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***UNIVERSITY of PRISHTINA***

***Pharmacy - MPh***

***REACCREDITATION***

**REPORT OF THE EXPERT TEAM**

21st March 2022, Cardiff, UK:Antwerp, Belgium and Skopje, Republic of North Macedonia



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## 1. INTRODUCTION

### Context

**Date of site visit:** Zoom meeting, 25th February, 2022

### Expert Team (ET) members:

- Professor Kenneth Wann, Cardiff University, UK
- Professor Joke Denekens, Antwerp, Belgium
- Ms Marija Vasilevska, PhD candidate, Skopje, Republic of North Macedonia

### Coordinators from Kosovo Accreditation Agency (KAA):

- Flamur Abazaj, Senior Officer for Evaluation and Monitoring
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation

### Sources of information for the Report:

- University of Prishtina (UP), Faculty of Medicine, Pharmacy-Basic integrated studies Self Evaluation report (SER)
- KAA accreditation Manual, 2021
- The KAA Manual for External reviewers
- CV Pharmacy, integrated studies
- Syllabi Pharmacy, integrated studies
- Annexes: UP Strategic Plan 2020-2022, Statute of UP, UP Regulation for BSc studies, Questionnaire for Students, Questionnaire for Graduates, Brochure\_CTE and others (19 annexes in total)

### Criteria used for program evaluation:

- Section 2 KAA accreditation manual, 2021 - Standards and performance indicators for external evaluation

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- Syllabi Pharmacy, integrated studies

**Documents / information requested:**

Faculty of Medicine (FM) regulations

Video of facilities in University Clinical Dental Center, Institute B, Deanery, Libraries etc

MPh strategy document

Questionnaire for the Kosovo Chamber of Pharmacists

Any documentation listing the current research projects of Pharmacy staff

Statistical data on destinations / employability of graduates

UP Questionnaire that addresses quality issues

Examples of student surveys or teacher evaluation surveys

An example of a plan for the Professional Development of Academic Staff

Syllabus of courses delivered by the Centre for Teaching Excellence

Staff evaluation document

A Pre-qualification competitive test in Biology and Chemistry

Examples of both a Bachelor and a Masters Thesis

The public document that addresses issues of candidates with special needs

Yearly statistics on number of applications for places

Documentation on the policies and regulations for the evaluation and promotion of Academic staff

The FM Research Strategy document

Regulations on the numbers of students in the study groups (one of the professors mention that they have such regulations).

Procedures- software used to ensure that work submitted by students is original

Financial plan at the level of the study program that would demonstrate the sustainability of the program for the next minimum of three years

List of the literature in the mother tongue in the library

Number of staff and students that were included in international mobility for the last 4 years

Lifelong learning projects in the last 4 years.



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## Site visit schedule

### Site Visit Program

#### 25th February 2022

**09.00 – 09.45** Meeting with the management of the faculty where the programme is integrated  
*(no slide presentation is allowed; the meeting is intended as a free discussion)*

**09.50 – 10:35** Meeting with quality assurance representatives and administrative staff

**10:40 – 11:40** Meeting with the heads of the study programme: (Kreshnik Hoti, Dashnor Nebija, Mimoza Basholli-Salihu, Rozafa Koliqi – Lila, Arlinda Daka Grapci)

**11:40 – 12.25** Lunch break (provided at the evaluation site)

**12:25 – 13:10** Meeting with teaching staff

**13:15 – 14:00** Meeting with students

**14:05 – 14:50** Meeting with graduates

**14:55 – 15:40** Meeting with employers of graduates and external stakeholders

**15:40 – 15:50** Internal meeting of KAA staff and experts

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**15:50 – 16:00** Closing meeting with the management of the faculty and program

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

In the Strategic Plan 2020-2022 of the University of Prishtina it is stated that UP's mission is based *“on academic development, scientific and artistic research, and the provision of higher education through programs of strategic and development interest of the Republic of Kosovo. The University enables mobility of programs, students and academic staff on an ongoing basis, with the aim of achieving international level and competitiveness in the market. The mission of the university is based on the aspirations of the citizens of the country through quality assurance in higher education, academic, scientific, artistic development or even disciplines of national interest for the Republic of Kosovo”*.

