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***UBT COLLEGE***  
***BSc MEDICAL BIOCHEMISTRY***

***ACCREDITATION***

***REPORT OF THE EXPERT TEAM***

April 2022, Cardiff, UK and Riga, Latvia



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit:** Zoom Meeting, 31st 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, KAA Officer
- Ilirjane Ademaj Ahmeti, KAA Officer

**Sources of information for the Report:**

- UBT College Self Evaluation Report (SER)
- KAA Accreditation Manual, 2021
- Appendix A: Course description of the Medical Biochemistry Program
- UBT Quality Assurance Regulation 2019
- Annex B: Research and Publication List of academic staff of Medical Biochemistry Program
- Video of UBT College
- Study Program teaching Staff CVs

**Criteria used for institutional and program evaluations**

- KAA Accreditation Manual, 2021
- UBT Quality Assurance Regulation 2019
- Study Program teaching Staff CVs
- Annex B: Research and Publication List of academic staff of Medical Biochemistry Program



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## 1.2. Site visit schedule: 31st March, 2022

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	1. Shpend Dragusha 2. Fisnik Laha 3. Gazmend Temaj 4. Linda Carkagjiu 5. Zafer Gashi
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	1. Anita Sadikaj 2. Shqipe Agushi 3. Deniz Celcima 4. Abdullah Gruda 5. Edona Tasholli
10:40 – 11:40	Meeting with the heads of the study programme:	Linda Carkaxhiu Afrim Zeqiraj Zafer Gashi Naser Kamberi Suzana Aliu Cengis Cesko Diellor Rizaj
11:40 – 12:25	Lunch break (provided at the evaluation site)	
12:25 – 13:10	Meeting with teaching staff	1. Ilir Ahmetgjekaj 2. Pranvera Ibrahim 3. Haki Jashari 4. Zaim Gashi 5. Valon Ejupi 6. Valon Derguti
13:15 – 14:00	Meeting with employers of graduates and external stakeholders	1. Ekrem Maloku 2. Driton Ferizi 3. Armend Cana 4. Valmir Sopa 5.
14:00 – 14:10	Internal meeting of KAA staff and experts	
14:10 – 14:20	Closing meeting with the management of the faculty and program	



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### 1.3. A brief overview of the institution under evaluation

The University for Business and Technology (UBT) is a private University in Kosovo. The College was licensed to operate as a private bearer of higher education by the Ministry of Education, Science and technology no. 808/02-1, date. 18.10.2004. The Institution built on the experience of the Institute of Enterprise Engineering and Management (IEME), which was founded in 2001. The UBT Website lists several locations and branches, and within the infrastructure is apparently housed one of the largest libraries in Kosovo and over 80 laboratories. Thus UBT has a presence in several regions of Kosovo and also abroad, namely - UBT Prishtina Campus, (main Campus), UBT Lipjan Campus, UBT Prizren Campus, UBT Ferizaj Campus, UBT Peja Campus – Dukagjini College, UBT Gjilan Campus – Arberi College. There is also apparently an UBT Austria Office and UBT Hungary Office.

The SER states that “the main proposition of the UBT is to support Resilience and Sustainable Development of Kosovo”. Also “The philosophy of the Institution has been to offer competitive programs in applied education that would base teaching on labour market demands and international practices”.

The website shows that UBT operates a broad range of Bachelor and Masters level programs. There are currently around 17,000 students, the claim being that 98% of these enter the job market, Graduates of UBT being “leaders in entrepreneurship and new businesses, managers in the banking sector, public sector, information technology, engineering, architecture and construction”.

UBT is claimed to be the largest beneficiary of international student exchange projects from the European Commission, and the Website states that UBT has 450 International Partnerships.

Currently UBT has 10 Research Centres which are multidisciplinary, crossing departmental boundaries: significantly one of these is “The Health Sciences Research Centre”.

The BSc Medical Biochemistry is a new study program that was first submitted for accreditation in 2021 and was not accredited. In 2022 it has been submitted for accreditation for the second time.

The BSc program in Medical Biochemistry is summarised below.



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## Program: Medical Biochemistry

<i>Name of the institution</i>	BPRAL UBT College
<i>Faculty/Department</i>	Medical Biochemistry
<i>Main Campus or Branch</i>	Main Campus
<i>The program applies to Branch</i>	No
<i>Name of the study program</i>	Medical Biochemistry
<i>Person responsible</i>	Dr. Dugagjin Sokoli
<i>Accreditation/Reaccreditation</i>	Accreditation
<i>NQF Qualification Level</i>	NQF Level VI
<i>Academic degree conferred</i>	BSc in Medical Biochemistry
<i>ECTS</i>	180
<i>Program profile (specialization)</i>	Medical Biochemistry
<i>Erasmus Code</i>	12.9
<i>Type of study</i>	Full-time
<i>Number of students</i>	150
<i>Minimum duration of study</i>	3 years

## 2. PROGRAM EVALUATION

*The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.*

### 2.1. Mission, Objectives and Administration

The mission of BSc in Medical Biochemistry, as stated in the SER, is to contribute to higher education through contemporary curricula, based and harmonised with the best practice at European level, distinct educational philosophy, research and services to the community.

