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Republika Kosova - Republic of Kosovo



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***UNIVERSITY “FEHMI AGANI” IN GJAKOVË***

**MASTER IN HEALTH MANAGEMENT**

***ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

26<sup>th</sup> of May 2021



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit:** 26<sup>th</sup> of May 2021

#### **Expert Team (ET) members:**

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#### **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*  
*Leona Kovaci, Senior Officer for Evaluation and Monitoring*  
*Ilijane Ademaj, Senior Officer for Evaluation and Monitoring*

#### **Sources of information for the Report:**

- *Self-evaluation report,*
- *Data collected during online site-visit through the discussions with various stakeholders;*
- *Additional documents provided by the university (Timetable for lectures and exercises for first semester, academic year 2021/2022) Website of the university,*
- *Video with the premises of the faculty.*

#### **Criteria used for program evaluation:**

- *Standards and indicators of the KAA Manual,*
- *ESG,*
- *European Qualifications Framework and its relations to the Bologna Cycles and Directives on Professional Qualifications. 2016*  
*([https://www.erwcpt.eu/education/qualification\\_systems](https://www.erwcpt.eu/education/qualification_systems)).*



## 1.2. Site visit schedule

### 26<sup>th</sup> May

#### 2.

<b>09.00 – 09.50</b>	Meeting with the management of the faculty where the programme is integrated – <i>Joint session</i>
<b>09.55 – 10:40</b>	Meeting with quality assurance representatives and administrative staff – joint session
<b>10:50 – 11:50</b>	Meeting with the heads of the study programme
<b>11:50 – 12:30</b>	Lunch break
<b>12:30 – 13.15</b>	Meeting with teaching staff
<b>13.20 – 14. 00</b>	Meeting with employers of graduates and external stakeholders
<b>14:00 – 14:10</b>	Internal meeting of KAA staff and experts
<b>14:10 – 14:20</b>	Closing meeting with the management of the faculty and program

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

The Gjakova University "Fehmi Agani" was established on March 6, 2013, by decision of the Minister of MEST and voting in the Assembly of the Republic of Kosovo [SER, p.4]. The University's headquarters are in Gjakova (86km away from Pristina) – a municipality where there is also a highschool of medicine. The University has a Faculty of Medicine, a Faculty of Education and a Faculty of Philology. In the field of healthcare, the University already provides two BA programs: Nursing and Midwife. The faculty of Medicine is oriented to offer studies of applied health sciences. Gjakova University "Fehmi Agani" has only full-time students while there are no correspondence studies due to the specifics of practical learning and so far there

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are 2869 students in all academic units. The number of students is harmonized with the MEST (as the main absorber of Faculty staff), and the Rectorate of the University of Gjakova “Fehmi Agani” before the start of the new academic year preparations, in accordance with the decision for accreditation of the GQC.

Candidates who have completed Bachelor studies are invited to new student’s regular calls for application on Master level of health Management. The University of Gjakova is opened to all candidates who meet the formal requirements to enrol in master studies in programs accredited by the GQC and the Kosovo Accreditation Agency. Studies are conducted in Albanian Language. (SER, p. 17).

The Master's Degree Program in Health Management is based on the provision of knowledge, the practice of professional / scientific skills; evaluation of the knowledge provided, practical and theoretical; designing, discussing, presenting, implementing, completing, and writing the research project; providing knowledge expansion in addition to the student's affinity and his / her needs. All this focuses on improving and strengthening the health system and the use of WHO's global standards for health education. (SER, p.9). It is a 2-year programme, with 120 ECTS linked to it.

### **3. PROGRAM EVALUATION**

#### **3.1. Mission, objectives and administration**

University “Fehmi Agani” in Gjakova is a higher education public institution that through continuous development and transformation offers studies in human and medical sciences, where teaching, learning and scientific research are adopted to socio-economic needs of the society. Mission statement is committed to create knowledge through contemporary teaching and research methods by fostering student enthusiasm and promoting academic integrity.

