a specific issue should be addressed in greater detail. The rate of finishing the program was mentioned to be between 0.3 and 0.5. Thus, only 10-15 students finish the program of Education in Health Care with the master degree. Such a rate is rather low considering that the 30 students are selected from more than 200 applicants. Strong efforts which may include questionnaires for drop-out students, are required to identify the factors that need to be addressed to improve the rate of graduation.



The SER states: “Moreover the faculty organizes also the questionnaires for study program with respective students and conclusions from reports are taken into account in next reaccreditation process”. It would be helpful, if changes in the program would be communicated to the auditors at the start of the site-visit for the re-accreditation procedure.

Standard	compliance	
	Yes	No
<b>Standard 2.1.</b> All staff participates in self-evaluations and cooperates with reporting and improvement processes in their sphere of activity.	x	
<b>Standard 2.2.</b> Evaluation processes and planning for improvement are integrated into normal planning processes	x	
<b>Standard 2.3.</b> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	x	
<b>Standard 2.4.</b> 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	
<b>Standard 2.5.</b> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	x	
<b>Standard 2.6.</b> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		x
<b>Standard 2.7.</b> 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	
<b>Standard 2.8.</b> 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	
<b>Standard 2.9.</b> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	x	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Start an evaluation process to determine why the drop-out rate in the program “Education in Health Care” is high and install steps or modify factors to increase the rate of graduation*
2. *Continue with the surveys of alumni*



3. *In the future, inform auditors about changes made in the curriculum or other aspects of the program at the beginning of the re-accreditation procedure*

### 2.3. Academic staff

The majority of teachers has a considerable track record in teaching and academic responsibilities. The code of ethics is mandatory for all departments of the University of Prishtina. The academic staff includes 2 full, 4 associate and 9 assistant professors as well as 2 assistants and also includes a highly qualified visiting professor. Most staff members are medical doctors and obtained a PhD degree. They are specialized for ecology, public health, social medicine, teaching and learning, clinical pharmacology, psychology, physical medicine, anesthesiology and emergency medicine. Full- and part-time appointments meet KAA requirements. Evaluations by students and the administration are adequately regulated and include peer-reviews as well. The academic staff is advised to attend training courses and workshops to improve teaching strategies and the quality of learning materials. Some courses are offered by the Center for Teaching excellence of UP. Special assistance is given to teachers who require further development of their teaching performance. Apart from teaching, the staff is required to engage in the academic community and in community service which increases the visibility of UP. The meeting with representatives of the teaching staff was very positive and revealed dedication and enthusiasm of the teachers. However, the students indicated that they would like to have more advice on the availability of e-learning and subject-related platforms. Thus, additional high quality online learning materials may be defined to enhance the teaching resources.

<i>Standard</i>	<i>Compliance</i>	
	<b>Yes</b>	<b>No</b>
<b>Standard 3.1.</b> 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	
<b>Standard 3.2.</b> The teaching staff must comply with the legal requirements	x	



concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.		
<b>Standard 3.3.</b> 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	
<b>Standard 3.4.</b> 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	
<b>Standard 3.5.</b> 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	
<b>Standard 3.6.</b> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	x	
<b>Standard 3.7.</b> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	x	
<b>Standard 3.8.</b> 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	
<b>Standard 3.9.</b> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		x
<b>Standard 3.10.</b> 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. *Continue to improve the standards for high quality teaching*
2. *Select staff members who can take a lead to identify new online teaching resources*

**2.4. Educational process content**

The program was modelled according to a master program of the University of Applied Sciences in Münster, Germany, in the field of nursing. It was further developed and accredited during the EU-funded project INSTEAP and was subsequently adapted for its use in Kosovo. Similar programs are common in the U.S.A., but only a few such programs exist

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in Europe. The program at UP seems to be very attractive, considering the number of applications (>200), but admission is limited to 30 students/year.

The graduates in Education in Health Care are expected to be competent in a variety of settings. These include teachers in health care or research institutions at the University of Prishtina, at vocational education schools and competence centres or consultants in health care companies. Courses are mainly focused on health sciences, education, research methods, but special courses also are offered for midwifery. The disciplines within the curriculum are presented in a logical flow and meet competences at the general level. The majority of syllabi provide essential information on contents of the courses, teaching formats and examinations. However, the learning objectives do not always distinguish among knowledge, skills and competences as suggested by the European Qualifications Framework (EQF) and distinctions between different types of skills and competences such as disciplinary, methodical-analytical and generic are seldom made. In several syllabi, learning outcomes are described only as “understanding”, while performance-related skills and competences are not presented.

Teaching strategies include several methods and are adequate to achieve the types of learning outcomes. Perhaps because of the current pandemic, the teaching staff has adopted good E-learning and online teaching strategies including formats for examinations. Other student-centred teaching such as problem-oriented learning (POL) and seminars in small groups are also practiced.

Based on statements from both students and teachers, the student-teacher relationship seems to be of high quality. Teachers take time for consultations with students and the relevance of learning outcomes is discussed with students. During the practise stages, students have assigned tutors from the academic program staff.