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The aim of UBT with this study program is to provide the possibility of study of future trends and developments in the profession of a medical biochemist and to prepare practitioners for work in medical laboratories. In terms of research, the faculty aims to improve research through participation in research and development projects and improvement of laboratories, advance scientific research, implement joint research projects in cooperation with international partners, promote continuous scientific and academic development among its staff and actively participate in international research forums and symposia.

While the aim of the program is clear, it is not reflected in the mission statement and this mission statement could as well be applicable to any other study program. As already indicated in 2021, the expert team (ET) would advise revising the mission statement in order to clearly demonstrate the comparative advantages and the strategic orientation of the study program in terms of geographic area, academic and professional relevance and research focus.

UBT foresees that with the establishment of this study program the medical biochemistry services could be offered at the UBT Laboratory Clinic for the UBT Hospital and the community.

The situation analysis included in the SER is the same as provided for the assessment in 2021. It states that there is a low number of medical biochemists in Kosovo and that the majority of practising medical biochemists possess a secondary education only. However, the provided analysis dates back to 2017, and is largely based on the statement that there is a general lack of medical biochemists, rather than that the skills of those with secondary education only, are not sufficient for executing their professional duties.

The admission requirements for the study program have not changed since 2021 and state that only students that have completed at least two years of prior medical education at upper secondary school will be considered for admission. This limits the possibilities for increasing the number of medical biochemists over and above those who have already made an informed decision to obtain medical education at the secondary school level.

Therefore, as the ET has already pointed out in 2021, if the intention of the study program is to increase the number of qualified biochemists, it is not entirely clear how that could be achieved. Also, the claimed impact of the bottleneck created by the University of Prishtina as the only institution currently offering such studies is not clear, because the demand of bachelor level specialists and the demand from the prospective students' perspective has not been analysed.



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Another remark is related to the future trends that are highlighted in the aim of the study program. The expert team did not find any evidence that the future trends would have been analysed and also did not identify any mechanisms that could be used for this purpose.

Already in 2021 the ET raised the issue of contradiction between the vision statement of the UBT and the statement in the SER. The vision statement communicated through the UBT website states that UBT aims to implement an integrated strategy to establish itself as an internationally competitive, research-intensive university, committed to the transfer of knowledge and the provision of a world-class education and service. This somehow contradicts the statement in the SER that UBT is primarily a demand-driven higher education institution oriented towards the local community with the philosophy to offer competitive programmes in applied education. The place of the BSc in Medical Biochemistry in this overall setting is therefore not clear.

The BSc in Medical Biochemistry is claimed to be aligned with the European Union Directive EC 2005/36 and European Union Directive EP 2013. There is currently no legislation that would define the minimum requirements for such a profession in Kosovo, except the general requirements of the Kosovo Qualification Framework (KQF) which have been taken into account.

It is stated in the SER that the study program includes 1,035 hours of theory and 1,365 hours of practice. At the same time it is stated that the core subjects are mostly practice-oriented. When looking at the course descriptions, the vast majority states that the relation between theory and practice is 50-50, a small number of study courses have the theory-practice relation set as 65-35 or 60-40. There are five study courses, in addition to the Professional Practice (I, II, III) and Diploma Paper (Dissertation), where the practice dominates over theory - Biochemical Analysis I, Biochemical Analysis II, Practice in Clinical Hematology, Emergency Laboratory Diagnostics, In Vitro Cell Laboratory Methods with the theory-practice ratio of 35-65.

Therefore it can still be concluded that the practical orientation of the study program is not fully substantiated by the theory-practice ratio.

Overall, UBT is a well established institution with reasonable experience in implementing study programmes in higher education. All the main regulatory documents, including the UBT Statute, Regulation on Bachelor Studies and Code of Ethics, have been developed and are published on the UBT website. The documents also clearly state the rights and responsibilities of students and staff.





However, the ET would like to note that, as already observed last year, the information provided under certain standards in the SER does not comply with what has been required by the standard. The ET would recommend UBT establishing a more mature approach in preparing documentation for external assessments in the future.

The ET also would like to make a note that the SER refers to the Faculty of Health Sciences (or Medicine) while the UBT website (both the English and Albanian version) presents a separate faculty for each study program. While it does not directly affect the assessment of this study program, the consistency of information is an important indicator of the internal quality assurance system and, in order to assess processes related to the study program, it is important to understand the structural unit within which the program will operate.

