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UBT
Radiology Technologist BSc

RE/ACCREDITATION

REPORT OF THE EXPERT TEAM

9th June 2022, online site visit



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1. INTRODUCTION

1.1. Context

Date of site visit: 9th June 2022

Expert Team (ET) members:

- *Dr. Domagoj Vugić*
- *Delia Lupescu, student*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Flamur Abazaj*
- *Shkelzen Gerxhaliu*

Sources of information for the Report:

- *SER and annexes.*
- *Discussions during online meetings.*
- *Video presenting the campus.*
- *Extra documents required by the ET and received from the UBT.*
- *The webpage of the college.*

Criteria used for program evaluation:

- *The KAA Manual for accreditation.*



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1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	1. Fitim Alidema 2. Ilir Ahmetgjekaj
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	1. Duagagjin Sokoli 2. Shqipe Agushi 3. Abdullah Gruda 4. Hajrullah Fejza 6. Edona Tasholli
10:40 – 11:40	Meeting with the heads of the study programme:	1. Ilir Ahmetgjekaj 2. Arben Kutllovci 3. Isak Aliji 4. Mevlan Qafleshi
11:40 – 12:25	Lunch break (provided at the evaluation site)	
12:25 – 13:10	Meeting with teaching staff	1. Pranvera Ibrahimimi 2. Mevlan Qafleshi 3. Anita Sadikaj 4. Fitim Alidema 5. Ismet Bajrami 6. Lulzim Thaqi
13:15 – 14:00	Meeting with students	1. Almir Halimi 2. Syarta Hajrizi 3. Shahadije Ahmeti 4. Albiona Gjerbitriq 5. 6.
14:05 – 14:50	Meeting with graduates	n/a
14:55 – 15:40	Meeting with employers of graduates and external stakeholders	1. Bajram Haziri - CT BENI 2. Hysni Gerguri - DIAGNOSTIKA



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		3. Njomza Bujupi PRIMA CENTER 4. Sezair Rrudhani
15:40 – 15:50	Internal meeting of KAA staff and experts	
15:50 – 16:00	Closing meeting with the management of the faculty and program	

Observation: the meeting with graduates, initially scheduled between 14.05 - 14.50 was not held, since there are no graduates from this program at the moment of evaluation. Therefore, the rest of the meetings were rescheduled almost an hour earlier. This, however, did not hinder the smooth pathway of the evaluation, as far as the ET is concerned.

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

UBT is a private higher education institution in Kosovo functioning (with a licence from the Ministry of Education) since 2004 and was founded by dr. Edmond Hajirizi.

‘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.’ [SER, p.3]

First accredited programmes, in 2009, were in the field of Management of Business and Economics and Computer Sciences, but the UBT offer of study programmes developed meanwhile. At present UBT offers study programmes, both at undergraduate and graduate level, in the fields of Management, Business and Economics, Computer Science and Engineering, Information Systems; Law; Political Science; Communication and Media, Civil Engineering and Infrastructure; Architecture and Spatial Planning, Food Science and Technology, BA Radiology, Integrated Design, Integrated Studies in Stomatology and Integrated Studies in Pharmacy.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

Following the online visit and analysing the self-evaluation report, expert team concluded that:



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‘The mission of the programme is to promote and contribute to personalised medicine in disease prevention and patient treatment through advanced medical imaging.’ [SER, p. 6]. The mission of the college was provided to the ET in the extra-documents set: ‘UBT is committed to enhance its participation as an active member of community by providing learning opportunities driven by teaching and research excellence, intellectual interaction and creativity’. Though not perfectly in sync, the two missions seem to be having in common elements of teaching -learning and research for the benefit of the Kosovar community.

From the description of the program, the ET concluded it has a well-defined didactic concept planning to prepare specialists for the health sector ready to intervene in prevention and treatment of difficult to diagnose diseases. However, there is little to no mention of the research strategy or objectives in the mission of the program or its description. The mission of the program should be rewritten to reflect the research ambitions of the program.

The study programme follows the rules and regulations of the UBT college, which cover most of the recurrent activities within the faculty – e.g. the Statute of the College, the Regulation on Undergraduate and Graduate Studies, the Code of Professional Ethics and Conduct at UBT. The Dean can initiate proceedings before the Faculty Sub-Committee on Ethics, for those violating the provisions of the Code of Ethics and Conduct.