The mission and the fundamental vision of the University is to create, promote and transform knowledge. In line with this mission, it is also the mission of the Master Program to coordinate with European standards in meeting the needs of clients and stakeholders through study, practice and research.(SER, p.27).

As Faculty of medicine wrote in SER the mission of this study program is to prepare health professionals in the Health Management profile who, with the necessary theoretical, practical and scientific professional knowledge and skills, will be able to manage institutions in the public or private sector, at home and abroad in compliance with contemporary field standards.



Students in Health Management will be responsible for accomplishing their tasks and competencies individually but will also rely on multidisciplinary teamwork..

The program aims at providing quality university and vocational education and training, continuous training and adapting its activities to social and economic developments. Therefore the program has a well-defined overarching didactic concept, but could continue to develop its research concept by defining the type of Master program offered (is it a research/scientific program or a professional one?).

The health management program encompasses the various fields of study that apply to different levels of health care, so a master's degree program of this type will prepare health professionals to fulfill the obligations of meeting the permanent requirements in this field.

The university has formally adopted policies, guidelines and regulations that will also apply to the new study program. They are available on the university website ([www.uni-gjk.org](http://www.uni-gjk.org)). *Staff, students and all concerned are aware of the existence of legal norms and regulations that clearly define the ethical behavior of all actions* (according to the UFAGJ Statute, the Rules of Studies, the Rules of Ethics, etc.).[SER, p.26] But the university should develop instruments to monitor if all these members of the community follow the rules, besides attendance (*The list of staff and student signatures is compiled separately on a daily basis which is maintained at the Faculty and regularly reported to the UFAGJ Rectorate* [SER, p.74]). Moreover, rules and regulations should be personalized on the needs and specificities of the new study program.

*All policies, regulations, terms of reference and statements of responsibility related to the management and delivery of the program are reviewed at least once every two years and amended as necessary and based on circumstances* [SER, p.26]

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Develop the program, complement it with other health programs and complement the vision and strategy.*
2. *Consider motivating the academic staff to include in their teaching information's about the recent research results in the field as well as identify those students who would be interested to get involved in research projects and offer them specific opportunities.*
3. *Define the type of master program offered: professional or scientific, and define the research concept in accordance with this.*
4. *Consider developing instruments of monitoring whether all members of the community follow the rules and regulations of the university.*



### 3.2. Quality management

The university has a complex QA system in place, that will also apply to the new study program and which is oriented towards ensuring continuous quality improvement. The long term goal of all the efforts put into QA by the university is to develop a culture of QA and to *increase the institutional and public confidence in the academic standards of the institution* [p.73].

At the level of university, there are: an office of QA and a QA and Evaluation Commission – both responsible with quality management. But each Faculty is also responsible for the QA of its own programs.

The QA system includes several instruments for data collection: surveys for students (twice a year), academic staff, administrative staff and employers (*though the employers present at the online study-visit did not remember to ever have completed such a questionnaire for the existing study programs*). They are planned as an integrated part of the academic calendar and they address elements of input and process, but less of output. Examples of elements already monitored through the questionnaires: responsibilities of each workplace, the working conditions, relationship between the academic and administrative staff, effectiveness of administrative services. However, there are some elements that are still missing from these instruments – e.g. questions about the infrastructure, the availability of learning materials etc.

*Following the evaluation, the quality assurance office produces reports which are addressed to management and then to staff regarding improvements in teaching* [SER, p.76] These reports – or a synthesis of them - should be published on the website along with the plan of the faculty/university of improving the current situation /the identified problems.

The ET praises, as a good-practice example, the fact that the university involved the students in the drafting of the self-assessment report (as indicated in SER, p. 77).