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	



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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.	-	-
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**Compliance level: Partially compliant**

**ET recommendations:**

1. *Revise the mission statement to clearly demonstrate the strategic orientation of the study programme.*
2. *Align the programme aim and mission statement with the general mission statement of the UBT.*
3. *To define learning outcomes for the study programme that would be formulated in the form of knowledge, skills and competencies that the students would possess upon graduation.*
4. *Establish a reliable mechanism for collecting the data on the demand for bachelor level specialists and the demand from the prospective students' perspective.*
5. *Establish a reliable mechanism for collecting and analysing the information on future trends in the profession of medical biochemist.*
6. *Establish the didactic and research concept of the study programme and ensure that the programme content and teaching and learning mechanism is fully based on it.*
7. *Review the organogram and website of UBT to ensure that the titles of structural units (faculties, departments etc.) are used consistently and reflect the actual situation.*

**2.2. Quality Management**

Arrangements for quality assurance of education at UBT are defined at the central level. There is a UBT Quality Assurance Regulation and a Quality Manual that includes the Quality Assurance Regulation as a part of it. The UBT Quality Assurance Regulation states the main quality assurance mechanisms related to different stakeholder groups and areas, procedures, roles of those involved, reporting and data collection principles. However, the Regulation does not include information on each specific procedure that is carried out, its purpose and regularity

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and is not easy to navigate for operational use. The Quality Manual, on the other hand, is very brief and states the general information on the UBT, including the strategic goals, and some specific elements, such as the enrolment regulation, description of the institutional quality assurance structure and its staff and lists the instruments used for quality assurance. Neither of the documents explain the concept of excellence by UBT and how the quality assurance system would be designed to support institutional objectives.

The SER states that for the faculty there is a Quality Assurance Officer and Quality Assurance Sub-Committee. However, due to the reasoning explained in section 2.1 in this report, it is not clear whether the term “faculty” applies to the Faculty of Health Sciences (or Medicine) or Faculty of Medical Biochemistry or other.

The UBT Quality Assurance Regulation states the main quality assurance mechanisms related to different stakeholder groups and areas, procedures, roles of those involved, reporting and data collection principles. However, the Regulation does not include information on each specific procedure that is carried out, its purpose and regularity and is not easy to navigate for operational use. It would be suggested to complement the Quality Manual with information on all separate procedures, their regularity, responsible persons and tools/forms that have to be used.

According to the Quality Assurance Regulation and Quality Manual, the information for improvements is collected from the staff, students and graduates. No surveys for the employers have been mentioned amongst the tools.

The SER refers to an Improvement Plan that would be produced after evaluation of performance against the objectives. As the BSc Medical Biochemistry is not implemented yet, there are no such Improvement Plans for it. The ET also did not learn of other Improvement Plans that would exist in UBT.

The UBT has defined a number of performance indicators for the BSc Medical Biochemistry, according to the Faculty Performance Assessment Framework. Currently the defined performance indicators are related to input only, for example, the annual student intake, student-staff ratio, staff expenditure, income from student fees but, once the program is launched, the process and output related indicators will be defined.

The ET is aware of the assessment that BSc Laborant of Biochemical Medicine underwent in 2019 and the BSc Medical Biochemistry 2021. However, the SER does not include any evidence of such previous assessment and does not document any changes that would have been made to the study program based on the results of this previous assessment. In regard to



the quality assurance arrangements, the ET could identify only minor changes if compared to the situation in 2021.

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.	-	-
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.	-	-
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.	-	-



Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.		X
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**Compliance level: Partially compliant**

**ET recommendations:**

1. *Introduce survey mechanisms for employers;*
2. *Once the study programme is launched, to define standards for process and output related indicators and monitor them on a regular basis.*
3. *Incorporate the results of all questionnaires as well as the monitoring results of certain key performance indicators in the overall activity reports either on the program or on the faculty level and make them available publicly;*
4. *Produce analytic quality assurance reports that would include recommendations for the relevant parties within UBT;*

**2.3. Academic Staff**

The particulars of 38 teaching staff on the study program are presented in tabular form on pp 32-33 of the SER. The split of their responsibilities (teaching, clinical, administration and research) is also provided. All staff are full time UBT, are tenured, and 35 possess a PhD. Although the curriculum vitae and publication lists for the academic staff teaching on the study program were available to the ET, these did not really give insight into the balance of activities of individual staff.

Academic staff comply with the legal requirements in the Administration instruction of Accreditation and have conforming workloads as was noted previously by the ET in 2021.

So too, standard 3.4. is met as was observed in 2021. On p 34 the SER lists 8 full time staff with PhDs assigned to 60 ECTS of the study program exceeding what is demanded by standard 3.5.

Meeting with the teaching staff at the virtual site visit confirmed that they were largely satisfied with their workloads which were manageable, understood what was expected of them, and they confirmed that there were ample opportunities afforded for additional professional



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development. The SER indicates (p 34) that one of the priorities following consultation with senior members of staff within UBT was:

*“supporting the professional development of those in management roles within the institution”*

The SER draws attention to the Staff Development Plan at the Faculty of Health Sciences with objectives to include providing *“a framework for allowing appropriate development opportunities”*

The SER also states that :

*“The institution recognizes that institutional excellence can only be achieved and maintained by appropriately skilled, experienced, and motivated staff.”*

There is sufficient evidence, as in the 2021 review, to convince the ET that additional professional development opportunities staff do exist, this being confirmed by staff interviews and the SER indicates that:

*“During the previous year, the staff development component was focused on providing effective pedagogical skills and training at IDEAA Institute of UBT – Institute for Development of Education and Academic Affairs.”*

The allocation of workloads for teaching staff are in accordance with the Faculty Council Workload Policy. The Dean ensures that mechanisms for the allocation of workloads are transparent, approved and implemented and reviewed in the Annual Development Planning Process. The SER also indicates that workload allocation is one metric intended to inform any applications for promotion.