The University has defined the following goals:

- 1. To act as an institutional and leadership centre for the advancement of knowledge, creative ideas and science in the Kosovo higher education system;*
- 2. To play a leading role in the development of Kosovo's education, science, culture, society and economy;*
- 3. To assist in the process of promoting civic democracy;*
- 4. To aim at establishing and upholding the highest standards in the field of teaching and learning, scientific research and artistic creativity;*
- 5. To use its resources as efficiently as possible;*
- 6. To maximise cooperation and participate in all higher education activities at national, regional and international level;*
- 7. To promote and implement European standards for sustainable development;*
- 8. To be fully integrated into the European Higher Education Area, the European Research Area and to undertake adequate reform steps necessary to achieve this mission;*
- 9. To be oriented towards innovation and excellence in scientific research.*



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The Faculty of Medicine (FM) is one of the 14 Faculties of the University of Prishtina. and was established in 1969. During the meeting with the management the expert team was informed by the Dean of the Faculty that the Faculty is driven by values such as humanism, academic integrity, respectful communication, gender equality, internationalisation, innovation, lifelong learning etc...

The collaboration of the Faculty of Medicine and the Prishtina Hospital commenced in 1973.

The Faculty of Medicine offers 5 study programs

- General medicine, 6 years, doctor in Medicine
- Dentistry, 5 years, Doctor in dentistry
- Pharmacy, 5 years, integrated master of Pharmacy
- Physiotherapy, 3 years, bachelor in Physiotherapy
- Nursing, 3 years, bachelor in Nursing.

The Faculty also offers a Master in Education in Health Care and Physiotherapy.

PhD studies are offered in Preclinical medicine, Clinical medicine, Dentistry, Experimental Biomedicine and Public health.

The Pharmacy program started in 1996. At the last evaluation Pharmacy was reaccredited for 5 years (2016-2021)

According to the Dean (during site visit) there are 2500 students in the Faculty of Medicine and 400 enrollment places per year.

The Statute of the University of Prishtina and the regulations define the planned legal relations between the institution and the students.



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## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

The mission of the Pharmacy Section of the Faculty of Medicine, University of Prishtina "Hasan Prishtina" is *"to carry out scientific research, educational and professional activities, at graduate and postgraduate level, in the field of biomedical and health sciences, and thus to contribute to the overall progress of society and to the development of a knowledge-based economy"*.

According to the SER, the program is in accordance with the official regulations, guides and regulations deriving from the Law on Higher Education in Kosovo and the Statute of the University of Prishtina "Hasan Prishtina". These documents are available for students and staff (site visit).

The study program mission is mostly in compliance with the overall mission statement of the institution and with the goals defined in the Strategic Plan of the University. The Pharmacy unit has not defined a goal about sustainable development although this topic is of high importance in the mission of the University of Prishtina. (Standard 1.1)

According to the Self-Evaluation Report (SER) The goals of the Pharmacy Section of the Faculty of Medicine, University of Prishtina "Hasan Prishtina" are:

1. *Improving and developing teaching, research and professional activity*
2. *Strengthening human capacities / resources (both in number and quality)*
3. *Strong integration in the European and world scientific research area*
4. *Improving aspects of internationalisation and mobility, through the exchange of students and academic staff with Higher Education Institutions in the EU and beyond*
5. *Promoting mobility and exchange of knowledge and skills;*
6. *Achieving the competencies, skills and knowledge that pharmacists graduated from the Faculty of Medicine, University of Prishtina will be the most sought professionals in the local and international market.*
7. *Providing and implementing advanced professional practices in the field of pharmacy*
8. *Implementation and assurance of quality*
9. *Providing qualified teaching professionals in each module in the pharmacy program.*
10. *Providing a modern infrastructure for quality education.*
11. *Providing contemporary literature in Albanian and English.*

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## *12. Promotion of science and pharmaceutical profession in society.*

During the site visit interviews with the management the expert team (ET) heard that the Statute of the University of Prishtina does not always fit to actualise the policy of the Faculty of Medicine, especially the duration of processes going too slow. According to the management of the Faculty of Medicine, there should be a specific Statute for the Faculty of Medicine. More integration with the hospitals in the region is needed, and more independence from the University is desirable.