The study programme was designed in accordance with the Kosovar legislation, the National Qualifications Framework and in such a manner that it is ‘compatible with similar study programs carried out at Western Balkan and EU medical schools’ [SER, p.8]. Moreover, the management declared that the content of the program is based on the European Society of Radiology Curriculum Guidelines for Undergraduate Education [SER, p.8] and follows the Directives 2005/36 / EC and 2013/55 / EC on Recognition of Professional Qualifications, Guidelines for the Tuning Project, Assessments and Opinions of Health Care Institutions, Higher Education Teachers and List of occupations in health care [SER, p.9]. The SER mentions that the program is comparable with those in other European countries – Czech Republic, Slovenia and Croatia were mentioned as far as the number of teaching hours is concerned, while universities in Italy, Hungary, Turkey, Albania, USA and Austria were consulted in the process. Moreover, UBT college sent to the ET proof of consulting external international experts (e.g. Prof. Paolo Parisi, prof. Norbert Bachl, Prof. Maria Paola Paronetto)

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for the drafting of SER. The ET appreciates that some of the comments of these external experts are really valuable and should be considered by the college, both when writing the SER, and on their day-to-day activity.

Standard	Compliance (yes/no)
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution	no
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.	yes
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	no
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.	yes
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	yes
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.	yes

Compliance level: Substantially compliant

ET recommendations:

- 1. Rewrite the didactic and research concept of the program in alignment with the reality (e.g. the research ambitions of the program)*



2.2. Quality management

Following the online visit and analysing the self-evaluation report, expert team concluded that:

UBT college has developed extensive quality assurance mechanisms at institutional level. The structures responsible for quality assurance at UBT consist of The Governing Body, President, Academic Council, Quality Assurance Committee, Quality Manager, Heads of Faculties and Departments, Faculty Councils, Academic Staff and Students. During site visit we found that all the staff is participating in the self-evaluation and cooperates reporting and improving the Institutional activities. Furthermore, the Faculty is involved in its quality assurance processes as well as their external stakeholders that were involved in creation of this particular program. We can confirm that all the aspects of the program including research are included in QA processes. Overall, QA has developed: procedures for student assessment, ongoing monitoring of programmes, programme evaluation, selection and development of staff and others. According to the SER, the role of the QA is to ensure that required and set standards are met. We received examples of surveys from students, academic staff etc. However, we found during our visit and according to SER that not all results are published online or made otherwise generally available to the public. This is one of the criteria asked by KAA. Talking to the QA representatives we found that QA processes are indeed improving and are being updated regularly. The institution ensures that reports on the overall quality of the program are prepared periodically, however pointing out real weaknesses of the institution and program seems to be difficult for the Faculty, its academic staff and students.

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.	yes
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	yes



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.	yes
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 .	yes
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance .	yes
Standard 2.6. Survey data is being collected from students, graduates and employers ; the results of these evaluations are made publicly available .	no
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.	yes
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses .	yes
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved .	yes

Compliance level:/Substantially compliant

ET recommendations:

1. *Ensure that everyone is involved in QA processes*
2. *Feedback that is not constructive provides little importance. Self-criticism should be encouraged (both academic staff and students)*
3. *All evaluation results should be publicly available*

2.3. Academic staff



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Following the online visit and analysing the self-evaluation report, expert team concluded that:

All the academic staff is provided with full position description and conditions of employment. We were provided with a table based on academic staff qualification, duration of contract and percentages of teaching, administrative and research activities. We observed a good trend of majority of staff having a PhD. Workload percentages and distribution are equal to all academic staff which the ET find difficult to believe that it reflects the reality - faculty members should be surveyed to find out the real workload for identifying ways to make their work more efficient or focused on the strategic objectives of the institution. Talking to the academic staff during our visit we found that they are complying with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation. Looking at the publication record and talking to some of the staff we found that some of them, if not most of them, are performing their research activities at other institutions and not necessarily at UBT. We were assured according to SER that almost all of their staff is hired on a full-time basis and that this has been verified by Kosovo accreditation agency. According to SER, The Faculty has met the minimum requirements specified in the Administrative Instruction on Accreditation. The list of staff, their employment status and their qualifications have been approved by the National Quality Council. Although looking at the first table given to us by the Institution, it probably has more than one full time staff with PhD title for each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program. Regarding the opportunities offered to professional development of staff they could be more available and communicated. Talking to academic staff it was understood that either they are not fully aware of possibilities offered at UBT as described in SER or that indeed there are some, but they are not really utilised.

We found during our meeting that academic staff is not only involved in research teaching and administrative work but also community service. This is an example of good practice that is boosting the image of the college. We were told as well that community service is taken into account for promotions. From the quality perspective, Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occurs on a formal basis at least once each year. However, like what we observed during the meeting, reading the SER document as well, there is a lack of self-criticism necessary to make changes on a program and college level.