The tabulated data presented show that the respective responsibilities of almost all of the Academic Staff are listed as the same, and, as stated in the previous review by the ET in 2021, hopefully the division of labour will evolve and change as it should, as the study program develops, and embeds. Indeed the SER states that:

*“The allocation of work must be made in consultation with the staff members and by taking into consideration that staff members skills and experience.”*



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If true, then it is therefore to be expected that considerable differences in the respective splits of responsibilities will emerge when the study program embeds.

At the virtual site visit, meetings with the teaching staff and the questions around their workload revealed that there was general agreement that sufficient times could be made available for consultations with students and community service.

Discussions with teaching staff revealed that peer to peer reviews of staff took place in lectures and that student evaluation was undertaken on a regular basis. The SER states that a formal staff appraisal process exists, and that appraisal takes place in accordance with UBT Staff Employment, Performance and Progression Policy. Deans are responsible for the staff appraisals, part of the year end review, using the criteria in the regulations for staff Appraisal. The ET noted that Section 4.6 in the UBT Quality Assurance Regulation, 2019 refers to student surveys as one tool used to judge teachers, and feedback from these is intended to inform teaching improvement strategies. According to the SER, the Dean's initial evaluation is sent to the staff member and the final Staff Evaluation Report goes to the Faculty Council and UBT Academic Council Committee.

There remain several instances in the SER where the narrative is duplicated. Specifically, some of the text in Standard 3.9 (which is not very helpful) repeats the narrative in 3.6, as was noted by the ET in the previous submission in 2021. Also as noted in the previous review of 2021, section 5.5 in the UBT Quality Assurance Regulation, 2019 is lifted verbatim and in the SER is the only other narrative given to address standard 3.9. The ET urges the program team to provide robust evidence in support of, and in respect to the issues around improvements to teaching strategies and learning materials.

Finally, the ET notes that some of the recommendations from the previous review in 2021 have not been acted on.

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





<b>Standard 3.1.</b> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<b>Standard 3.2.</b> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<b>Standard 3.3.</b> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	X	
<b>Standard 3.4.</b> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<b>Standard 3.5.</b> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<b>Standard 3.6.</b> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<b>Standard 3.7.</b> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<b>Standard 3.8.</b> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	





<b>Standard 3.9.</b> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
<b>Standard 3.10.</b> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	-	-

**Compliance level: Substantially compliant**

**ET recommendations:**

1. *Ensure that all staff curriculum vitae contain key information on responsibilities, courses taught on and external activities such as community service.*
2. *Avoid repetitive narrative and cite the source of narrative taken from other documents.*
3. *Provide examples of any special assistance offered to any teaching staff facing difficulties vis a vis professional development.*
4. *Address standard 3.9 in full.*

**2.4. Educational Process Content**

The proposed Medical Biochemistry program is new, and hence some standards cannot yet be evaluated or addressed. In respect of the mandatory components of the course, there are 1035 hours of theory, 1365 hours of practice, and 180 ECTS over 6 semesters. Hence 1 ECTS equates to around 13 hours activity. There are in addition some elective courses. The SER states that:

*“The studies of Biomedical Technician results in the academic title of BSc in Biomedical Technician.”*

This is surely a mistake and it was pointed out previously in the 2021 review by the ET.

*“The curriculum contains four categories of course that at times offered in the context of other disciplines or in conjunction: (1) Basic subjects, (2) General Medicine subject, (3) Medical Biochemistry subjects, and (4) General Formation subjects.”*



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Course titles, the timing of the delivery in each semester, the associated credits and the lecturers responsible are tabulated on pp 40-43 of the SER. Annex A (Appendix A) provides the course descriptions. Unfortunately, there are inconsistencies in the information presented. For example, in the Table, course 1 is labelled

*“Introduction to Laboratory Biochemistry”*

but is titled *“Introduction to Medical Biochemistry”* in Annex A.

In the Table course 31 is titled *“Modern Biochemical Techniques”* but in the Annex that course seems not to exist, and course 31 is *“Pathology”*. These are unfortunate mistakes to be rectified.

The study program is intended to equip students with the necessary basic knowledge, practical knowledge and skills, patient-related skills and the professionalism and integrity required of a practising Medical Biochemist.

As mentioned previously under standard 1.3:

*“Kosovo has not yet consolidated a Medical Biochemistry Competence Framework nor the legal basis to ensure that minimum standards are being followed.”*

also UBT therefore has:

*“adopted the EU Directive minimum standards of the profession”*

And under standard 1.2 in the SER (p 14) it is asserted that *“the program satisfies professional requirements and European Directive 2005/36/EC”*, and it is stated that there is:

*“approximation of the program with those applicable elsewhere in European Union”*

and that:

*“major advising and expertise was given by International Biomedical Scientific Council.”*



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The ET is reassured that sufficient external opinion and input has been sought in the construction and balance of content of the study program. The SER lists 8 Universities outside Kosovo that UBT has agreements with, and has consulted with.