#### **Compliance level: Partially compliant**

#### **ET recommendations:**

- Consider developing QA standards specific to the Faculty (starting from those described in the KAA manuals);



- Consider including output elements within the QA instruments – for example: a special commission could check the final thesis of the MA graduates to see whether they fulfil certain standards and whether they prove that the students have acquired the pre-set learning outcomes.
- Complete the current QA instruments with questions about the satisfaction of students and academic staff with the infrastructure and availability of learning materials.
- Complete the current QA instruments with questionnaires for employers regarding their satisfaction with the structure of the new program and a questionnaire for graduates.
- Make sure that all the described QA instruments are implemented every year for all study programs.
- Publish reports regarding the overall quality of the programs offered and indicating the strengths and weaknesses of the programs as well as the measures that the faculty/university intends to take to improve the current situation.

### 3.3. Academic staff

The selection of academic staff is done in a transparent way, based on the public tender, which is published by the UFAGJ Senate. It was clearly indicated in the self-evaluation report in a table (according to standards of KAA accreditation manual) the name of academic staff, with full time or part-time contract, academic title, qualifications, duration of contract and labour load. These all fulfil the standards specified by KAA accreditation manual and the needs of the programme at its current dimensions.

The staff engaged in the Master Program of Health Management is listed in the courses of the curriculum.

The program is covered by full-time and part-time staff. According to the SER, none of the academic staff covers within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they perform their activity. However, the ET is concerned that the real workload of the academic staff has not been evaluated/monitored by the faculty/university as the online discussions indicated that they usually already teach in another study program besides working in health centers/clinics in Kosovo. This is a concern especially because full-time teachers are expected to; teach, conduct research, offer services to community, offer consultations to students, coordinate final thesis etc. – which all seems a lot for one person to do. Differentiation between full-time and part-time academic staff should be considered.





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In “Health Management” master's degree program there are 22 teachers (18 professors and 4 assistants) engaged. Regular teachers make up 85% of total teachers. They are evaluated by self-evaluation, by students and management, through a 360 degrees evaluation.

The details of the academic staff (professors and assistants) are given in the table (SER, p. 81).

Overall, the teaching staff clearly is competent, and the number of teachers is sufficient, but continued education of teaching members will be essential to adapt more modern teaching that enhances the learning effects. The person in charge of the Health management master program says that teachers will be constantly encouraged to update curricula, teaching materials and teaching literature, in which case they must include the most up-to-date and relevant findings in this field (and related fields), information and knowledge about their research and activities.

It is also strictly adhered to the criterion that for every 60 ECTS credits in the "Health Management" Master study program at least one professor with the title of Doctor of Science must be employed full time. However, the ET encourages the university to continue its efforts in attracting more PhDs among its academic staff and/or support their academic staff to enrol and finish a PhD program.

The study program in evaluation is covered by the full-time and part-time academic staff of UFAGJ (staff previously engaged in FM and engaged in cooperation agreements between public universities in Kosovo).

The academic staff provided for the Health Management program is over 85% of them working full time at UFAGJ.

Teachers take care of the teaching quality strategy and will regularly update their curricula, including contemporary literature. Moreover, during the online discussions, training opportunities offered to the academic staff members were mentioned. But the ET consider that the university should continue its efforts for identifying and providing professional development opportunities for the academic staff. There is a Center for excellence in teaching that could cover this.

UFAGJ adheres to criteria and standards imposed by the law. In the discussion, they say they don't have teachers retired at age limit.

**Compliance level: Substantially compliant**

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### **ET recommendations:**

- 1. Increase employment of academically educated higher education teachers in the field of health management.*
- 2. Encourage teachers to continue to write books and scripts for students in Albanian.*
- 3. Financially support teachers involved in doctoral studies in the field of health management.*
- 4. Continue the efforts to offer additional professional development opportunities for teaching staff.*

### **3.4. Educational process content**

The study program Master in Health Management 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 study program complies with the National Qualifications Framework the Bologna Declaration and the Framework for Qualifications of the European Higher Education Area.

