

Alma Mater Europaea Campus College “Rezonanca”

Diagnostic Radiology, BSc

RE/ACCREDITATION

REPORT OF THE EXPERT TEAM

March 24, 2022

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1. INTRODUCTION

1.1. Context

Date of site visit: 9 March 2022

Expert Team (ET) members:

- *Dr. Mihály Boros*
- *Artur Tventarnii PhD Student*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Flamur Abazaj, SO for Monitoring and Evaluation*
- *Arianit Krasniqi, SO for Accreditation and Evaluation*

Sources of information for the Report:

- *Self-evaluation report (SER)*
- *KAA Accreditation Manual February 2021*
- *Curriculum with syllabi*
- *Staff CVs (full time and part time)*
- *Annexes*
- *Additional documents for the BSc Diagnostic Radiology program received from the College on April 02, 2022.*

Criteria used for program evaluation:

- *Standards & performance indicators for external evaluation according to the accreditation Manual of KAA*

1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 10:00	Meeting with the management of the faculty where the programme is integrated (Joint Meeting)	1. Prof.asoc. Blerim Krasniqi 2. Prof.asoc. Milazim Gjocaj 3. Prof.dr. Ibrahim Behluli 4. Prof.ass. Lavdim Ymeri

10.05 – 10.45	Meeting with quality assurance representatives and administrative staff (Joint Meeting)	<ol style="list-style-type: none"> 1. Prof.asoc. Nazim Dakaj 2. Prof.ass. Murat Berisha 3. Raif Bytyçi 4. Jahir Gashi 5. Margareta Mustafa 6. Edona Demiri
10:50 – 11:50	Meeting with the heads of the study programme (Joint Meeting)	<ol style="list-style-type: none"> 1. Prof.ass. Vildana Goga 2. Prof.dr. Arian Idrizaj 3. Prof.ass. Naser Gjonbalaj 4. Prof.ass. Murat Berisha 5. Prof.ass. Dafina Mahmutaj
11:50 – 12.30	Lunch break (provided at the evaluation site)	
12:30 – 13:15	Meeting with teaching staff	<ol style="list-style-type: none"> 1. Prof.ass. Lavdim Ymeri 2. Prof.asoc. Serbeze Kabashi 3. Prof.asoc. Ramë Miftari 4. Prof.ass. Fadil Hasani 5. Ass. Berat Elshani 6. Ass. Doriana Berberi
13:20 – 14:00	Meeting with students	<ol style="list-style-type: none"> 1. Donesa Vranovci 2. Altina Kamberi 3. Erza Terhani 4. Daorsa Arifi 5. Erolinda Hoxha 6. Gresa Qollaku
14:05 – 14:45	Meeting with graduates	<ol style="list-style-type: none"> 1. Granit Villa 2. Ensara Haliti 3. Armend Gigollaj 4. Jehona Rexhaj 5. Flakron Sefaj
14:50 – 15:35	Meeting with employers of graduates and external stakeholders	<ol style="list-style-type: none"> 1. Floren Kavaja 2. Fahredin Veseli 3. Muhamet Haliti 4. Halit Maloku
15:35 – 15:45	Internal meeting of KAA staff and experts	
15:45 – 16:00	Closing meeting with the management of the faculty and program	

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

Alma Mater Europaea Campus College "Rezonanca" is a private institution of higher education (HEI) of Republic of Kosovo. In 2003, Rezonanca College was established as University of Medical Sciences Rezonanca with 5 Faculties, including General Medicine, Dentistry, Pharmacy, Diagnostic Radiology and Physiotherapy - and the General Hospital "Resonance" within the Faculty of General Medicine - and was accredited in 2015 as the College of Medical Sciences Rezonanca for a period of 3 years (2015-2018).

From 2016, Rezonanca College is included in the network of Alma Mater Europaea (AMEU), an institution initiated by the European Academy of Sciences and Arts. AMEU has campuses in Austria, Germany, Italy, Slovenia and Kosovo (the Rezonanca College). In 2019 the State Quality Council of Kosovo has approved the change of the name of the College of Medical Sciences Rezonanca to Alma Mater Europaea Campus College "Rezonanca" and the decision no. 302/21, dt. 14.05.2021, also approved the change of the name of the College. Today Rezonanca College of Medical Sciences and Rezonanca Polyclinic operate with the same business certificate as "Alma Mater Europaea Campus College Rezonanca".