The ET judges that the subject material in the curriculum is comprehensive, including the coverage of underpinning basic scientific disciplines, laboratory techniques, health Psychology, medical Bioethics, communication skills and professional Practice elements. There are elective courses in each year which necessarily means that all students may not be exposed fully to some key skills such as foreign languages, toxicology or communication and consultation. It would have been instructive to the ET to have insight into the thinking of what should be mandatory and what may be elective. Courses in the social sciences and humanities are alluded to, and are a welcome addition to the content of the study program. The course material e.g. Biochemistry, Biochemical Analysis, Haematology and Professional Practice is delivered logically i.e.. level I,II then III. The learning outcomes are set out on p 44 of the SER and have been rewritten as recommended by the ET in 2021.

Learning outcomes and Assessment methods for each individual course are fully articulated in the Medical Biochemistry course description (Appendix A). According to the SER, students are also introduced to these elements at the induction session and the material is laid out in the Student Handbook. For each course description Aims and Objectives, Learning methods, and some reading material are also presented. Corrections to course numbers in this submission versus the 2021 version where necessary have also been noted by the ET e.g. Emergency Laboratory diagnostic is course 33 throughout now. As noted in 2021 by the ET in the case of many courses there were no Albanian texts in the bibliography. This has now been rectified and although the list is not exhaustive it includes courses 1, 5, 7, 33, 34, 41-43 and 45-47. There remain no assurances in the SER that the students can cope with the bibliography provided however.. This might have been addressed in standard 4.5. For many courses (e.g. course 7 or 9) the literature should be updated with newer editions of textbooks also. This is also discussed by the ET under standard 2.7 (below).

Where the learning outcomes for a course had previously been inappropriate the program team have responded and made changes (e.g. courses 4 and 9 - Medical Biophysics and General Biochemistry).



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The ET concludes from the SER e.g. pp 43, 47, 48 that the study program is adequately varied in terms of study methods. A number of teaching methods are to be adopted to:

*“include case-studies, project work, problem-based learning, and simulated learning. “*

Although the issue of flexibility to meet the needs of different groups of students is not directly addressed (Standard 4.7) discussion at the virtual site visit with the teaching staff reassured the ET that this has been considered. It remains to be seen how in practice addressing such issues develops.

The SER does state that *“a set of criteria to help identify students at risk of non-completion”* has been established by the Faculty.

The ET notes that:

*“an evaluation of the student learning styles and abilities with a view to proving appropriate pedagogical support.”*

which would appear laudable.

Such a learning styles inventory might address and indeed prevent issues relating to learning needs. Nevertheless the study program team still identify different educational background of students with different learning needs as a threat in the SWOT analysis of the SER (p 53). There is a “healthy” range of teaching strategies presented which is a strength, but equally a challenge when it comes to assessment. In regard to the latter, little attention has been paid to how to deal with any borderline marks. The ET would hope that double marking (particularly for less experienced staff) would be offered to verify or check marks, where a pass or fail, is in question. Discussions at the virtual site visit suggested that this might be introduced in time. It is not clear how mitigating circumstances are to be dealt with also. The introduction of a mitigating circumstances panel might be welcome. The approach to be adopted, according to the SER, is that any appeals go straight to the Vice Dean.

UBT has a number of agreements with both private and public services within Kosovo to support training in practice in the field. The SER lists 14 such organisations that:

*“offer further opportunities for graduates, exchange of practices and research”*



The SER also makes the point that:

*“Our emphasis on practical and relevant industry knowledge is a key feature of educational programs.”*

The internships are clearly popular and believed to be very necessary with both the teaching staff and employers. This was underlined by meetings at the site visit. The logistics of the practice internship placements were made clear to the ET at the site visit, as was the thinking behind the allocation of ECTS. Practice-based elements in the study program (like all courses in the curriculum) have specified learning outcomes and have assigned Academic staff members (e.g. p 41 of the SER). Assessment is by a mentor of Professional Practice who offers guidance and input to a report, which is checked by the Head of Professional Practice (e.g. p 44 of AnnexA). However, the learning methods for Professional Practice I, II and III (Annex A) indicate that these courses adopt a combination of didactic and workshop materials, the teaching methods include practical exercises, lecture demonstrations and written practical reports.

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	



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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.	-	-
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.	-	-
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



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. *Provide an example of an equivalent course in the European Union.*
2. *Provide a testimonial from an expert who was consulted on the program content.*
3. *Correct the mistakes (e.g. course titles) that this report draws attention to.*
4. *Revisit the literature suggested for each course, updating or adding new material where necessary.*
5. *Address the issue of student language skills where no Albanian texts have been suggested.*
6. *Provide reassurance that exam marks may be checked for validity.*
7. *Consider introducing marking schemes and double marking for borderline marks.*
8. *Consider introducing a mitigating circumstances panel for review of student appeals where necessary.*

**2.5. Students**

The SER states that the admission procedure is organised based on the Faculty Council Regulation on Admission. The general admission requirement for this study programme, in addition to completed secondary education, is completion of at least two years of prior medical education at upper secondary school level. There is also an entrance examination for all applicants.