The module structure allows students to choose between compulsory and elective courses / subjects. With this structure the professional knowledge and individual interests in teaching and learning combine very convincingly. The allocation of ECTS is appropriate and understandable. The workload is manageable for students. The integration of the practical aspect into the study programs is also generally convincing. Course / subject descriptions show a good balance between theory and practice.

Curriculum development is based on the experience of international universities, based on the programs of: University of Rijeka - Master's Degree Program in Healthcare Management organized by University of Nursing Studies; University of Maribor - Master's Program in Management in Health and Social Care organized by the Faculty of Health and Organizational Sciences; University of Ljubljana - Master's Degree Program in Health Care organized by the Faculty of Health; University of Tirana - Professional Master's Degree Program in Health Management organized by the Faculty of Medicine and the Faculty of Economics; Tamavua College of Medicine, Nursing and Health Sciences- Master's Program in Public Health(SER, p. 88).



The study program comprises 4 semesters over 2 years of full-time studies (120 ECTS). One (1) ECTS is equivalent to twenty-five (25) hours of studies. All courses are graded by ECTS values. The allocation of ECTS is appropriate and justified and the assessment/examination methods are adequate.

The master's in health management program is consisted of several mandatory (17) and elective courses (8), which are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning. The program also includes practical education and Master Thesis ( Research project) .

All courses are graded by ECTS values. The allocation of ECTS is appropriate and justified and the assessment/examination methods are adequate. Elective courses are evaluated with 4 ECTS.

The program is designed for a full-time study form. The teaching methods seem to be understandable and acceptable in given circumstances; there is a mix of larger as well as smaller groups used during the teaching process (lectures/seminars), it seems (20 students/lectures, 10 students for practice). However, this does not guarantee an interactive teaching – learning process, but more efforts need to be directed towards constantly improving the teaching strategies so that they best answer the needs of all students. Allocation of ECTS seems to be acceptable. An overlap of academic content between the various parts of the curriculum is possible in some extend.

Students will be able to identify, define, interpret, and provide solutions to key program issues by focusing on the three main pillars of Health, Economics, Management and Legislation. Always being demanding and persisting program of reasoning goals and demonstrating critical actions related to different situations. They will be able to design and complete an original work that will contribute to the specific problem.

The disciplines within the curriculum have analytical syllabuses which comprise at the following: the discipline's objectives; the basic thematic content, learning outcomes; the distribution of classes, seminars and applicative activities, students' assessment system, bibliography. The program is in Albanian language.

Graduate students at the end of studies will be able to:

- Define health and factors affecting health.
- Identify the role of the health professional in providing comprehensive health care.



- Identify health care needs and difficulties
- Plan the management of various health situations
- Plan financial management
- Assess the epidemiological situation
- Develop short-term, mid-term and long-term action plans
- Identify the functioning of the health care system
- Understand health care legislation
- Collaborate with the interdisciplinary team to evaluate and manage health care and medications (end-of-life patient symptoms, patients 'and their families' needs, pain management, psychological / psychiatric care, and other physical symptoms indicating evidence-based medicine, essential drug list).
- Accept cultural, ethnic, etc. diversity. of colleagues, clients, family caregivers
- Communicate with patients, families, communities and other health professionals in a responsible manner that supports the interdisciplinary approach to patient management.
- Identify the principles of health ethics.
- Compile and utilize basic research and research lists, develop critical action and evidence-based practices.(SER,p.91).

Students are evaluated periodically, not only at the end of the semester – for example the SER mentions an assessment programmed for the seventh week of the semester. However, the UFAGJ should consider developing the mechanisms for verifying the standards of student achievement used in student assessment as well as monitoring whether the student assessments are implemented fairly and objectively.

Faculty of Medicine wants to enroll 50 students a year, however, experts are of the opinion – based on their capacity- that they should enroll less (30), as they have no experience with master's degree education, the physical and human resources are limited and there is a serious concern about the employability of these graduates. This will create the opportunity for the learning groups to be adequately numbered, in the case of practice in smaller groups to allow for uniform, effective, rigorous follow-up to maximize the achievement of program objectives and achievement of student competencies that will be constantly evidenced, supervised by staff and evaluated.