<i>Standard</i>	<i>Compliance</i>	
	<b>Yes</b>	<b>No</b>
<b>Standard 4.1.</b> 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	
<b>Standard 4.2.</b> The study program complies with the National Qualifications	x	



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.		
<b>Standard 4.3.</b> 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	
<b>Standard 4.4.</b> 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	
<b>Standard 4.5.</b> 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	
<b>Standard 4.6.</b> 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	
<b>Standard 4.7.</b> 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	
<b>Standard 4.8.</b> 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	
<b>Standard 4.9.</b> 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	
<b>Standard 4.10.</b> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	x	



<b>Standard 4.11.</b> 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 ETCS 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	
<b>Standard 4.12.</b> 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:** Fully compliant

**ET recommendations:**

1. Whenever possible, use knowledge, skills and competences to classify learning outcomes and distinguish disciplinary, methodical analytical and generic skills and competences.
2. *Continue to improve and update the lecture content according to new developments and continue to improve e-learning.*

**2.5. Students**

The admission and the admission procedures of students of the Faculty of Medicine are regulated by the statute of UP. Rights of admission have all candidates who successfully completed bachelor studies in Nursing, Midwifery and Physiotherapy, in the Republic of Kosovo and have graduated with minimum grade of 8.00. The faculty may also enroll students from other countries according to quotas determined by MEST. For external candidates, proper educational documentation is required. For the study year 2020/2021, 207 students, but only 30 were admitted because of previously established quotas. Without questioning the fairness in selecting the students to be admitted, the selection procedure should be briefly described to ensure that students are selected in a fair, unbiased manner. An interactive teaching/learning process is assured by obligatory lectures for all students and seminars, exercises and practical work for smaller groups of students. Assessments are described in detail in the syllabi and results of assessments are given in a timely manner.



Student rights are publically available and include the right of academic appeal and/or the opportunity to review examination results in consultation with teachers. For the determination of the final grade, the class load, learning achievements, general performance and effort in course work/participation are included.

Determination of the final grade depends on practical and theoretical class load, which is presented in the syllabus of the subject. Also, a combined assessment of each student's learning achievement, general performance, and effort (how hard the student worked in the course) are included. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.

In 2012 the University of Prishtina has established an electronic student assessment method termed Electronic Management System for Students (SEMS). Individual achievements and student attendance in courses are recorded in SEMS. Moreover, the administration of the Faculty of Medicine keeps hard-copies in evidence for each subject. It is stated in SER, that effective procedures are being used to ensure that work submitted by students is original. Some more detailed information would be required to substantiate this statement. This deficiency has been partially ameliorated in the meeting with teachers, where some explanations as to how originality of submitted work of students is checked. Nevertheless, an additional effort should be made to fulfill this standard.

Regarding the students transfer between higher education institutions, faculties and study programs, one student mentioned that he was trying to change the study program at the end of the first study year, but his request was rejected. Whether this rejection was justified, cannot be determined by the experts in the specific case. However, the same student and additional students stated that they do have not been informed by anyone about the possibility and the process to transfer between study programs. This deficiency should be corrected and the principles and regulations of transfer should be explained in some detail to prospective and already enrolled students.

<i>Standard</i>	<i>Compliance</i>	
	<b>Yes</b>	<b>No</b>
<b>Standard 5.1.</b> 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	x	

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applied for all students.		
<b>Standard 5.2.</b> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	x	
<b>Standard 5.3.</b> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	x	
<b>Standard 5.4.</b> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	x	
<b>Standard 5.5.</b> The results obtained by the students throughout the study cycles are certified by the academic record.	x	
<b>Standard 5.6.</b> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	x	
<b>Standard 5.7.</b> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	x	
<b>Standard 5.8.</b> Effective procedures are being used to ensure that work submitted by students is original.		x
<b>Standard 5.9.</b> 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	
<b>Standard 5.10.</b> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.		x
<b>Standard 5.11.</b> 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:** Substantially compliant

**ET recommendations:**

1. *Establish clearly defined procedures to prevent plagiarism*
2. *Explain all important aspects of transfer between higher education institutions, faculties and study programs at the beginning of study programs*



## 2.6. Research

As outlined before, there is no overarching research project in the program. This can be attributed to the different disciplines contained in the research program. The current SER is not very helpful to evaluate research strategies and research activities, as it addresses the years 2013 – 2017. 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.

The research output was difficult to evaluate for some teachers. Citations were in some cases incomplete, as not all authors of the respective scientific contribution were named. Moreover, some of the blue-colored links that should have made the connection to the respective scientific paper, did not work. Whether this is a country-specific problem, remains to be examined. Substantial differences exist in the research productivity of staff members. Several teachers failed during the last three years to reach an average of one publication per year, while other 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. Whether policies for ownership of intellectual property are established, was not specifically addressed in SER. Access to scientific publications for teachers and students is available via several publication platforms.

