



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

***ALMA MATER EUROPAEA CAMPUS COLLEGE
“REZONANCA”***

MSc PHARMACY

RE-ACCREDITATION

DRAFT REPORT OF THE EXPERT TEAM

April 2022, Cardiff, UK and Riga, Latvia



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Table of Contents

1. INTRODUCTION	3
1.1. Context	3
1.2. Site visit schedule	4
1.3. A brief overview of the institution under evaluation	5
2. PROGRAM EVALUATION	6
2.1. Mission, Objectives and Administration	6
2.2. Quality Management	9
2.4. Educational Process Content	19
2.5 Students	23
2.6. Research	26
2.7. Infrastructure and Resources	31
3. FINAL RECOMMENDATION OF THE ET	34
OVERALL COMPLIANCE	34



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

1. INTRODUCTION

1.1. Context

Date of site visit: Zoom Meeting, 24th March 2022

Expert Team (ET) members:

- Professor Kenneth Wann, Cardiff University, UK
- Ms Asnate Kazoka, PhD student, Riga, Latvia

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:

- College “Rezonanca” MSc Pharmacy Self Evaluation Report (SER)
- KAA Accreditation Manual, 2021
- Video of Alma Mater Europaea Campus College Rezonanca (AMECC)
- Virtual site visit with meetings with Management of the Faculty, Quality Assurance representatives and administration staff, Heads of the study program, teaching staff, students, graduates and employers
- Curriculum MSc Pharmacy
- Full- and part-time staff CVs
- A copy of a Staff Contract
- A copy of a Staff appraisal Form
- A copy of the Teaching Student Evaluation Survey
- A copy of Academic Staff Performance Review
- A copy of the College Framework for the College’s Research capacity Assessment
- A list of Issues related to the MSc Pharmacy study program discussed by the Ethics Committee in the last 3 years

3



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

- Student Admission data for the last six years
- Number of students in the BSc Pharmacy study program
- Student transfer data (in/out) for the MSc Pharmacy study program

Criteria used for institutional and program evaluations

- KAA Accreditation Manual, 2021

1.2. Site visit schedule

Site Visit Programme 24th March 2022

Time	Meeting	Participants
09:00 – 10:00	Meeting with the management of the faculty where the programme is integrated (Joint Meeting)	
10.05 – 10.45	Meeting with quality assurance representatives and administrative staff (Joint Meeting)	
10:50 – 11:50	Meeting with the heads of the study programme (Joint Meeting)	
11:50 – 12.30	Lunch break (provided at the evaluation site)	
12:30 – 13:15	Meeting with teaching staff	
13:20 – 14:00	Meeting with students	

4



14:05 – 14:45	Meeting with graduates	
14:50 – 15:35	Meeting with employers of graduates and external stakeholders	
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 under evaluation

Rezonanca College was established in 2003, initially as the University of Medical Sciences "Rezonanca" with five faculties - General Medicine, Dentistry, Pharmacy, Diagnostic Radiology and Physiotherapy. Since 2015 the institution has been accredited as the College of Medical Sciences "Rezonanca". Since 2016 it has been included in the Alma Mater Europaea network and, accordingly, in 2019 its name was changed to the Alma Mater Europaea Campus College "Rezonanca".

The Alma Mater Europaea Campus College "Rezonanca" (AMECC) is based in Prishtina. It currently implements 10 study programmes - BA Biochemistry Laboratory, BA Diagnostic Radiology, BA Midwifery, BA Nursing, BA Community Pharmacy, BA Physiotherapy, BA Dental Assistant and Dental Hygienist, BA Public Health and Environment, MA Pharmacy, MA Health Management and integrated study programme Dentistry.

The vision of the Alma Mater Europaea Campus College "Rezonanca" (Rezonanca College) is to achieve the necessary reputation through cooperation with the relevant national and international institutions and will continue to offer, promote and develop qualitative programs and services, according to international standards.

The mission statement presented on the College's website and defined by the Rezonanca College's Statute includes three main pillars - teaching, research and community services - and seven components:



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

1. Development and implementation of new concepts of 21st century medical education in Kosovo.
2. Offering, promoting and developing quality study programs of all three study cycles, according to international standards, in accordance with the needs of society.
3. Commitment to the development and implementation of a formal and integrated Quality Assurance Management System in all Rezonanca College's processes.
4. Conducting and promoting research in the fields of medicine, through the increase of general capacities for research work in higher education,
5. Creation of institutional infrastructure and increase of intellectual capacities for academic and research work.
6. Enriching the health system in the community with quality services, especially the deficient medical services in Kosovo for the current period.
7. Providing services to the community, through the promotion of health and health education of the general population.