The Advisory Body of the Faculty of Medicine was established on June 29, 2016. The SER defines the Advisory Board *“as a communication mechanism that initiates dialogue and cooperation between the private sector and academia in terms of updating study programs and adapting curricula to market demands; development of research projects of common interest; providing professional practice so that students apply theoretical knowledge in practice and increase the chances for employment and self-employment after graduation”*.

After the interviews the ET is of the opinion that the installation of the Advisory Body of the Faculty of Medicine in order to create a communication mechanism between the private sector and academia is realising a constructive cooperation in order to update the program of Pharmacy to the needs of society.

The SER indicates that the study program is based on:

- *Sectoral Directives of the European Union set for Pharmacy.*
- *European Higher Education Strategy (Bologna Declaration) Higher Education Act Regulations, WHO Health Protection and Promotion Directives (21 Objectives of the 21st Century).*
- *MASHT Strategy / Action Plan of the Strategic Education Plan in Kosovo 2017-2021- Objective 7.*
- *Pharmacy Curriculum in the Faculties of the region and beyond.*

In the SER it is also stated that:

*“The Pharmacy program aims to provide enhanced knowledge on the development, production, quality assurance, composition, preparation and storage, biological effects and*

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*interactions of drugs and their safe use. Graduated pharmacists are trained to carry out scientific activities, including their planning and implementation, independently. They should be able to integrate scientific methods and the findings of the pharmaceutical sciences, as well as in collaboration with the relevant natural sciences to transfer or apply them to other relevant fields. In particular, they will also possess the knowledge and skills necessary to inform, educate and advise patients and physicians on all relevant aspects of Pharmacy.*

The SER describes the competences students have to be able to master after graduation. The research component is not specified in the goals of the Pharmacy Unit, but only mentioned as “improving... research...” and “promotion of science..... in society”. Research-based learning is however built into the curriculum, providing scope for students to be involved in research activity.

According to the advice of the previous accreditation the Master Thesis is now worth 20 ECTS instead of 10. The ET has not seen how this augmentation is realised in the program, and how students are better guided in the research component of their studies to reach higher quality of the Master Thesis. In the opinion of the ET the intended learning outcomes are consistent with the National Qualification Framework but not fully with the Framework for Qualification of the European Higher Education Area. (Standard 1.2)

During the site visit the employers indicated high satisfaction with the quality of the graduates of the Pharmacy unit of the University of Prishtina. According to the employers, graduates are fit for purpose because they have more practical skills than graduates of other Institutions. During the interview the ET heard that graduates from the University of Prishtina are better in, for example, mathematics, pharmacoeconomics, analysing problems, efficiency in the workplace, communication and ethical skills.

During the site visit it was noted that employers wish in the future for even more practice, “practice is never enough” they said. In particular, the link between theory and practice could be programmed sooner and even better aligned than it is at the moment.

According to the graduates and the employers (site visit) good employment opportunities are assured after graduation. In the hospital sector there are not enough candidates to fill the places

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available, more graduates of high quality being needed. In the previous accreditation round the ET advised to fix the enrollment numbers at 50 because of the lack of resources. Hopefully the Horizon project the Pharmacy Unit has applied for (discussed at the site visit), will be granted in the near future. Perhaps then the numbers of enrollment can be augmented in the future.

Due to shortages of hospital pharmacists the ET would like to suggest installing 4 optional tracks in the last year so that all students can choose 1 or 2 directions to make better informed choices as for their speciality - namely. community pharmacist, hospital pharmacist, industry and research.

The SER describes the competences students have to be able to master after graduation. Although a mix of teaching and learning activities is described in the SER, the ET did not hear at the site visit an overall didactic concept that has been made explicit to the teachers and the students.