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Standard	Compliance (yes/no)
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment . To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	yes
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.	yes
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.	yes
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.	yes
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.	yes
Standard 3.6. Opportunities are provided for additional professional development of teaching staff , with special assistance given to any who are facing difficulties.	no
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.	yes
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 .	yes
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	yes
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.	n/a



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Compliance level:/Substantially compliant

ET recommendations:

1. *More opportunities should be provided for professional development of teaching staff*
2. *Make all Evaluation results publicly available, along with the plans to improve the not so good observed situations.*

2.4. Educational process content

Following the online visit and analysing the self-evaluation report as well as the annexes and extra-documents received from the college, expert team concluded that:

The Radiology BSc study program was designed with an intention to train radiology technologist professionals for future careers in medicine, dental medicine and veterinary medicine. Program itself is modelled on qualification objectives including subject related and interdisciplinary courses that aim for students to acquire fundamental skills and competencies. When creating this particular program the Institution took care that it complies with the *National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area*. We can indeed confirm, from the program structure, that its components are designed in a logical flow and combined in a way where students can easily achieve specified qualifications and objectives. What is particular for this program and is in fact necessary for all biomedical sciences is its emphasis on practical and research work. We found as well that college is combining various teaching methods such as: project-based learning, case study analysis, visiting speakers, group work and e-learning as another example of good practice that is more effective and differs from traditional and historical lecturing. In the documents we have received we found that all courses have syllabus content that was pre-determined by the Faculty Council. They include short description of the course aims and objectives, learning outcomes, course lecture and practice plan, course teaching and learning methods, course ECTS workload and its distribution, course assessment methods, course resource requirements and literature. All the courses are instructed in Albanian language. However as the College would like to generate more internationality in the future it is necessary to think of ways of making the courses accessible to international non-Albanian speakers. Talking to students we found a great level of satisfaction and a personal student-teacher

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relationship that comes from small learning groups and college support on many different levels: induction session, student handbook and others. Regarding student assessments, we found both from a student and professor perspective that they are conducted fairly and objectively. Student numerical grading is based on a national scale from 5-10 and ECTS credits. UBT has developed policies and procedures that include actions to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed. The practice stages are allocated ECTS credits (equivalent to 30 hours of students' workload per credit) 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.

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.	yes
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.	yes
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	yes



and curricula delivered in the EHEA. To list at least 7 learning outcomes for the study program under evaluation.	
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	yes
Standard 4.5. If the language of instruction is <u>other than Albanian</u> , 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.	n/a
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.	yes
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.	yes



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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.	yes
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.	yes
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	yes
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.	yes
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.	yes

Compliance level: Fully compliant

ET recommendations:

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1. *Students from different educational background might benefit from pre-enrolment courses*
2. *In order to have international students, courses should be offered in English language*
3. *SER states that the program aims to train radiologists in dental medicine and veterinary medicine. However in the courses listed, it is mostly general human radiology. Specific courses are needed for students to gain competences working with animals.*
4. *Courses and especially exams that are not directly involved with thesis work should be organised in such a way that all students finish them before starting their Bachelor thesis or not hinder with the work on the Bachelor Thesis (in such a manner that the majority of students have the opportunity to finish their studies in the "regular" time frame, thus not postponing their defence of the thesis).*

2.5. Students

Following the online visit and analysing the self-evaluation report, expert team concluded that:

There is a clear and formally adopted admission procedure at the level of the institution: the Faculty Council Regulation on Admission [SER, p.54]. It states that only students who have completed lower and upper secondary school – with two years in medicine, biology, physics and chemistry at this level – are considered for the admission in the program. Thus the potential candidates have to prove having passed the Matura Exam (at least 40% of the points). Then admission is done based on an entrance examination, conducted by the Commission for the Entrance Examination, but the potential candidates also have to prove their ` psychophysical abilities for the title of a Doctor of Dental Medicine` [SER, p.54].

Since most of the literature in the library is in English, English competencies seem to be very important for the students of this program, thus the ET would recommend the faculty to consider testing English competencies upon admission.

Make sure the admission procedure includes an appeal procedure (a way for students to contest their grade and ask for a re-examination of their paper).

The college is implementing different teaching strategies to ensure an interactive teaching-learning process, which includes: group work, e-learning, project-based learning etc. as well as small teacher-student ratios [SER, p. 54]. The program plans to enrol 100 students that will be split into groups of 50 students for the lectures and groups of 8-10 students for the practical



laboratories. The spaces and equipment of the UBT college are enough to cover the needs of groups of such dimensions. All these are the good premises for qualitative interactive education.