Alma Mater Europaea Campus College "Rezonanca" is structured in accordance with the administrative structure defined for private university colleges within the Law on Higher Education in the Republic of Kosovo. The Rector is responsible for the management of the College and chairs the Senate and the Steering Council while the Senate functions as a decision-making body in all academic and administrative matters.

Alma Mater Europaea Campus College "Rezonanca" offers studies at the bachelor level, in three-years programs with 180 ECTS for BSc Biochemistry Laboratory, BSc Community Pharmacy, BSc Physiotherapy, BSc Nursing, BSc Midwife and BSc Diagnostic Radiology, respectively.

The Bachelor of Science (BSc) program of Diagnostic Radiology was first accredited in 2009 for a period of 1 year (01.10.2009- 30.09.2010, No. 186/09, 24.07.2009). After several institutional and program level re-accreditations, the institution was re-accredited for the period 1 October 2019 - 30 September 2022 (decision no. 1366 / 19D, dt. 29.07.2019) and according to this decision, the Diagnostic Radiology BSc program was also re-accredited with a registration quota of 50 students. According to the descriptive statistics provided by the college, the current number of students for Year 1 (2021/2022), Year 2 (2020/2021) and Year 3 (2019/2020) is n=50 / 31 / 20, respectively.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of the Diagnostic Radiology BSc program is in line with the mission and strategic goals of Rezonanca College: advancement of knowledge, creative and scientific ideas of students in accordance with European standards, enrichment of the higher education system in Kosovo in accordance with the needs of the local and regional markets, full integration in the European Higher Education Area as well as scientific research in the field of diagnostic radiology, achieving the knowledge, skills and professional competencies of students at the end of the program, sufficient for the independent practice

of the profession at the primary, secondary and tertiary level of health care in Kosovo, and preparation of graduates for career development and for continuing postgraduate education in Radiology.

The program is in line with Directive 2013/55/EC of the European Parliament and of the Council amending Directive 2005/36/EC on the recognition of professional qualifications. The program is designed in accordance with the Bologna Process, the first cycle of higher professional education, level 6 (NARIC) according to the National Qualification Framework. The program is part of the regulated professions, the intended learning outcomes (LOs) clearly reflect the competencies required for employment, continuing education, and all other individual and societal needs. The College has concluded agreements with the Kosovo Chamber of Nurses, the Kosovo Chamber of Physiotherapists, and the Kosovo Chamber of Dentists, from which it has received relevant academic and professional advice during drafting the expected LOs.

The study program is aligned with the European Credit Transfer and Accumulation System (ECTS), the aim is to develop competent Diagnostic Radiologists through outcome-based teaching approaches, predominantly in a practical environment, based on ethical values, and respect for individual autonomy. The program objectives clearly define the set of knowledge, skills and competences the program aims to develop. In general, these objectives are corresponding with international standards. All regulations and guidelines relating to procedural or academic matters at the College are made public to all staff and students on the College's website.

The program guarantees the availability of the teaching, administrative and technical staff needed to meet the goals and requirements. The admission criteria are transparent, enrolment quotas were planned carefully by the HEI regarding the College teaching capacity. All staff members demonstrated enthusiasm and commitment to the values expressed in the Vision of the College.

The College has approved a Code of Ethics through which it protects the values of academic freedom, institutional autonomy, and ethical integrity according to established standards. The Code of Ethics clearly describes the rules of professional conduct for the College community, including academic staff, teaching assistants and students as well.

All policies, regulations, terms of reference and statements of responsibility regarding the management and distribution of the program are reviewed periodically each year. The key performance indicators for evaluating the performance of the program in all critically important fields are well defined and controlled. The final overall dropout rate (for 2019-2021) from the program is 9.5%, the main causes being failure to meet the academic requirements and personal financial reasons (inability to pay tuition fee). The HEI's community outreach strategy includes many contributions to the local community (third mission) - the College contributes to social welfare through several, documented activities.