According to the SER, research-based learning sessions are organised with students and students can participate in research projects. During the site visit the ET did not meet students who are involved in research projects. There is however nothing mentioned about an overarching research concept - not in the SER, nor during the interviews. (Standard 1.3 )

The ET has studied the documents in the annexes, namely regulations for undergraduate studies, regulations for funding research, regulations on the selection procedures for staff proportion etc...

regulations on disciplinary measures and procedures for academic staff, regulations on elections at the University of Prishtina and the work of the Faculty Council, regulations on Quality Assurance and evaluation at the University of Prishtina, regulations on students' electronic management system. All these documents are publicly available to all staff and students. (Standard 1.4)

As noted in the SER, and also heard during the site visit, ethical conduct (Standard 1.5) in all activities and in all echelons is one of the priorities in the mission. Code of ethics can be consulted on the website. In the SER it is stated that all staff and students are in compliance with internal regulations that relate to ethical conduct in research, teaching and assessment in all academic and administrative activities. It is not clear whether appropriate documentation on this issue is available for students.

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In respect of standard 1.6. the ET was informed during the site visit that all policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are amended as required in the light of changing circumstances and reviewed every 5 years (see also p14 of the SER which states “*at least once every five years*”). This needs to be clarified (see Standard 1.6.)

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.		X
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		X
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

**Compliance level: Partially compliant**



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### **ET recommendations:**

- 1) The program mission should clearly define the intended learning outcomes at the descriptive levels of the European Framework of Qualification (Standard 1.2).*
- 2) The Pharmacy Unit should make explicit the overarching didactic and research concept of the programme. (Standard 1.3). The didactic concept of student-centred teaching and learning has to be elaborated in a coherent and conceptual way and made explicit to students at the start of each semester. The learning path of the students, the coherence of that path, the just in time learning activities etc.. should be made more visible. Secondly, the integration of research has to be implemented more explicitly in the programme with strengthening of the linkage between teaching and learning. The 20 ECTS credits dedicated to the Master Thesis have to demonstrate more clearly learning activities at the level of research methodologies, to ensure acquisition of the adequate research skills required to create a Master Thesis at the level of the framework of qualifications in the EHEA at Master level.*

## **2.2 Quality management**

The self evaluation report (SER) gives a description of the quality management at the UP (who is involved, which instruments are used, which reports are written). After the interviews during the site visit it was clear to the ET that all staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity (Standard 2.1). The assessment of the University activities is guided by the Central Quality Assurance and Evaluation Commission at the University and all status groups at the University participate in this commission. According to the SER, the Quality Assurance Central Committee and Assessment at the Rectorate develops a five-year plan and an annual action plan, which elaborates the activities undertaken each year. It includes evaluation of the activities of academic units.

Also according to the SER the Quality Assurance Committee at the Faculty of Medicine works in cooperation with the Quality Management Office of the University of Prishtina to establish

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principles, criteria and methods of quality assurance according to Law no 04/L-037 on higher education in the Republic of Kosovo. The ET is convinced that evaluation processes and planning for improvement are integrated into normal planning processes (standard 2.2)

The SER gives an overview of the information collected by the Faculty of Medicine on the quality of the teaching processes with different stakeholders:.

- Quality of teaching and learning processes with questionnaires every semester for all the courses by the students
- Quality of scientific activity and the link with the teaching processes
- Graduates' perceptions of the quality of studies
- Employers' perceptions of the quality of the graduates
- Quality of services for students
- Quality of organisational culture and management.
- International cooperation

On the basis of this document the ET concludes that quality assurance processes deal with all aspects of the program planning and delivery, including services and resources provided by other parts of the institution (Standard 2.3) and that data are collected from students, graduates and employers. The results are not publicly available (2.6).