2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

The MSc Pharmacy study program was first established and accredited in 2015 for the term of three years. Since then it has undergone two accreditation processes - extension of accreditation for one year (2018 - 2019) and full accreditation (2019 - 2022). Currently the allowed quota for enrolment for Rezonance College is 50 students.

The mission of the study programme is:

“1. Advancement of knowledge, creative and scientific ideas of students in the field of Pharmacy, in accordance with European standards.

2. Enrichment of the higher education system in Kosovo with the high quality MSc Pharmacy program, according to international standards and in accordance with the needs of the local, local and regional market for these profiles.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

3. Full integration in the European Higher Education Area as well as Research in the field of Pharmacy.

4. Achieving the knowledge, skills and professional competencies of students at the end of the program, sufficient for the independent practice of the profession of Pharmacy, at the primary in Kosovo.

5. Preparation of graduates for career development and for continuing postgraduate education in Pharmacy.”

In the SER, the Rezonanca College has presented how the mission of the study program complies with the mission of the College (quoted in the section “A brief overview of the institution under evaluation”). The ET can conclude that the Rezonanca College itself has a very clear mission in relation to studies in health care and the mission of the study program is aligned with the institutional mission.

During the site visit the expert team (ET) learned that there is a national initiative in Kosovo to reform Pharmacy studies in order to establish integrated study programmes only. In the upcoming years the Rezonanca College would accredit a new integrated study programme in Pharmacy and the current MSc programme would only be continued until the current generation of Rezonanca College’s bachelor graduates complete their master's studies.

While the study program is clearly required in the labour market, the ET did not find evidence that it would have been methodically aligned with the EQF level 7 rather than with the needs of the labour market in Kosovo. The information of alignment with the EQF level 7 was presented as a statement rather than a mapping of the study program against the requirements of EQF level 7.

Despite this, the graduates that had worked abroad (in Turkey) after the graduation, confirmed that they did not have any difficulties in fulfilling their professional duties there. Also, the Rezonanca College stated that their graduates in Kosovo are fully employed and some continue studies in PhD programmes in public universities, meaning that the preparation is sufficient for that.

From the SER and during the discussions the ET learned that Rezonanca College is not happy with the level of consultation it has with the stakeholders, especially in regard to organisations

7



who perform certification of specialists. Although the graduates interviewed by the ET confirmed that the certification process was easy and did not require additional skills or knowledge than the ones obtained at the Rezonanca College, the ET would, however, recommend to strengthen the cooperation with certification institutions in this regard and ensure that all specialists prepared by Rezonanca College are sufficiently prepared for certification.

The Rezonanca College strongly emphasises the student-centred learning as its main didactic concept and it was also confirmed by the students. However, while the program is taught at master's level and is one of the only two MA programmes at the Rezonanca College, the ET did not learn of any scientific concept for the program and its alignment with the scientific goals of the whole institution. As explained in the section 2.6 Research, the overall research goals set for the Rezonanca College have not been fulfilled due to a number of reasons, mostly financial.

The Rezonanca College has developed a Code of Ethics which is available on the website. The staff and students interviewed by the ET confirmed their awareness of the code. The staff were able to report that on average there are three issues of breach of the code per month and they are usually minor. When requested a detailed information on the cases related to the Code of Ethics that were discussed for the MSc Pharmacy study program, the Rezonanca College stated that the issues have been related to the approval of the list of diploma topics proposed by the academic staff for bachelor and master students, review of the requests of students enrolled in doctoral studies in other universities outside Kosovo, who have requested that the experimental part of the study be carried out in the laboratories of College “Rezonanca” and checking confidentiality by staff and students for patients examined or treated by College students. This confirms that the principles of the Code of Ethics are implemented and that the Ethics Committee is functional.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	



Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.		X
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		X
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

Compliance level: Partially compliant

ET recommendations:

- To strengthen the cooperation with professional associations responsible for certification of specialists*
- To integrate the scientific component to ensure that there is both a research concept defined for the program and that the program complies with the requirements set for EQF level 7*

2.2. Quality Management

The Rezonanca College has developed a Quality Assurance Regulation that is available publicly on the website. There are a number of more specific documents supporting the regulation, for example, a separate regulation on implementing the electronic surveys. There



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

is a designated Quality Assurance Office and Quality Assurance Committee and a separate budget line allocated to the internal quality management system. The Rezonanca College notes several changes that have taken place after the institutional re-accreditation in 2019, namely the transfer of all executive powers to the Quality Assurance Office and increase of staff in the office.