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.		
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	

1. Compliance level: Fully compliant

ET recommendations:

1. *It seems that the stakeholders of the College participated in the development of the mission statement and the content of the mission statement is considered by the Faculty in developing and reviewing the educational programme. However, the role of the external partners remained somewhat unclear even after a consultation of the site-visit team with the responsible leaders of the Faculty. In this respect a more efficient communication and cooperation with the employers and the Kosovo Chamber of Physicians is encouraged.*
2. *The components of program are in harmony with the mission statement and follow a logical sequence, but the practice-based aspects, and more directly, the individually-developed technical skills of the students and their access to clinical practice should be strengthened and guaranteed.*
3. *Perhaps a more flexible study plan: part-time (e.g. over six years) vs full-time (over three years) can be introduced to reduce the rather high (9.5%) average dropout rate of enrolled students.*

2.2. Quality management

As specified in the SER, the quality assurance management system in university is defined by the Quality Assurance Regulation is a public document and is published on the College's website.¹ In addition, the university defines the roles and responsibilities of the Quality Assurance Office, the College Quality Assurance Committee, and the duties of students, academic staff, program managers, deans / department heads, and their relationships with other administrative and planning units are defined by the Quality Framework for Quality Assurance of the Rezonanca College.² According to the documents, the quality assurance activates involved the different parts interested in the educational

¹ <https://rezonanca-rks.com/wp-content/uploads/2022/04/COLLEGE-QUALITY-ASSESSMENT-REGULATIONS-2021.pdf>

² <https://rezonanca-rks.com/wp-content/uploads/2022/04/Quality-Assurance-Policy-Framework-Rezonanca-2021.pdf>

process, including the teaching staff, the administrative staff and the students. The university conducts an evaluation process at the level of the institution, staff and students. An electronic system enables the evaluation to be carried out and the results are obtained in a short time. In a conversation with the management of the institution and the person in charge of quality, we received a description of the system and its functioning related to the student assessment of each subject and teacher. After the results are obtained, they are forwarded to the institution and teachers. There is no organized discussion of the results at the level of institution after each semester evaluation, but it is generally kept at the level of teachers who have no obligation to discuss these results with students. Students have no insight into the results, and they are not made public, as it is prescribed in the regulation. However, in discussion with the students they were able to provide an example of changes made following their complaints or observation made during the evaluation process. Additionally, in the discussion with the staff, they declared that the evaluation system assures the anonymity of the answers, however, the students expressed concerns regarding this aspect.

The use of evaluation results is maintained at the subject level and teachers are responsible for implementing the changes if they deem them necessary. In an interview with the management of the institution, we were introduced to the low response of students to evaluations, which led to the conclusion that they are not mandatory for students, but voluntary.

The institution does not have an official, active network of alumni. Individual professors, including managers of the faculty, try to maintain a connection with the alumni, but this is not done in organized context for receiving feedback from former students. There is no evidence for the efficient use of exit survey for students before graduating, which could help for general evaluation of all programs at the end of studying.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate 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 planning and delivery, including services and resources provided by other parts of the institution.	X	
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: Fully compliant

ET recommendations:

1. *Consider the creation of an alumnae organization to maintain the relation with the graduates and conduct regular, organized consultation of their opinion.*
2. *Inform the students regularly regarding the results of the survey of their opinion and of the measures taken as a result.*
3. *Increase the participation of the students, including alumni, in the quality assurance process.*

2.3. Academic staff

The senior staff in the College was well able to not only describe the mission and Vision but also give contextualised examples of how they are being applied and developed. In addition, many of the staff members interviewed were also able to speak about their connection to the College as being part of a corporate identity.

The selection of academic staff is done in a transparent manner, based on the public competition, which is published by the Senate of the College. All appointments are made after reviewing the applications of the candidates by the Professional Evaluation Commission, formed by the Faculty Council. The rights, obligations and responsibilities of the academic staff are regulated by the Statute of the College, as well as by the employment contract. The descriptive statistics (SER pages 78-84) provided sufficient evidence that all staff employed (academic, scientific, administrative) have the relevant qualifications so that they can effectively manage educational, research, creative and administrative processes.

Staffs’ qualifications at the College are in line with HEI qualification requirements. In 2019 the total number of full-time staff was n=55, of which 8 were full professors, 5 associate professors, 16 assistant professors, 1 lecturer and 25 assistants (of which 13 hold MSc degree). By 2021 the total number of teachers has not changed. For each group of students and for every 60 ECTS the College has employed at least one full-time teacher with the title of Doctor of Science. The number of academic staff with PhD degree is 22 (40%).

The College offers opportunities for additional professional development (the Development Training Program is offered to the teaching staff, with several key activities).

The College sets benchmarks for its staff in order to effectively carry out its educational and research /creative/performing activities and also works on the improvement of the benchmarks.