Aside from the questionnaires, there are many other tools (mentioned in the SER) utilised to gather information about the quality of the teaching and learning processes: “final student evaluation report, metrics to evaluate the diploma thesis defence, a course report on the academic integrity of assessments, teaching monitoring forms, mobile teaching monitoring, forms to evaluate the progress of teaching, daily forms to identify the participants and the topic being delivered to the students and monthly forms of teaching activities” (Standard 2.4).

Data management is fully digitalised with application of the Quality Management and Monitoring System and the Electronic Management System for Students (SER).

The results of the information are used for annual strategic planning and for prioritising development activities (SER).

Results are communicated with individual teachers and in case of problems teachers have to follow professionalisation sessions in the Centre for Teaching Excellence at the central level

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of the University (SER) (Standard 2.5). Results and actions undertaken are not communicated with the students (site visit).

The questionnaires for students are developed within a European project based on international good practices.(students, academic staff, administrative staff, alumni). Evaluation is undertaken each semester at the end of the semester with a questionnaire for students. Student participation is voluntary and completely anonymous (SER).The response rate is around 30% (site visit), sometimes even lower so that results cannot always be used to define proper actions for amelioration. Evaluation fatigue can be a problem in obtaining representative results. In this questionnaire there are no questions about learning outcomes at the course level and at program level, no questions on the workload for students (Standard 2.4). Also the workload of students is not measured and there is no question on workload in the questionnaire for students (Standard 2.7)

According to the SER after each semester the Office of the Vice-Rector for quality Assurance organises meetings to discuss the results of the questionnaires and other tools used to gather the information. The Vice-Dean for Academic affairs and Chief of the program is responsible for assessing and monitoring the quality of teaching performance and to see which methods are used by the teaching staff. This process includes evaluation of the contents delivered during each lecture, organised during periodic visits made to all teachers (Standard 2.5)

Student support services are also evaluated. An example of good practice is that the tool to do this is developed together with the students. (Standard 2.3)

At the end of the academic year the staff in cooperation with the Coordinator/Office for Academic development undertake a review of the program and the syllabi, so there is evidence that the standards are met (Standard 2.8)

The evidence that learning has taken place is obtained from the results of assessments of the students (SER and site visit).: professional knowledge and tasks, creating a substantive essay, where students can demonstrate the integration of knowledge, skills and attitude. There are not enough aggregated data to judge the quality of assessments, neither is there a system of external



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peers to judge the quality of products delivered by students. Given the information in the SER the ET is not convinced that Master Thesis are at level 7 of the European Qualification framework.

According to the SER, the Vice-Dean for Academic Affairs and the Coordinator for Academic development compile all the recommendations for the Faculty Management and the Teaching and Scientific Council. It is the responsibility of the Teaching and Scientific Council and Management to respond to recommendations from the Vice Dean for Academic Affairs by drawing up concrete action plans that enable quality improvement including improvement of the tools used and structures involved (SER) (Standard 2.8 and Standard 2.9)

Students are actively involved in all the processes and representatives of the Student Council are represented in the various working groups( site visit and the SER).

Finally the most important question is about the efficiency of the quality system. In other words how does the system contribute to realising the goals of the strategic plans of the Pharmacy Unit/faculty and the institution? The ET has not seen data of monitoring and progress in the different defined goals.

The sense is that the transparency of the system may be at stake because the ET did not see neither a systematic feedback of the results to the students, neither an overview of actions implemented on the basis of the results of the questionnaires, and other instruments, or an overview of the actions undertaken after the last accreditation process in the SER or annexes. So it is difficult for the ET to estimate progress. The implementation of more transparency would stimulate motivation to fill in the questionnaires and make the system more valid.

For Standard 2.7 weaknesses are the lack of feedback and assessment from the labour market and limited feedback on the career of graduates (SWOT in the SER)). During the site visit the management mentioned the Alumni network, but regrettably the graduates had not heard of it.