**Compliance level:** Partially compliant.



### **ET recommendations:**

1. *It would be useful to introduce regular education / training for practice mentors in organizations.*
2. *Consider increasing the number of electives subjects.*
3. *Develop and support innovative methods of teaching that involve students as active participants in their own learning, flexible learning paths and alternative access routes, including recognition of prior learning.*
4. *Continue the efforts to strive for the acquisition of sovereign literature in the field of health management in the Albanian language*
5. *Encourage teachers to write scripts and notes for students.*
6. *Involve competent experts from practice in education.*
7. *Develop instrument to monitor if student assessments are conducted fairly and objectively and that they use compatible standards of student achievements within the program.*
8. *Develop policies/ procedures / actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.*

### **3.5. Students**

The UFAGJ has a formally adopted admission procedure that will also apply for this new program. Moreover, in the admission process, the university offers quota for students `from non-majority communities (BosniaN, RAE, Turkish, Montenegrin, Serbian, etc.) as well as quotas from neighboring countries (Republic of Albania, Montenegro, Northern Macedonia, Serbia) , with the possibility to declare on the language of the entrance examination. on the basis of the call for application` [SER, p.26].

`The criteria for student enrollment are set forth in the Statute of the University and the Law on Higher Education in Kosovo, and these criteria are announced in the public call for application for student admission. The admission fee is approved by the University Senate` [SER, p.99]

`The call for application is announced on the University website and other media outlining the terms and conditions of application, the application form, the required documents, the organization and manner of taking the entrance exam, the call for application deadlines, the deadline for complaints and other relevant information` [SER, p.99]



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As mentioned above, the enrolled students are divided in smaller groups.

Feedback is offered to students through their assessments – which are held in writing, orally or a combination of the two. *However, other evaluation mechanisms, such as colloquiums, seminars, tests, and practical exercises at the clinical centers that UFAGJ has a collaboration agreement with, are also taken into account for measuring student performance* [SER, p.100]. The ET recommends that other forms of feedback are also offered to students, to guide them towards achieving the learning outcomes.

Records of student completion rates are kept for all courses offered by UFAGJ, so there is no reason to believe it will be different for the new program.

At this moment, the coordinator is responsible for checking the originality of the work submitted by the students. But the discussions during the online sitevisit indicated a double-check system for plagiarism that is in place.

Students rights and obligations are known to the student community - *through the Students Handbook* which is accessible on the University website [p.99] - and they include the possibility to reject a grade - *After placing the grade at SMU the student has 72 hours to approve, reject the grade set by the teacher.*[SER, p.75]. In order to ensure that this right is a right to appeal, the university should guarantee the student that their work is reevaluated by a different examination commission during the same exam session and that they don't miss on an exam session.

*Staff, students and all concerned are aware of the existence of legal norms and regulations that clearly define the ethical behavior of all actions (according to the UFAGJ Statute, the Rules of Studies, the Rules of Ethics, etc.).*[SER, p.26]

*Each teacher has his or her student consultation days and schedules ,as well, and this is clearly published* [SER, p.74]. Moreover, *Students are provided with guidance and support in order to help clarify the field of study, elective courses, assistance offered to gain their knowledge and independence* [p.101] – but it is not clear how this happens.

*Students participate in decision making in the Senate and as an observatory in the Steering committee + student parliament* [p.102]

**Compliance level: Substantially compliant**

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### **ET recommendations:**

- Encourage teachers to offer feedback to students that help them achieve the pre-set learning outcomes.
- Avoid grading student attendance (it should be optional).
- review the appealing procedure.

### **3.6. Research**

The development of research activities in the Master of Health Management program follows the objectives set out in the Faculty of Medicine at the University "Fehmi Agani" in Gjakova strategic plan and is based on academic competence, infrastructure, and internal and external co-operation.