The MSc Pharmacy study program has already undergone two full external assessments and received a number of recommendations. In 2019 a number of recommendations were formulated, for example, the need for improvement of cooperation between the college and industry, merger of BA and MSc level study programs, establishing more clear focus on the achievement of the learning outcomes, increasing resources and developing a statistical database for quality assurance and others. There is clear evidence that these recommendations have been considered by the Rezonanca College and are followed up, thus indicating that the internal quality assurance procedures are functional and focus on regular assessment and improvement.

Internal quality assurance mechanisms at the Rezonanca College focus on the quality of several elements, including programmes and study courses, personnel, teaching and learning experiences, assessment of student and staff performance, support services, resources and facilities and research. The relevant assessment mechanisms and their frequency is defined for each of these elements. Both according to the SER and interviews, the Rezonanca College collects feedback from the staff, students, employers and graduates. However, one of the weaknesses identified by the Rezonanca College is the relatively low response rate of students. There are a number of evaluation mechanisms in place specifically for the evaluation of staff. The staff are evaluated through self-evaluation by the staff, the evaluation of the students and the evaluation of the supervisor. The staff interviewed by the ET were aware of, and actively involved in all these mechanisms.

For the purpose of collecting and analysing statistics the ABACUS tool is used. The data contained by the tool are constantly available to all bodies involved in the quality monitoring process. The SER also states that the statistical data are presented on the website of the Rezonanca College, in the section of the Centre for Statistics and Database. The ET, however, could not locate this information on the website. On a general note, the ET observed that, while Rezonanca College is a member of the Alma Mater Europaea network and certainly has an international ambition, the website of Rezonanca College is not easy to navigate for an international user. While the regulatory documents and some information are provided in

10



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

English, the titles of different sections in the English version of the website are in Albanian and some sections in the English version are not functioning at all. Taking into account the international activities of the Rezonanca College, the ET would recommend revising the website and the information available there from the perspective of an international user.

A number of internal standards/ performance indicators have been defined for the MSc Pharmacy study program. The data presented in the SER clearly indicate that these indicators are being monitored and relevant actions are planned and implemented on a regular basis, for example, compensation for the internships, generation of improvement plans for academic staff with unsatisfactory performance etc.

The Rezonanca College collects and monitors the student passing rate for the exams and the drop-out rate and average study duration time.

The focus on the achievement of the learning outcomes has increased since 2019. In the SER the Rezonanca College states that it has changed the procedures related to the evaluation of student performance during practical classes and currently during each practical class students are evaluated with a grade for the acquired competencies. The student gains the right to take the exam only if in all exercises he/she has shown a satisfactory degree of competence and now each study course description shall include a list of knowledge and competencies based on which the students performance will be evaluated.

In the SER the Rezonanca College states that the reports resulting from external quality assurance procedures are publicly available. However, the ET could not locate these reports and had to request them as part of additional information. When requested, the results of the Staff Satisfaction Survey from 2020, Teaching Student Evaluation Survey from 2020, Program Review Student Survey from 2020, Structured Student Feedback Session Survey from 2020, Student Satisfaction Survey for the Administrative Services from 2020 were presented. However, the ET must note that these reports are not easily accessible and all, except one, include only a collection of data, without any analysis, conclusions or actions that have been taken or will be taken as a result of these analyses. There is also no specific report resulting from the survey for graduates or employers. At the same time, the information included in the SER clearly indicates that Rezonanca College performs analysis of these data and takes relevant actions. The ET would encourage the Rezonanca College to produce written analysis that would serve as the basis for initiating improvements and to publish these analyses on the website.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

In the SER the Rezonanca College states that evaluations of study programs are performed every three years by the Commission for Permanent Evaluation of Study Programs within the Office for Academic Affairs and the Commission of Studies which drafted the study program.

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: Substantially compliant

ET recommendations:

- To take appropriate measures to increase the response rate of students during the student surveys.*
- To develop and publish analysis resulting from the data collected during the quality assurance procedures, especially surveys, so that they would include detailed analysis of the data, conclusions and actions to be taken by the different parties.*
- To review the Rezonanca College website to make all information accessible both for Albanian-speaking and for English-speaking audiences.*

2.3. Academic Staff

Academic Staff appointments in the Rezonanca College are made on either a full-time or part-time basis. There are currently 18 full-time teaching staff (85.7% of total academic staff on the study program) and 3 part-time teaching staff on the MSc Pharmacy study program. In 2019 the number of full-time teaching staff was 13, and 5 new appointments were made in 2021, taking the College to the current complement. Appointments are made by a Professional Evaluation Commission following a public competition published by the College Senate. The “application pack” for posts provides a full description of the position, the conditions of employment, expectations of the College, information on performance indicators and appraisal processes.