<i>Standard</i>	<i>Compliance</i>	
	<b>Yes</b>	<b>No</b>
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary 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.		x
<i>Standard 6.2.</i> 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	
<i>Standard 6.3.</i> 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



<b>Standard 6.4.</b> The academic staff has a proven track record of research results on the same topics as their teaching activity.	x	
<b>Standard 6.5.</b> 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	
<b>Standard 6.6.</b> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	x	
<b>Standard 6.7.</b> 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
<b>Standard 6.8.</b> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	x	
<b>Standard 6.8.</b> 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	
<b>Standard 6.9.</b> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students		x
<b>Standard 6.10.</b> 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 of several disciplines (present in the study program) to develop an overarching scientific strategy.*
2. *Correct citations (authors, journal name, publication year, volume and pages) should be used by all staff members*
3. *Develop international collaborations in science and strengthen the local scientific connections (clinical and epidemiological research)*



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. *Apply for projects to get funding for databases that facilitate research*
6. *Develop policies for intellectual property rights and procedures for commercialization of ideas and discoveries by staff and students.*

## **2.7. Infrastructure and resources**

UP, Faculty of Medicine provides premises, equipment and human resources and fulfills the necessary standards to ensure long-term implementation of the MSc study program of Education in Health Care. The financial plan of the Medical Faculty is annually prepared and long-term projections are made to ensure the sustainability of the study program. The number of students is planned accordingly. An e-lab with IT equipment dedicated to e-learning and distant learning has been created as well. The libraries within FM have sufficient stock of the literature, mainly in English, but also in Albanian and other languages, with titles covering more than 50% of the subjects of the study program. These libraries have also adjacent reading rooms with the capacity for more than 10% of the students in the study program. According to the SER, long- and short-term formal plans are developed by the Faculty of Medicine to improve infrastructure and resources. The implementation and effectiveness of those plans are monitored annually.

The responsibility for oversight and development of infrastructure and resources is assigned to the Vice-Dean for Financial Issues and Assets, who develops budgets that are within the financial ability of UP. Regular maintenance of the premises and the equipment as well as purchases of the expendable materials is part of the duty of the Vice-Dean. As part of quality assurance, usage of resources by students and student satisfaction is annually surveyed using SEMS. Results are integrated in the overall planning for the next year. A financial plan for the study program is included in SER. However, a few entries are missing (laboratory and field exercise groups for instance).

A detailed inspection of the facilities of the Faculty of Medicine and other institutions where teaching takes place (such as the National Institute of Public Health, Department of Nursing and Midwifery, Physiotherapy, Telemedicine Center, UCCK) was not possible, as the site





visit was a virtual event. Nevertheless, an online video (<https://youtu.be/wCEpyBPtYOY>) revealed nice and inviting premises with modern lecture halls and rooms etc. No information was found as to whether the facilities are adapted to students with special needs.

<i>Standard</i>	<i>Compliance</i>	
	<b>Yes</b>	<b>No</b>
<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.		
<b>Standard 7.6.</b> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs		(x)

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Provide information regarding adaption of facilities to students with special needs*

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

The Panel would like to thank the programme development team for their hospitality and engagement with the Panel during the virtual site visit. It is evident that staff and students have a strong interest to further develop and improve the study program. The Re-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	Fully compliant
5. Students	Substantially 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 need to be considered in relation to the programs re-accreditation:

1. *Rewrite the SER, describe the actions used to fulfil the respective standards, omit duplications, provide information that refers to the present situation, explain which actions have or will be taken in response to some of the SWOT analyses. A number of*



*grammatical errors occur in many sections of the SER; this may impede the understanding and interpretation and affects the visibility of the program. There is now a unique opportunity, as a highly qualified visiting professor and native speaker may assist in improving the SER.*

2. *Identify an overarching research target that could be used by the majority of program members.*
3. *Start an evaluation process to determine why the drop-out rate in the program “Education in Health Care” is high and install steps or modify factors to increase the rate of graduation.*
4. *In the future, inform auditors about changes made in the curriculum or other aspects of the program at the beginning of the re-accreditation procedure.*
5. *Continue to improve the standards for high quality teaching and select staff members who can take a lead to define new online teaching resources; continue to improve and update the lecture content according to new developments and continue to further develop e-learning.*
6. *Establish clearly defined procedures to prevent plagiarism.*
7. *Explain all important aspects of transfer between higher education institutions, faculties and study programs at the beginning of study programs.*
8. *Correct citations (authors, journal name, publication year, volume and pages) should be used by all staff members, verify that the blue-colored links make a connection to the respective article.*
9. *Develop international collaborations in science and strengthen the national connections/collaborations.*
10. *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.*
11. *Develop policies for intellectual property rights and procedures for commercialization of ideas or inventions by staff and students.*
12. *Provide information regarding adaption of facilities to students with special needs.*

In conclusion, the Expert Team considers that the study program “*Education in Health Care MSc*” offered by *University of Prishtina, Faculty of Medicine* 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 30 students to be enrolled in the program.



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#### **4. APPENDICES (*if available*)**

*None*



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**Expert Team**

**Chair**

(Signature)

(Print Name)

(Date)

**Member**

*Dr. Patsch*

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

April 5, 2021

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### Expert Team

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

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