Master of Health Management program aims to integrate scientific work with clinical practice and industry, while the academic staff responsible for the program possess related professional and scientific knowledge and skills for the respective profiles. Also, the same staff engages in research work as a necessity for their re-election and advancement, presenting at local and international conferences and congresses, and publishing their findings in scientific journals indexed with impact factors. The nature, form and quality of individual and / or group scientific work of UFAG staff is determined by the Provisional Statute of UFAG, MEST administrative instruction no. 01-2018 on the principles of recognition of international platforms and peer-reviewed journals.

UFAGJ's FM has developed a research involvement plan for the Master's program in Health Management that will be implemented by students along with their mentors and staff needed during the studies and parts of which will be used for Graduation topics. A paper related to the thesis and research project would need to be published in a professional / scientific journal. Whereas the research plan related to this program will be implemented within the overall research program at faculty and university level.

The academic staff of FM, is engaged in teaching and scientific research according to the relevant profiles.



According to the regulation for scientific research activity, the academic staff of the university is obliged to do scientific research and research work in accordance with their professional skills and obligations arising from the strategic documents of the University “Fehmi Agani” in Gjakova. Each member of the academic staff is evaluated once a year for his contribution to the scientific activity. However, it was not clear how are they considered in the performance evaluation and promotion criteria. A list of publications is presented. ET suggests that the results of research done as part of the diploma work should be published at scientific conferences and symposia.

According to published publication for period 2017- 20 UFAGj has an average of 3.6554 publications/ profesor, but during this period are encountered 297 bibliographic references by academic staff of this University.

All presentations, participations, publications, FM staff publishes in the name of UFAGJ. This staff has a variety of participation in conferences, workshops and various activities organized at home and abroad, but also organized by staff. Proof of these are the partnerships in the completed projects ( SER, p. 122).

During the meeting the responsible person for program say, that, there are a considerable number of research project with very high potential ongoing.

In interviews with employers, we noticed that they are not involved in the researchs, which ET strongly advises.

To protect intellectual property, UFAGJ publishes all student / graduate diploma topics on the official website.

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Intensify discussions with METS to increase funding for research.*
2. *Allocate some funds for starting research in the field of Health Management*
3. *The results of research done as part of the diploma work should be published at scientific conferences and symposia.*
4. *Consider involving employers in research.*

**3.7. Infrastructure and resources**





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University "Fehmi Agani" in Gjakova, currently has enough space for the development of the teaching process also university offers good working conditions and facilities for students and academic staff.

UFAGJ currently has three locations available and Faculty of Medicine building space 1740 m<sup>2</sup> ( Laboratories 5; Library 1; Learning classrooms 8; Professors room 1; IT Cabinets 1; Professors Cabinet 6; Administration 3; Students activity office 1; Consultants 2).

The working offices/cabinets in each faculty are available to the regular academic staff. According to the SER, almost all of them are equipped with computers, printers and the Internet, the tools needed for the work process. The majority of offices is used by a professor (mostly regular professors), but there are cases when they are used by two or more professors (assistants). Despite the current space, UFAGj aims to increase infrastructure capacities and study programs in accordance with the Strategic Plan, its vision and mission. For this purpose, the location has been provided, funding sources have been secured, the construction permit has been obtained and procurement procedures have been developed for the construction of the UFAGJ campus which is planned to be completed by 2025. (SER, p. 126).

The amount of the budget of the university/faculty/program depends on the Ministry of Finance, while all procurement procedures are performed by the Rectorate administration. Budget management belongs to the Rectorate, respectively the Vice Rector for Financial Affairs. Usually, all requests for meeting the needs of the Faculty are addressed to the Rectorate and then the Rectorate enters into supply and service contracts for the needs of the Faculty.