A copy of a Staff Contract was requested by the expert team (ET) following the site visit. Inspection of this contract verified the statements made in the SER. The contract consists of a series of articles covering the job description, workload (e.g. article 3) staff obligations (e.g.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

articles 3,4 ,6 and 7). The contract is light on expectations of research activity although the split of duties (see article 4) is mentioned, and under staff appraisal research activity is referred to, although no specific performance indicators are stated (article 10).

A full list of the teaching staff on the study program with titles, qualifications, the duration of contract (stated to be unspecified for full-time staff) and the split of responsibilities (teaching, research and administration) is tabulated in the SER on pp 75-76. According to the SER narrative, appointments may be either 4 (e.g. Professors) or 3 years (e.g. assistants). The number of teaching staff with PhDs is 8 according to the Table on p 77 on the SER, but is stated to be 6 according to the text on p 79 of the SER. Since the program is worth 120 ECTS, the program satisfies standard 3.5.

It is asserted that in accordance with;



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

“Administrative Instruction No. 15/2018 on Accreditation of Institutions of Higher Education Republic of Kosovo”

academic staff do not hold more than two teaching positions, and full-time teaching staff carry out 92.9% (or 87.8%, see Tables on p 78 of the SER) of the teaching hours of the program, thus satisfying standard 3.4.

The virtual meeting between the ET and teaching staff provided reassurance that staff were satisfied, felt supported and suitably rewarded. They were also comfortable with the split of responsibilities expected of them, with time devoted to teaching, research and administration being 60, 30 and 10% respectively. Interviews verified that the College did take notice of the professional development of its staff. No special needs or difficulties were identified by the teaching staff. The College does offer a Development Training Program delivered by the Centre for Excellence in Teaching and Learning (CETL) which covers a range of skills in, for example, teaching, assessment, technology and research, and staff were aware of both the

“In-service Training Needs Questionnaire and the Staff Development Needs and Curriculum Change Questionnaire”

referred to in the SER. The impression of the ET was that should staff experience any particular difficulties, there were adequate safeguards and procedures to remedy this quickly.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

The SER states that staff are encouraged to contribute to community issues like community development plans and to become involved in social welfare. This is not stated specifically in the obligations of teaching staff in the staff contract, nor did the ET learn of any specific examples of this in respect of the teaching staff on the study program. To what extent many members of the teaching staff have external advisory roles, committee memberships or public engagement activity is not clear. Evidence of such roles or activities in the case of all teaching staff of the MSc Pharmacy study program would strengthen the SER submission. This information should be readily available since it is one criterion in the “Academic Staff Performance Review” (ASPR) which is carried out once a year according to the SER. Perhaps this could be published on the website in the same way as the “Teaching Student Evaluation Survey” is. The ET requested and received the appropriate forms for these surveys and “Administration and Governance” and “Service to Community” are indeed listed as key areas of responsibility in the ASPR. Inspection by the ET of one such completed form which was provided verified that at least one staff member was engaged in community service.

The SER devotes considerable space to addressing standard 3.9 and in discussions with teaching staff at the virtual site visit there was evidence that attention was being paid to foster student-centred learning. Teaching staff attended courses at the CETL and there is acknowledgement in the SER and in interviews that a central issue is the undesirable

“complete separation in time between the teaching process and the learning process”

which accompanies the carrying over of unfinished exams into the next semester or year. Moving forward, the College has instituted a project “Active Learning” that may address and hopefully overcome this problem. The SER states that

“the academic units of the College have set up ad hoc commissions, with the main focus on monitoring the teaching process”

in order to assess teaching quality throughout the Faculty. To this end, the Office of Quality Assurance (OQA) will assess during 2022-2024 also the quality of teaching and learning using what is described as the “Method of Sequential Analysis” to identify and rectify problem areas. The College also now (from 2021-2022) implements a number of new processes or activities which address the quality of the teaching process. These include

“Involvement of international experts in the final exams”

16



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

“In the training courses of the academic staff to participate all teachers, and not only the new teachers employed in the College”

“The effectiveness of the program should be evaluated to a greater extent by employers”

In summary, the College and the teaching staff of the MSC Pharmacy study program seem intent on addressing quality enhancement in a full-blooded fashion.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	X	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	



Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, 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.	X	
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Substantially compliant

ET recommendations:

- 1. The specific expectation with respect to research activity should be made clear in both the staff contract and the staff appraisal process.*
- 2. Staff contracts should be explicit in regard to the College expectation that staff should engage in community issues or as stated in the ASPR "Administration and Governance" and "Service to Community".*
- 3. All staff CVs should include relevant activity in "Service to the Community".*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

4. *Focus more effort on the problem issues identified around students carrying forward “failed” exams into the next semester or year.*
5. *Progress the engaging of external experts in final exams.*
6. *Address the weakness in the SWOT analysis of the SER, namely” The research and pedagogical skills of teachers and collaborators have not been adequately assessed”.*

2.4. Educational Process Content

The MSc Pharmacy study program is a two-year course consisting of 3000 teaching hours and carrying 120 ECTS. One ECTS therefore corresponds to 25 hours of teaching. The course is delivered in 4 semesters. The SER states that the program is constructed in accordance with the Bologna process, the second cycle of higher professional education and level 7 of the NQF / EQF. Course titles and the level of delivery corresponds to that of European Union Countries.

The program consists of both compulsory and elective courses, the latter constituting 10% of the ECTS to be accumulated. Course titles and the teaching staff responsible are tabulated on pp 97-98 of the SER. The learning outcomes for the MSc Pharmacy program are also set out in the SER. It is worth remembering that the overall objectives of the program are to expand the knowledge and skills base of students who have graduated from a Bachelor of Pharmacy program. Learning outcomes described include: increasing basic knowledge in core subject areas (pharmacology, physiology and medicinal chemistry), enhancing practical skills in various relevant experimental methods, understanding aspects of drug discovery, development, and usage in society, developing a critical approach of the literature, appreciating regulatory requirements and quality issues in drug development and communication and people-related skills. Successful delivery of these outcomes will produce a practising Pharmacist with the necessary competencies required of the profession, thereby meeting the demands of the labour market.

The MSc Pharmacy syllabus is set out in full in “Curriculum MSc in Pharmacy 2022”. This provides names of the teaching staff responsible for the study program, the program mission which includes:

“Achieving the knowledge, skills and professional competencies of students at the end of the program, sufficient for the independent practice of the profession of Pharmacy, at the primary in Kosovo”

19



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

“Preparation of graduates for career development and for continuing postgraduate education in Pharmacy”

and the expected program learning outcomes (13 in total) as referred to above. This should leave the student in no doubt as to the intended direction of their educational and career journey. The learning outcomes are also explained to the students and the College produces a Student Handbook with key information on the study process, regulations, rights and respective responsibilities of students and staff.

Additionally, for each course the content, objectives and learning outcomes are specified along with the teaching hours, and how they are distributed, assessment methods and resources to be used e.g. reading material. One omission noted by the ET is the names of the teachers for each course. In all courses there is a high percentage of time allocated for independent study enabling the student to develop independence, to show initiative, to stimulate creativity and a critical aspect to their thinking. The courses within the study program are mostly organised in a logical fashion although the ET was perhaps a little surprised to find that the course *“Principles of Pharmacology”* was delivered later (semester 2) than courses such as *“Pharmaceutics and Drug development”* (semester 1). All the teaching is done in Albanian.

According to the SER, a number of methods are deployed

“that encourage interactive and research-based learning, problem solving and creative and critical thinking”

This was verified in the meeting between the ET and teaching staff where discussion was around group projects and collaborative learning. In addition, the SER reports that teaching and assessment strategies are adaptable in order to cater for students with particular needs or disabilities. Specifically, exam procedures may be modified, or tailored learning materials provided. Despite these safeguards there are issues relating to the fact that some students progress with exams not fulfilled making it a challenge to deliver teaching and student-centred learning simultaneously when the focus of the student is on previous material yet to be examined and passed. Meeting of the ET with students confirmed that methods of assessment are made clear to them at the outset of any course. Teaching staff were comfortable with the different grading systems used for the different components of any course. These are letter grades A-D, 5-10 (poor -excellent) or a 100-mark numerical scale. This evaluation system

20



seems to be acceptable to everyone, and there was no concept of the need for double marking where “borderline” marks might be the case. The ET consider this a possible weakness which is easily remedied. Also, there is no mention of undertaking comparisons between evaluations of one course with another, nor considering parity with similar courses from another Institution. Greater use of external examiners would be worth considering here. In that context it was interesting to note that where performance was considered unsatisfactory, a series of measures (in line with the “*College Assessment Policy and Procedures*”) are set in motion, known as the “*Remediation Program*”.