Standard	Compliance	
	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.		
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, include the engagement in the academic community, availability for consultations with students and community service.	x	
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. 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: Fully compliant

ET recommendations:

1. *Internationalization = incorporation of international lecturers in the teaching process is suggested.*
2. *The College has a methodology for determining the number of the academic staff, where the minimum number of academic hours and semester training load for staff is defined. In this methodology the staff workload scheme should be updated every semester to include teaching, scientific/research/creative/performing and other workload according to academic staff's functions and duties.*

2.4. Educational process content

The structure, as a whole, is sound and clear, makes the analysis easy. In general terms the LOs are clearly and logically distributed and comply with the goals of the programs.

The study program is based on ECTS system, student-oriented, full-time, lasting for 3 academic years, with two semesters each. In the first and second semester there are 8 courses, in third semesters 7, in semester 4 there are 8 courses, in the semester 5 there are 6 courses while in the last semester there are 3 courses. In the sixth semester the diploma thesis is defended publicly. In 2021, 13 diploma theses were defended, of which 6 topics were from the field of General Radiology, 2 from Radiological Methods, and one of topics targeted Ultrasonography. After completing the individual courses, the student passes the final comprehensive exam and at the end of the program, a Bachelor of Science in Diagnostic Radiology degree is issued.

The HEI defined the content, extent and sequencing of courses and described the curricular elements, including the balance between the core and optional contents. Teaching and assessment strategies are appropriate for the Diagnostic Radiology BSc program, and basically enable the achievement of intended LOs. Interviews revealed that staff is familiar with both traditional and modern methods of studying, encourage interactive learning and creative and critical thinking. Nevertheless, the scope of these methods can be expanded with additional possibilities, especially distance learning options (i.e. online teaching).

The ratio of clinical/practical: theory ratio is an approx. 50:50 split, giving considerable time on clinical placements. The students acquire basic technical/practical skills at the Skills training Lab of the HEI which is a clear advantage and an exceptional possibility for course providers.

Clinical practical work has been set up with adequate ECTS. The work of students in practical training is monitored by clinical mentors and the performance is evidenced in a Clinical Practice Logbook. The criteria for selecting clinical mentors are clearly specified in the College Statute (see at <https://rezonanca-rks.com/wp-content/uploads/2022/04/Statute-of-the-College-1.pdf>). To facilitate the stages of the internship, the College has signed a cooperation agreement with the University Clinical Center of Kosovo.

The syllabi of the program were duly presented, these include data on course types (obligatory or elective), objectives, LOs, intellectual, professional/practical and transferable skills, attitudes and behaviours, distribution of classes (seminars workshops, practicals), resources for learning, evaluation system, ECTS values and the contribution of LOs to the final results of the program. In most of the cases the recommended/selected textbooks and didactic materials are up-to-date (a good example is e.g. Brant et al. Fundamentals of Diagnostic Radiology 4th Edition, 2022), however, in other cases the main literature identified in the syllabi (such as the resources for General Radiology (semester 2): Imaging of the Newborn Baby, Churchill-Livingston (1999) or Radiological Physics: Mitchell M. Goodsitt "The basic Physics of Ultrasound" (taken from the internet, 2004) are rather outdated. Besides, there are some typos and errors (e.g. Schringerdinger equation in General & Inorganic chemistry, etc.) throughout the presented materials.

As regards the content of the courses, in one case we would like to propose a specific change: hand hygiene can / maybe easily inserted into the topics of Bacteriology, Asepsis & Sterilization (in the 2nd semester) with matching demonstrations, training hours and practical exam. Asepsis and hand hygiene

is highly important issue, worldwide. The practical knowledge can be developed and reinforced later during general surgery (which is a later course).

The number of contact hours, depending on the different teaching-learning methods varies and corresponds to the content of the course/module/clerkship and the LOs. Small groups (10 students in seminars and preclinical workshops, 5 in clinical practice) are used to engage students in different forms of teaching: interactive lectures, seminars; teaching in clinical environment; use of simulated scenarios - and as a whole, the curriculum mapping provided ample information regarding the links of study courses with the outcomes.

The procedures developed by the HEI for the evaluation and defence of dissertation is transparent and presupposes the involvement of qualified academic and scientific staff.