The most part of the university budget is coming from the Ministry of Finance and the admission fees paid by the students (aprox. 150 euros/semester) – as long as these will apply. At the current moment, the entire budget is oriented towards meeting the requirements in three categories: wages, commodities and expenditures, communal expenses, subsidies and travel and non-financial assets. The SER includes the table of total budget of the university of Gjakova according to the strategic plan 2021-2025. The centralised budgeting makes it impossible to monitor a budget of a program and to assess if they are financially sustainable or not. The university should discuss with the ministry of Financies the possibility to also receive money (extra-funds) for investments in development (both in infrastructure and human resources) as well as for research – a national priority.



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The Faculty of Medicine has equipped the laboratory with all the accompanying parts for the development of practical work with students. UFAGJ utilizes modern equipment for the functioning of the Administration and academic services for teachers and students.

Service delivery is also digitized at the University level including all constituent faculties.

All the University buildings, including the Faculty of Medicine, are covered with sophisticated Internet equipment, which enable fast and qualitative network.

In 2017 UFAGJ has been able to win a donation from Erasmus +, respectively the project Developing Social Rehabilitation through Education (SOCRE) at the Faculty of Medicine, where in addition to the academic support UFAGJ has also obtained equipment related to the field of medicine worth 21,371.81 euros.

FM also has additional equipments that have been donated by the SOCRE project, the Erasmus + program.

The university has a library that will be available for the students of the new program also. *At the moment the Faculty Library possesses 2047 titles and 4493 exemplar. UFAGJ has a cooperation agreement with the Municipal Library (of the city - see annex) which based on the agreement our students can use the space of this library with a daily capacity of 450 seats, number of books 18582 pieces, individual and group rooms, can also use the literature and all other assets needed for students* [SER, p.137]. Discussions with the faculty members indicated that there are not sufficient books in the library related to the new field of study and that they intend to buy them only after the accreditation of the study program, but that they are confident they will manage to cover the needs for learning materials for their future students from other sources – e.g. accessing libraries from other universities where some of them are students. The online discussions indicated that teachers already had access to international databasis and journal like EBSCO, PUBMEed and JStore but it was not clear for the ET how often are they used and if they are also accessible to students.

Teachers have declared they already prepared materials for the first semester of the study program, but not a practical stages guide. For the new program is essential to have all the learning materials, and laboratory materials as well as other administrative documents (e.g. the schedule) needed for at least the first semester of study, which was also submitted by the faculty at the request of ET. Especially because all teachers already teach within other programs, the ET is concerned they will not have much time to allocate to these tasks once the academic year 2021-2022 starts, thus encourage them to prepare in advance.



The university only had three students with disabilities enrolled until now, but should consider increasing the accessibility of its spaces to encourage enrolment of such students in the future.

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Increase transparency in the allocation of funds within the university and consider developing a more de-centralised budgeting process that will allow to monitor the expenses of each study program and to evaluate the financial sustainability of each. Such a process could allocate funds from the level of university to the level of program based on the number of students/ number of academic staff/ indicators of performance etc.*
2. *Provide funding for research in the master's program in health management.*
3. *Allocate funds to the library department dedicated to the master's program in health management.*
4. *Strengthen efforts to ensure that students and teachers have access to international journal databases.*
5. *Invest in making more accessible the spaces of the university for students with different types of disabilities.*

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

The ET praises the uniqueness of this program in the region and the fact that there is a high request for a MA program in the university, but at this point there is not sufficient capacity to cover the education of a large number of students and the program still needs to improve some aspects during the next few years, to prove its request and its sustainability before enrolling more students.

In conclusion, the Expert Team considers that the study program Master in Health Management offered by University `Fehmi Agani` in Gjakove is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *accrediting* the study program for a duration of *3 years* with a number of *30* students to be enrolled in the program.

**5. APPENDICES (if available) – not the case**

**Expert Team**



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

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**Chair**

**12. 6. 2021**

**Prof. dr. Danica Železnik**

(Signature)

(Print Name)

(Date)

**Member**

**12. 6. 2021**

**Delia Gologan (student)**

(Signature)

(Print Name)

(Date)