Standard	Compliance	
	Yes	No





Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		X
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.		X
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.		X

**Compliance level: Partially compliant**

**ET recommendations:**

1. *Assure the transparency of the system, feedback of the results to the students.*



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2. *Questionnaires for students have to be updated as for working with competencies and define learning outcomes, for modern teaching and learning activities and assessment methods and especially for alignment between LO, TLA and assessment in order to be certain there is evidence that learning has taken place.*
3. *Collected data could be aggregated so conclusions can be made about progress in quality or not. At an aggregated level reports should be publicly available to show what actions are undertaken and what results are, thus evaluating whether the goals of the action plans have been realised.*
4. *To make the system more efficient, the University has to implement a transparent system for quality enhancement and quality assurance with a clear methodology, with instruments that are efficient but not overloaded, used in a systematic way, with aggregation of data in order to make decisions, and with communication about results inside and outside the institution in order to realise the PDCA cycle in a more visible way.*
5. *At a Faculty level the quality of the program has to be worked on with clear procedures and instruments and with transparency to all teachers and students in order to make yearly strategic plans for amelioration.*
6. *Share data of feedback from labour market representatives.*
7. *Share feedback data on careers / destinations of graduates?*
8. *Share data about quality of the workplace during clinical practice.*
9. *Provide an allocation model of finances*
10. *Show the organisation at faculty level, management for each program*
11. *Measurements of workload of students have to be elaborated.*

### **2.3. Academic staff**

The SER assures the ET that:

*“The Pharmacy Program of Faculty of Medicine, University of Prishtina intends to manage and monitor its responsibilities for academic standards of higher education effectively and appropriately”*

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The quality and experience of Academic staff is one central key element in delivering that pledge. Thus the SER provides a Table that lists the names of 44 full time or part time academic staff of the Pharmacy program, together with their qualifications (PhD or otherwise), their discipline (Pharmacist, Medical doctor, Biochemist etc) and the duration of their appointment. This addresses part of standard 3.1 As set out in the SER

*“The Statute, study regulations and the syllabi define the individual responsibilities of all academic staff”*

At the site visit it could be verified that teaching staff know their position descriptions, are comfortable with what is expected of them, and are satisfied with their employment conditions. Most staff have a three or four year contract, only six being permanent. Almost all staff possess a PhD and there are 16 full time Pharmacists, 13 holding a PhD. In the case of the Pharmacists there is one Regular (Full) Professor, 2 Associate and 6 Assistant Professors. Some of the staff who teach on the Pharmacy program are from other Departments (e.g. Medicine). The CVs of all staff are set out in a separate document (1.2 CV Pharmacy integrated studies). The SER makes the point that for every 60 credits (ECTS) in the study program the University has appropriate staff numbers with the appropriate qualification although reference is made to “doctor of science”, a title which seems strange.

It would seem therefore to the ET that the qualifications and experience of the staff cohort are in accordance with the study program content. The University Statute "Regulation on Selection and Advancement of Academic Staff" covers issues such as staff appointments and promotions and attaches genuine importance to the development of all staff activities (e.g. academic, research, creative etc). Although it is stated that in the case of teaching staff the FM *“provides special assistance for each person who has difficulties”*

The ET found no good example of this in the SER or in the site visit discussions which would have addressed one aspect of standard 3.6. The FM does, according to the SER, support the academic staff in a number of ways in respect of professional development, training etc and certainly at the site visit it was clear that staff did feel supported and rewarded.



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In the SWOT analysis of Quality Management, cited strengths include “*continuous training for professional development*”, “*performance assessment*” and “*performance control*” of teaching staff. This was borne out at the site visit. Alos in the SER p18 it is stated that:

*“Reports are also used to plan the personal development of Faculty staff. Consequently, a plan for the professional development of academic staff is prepared.”*

In response to a request for an example of such a plan the Program team provided a full explanation of the two components of professional development and what a plan might entail.

The SER also claims through FM support that academic staff are engaged

*“in the internationalization and development of international projects, resulting in professional advancement”*

The Centre for Teaching Excellence (CTE) has oversight of aspects of teaching and assessment methods and their implementation and offers courses to teaching staff. The ET were assured at the site visit that all staff present had undertaken courses at the CTE and not just on one occasion.