Evidence is provided in SER that the HEI employs the methodology for developing an individual curriculum, according to the special educational needs of a student - such as different levels of academic training or for students involved in mobility. A strong and structured support system is actively used in the program, with tutors, who have the task of orienting, advising, protecting the student's interests and monitoring the performance and academic progress. Tutoring sessions are organized as group meetings (social meetings) and individual meetings as well. The way and intensity of communication between supervisors, mentors and students also seems to be appropriate. The Expert Panel agreed that the admission numbers and the student-tutor ratios are adequately planned for educational program with matching teaching methods.

Standard	Compliance	
	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.	x	
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, KAA Accreditation Manual – Updated 2021 21 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 ETCS credits and the work of the students at the practical training organizations 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/organizations/practical training units.	x	

Compliance level: Substantially compliant

ET recommendations:

1. *More use of Information Technology - use of eLearning elements to further develop the flexibility of educational opportunities and increase students' digital competence is necessary. Online learning methods should be used more - online lectures and seminars (synchronous and asynchronous) are also suggested.*
2. *The college has no software program to detect plagiarism or similarity with other works.*
3. *The Diploma theses should be made publicly available on the HEI's website.*

4. *Review the syllabi for accuracy. Main literature identified in the course' syllabus should be up to date. Beside electronic versions (if any) the paper editions should be available in the library in appropriate numbers.*

2.5. Students

The admission procedure is clear and transparent and applies to all students. All students enrolled in study programs have evidence of a completed four-year high school. The selection is done in two stages and is based on criteria that are clear and relevant for the study program. The study program groups are dimensioned to ensure an effective and interactive teaching and learning process. Students receive feedback after the exam and have the ability to inspect the test. There is also a procedure of appeals to teacher behaviour. Students can use consultations to talk to the teacher about learning materials or about writing a written work. Additionally, a tutoring program is established in order to provide necessary guidance and support for the students. In the discussion with the students, they appreciated that the interaction with the teaching staff is very positive. According to the teaching staff, there are regular hours reserved for this activity, when the students can approach them. However, these hours are not always strictly used, since the students contact them directly, whenever they need any help or information, this being especially used in the last years due to the distant learning procedures.

In the discussion with the teaching staff as well as the students it emerged that the inherent difficulty in providing of relevant recent research literature is substantially successfully overcome by the activity of the university staff who have produced or translated relevant materials into Albanian Language.

The institution does not have plagiarism detection software, so most rely on teachers who need to check the originality of some work that requires tremendous efforts. Transfer students from another institution is regulated by internal rules and procedures.¹

In the discussion with the students it was revealed that the university facilitate the activities of the student union and the student representatives who are responsible, among other, to promote and defend the students' rights and obligations.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing 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	X	
KAA Accreditation Manual – Updated 2021 22 certified by the academic record.		

¹ <https://rezonanca-rks.com/wp-content/uploads/2022/02/RREGULLORE-PER-MOBILITET-AKADEMIK-TE-STUDENTEVE-STUDENT-REGULATION-ON-ACADEMIC-MOBILITY.pdf>

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 are 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: Substantially compliant

ET recommendations:

1. *The HEI is strongly recommended to purchase software for plagiarism checking.*
2. *The Faculty is recommended to increase the funds towards gaining access to research literature in the Albanian language.*

2.6. Research

According to the mission statement, the objective of the College is to provide high-quality and diverse programmes in education and research in cooperation with the academic staff, students, and external partners. In this line the College has conducted an assessment of the capacity of the research environment, and it has been demonstrated that the educational and research activities of the College can be closely linked to the activities provided in patient care. The expectations of the involvement of College academic staff in research activities for the Diagnostic Radiology Program are clearly specified and are considered in the performance evaluation and promotion criteria. The College has defined a Strategic Plan for Research for 2022-2024. As indicators and performance parameters related to the involvement of academic staff in research were also defined, the College has determined that every regular member of the academic staff should publish at least one scientific paper per year for the last three years. The list of approved scientific project for the years 2022-2024 in the field of Radiology is also available. Clear policies for defining what is recognized as research, consistent with international standards, are established, setting the norms in the field of study of the program. Opportunities for publications in the Kosovo Journal of Medical Sciences magazine, as the official publication of the College are provided.

In 2021 the College has approved the Regulation on the financing of scientific activity, this Regulation is transparent, clearly determining the conditions, criteria, procedures and the way of financing the research activity of the academic staff.