In the first week of the semester students undergo a survey to identify their learning styles so that the teaching could be adapted to them.

Students are evaluated periodically, and their results are recorded in the exam records. The students in the situation of risk of non-completion receive special attention and help to prevent that from happening.

The Code of Ethics and Student Conduct are the formally adopted documents part of the strategy of preventing plagiarism among students. Teachers are responsible for checking student papers for originality.

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.	Yes
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.	Yes
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	yes
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	Yes
Standard 5.5 The results obtained by the students throughout the study cycles are certified by the academic record.	Yes
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.	Yes



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. ^[1] _[SEP]	Yes
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	Yes
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.	Yes
Standard 5.10 The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	-
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.	yes

Compliance level: Fully compliant

ET recommendations:

1. *Publish the admission requirements and bibliography for the admission exam 6 months in advance. Publish anonymous admission results on the website.*
2. *Consider including testing the English competencies of potential candidates as part of the admission process.*

2.6. Research

Following the online visit and analysing the self-evaluation report, expert team concluded that:

UBT college has drafted a scientific and research plan for institutional development. However, more financial, logistic and human resources are needed for the institution to reach its research objectives. Research is important for national, regional and global recognition of any Institution and is one of the most important indicators of quality. For that reason, all the academic staff are expected to be involved in research activities outside regular teaching ones. UBT as an institution has defined the research outcomes but it should make it more distinguished what a research is and how to produce high quality research outcomes. Often during our meetings with academic staff, they mentioned their conference attendance. The ET observes that conference attendance should not be confused with research. Research activity is



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much more than attending a conference and it requires an institutional framework and supportive environment along with access to spaces, funds, information sources etc. The institution should take effort to have more in-house research as we found practice that most of it is in fact conducted outside UBT in various clinics and national Institutes. Having a college with experts from various fields of study can only boost interdisciplinarity and effort is needed for more collaboration between different departments. The college has signed various agreements with different local and Institutions abroad which is a great opportunity for research development. From the conference's perspective, they are indeed valued and necessary as a way to communicate research and the Institution should organise more than just an annual UBT conference and encourage its staff to participate in other conferences to help with their scientific careers and exchange of knowledge. We found that the academic staff, in principle, publishes their work on the same topic as their teaching activity. This is, however, an interdisciplinary program composed of academic staff from various fields so not always their research activity is in line with the research objectives of this particular program. We note however, a solid number of publications in both national and international journals and attendance to conferences and scientific meetings. However, the number, quality and impact vary among different academic staff. It was also rather difficult for us to assess the criteria that every academic staff *has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years*. We were provided with a list that does not seem to include all the academic staff involved in this program. Additional CVs that we received were corrupted and impossible to open. One of the standards is that academic staff should publish *under the name of the institution in Kosovo they are affiliated to as full-time staff*. We did not find that all of the staff publishes under UBT as its affiliation - the UBT representatives however explained that this happened because the program is new and the academic staff has only recently joined the college, thus most of their work from previous periods is affiliated with their previous employers. By criteria academic staff is *encouraged to include in their teaching information about their research and scholarly activities*. This is unfortunately not standardised and varies from one professor to another. It would be beneficial to dedicate some space on college webpage to research only: research topics, conferences attended, list of publications and research projects. Finally, we found that students are involved in research projects, predominantly through their thesis work.



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Standard	Compliance
Standard 6.1. 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.	yes
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	yes
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	no
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	yes
Standard 6.5. The academic and research staff publish their work in specialty 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.	yes
Standard 6.6. Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	yes
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	list of all staff in the program with the publication list needed so we

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	can confirm this standard
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	no
Standard 6.8.(1) 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.	no
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	yes
Standard 6.10. Students are engaged in research projects and other activities.	yes

Compliance level: Substantially compliant

ET recommendations:

- 1. clear definition of research and research quality should be communicated*
- 2. use the potential of various fields of study you have at college*
- 3. make better use of the agreements signed*
- 4. encourage research grant applications*
- 5. organise more conferences on-site, they can be virtual nowadays*
- 6. staff should participate more often in collaborative research projects and have enough support to attend conferences*
- 7. dedicate portion of your webpage to research so students and researchers outside are aware of your activities*

2.7. Infrastructure and resources

Following the online visit and analysing the self-evaluation report, expert team concluded that:



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'The Faculty premises includes 4 four auditoriums and 9 smaller seminar rooms and 18 polyclinics. In addition, it has designated office space for staff and students. All rooms are equipped with modern teaching equipment and are easily adaptable to various modes of teaching' [SER, p.81]. Moreover, the faculty has a computer lab equipped with 52 computers and 8 notebooks, a learning system (virtual environment and tools). The infrastructure seems to be clean, safe and adequate for the teaching process. [Video]. It is mostly shared with the Radiology and Pharmacy programmes. The ET did not receive sufficient information about the occupancy rates of the available spaces in order to evaluate the capacity of holding courses and practical laboratories for 100 students. If the enumerated spaces would be dedicated entirely to this program, they would for sure cover the needs of these students, but if the spaces are shared with other programs, then a close monitorization of the occupancy rate of the spaces, to avoid overlaps in scheduling activities in these spaces is recommended.

The faculty made a projection of the future incomes and expenses of the program. The ET observed that the student fees are the main income source, and they are projected to increase 3,2 times in the next three years. Though this is coherent with the intended increase in the number of students – from 40 students as enrolled now, to 150 students that the faculty intends to enrol in the future – the faculty should consider possible setbacks here if the number of intended students is not reached. Moreover, the expenses with the staff is projected to increase only twice – not coherent with the increase in student enrolment. The ET has to note that the management of the faculty were very confident that they benefit from the involvement and full support of the UBT college management for this program, thus could guarantee for the financial support of this program. Nevertheless, the ET recommends careful financial planning and diversifying the financial sources in order to guarantee cash flow and the financial capacity of investing in equipment and learning resources according to the future needs of the program and its increasing student population.

Another concern of the ET is linked to the projected increase in project-generated incomes as the faculty foresees a 4 times multiplication which is not supported by the current experience and opportunities available for Kosovo/HEIs in Kosovo.

Last but not least, should the college intend to double the incomes from donations, the faculty should consider involving graduates in raising funds as well as employers.



According to the SER `UBT disability support aims to provide support for students with disabilities and to assist the achievement of educational goals` [SER, p.98] however it is not clear how students with different disabilities are supported, but `the UBT infrastructure has been certified as meeting the minimum standards for special needs students` [SER, p.98].

Standard	Compliance (yes/no)
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	Yes*
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.	Yes*
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.	Yes
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.	Yes
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;	No*



<p>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;</p> <p>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;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>	<p>No*</p>

*Obs. Some of the standards are partially met by the institution, but the „yes-no” system imposes a binary evaluation of the implementation of the standard. However, the ET has tried to reflect the nuances of the partial fulfilment of the standards in the text of the report and consider it for the overall compliance level of the respective general area.

Compliance level: Substantially compliant

ET recommendations:

1. *Increase the intensity of the cooperation with the graduates. Involve them in raising donations and request for their feedback (e.g. on program content) upon graduation;*
2. *Involve employers of the graduates in raising donations and diversifying income sources (e.g. from common research projects between the faculty and the employers);*
3. *closely monitor the occupancy rate of the spaces shared with other study programs;*
4. *diversify financial sources and carefully plan the financial sustainability of the program.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Standard	Level of compliance
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1 Mission, objectives and administration	Substantially compliant
2. Quality management	Substantially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Fully compliant
5. Students	Fully compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Substantially compliant
Overall compliance level	Substantially compliant

In conclusion, the Expert Team considers that the study program Radiology Technologist BSc offered by the UBT College is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends to *accredit* the study program for a duration of 3 years with a number of 40 students to be enrolled in the program.

Some recommendations for your next accreditation processes:

ensure that all the documents requested by KAA standards are available in English language, it is very little use for us otherwise. Many documents, particularly CVs were corrupted so it is posing difficulty for the experts. Some parts of SER and documents provided are the result of copy paste activity from some other programs at UBT and not Radiology BSc. Any information that is not directly involved with the program accredited is confusing experts, even when most of the policies and processes are standardised and uniformed at UBT. You should work more on pointing out not only strengths and opportunities but also real threats and weaknesses. Overall, your College has a good perspective but is heavily dependent on a budget side on



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admission fees. Enrolling and doubling or tripling the number of students in almost all of your study programs for that reason could be understood, but it is not realistic and poses a real threat to program and college quality.

4. APPENDICES (if available) - n.a.

Expert Team

Chair

Domagoj Vugić

(Signature)

Domagoj Vugić

(Print Name)

28.06.2022

(Date)

Member

Delia Lupescu

(Signature)

Delia Lupescu, student

(Print Name)

28.06.2022

(Date)