As indicated above, learning outcomes are clearly set out for students, and in the case of laboratory internships, student performance is assessed by mentors and recorded in “*Laboratory Practice Logbooks*”.

The Rezonanca College has a number of signed cooperation agreements with either Pharmaceutical Companies, Hospitals, Laboratories and the University Clinical Centre of Kosovo enabling students to benefit from a variety of external workplaces and cultures which can only be good for the overall experience of a typical student in the study program.

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	



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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, and in comparison, with other study programs at highly regarded institutions.		X
Standard 4.10. Policies and procedures include actions to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed.		X



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Adopt a strategy to ensure that fewer students progress carrying unfinished exams.*
2. *Consider using double marking to validate marks from time to time.*
3. *Increase the use of external examiners.*
4. *In the curriculum provide the names of the teachers who are responsible for delivering each course.*

2.5 Students

All applicants holding a BA degree in Pharmacy of 180 ECTS (3 years in regular studies) can be accepted into MSc Pharmacy at the Rezonanca College. Completion of 5-year studies is a requirement in Kosovo for obtaining a licence for work in the pharmacy industry.

As a part of the admission process, an English language proficiency is also required - either in the form of a proof obtained during previous studies, or as a test.

The standard duration of studies in the MSc Pharmacy is 2 years and the current enrolment quota for the Rezonanca College is 50 students per year. However, the average completion

23



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

time is 3.5 years. The number of admitted students in the MSc Pharmacy has varied from 25 to 54 in the period from 2016 to 2021.

The ET learned that the main target group for the MSc Pharmacy study program are the graduates of the BSc Pharmacy at the Rezonanca College. Currently there are 81 students in the first year of BA studies and 85 students in the second year of the BA studies. Once the integrated study program in Pharmacy is launched, the BA and the current MSc program will cease to exist.

There are internal regulations in place in regard to the size of student groups. The regulations state that the lectures are organised in groups up to 100 students; seminars and workshops in groups up to 20 students; exercises, small group teaching, clinical trials and problem-based learning take place in groups up to 10 students; outpatient visits and clinical visits take place in groups of 6 students. The Rezonanca College, however, creates new groups when the limit for groups is already exceeded by a certain number. The ET would recommend establishing new groups immediately after the maximum number defined by internal regulations is exceeded.

During the site visit the ET learned that Rezonanca College is recognised in Kosovo for its student-centred approach that includes constant communication with students and feedback on their performance. This approach applies both to the lectures and also to the consultations provided for the students. The marks for all assignments are issued on the internal Moodle platform but regular communication takes place during classes. Different data on student performance are collected by the Rezonanca College on a regular basis.

As explained in section 2.1, the Rezonanca College has established a Code of Ethics that is fully implemented. However, the issues encountered by the students and staff of the MSc Pharmacy are minor. The originality of student works is checked by each subject teacher and for this purpose paid software for plagiarism detection in English (Copyleaks Plagiarism Checker, PlagScan and Quetext) can be used. When working on the final thesis, all students have to comply with the Helsinki Declaration on Research, relevant national laws (Law on Health Care, Law on Patients' Rights, Law on Scientific Research, etc.). There are a number of other measures in place to fight against plagiarism.

The rights and obligations of students are defined by the Statute of the College, the Regulation of Studies and the Code of Ethics. However, as mentioned earlier, for an external reader it is not easy to find them on the website of the college.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Rezonanca College does not have experience with student transfer in the MSc Pharmacy study program as it is the only institution in Kosovo that offers master's studies in Pharmacy. Students who are enrolled in integrated study programmes in other institutions can be transferred to the Rezonanca College only as bachelor students and a direct transfer to master's studies is not legally recognised in Kosovo. However, technically the regulations of the Rezonanca College foresee a general possibility for student transfer and describe the terms for it.

In the previous accreditation procedure, it was recommended to strengthen the support services and student counselling, involve students in the preparation of self-evaluation reports, regulate the procedure for thesis development and defence and introduce anti-plagiarism measures. From the SER and interviews, it was evident that a number of these recommendations have already been taken into account and that there is constant progress in regard to others.

As for the final Thesis, the whole procedure of evaluation and defence of the Master Thesis has been changed. From 2021, new forms are used for the proposal of topics, evaluation by the mentor, evaluation by the commission, and the protocol for public protection of the work.