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The Faculty Council Regulation on Admission is currently not available on the UBT website. The UBT website includes the Regulation on Bachelor Studies which in regard to the admission process and requirements fully refers to the Faculty Council Regulation on Admission.

The number of students per lecture is up to 50 students, for seminar is between 15-25 students and for lab practice is between 10-15 students. Students may make up for the missed lectures in a way determined by the faculty if the reason for non-attendance is justified, and to ensure no more than 30% of the classes are missed. The student who misses more than 30% of practical courses shall repeat the year of studies. The issue of student groups has to be looked at together with the planned enrolment and the technical capacity of the premises and while the expert team does not have any remarks on the size of student groups, the remarks related to the available resources are provided in the section 2.7 of this report.

The Regulation on Bachelor Studies defines certain deadlines for the academic staff for publishing the exam results, depending on the number of the students in a group and at a request of the student the teacher is obliged to give to the student a written assessment of the exam.

In the SER UBT states that it has developed a set of criteria to help identify students at risk of non-completion. This information is combined with an evaluation of the student learning styles and abilities with the aim to provide appropriate pedagogical support. During the first week of a semester each student takes a learning styles inventory. In addition to that, each student is allocated a mentor.

The Regulation on Bachelor Studies foresees several cases when exceptions or special arrangements can be applied, for example, when evaluating and grading the work of a student with disabilities, the possibility for leaving studies for the period of maternity or paternity leave or serious illness. The regulation defines several possibilities for taking exams - winter, summer and autumn exam session - and states that the student has the right to withdraw from the exam no later than 24 hours before the exam but it does not define any special cases when a student could be allowed to withdraw later and take the exam at a different time without sanctions, for example, because of urgent health issues, participation in a mobility programme abroad etc.

The Regulation on Bachelor Studies states that after the completion of studies, each student is issued a diploma which certifies the completion of the studies and the achievement of the professional or academic title. The diploma is issued in Albanian and English. In addition to the diploma, students receive a diploma supplement which certifies the study courses passed and other academic achievements, if applicable.





The SER states that the faculty maintains a list of student records - examination register, application, list of students taking the examination in the given examination period, examination report, students' logbook, student files containing information on students' re-examination activities and final grades earned during these activities. It is also stated that such information is used by the Quality Assurance Sub-Committee.

The information about the student rights and responsibilities is included in the Regulation for Bachelor Studies. There is also a Student Handbook which generally includes valuable information but there is no reference to student rights and responsibilities. It would be suggested to communicate the student rights and responsibilities to the students in a friendly way through the Student Handbook and also include in the handbook links to any relevant legal documents, for example, the Regulation on Bachelor Studies.

As mentioned in section 2.1 of this report, UBT has developed a Code of Ethics that is published on the UBT website and communicated to students. As the BSc Medical Biochemistry is not implemented yet, the ET could not evaluate the implementation of the code in practice.

The transfer possibility is foreseen in the Regulation on Bachelor Studies and it is presented clearly.

While the recommendations formulated by the previous ET in 2021 do not directly affect the compliance with accreditation standards, the ET would like to point out that the SER does not reflect on implementation of any of these recommendations, therefore the recommendations are maintained.

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	



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Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	-	-
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	-	-
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

**Compliance level: Fully compliant**

**ET recommendations:**

1. Publish the Faculty Council Admission Regulation on the UBT website;



2. *Include student records among the key performance indicators on the study program level, regularly monitor them and include the results in annual reports on study programs;*
3. *Complement the Student Handbook with information about student rights and responsibilities and with links to relevant UBT internal documents.*

## 2.6. Research

In the previous submission for accreditation in 2021, the study program was considered substantially compliant by the ET. The narrative in the current SER is identical to that of the previous submission with no attempt to address the standards (e.g. 6.1, 6.4 and 6.7) that were not considered satisfied in the last assessment. Most, if not all, of the previous comments of the ET therefore apply here. The ET notes as before, that the SER states that *“The Medical Biochemistry research plan is part of the UBT institutional research strategy”*. That research plan in the Medical Biochemistry Program is set out on p 62 of the SER. It is organised into the three themes of 1) Cell Biology 2) Protein structure and Dynamics and 3) Computational Biology. The ET cannot locate any UBT research plan to make any comparison possible, and it would have been straightforward in this SER to have directed the ET to that plan. The Biomedical and Health Research Strategy in the UBT Faculty of Health Sciences Strategic Plan 2020-2025 does not help either. There is still no mention in the SER of which of the teaching staff in Medical Biochemistry will support the above three themes. Nor is there anything detailed in the SER which speaks to the issues of financial, logistic and human resources being allocated to achieve the proposed research objectives as demanded by standard 6.1.