The College supports the membership of young scientists in international scientific and professional associations and their enrolment in doctoral programs at foreign universities.

Within the study program, expected LOs imply the application of scientific principles, methods and knowledge. Here it should be noted that according to the course descriptions in the syllabi the professional - practical skills of the students include the use of the scientific method. This subject, however, is covered in semester 6 only when a compulsory course specifically dedicated to research is offered in the 3rd year of study. The title of the course is “Methodology of research in health” (DR-BC-3061 in study plan) but the name of this course is “Research Methodology” in the syllabus (38). Since the BA thesis is the culmination of the Bachelor’s program (and a thesis is carried out in the form of a research project), and in case of Chemistry and Radiological Biology (in semester 1) and later in Surgery, “Scientific Method” is included into the components of professional skills, this subject should be taught from the beginning of the program (a possible solution would be to supplement “Biostatistics” with the basis of this topic).

The ethical principles in research are defined by the Code of Ethics, which also defines the integrity of scientific research. The College has signed cooperation agreements with local industry representatives and research institutions with the possibility of involvement in joint research projects, joint use of equipment and collaborative development strategies.

In summary, the College, considering the type and specifics of Diagnostic Radiology, BSc program, works on the strengthening of its research function, ensures proper conditions to research activities and supports an improvement of the quality of research activities. It should be also noted that after receiving the recommendations of the previous accreditation report, appropriate changes have been made by the HEI to the program.

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research center 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	
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 specialty magazines or publishing houses, scientific/applied/artistic products are presented at	x	

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conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.		
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centers, 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: Substantially compliant

ET recommendations:

1. *A strategy for cooperation, networking with other HEIs (that in turn may translate into research and education improvement, too) is suggested to increase the synergies between medical schools (e.g. invitation of colleagues for thesis supervisions, joint projects, etc.). The number of cooperative efforts (grants, funds, projects, papers, theses) will be a good performance indicator in the future.*
2. *Opportunities for publications in Kosovo Journal of Medical Sciences is a good start but this should not be exclusive (the quality of indoor publications can be problematic on the long run).*
3. *Diagnostic Radiology is a technology-dependent discipline, which has patient care as its main concern. Develop greater cooperation with the business sector with regards to the development of research activities.*
4. *The mobility of staff and students needs to be improved (e.g. opportunities for international work placements in the 3rd year through optional modules and elective weeks; links to universities for short work placements to gain a greater understanding of the profession).*

2.7. Infrastructure and resources

The SER and associated documents were evaluated before the online site-visit and the analysis of the documentation was extended further with additional data on the inventory (the list of technical aids) of

the Skills training Lab of the College. Besides, a video file on the infrastructure of the Rezonanca College was made available for the evaluation at the link: <https://www.youtube.com/watch?v=u6-nL9MTAzk>. By this way, the experts limited but satisfactory possibility to assess the adherence to standards. The physical infrastructure for the Diagnostic Radiology program as described in the SER meets the requirements - the College has secured the required infrastructural conditions to implement the program.

The course descriptions provide enough guidance for the students and the personnel of the practical teaching site to follow the educational programme. The Skills training Lab of the College is equipped with several complex educational tools and simulators that provide the background for task-oriented practices.

Evidence was also provided that all facilities, properties and inventories are the property of the College, for which there is relevant documentation, which is stored in the administration of the College. Similarly, students and staff with physical disabilities or other special needs (such as visual or hearing impairments) are provided with suitable conditions for both learning environments and resources. The equipment and apparatus meet health and safety requirements and provide appropriate provisions, including user training where necessary, for the personal safety of staff and students.

As concerns clinical training resources, the College provides a wide range of possibilities to ensure the acquisition of clinical practical skills, necessary professional attitudes and responsibility. It provides sufficient infrastructural and technical-professional resources to ensure the acquisition of specific, practical skills. During the interviews we have learned that the College regularly monitors the utilization of the teaching infrastructure and the necessary maintenance issues are addressed.

Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place. The classrooms and the library are equipped with computers and their technical features ensure their good, smooth and fast functioning for educational purposes on user's level. During the on-line meeting the stakeholders expressed their satisfaction with the facilities of the BSc program.