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 organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.		X
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	

25



Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	X	
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Substantially compliant

ET recommendations:

- To establish new student groups immediately after the limit for student groups defined by internal regulations is exceeded.*

2.6. Research

The SER makes the point that achieving their full potential is challenging for university researchers in countries such as Kosovo. Alongside the obvious need for long-term investment,



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

“lack of access to current research findings” is claimed to be a factor that slows research momentum. This is perhaps a surprising admission given the availability of online databases of publications, albeit these are in English. Furthermore, the SER draws attention to the poor salaries and career prospects for researchers. These factors are marshalled to support the argument that researchers have to work abroad, or turn to teaching and consultancies, rather than research activity. It is against this perceived backdrop that the College attempts to develop a credible research activity and according to the SER a first step in that process was the development of a

“Framework for the College's research capacity assessment methodology”.

The College research capacity is evaluated under a number of headings and the overall capacity is rated “moderate”. A copy of this Framework was requested post the virtual site-visit to better understand the evaluation process. This confirmed that the strongest pillar was leadership, with research infrastructure being “moderate”, the weakest were areas such as partnerships and collaborations and evaluation of total research output of the College.

The College is therefore well informed in respect of issues to address in the future, and these are nicely detailed in the College Strategic Plan 2022-2024 which is comprehensively set out in the SER. An internal body described as an “Institute for Research” is mentioned and referenced throughout, although the precise role or remit of this Institute is not described. Given that the SER claims that the Rezonanca College has a good reputation in medical research, there is ample scope for the Pharmacy MSc study program to align its research elements to that of the College. In that regard it is worth noting that College research programs (2022-2024) include areas such as pharmacoepidemiology and the SER provides evidence of approved forthcoming research projects in the field of Pharmacy, the source of funding being AMECC “Rezonanca” (table on p 114 of the SER). The 2022 -2024 budget for research allocates almost half its sum to the Pharmacy MSc study program, individual sums being earmarked for project costs, publication costs, and attendance at scientific meetings. The SER (p 117) states that

“students are constantly involved in scientific research activities”, and have *“the opportunity to undertake scientific projects under the guidance of a mentor”* (p 124)

which addresses standard 6.11. In respect of one aspect of standard 6.1 the SER describes the number of ways that financial support is made available to support research work. Indeed the

27



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

SWOT analysis (p 129 of the SER) lists financial resources for research as a strength. There is a Steering Council within the College charged with the task of allocating funds according to College Regulations.

The College has categorised publications (pp 118 -121 of the SER), defines adequately what constitutes research and this is taken into account in the

“Regulation on procedures regarding the appointment, reappointment and promotion of academic staff at Alma Mater Europaea Campus College Resonance, Article 5, regarding the Principles of recognition of international platforms and journals”

In respect of standard 6.4 the SER indicates that the teaching staff (18) in the study program have published 21 papers in the period 2019-2021 which falls short of the performance expectations of the Rezonanca College which

“has determined that every regular member of the academic staff must publish at least one scientific paper per year for the last three years” (see p 117 and pp 123-124 of the SER).

Indeed, the SER concedes that only around 17% of program staff have at least one publication per year over the period 2019-2021 which does not meet the requirement of standard 6.7. However, the data tabulated on p 121 of the SER, the and the publications listed in the staff CVs satisfy standard 6.5. Further, the SER states that between 2019-2021

“47.7% of publications are on these platforms listing journals which are indexed on an academic basis with the highest coefficient of publications = 1”.

The CVs of full-time staff were provided. However, this was a list of over 200 staff making it more difficult to inspect the CVs of the teaching staff of the MSc Pharmacy study program. Also, the CVs provided do not always include the teaching that was undertaken by these staff. The curriculum does not set out which staff deliver which courses (apart from what is tabled on pp 97 and 98 of the SER). Nevertheless, where the publications in the CVs of staff could be set alongside the teaching duties of academic staff (e.g. table on p 97 of the SER) this gave some evidence that research and teaching are in the same fields as demanded by Standard 6.4. Publications are validated by being published in the CVs of staff, and in order to receive



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

“financial support for their publications, staff must submit the Full Text Article bearing the College address”

satisfying standards 6.6 and 6.8.

Regulations concerning the intellectual property of the College were reviewed and published in 2021. There are some financial incentives for staff to undertake applied (patentable) research.

Clear evidence for the involvement of students in the study program in research is provided and tabulated on p 125 of the SER. In the MSc Pharmacy program, there were 67 Master Thesis topics between 2019 -2021, the large fraction (e.g. around 40% in Clinical Pharmacy) being in non-laboratory work. To what extent this reflects staff interests, as opposed to a means of keeping costs down, is not clear, and may speak to the possible danger of an unbalanced program. However, the research projects for Master students are considered a strength in the SWOT analysis (p129 of the SER).