As noted by the ET in 2021 there is statement in the SER that *“overall individual workload allocation adheres to certain principles”* However, on pp 32 -33 the split of teaching, clinical, administration and research responsibilities are (with the exception of the heads of the study program) weighted percentage wise equally amongst the teaching staff - namely 40:20:10:30. Hence, what staff are allocated in terms of teaching, research and scholarly activities does not match what the SER claims, in that no account seems to have been taken of

*“the position of the employee within a research-teaching nexus”*

(p 65 of the SER). So no consideration is given to the so-called principle 2 in the SER, namely, *“the requirement to undertake research will be balanced as appropriate with other obligations”*



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or to differential weightings

*“in the light of research record of academic staff”*

as stated in principle 3 in the SER. Although the study program has not yet started, different allocations might have been arrived at, on the basis of the previous record of the teaching staff. The Year-End Review does take account of performance in all activities in evaluating staff and making decisions on promotion.

In respect of standard 6.3. the SER states that UBT has adopted the Administrative Instruction for platforms and international journals review as its standard. In addition, the study program has identified its own journals for publication. In this regard UBT aims to adhere to international standards. The publication lists demonstrate publication in journals and conference proceedings and there is evidence of central support for research and commercialisation. For example, forums are to be created, the Faculty invites applications for support

*“for special purposes such as international conferences”.*

UBT also offers financial support for staff conferences and research presentations. The Faculty attempts to structure research through Research centres which act as a hub to foster or support commercialisation, to build alliances with external stakeholders and sets as an objective

*“to foster staff development programs to enable and incentivise staff to engage in the creation and transfer of knowledge”.*

It is stated that considerations of confidentiality, data protection or intellectual property must comply with the UBT and Faculty Code of Ethics. The research activities of the staff feature in the curriculum design (standard 6.9) so bridging the divisions of teaching and research. There are also modest grants of up to 2000 Euro per annum to involve undergraduates in research.

The publications of the staff of the study program are presented in the SER standard 6.4 (pp 66 - 72 ) and also in the document Annex B: **Research and publication list of academic staff for Medical Biochemistry Program** and teaching staff CVs. As commented on previously, there are inconsistencies which have not been addressed. For example in 2021, there were 18 teaching staff listed in the SER and 19 staff in Annex B, so the lists did not correspond precisely. In the 2022 version of the SER there are still 18 teaching staff in the Table in the SER, but now there are 20 listed in Annex B. The ET has also noted that under standard 3.1 in the SER 38 staff are listed. Hence it is not entirely clear how many staff are actually involved in the study program under evaluation. This could be clarified. Publications are not always



presented in an easy to understand format, and the same criticism by the ET applies, in that one year on there would seem still to be no publications for 2021 or 2020 and few for 2019 from the documents and lists presented. These lists should be updated and impact factors added if available. This would make the productivity much more credible. Some staff appear in web database searches such as PUBMED. This shows evidence of collaboration with international groups in e.g. the USA, Sweden and Spain and significantly of papers published in 2020 and 2021. However, many staff do not seem to have produced at least an average of one scientific output per year for the past three years as demanded by standard 6.7. The timetable of subjects and the academic staff who teach them is provided on pp 40-42 of the SER (standard 4.1). This list does not match precisely that provided on pp 66-72 which addresses whether staff have a track record in the subject they teach (standard 6.4). Had the individual course descriptions in Appendix A listed the teaching staff delivering the course, this evaluation would have been simpler. There is evidence that some staff have a track record or research interest in the same topic as their teaching activity. The evidence is less convincing in other cases. As requested in 2021, clearer illustrative examples of where this is the case would have been helpful. However what is certain is that some teaching staff do not appear under both standards 4.1 and 6.4. The ET notes that Hyrie Koraqi and Alma Lama would be examples in this regard.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	



<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**

**ET recommendations:**

1. *Show the medical Biochemistry Research Plan alongside the UBT Research Plan to underscore whether, or how well they are aligned.*



2. *Provide some reassurance that there is a mechanism already in place to bring to bear when computing how the relevant obligations or responsibilities of any staff member are to be divided e.g teaching versus research.*
3. *Ensure that staff lists given in the SER are accurate and do correspond in different parts of the SER and/or Annex submitted.*
4. *Update staff CVs to include publications, where relevant, in years 2020, 2021 and 2022 to provide the evidence of the recent productivity required to meet standard 6.7.*
5. *Provide clear examples of where the staff research expertise matches the staff teaching activity.*

## 2.7. Infrastructure and Resources

The SER indicates the modern infrastructure possessed by UBT for delivery of its courses and mentions its “*very resourceful library.*” The location of the Medical Biochemistry premises, built in 2017, is in the UBT Hospital at the Innovation Campus in Lipjan several km from Prishtina. The video testifies to the modern nature of the building and provides a tour of some laboratories, seminar rooms, a lecture hall and a library.

The SER also states that :

*“The faculty premises includes 4 four auditoriums and 9 smaller seminar rooms and 18 policlinics.”*

How precisely these facilities are shared amongst different study programs is not clear however, although Medical Biochemistry is cited as the primary user in tabulated data on p 82 of the SER.