Standard	Compliance	
	Yes	No
Standard 7.1. 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	
Standard 7.2. 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	
Standard 7.3. 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 utilization license; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	x	

Standard 7.4. 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 specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	x	
Standard 7.5. 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 KAA Accreditation Manual – Updated 2021 25 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 specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 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.	x	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	x	

Compliance level: Fully compliant

ET recommendations:

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3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the BSc in Diagnostic Radiology study programme offered by Alma Mater Europaea Campus College "Rezonanca" is substantially compliant with the standards included in the KAA Accreditation Manual.

<i>Standard</i>	<i>Compliance Level</i>
<i>Mission, objectives and administration</i>	Fully compliant
<i>Quality management</i>	Fully compliant
<i>Academic Staff</i>	Fully compliant
<i>Educational Process Content</i>	Substantially compliant
<i>Students</i>	Substantially compliant
<i>Research</i>	Substantially compliant
<i>Infrastructure and resources</i>	Fully compliant

<i>Overall Compliance</i>	<i>Substantially compliant</i>
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The following recommendations need to be considered in relation to programmes re-accreditation:

1. *It seems that the stakeholders of the College participated in the development of the mission statement and the content of the mission statement is considered by the Faculty in developing and reviewing the educational programme. However, the role of the external partners remained somewhat unclear even after a consultation of the site-visit team with the responsible leaders of the Faculty. In this respect a more efficient communication and cooperation with the employers and the Kosovo Chamber of Physicians is encouraged.*
2. *The components of program are in harmony with the mission statement and follow a logical sequence, but the practice-based aspects, and more directly, the individually-developed technical skills of the students and their access to clinical practice should be strengthened and guaranteed.*
3. *Perhaps a more flexible study plan: part-time (e.g. over six years) vs full-time (over three years) can be introduced to reduce the rather high (9.5%) average dropout rate of enrolled students.*
4. *Consider the creation of an alumnae organization to maintain the relation with the graduates and conduct regular, organized consultation of their opinion.*
5. *Inform the students regularly regarding the results of the survey of their opinion and of the measures taken as a result.*
6. *Increase the participation of the students, including alumni, in the quality assurance process.*
7. *Internationalization = incorporation of international lecturers in the teaching process is suggested.*
8. *The College has a methodology for determining the number of the academic staff, where the minimum number of academic hours and semester training load for staff is defined. In this methodology the staff workload scheme should be updated every semester to include teaching, scientific/research/creative/performing and other workload according to academic staff's functions and duties.*
9. *More use of Information Technology - use of eLearning elements to further develop the flexibility of educational opportunities and increase students' digital competence is necessary. Online learning methods should be used more - online lectures and seminars (synchronous and asynchronous) are also suggested.*
10. *The college has no software program to detect plagiarism or similarity with other works.*
11. *The Diploma theses should be made publicly available on the HEI's website.*

12. *Review the syllabi for accuracy. Main literature identified in the course' syllabus should be up to date. Beside electronic versions (if any) the paper editions should be available in the library in appropriate numbers.*
13. *The HEI is strongly recommended to purchase software for plagiarism checking.*
14. *The Faculty is recommended to increase the funds towards gaining access to research literature in the Albanian language.*
15. *A strategy for cooperation, networking with other HEIs (that in turn may translate into research and education improvement, too) is suggested to increase the synergies between medical schools (e.g. invitation of colleagues for thesis supervisions, joint projects, etc.). The number of cooperative efforts (grants, funds, projects, papers, theses) will be a good performance indicator in the future.*
16. *Opportunities for publications in Kosovo Journal of Medical Sciences is a good start but this should not be exclusive (the quality of indoor publications can be problematic on the long run).*
17. *Diagnostic Radiology is a technology-dependent discipline, which has patient care as its main concern. Develop greater cooperation with the business sector with regards to the development of research activities.*
18. *The mobility of staff and students needs to be improved (e.g. opportunities for international work placements in the 3rd year through optional modules and elective weeks; links to universities for short work placements to gain a greater understanding of the profession).*

In conclusion, the Expert Team considers that the study program **Diagnostic Radiology, BSc** is **Substantially compliant** with the standards included in the **KAA Accreditation manual** and, therefore, recommends **to accredit** the study program for a duration of **5 years** with a number of **60** students to be enrolled in the program.

4. APPENDICES (if available)

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Expert Team

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Chair



Prof. D.Sc. Mihály Boros

April 19, 2022

(Signature)

(Print Name)

(Date)

Member



Artur Tventarnii Student QA Evaluator

April 19, 2022

(Signature)

(Print Name)

(Date)