The College Research Institute is organising for 2022 scientific activities around students e.g. “*Student Seminar Days*” providing further assurance that there is commitment to engaging students in the research activity of the College

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> 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
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
<i>Standard 6.9.</i> 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	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities	X	

Compliance level: Substantially compliant

30



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

ET recommendations:

1. *Address the perceived weakness identified in the College research capacity evaluation, namely partnerships and collaborations and the evaluation of research output.*
2. *Provide staff CVs for only those teaching on the MSc Pharmacy study program and ensure that in all cases the specific teaching duties, namely which courses, the areas of research interest and publications are clear.*
3. *Generate a strategy within Pharmacy in order to increase the number of academic staff that meet the expected publication criteria of one paper per year over the last three years.*

2.7. Infrastructure and Resources

The SER sets out in detail the physical space which is available within Rezonanca College, and the video of the Campus testifies to the size and modern nature of the facilities available for teaching and research. Meetings with Heads of the study program and teaching staff raised no issues regarding facilities and student meetings supported this in full. The SER in TP 7.3. provides the results of the Student Satisfaction Survey for the Administrative Services -2020 showing a high level of satisfaction (e.g. 91.7 %) of the students in the MSc Pharmacy program with equipment and facilities in the Faculty of Pharmacy. Library resources are an area of relative weakness with only 73.7% students (from a Structured Student Feedback Session) finding these suffice for their needs. Such issues are to be addressed in a college improvement plan and the College has a Master Plan which includes a new campus (complete in 2022). All buildings and equipment are currently owned by the College. A financial plan for 2022-24 is tabled on p 132 of the SER and it is argued that there will be sufficient resources to sustain the program over the next three years. One concern might be that the numbers are identical year on year making no allowance for inflationary factors.

The number of students in the year (SER pp 102 and 103), is stated to be 40 and 30 in year 1 and 2 respectively, and the group sizes for seminars, workshops, clinical practice are a maximum of 10. Given the space or size of facilities in the Table on pp 130 and 131 of the SER, there would seem to be no issue in accommodating students in the study program.

As indicated above, the College libraries are a relative weakness. Space seems not to be the central issue although seating availability in the reading rooms is a little below the threshold of the required 10% level (total seating / total students) that standard 7.5 stipulates. However,

31



although the library collection of books is constantly being refreshed, most books are still in English and the SWOT analysis in the SER concedes that there are:

“Inadequate level books for some subjects in some field of Medicine, due to the lack of publications in the Albanian language”

It is clear from the SER that deficiencies in library resources are being addressed and a new program for Library management is now on stream.

In respect of standard 7.6, again the SER recognises the need to address issues around students and staff with physical disabilities but concedes that:

“Assistive technologies such as applications, software, hardware, and other technology resources that are designed to assist students with physical or learning disabilities are not offered at the College. “

What is on offer is simply good access to the various teaching locations, and perhaps extra time allotted to completion of assignments. Where this is always applied to exam situations also is not made clear, although reference is made to this under standard 4.7 (p 95 of the SER).

<i>Standard</i>	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	



<p>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:</p> <ul style="list-style-type: none"> a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula. 	X	
<p>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 speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p>	X	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <ul style="list-style-type: none"> a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 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: Partially compliant

ET recommendations:

1. *Invest in technologies to improve the assistance made available for students with physical or learning disabilities.*
2. *Address the weakness conceded in the SER SWOT analysis in respect of the too few medically related books in the Albanian language.*
3. *Given the relative weakness of Library resources with only 73.7% students (from a Structured Student Feedback Session) finding these suffice for their needs, set new targets and timelines to improve.*

3. FINAL RECOMMENDATION OF THE ET

OVERALL COMPLIANCE

Standard	Compliance level
1. Mission, objectives and administration	Partially compliant
2. Quality management	Substantially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Substantially compliant



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

5. Students	Substantially compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Partially compliant
Overall compliance	Substantially compliant

In conclusion, the Expert Team considers that the MSc Pharmacy study program offered by Alma Mater Europaea campus College Rezonanca is *substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit* the study program for 50 students, for three years.

Expert Team

Member

Professor Kenneth T Wann

24/04/2022

(Signature)

(Print Name)

(Date)

Member

Asnate Kazoka

24/04/2022

(Signature)

(Print Name)

(Date)

35