As was noted in the previous review by the ET in 2021 the accommodation shown would not would not be adequate for the 150 students per year that are to undertake the study program. The ET judged that the lecture hall might accommodate 120 and the small teaching rooms and laboratories shown might hold 40 students and 15-20 students respectively. As was stated in the SER under standard 1.4:





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*“The number of students per lecture is up to 50 students, for seminar is between 15-25 students and for lab practice is between 10-15 students.”*

Hence it is clear that repetition of some teaching must be required and there would be no scope for interprofessional education. It is hard to judge from the video alone whether sufficient laboratory equipment is currently available to support practical work of the study program and since it has not yet been commenced no assessment can be made at this time. Also there is no mention of whether there is a small team or individual staff member with responsibility for facilities. The SER reports that the UBT does not pay rent (p 79 of the SER) but when addressing standard 7.3 indicates that UBT owns and rents adequate spaces for the educational process (p 81) and the expert team presumes that the relevant documents (property deeds etc) to support ownership of buildings and facilities are therefore held by the institution.

The SER presents financial estimates of income and expenditure and projections in both tabular and histogram form. The SER concedes that the financial plan is reliant heavily on student tuition fees. The plan is described as credible and strong in the SWOT (Standard 7.6) on p 83 of the SER. With an income clearly dependent largely on student fees, how guaranteed that is, remains an open question at present. As has been mentioned previously under 2.1 above (p 8), the demand for places on this course has not been surveyed adequately. However, in contrast, the ET were assured from meetings with employers that there was indeed a real demand in the labour market for such graduates as the Medical Biochemistry program would produce. It may be that aggressive marketing will be required to ensure that sufficient applicants come forward for this study program.

A minor point is that the table (p 79) provides income data for 2022-2024, not 2022-2023, as in the title.

In respect of standard 7.4, the SER, the video of UBT facilities and discussions with teaching staff gave confidence that seating space was adequate for the dimensioned student groups envisaged. Also, the faculty has a computer laboratory with 52 computers and 8 notebooks, although how these are shared is once again not entirely clear.

As in the previous review in 2021 the SER hardly address elements of standard 7.5 which concern work / reading space for students. It is also conceded that there is a lack of textbooks in the Albanian language. Indeed, this is cited as a weakness in the SWOT analysis on p 83 of





the SER, although in contrast under standard **1.7 Swot analysis** in the SER on p 23 a perceived strength is an:

*“Up-to-date library with extensive textbooks in English and Albanian languages”*

Such inconsistencies should not exist in the SER. The ET are directed to Annex C which presents the books for the Medical Biochemistry Program which are housed in the UBT library. On inspection of Annex C by the ET in the 2021 review very few classical texts in Biochemistry or Anatomy were found, and none it seems in Physiology or Pharmacology. As in 2021, the ET found in this review only one text with the title Biochemistry (item 184). This shortfall in standard textbooks is clearly unacceptable, if still true. Whether there is adequate provision of relevant key textbooks for students in the Medical Biochemistry study program is still not addressed in the current SER. The ET are simply informed that the:

*“UBT Library has rich traditional and online literature in Albanian and English. UBT owns the largest library in the region.”*

Such a general statement is not very helpful and the SER should confine its narrative to presenting specific data relating to the study program in question.

Also, the reading list suggested for courses described in Annex A (Appendix A) does not always suggest a library with the appropriate textbooks. A brief inspection of the literature for some units in the study program suggests a paucity of texts. For example, for course 7, Anatomy and Physiology course, no Physiology textbooks are suggested. For General Biochemistry (course 9), Analytical Chemistry (course 15), Nutrition and Dietetics (course 40) and Molecular Biology Techniques (course 43) old and / or not very appropriate editions of texts are listed. The ET drew attention to these deficiencies in 2021 and no actions appear to have been taken.

Finally, the ET note that standard 7.6 which deals with issues around facilities for students with special needs is not addressed.

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



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 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	
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.	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 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. Address the perceived weakness of the lack of textbooks in the Albanian language in specialised courses in the program which is cited in the 7.6 SWOT analysis in the SER.*
- 2. It was not clear to the expert team where all the relevant facilities are located. For example, mention is made of facilities at Prizren. Can all relevant locations and function be clarified.*
- 3. In respect of IT provision is the Faculty computer laboratory the only one available, and is this a shared facility?*



4. *Provide evidence that student demand for places is realistic given the crucial student income necessary for a credible financial plan.*
5. *Correct the dates presented in the financial plan Table.*

### 3. FINAL RECOMMENDATION OF THE ET

#### OVERALL COMPLIANCE

Standard	Compliance level
1. Mission, objectives and administration	Partially compliant
2. Quality management	Partially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Substantially compliant
5. Students	Fully compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Partially compliant
<b>Overall compliance</b>	<b>Substantially compliant</b>



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In conclusion, the Expert Team considers that the BSc study program “Medical Biochemistry” offered by UBT 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

30.04.2022

(Signature)

(Print Name)

(Date)

#### Member

Asnate Kazoka

23.04.2022