One responsibility or obligation of the teaching staff, and this is stipulated in the regulations, is to set aside adequate time for consultation with students. It was clear from answers from both staff and students at the site visit that this practice was indeed followed. In respect of standard 2.7, students, when asked, stated that they had full access to staff when required.

As indicated above, one strength of the UP system is the attention paid to evaluation of staff and making adjustments if and when required. This occurs at least once each year and the results are made public. In considering staff development the FM stipulates that all staff should be engaged in research and staff are also encouraged to engage students in research mentoring their activities. The staff CVs detail publication output testifying to their involvement in research and in the SWOT analysis for UP’s mission, objectives and administration the point is made under strengths that there is:



*“ academic staff dedication to linking the teaching process with scientific research ”*

In the SWOT analysis in the same section under weaknesses there is the comment that there is a

*“ Lack of staff and its inhomogeneous distribution across departments ”*

Further, under weaknesses in the SWOT analysis for quality management is stated that there is:

*“Insufficient core faculty promotion”*

To what extent such general comments apply to the Pharmacy Department is not clear. What is however stated in the SER is that staff advancement in Pharmacy to the title of Professor is, for bureaucratic reasons, limited.

<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.	X	

**Compliance level: Fully compliant**

**ET recommendations:**

1. *Implement special assistance for staff who have difficulties of any description.*
2. *Address a perceived weakness by developing a mechanism that ensures that there is appropriate cooperation of the Academic Staff with both the business and the private sector.*



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3. *Address the stated weakness “Impossibility of staff advancement in the academic title of professor due to the insufficient number of hours and the rule that a professor has 6 hours of lectures” by making representation, amendments, or lobbying appropriately.*

## 2.4 Educational process content

The study program covers a broad range of competences (disciplinary, methodological, generic and academic) in basic science courses, clinical courses and practical training. The study program is said to be preparing graduates, fit for purpose, in the different workplaces where they will be undertaking their profession in order to contribute to a civil society, and to help patients in accordance with the highest standards of quality (SER and site visit) (Standard 4.1). The program is based on the rules and the law on higher education, the national Qualification Framework and the Qualification Framework of the European Higher Education Area (SER) (Standard 4.2).

The coherence of the programme is realised in a logical flow. 10 Competencies are defined. The ET is missing a competence in the field of research skills at level 7: as e.g. graduates are capable to carry out independently preclinical/clinical drug research.

The research component is rather weak in the programme although most of the teachers have a PhD degree. For the Master Thesis a syllabus is missing. Information for students is only available on the website. Only 10 ECTS points are dedicated to the Master Thesis. In comparison in other (European) programmes of Pharmacy the Master Thesis has typically 20 to 30 ECTS for a 5 year curriculum. (Standard 4.3)

Other domains that can be further strengthened are innovation and entrepreneurship, and strategic communication in industry. Also nanotoxicology, therapeutic monitoring and personalised medicine could be more evident in the program.

Alignment between learning outcomes, teaching and learning activities and assessment can be better elaborated, and also aligned with the competences of the program according to Biggs theory.



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In respect of Standard 4.4 most of the syllabi are well elaborated with the discipline's objectives and learning outcomes, the thematic content, the distribution of classes, seminars and other activities, student's assessment system, minimal bibliography etc.

The course descriptions are available in electronic form.

Not all syllabi have defined learning outcomes in the capabilities (in active verbs) of the student. Other courses give only learning outcomes in the lower levels of Bloom, and should define the learning outcomes better in terms of the higher levels of intellectual functioning such as analyses, creation etc. There is no evidence of alignment of the programme between learning outcomes, teaching and learning activities and assessment. (Standard 4.4)

In the first semester students can follow academic English. When another language other than Albanian is used, translation is available. The Management team aims to have adequate high quality study books in Albanian language in the library(site visit).(Standard 4.5)

Students are very satisfied with the teacher-student relationship, teachers being always available for questions (site visit with students). Teachers do however ask for more administrative staff and technical staff to spend more time with students, especially for consultation with students. (Standard 4.6)

At the commencement of the courses teachers discuss the learning outcomes with the students. In this way students may more easily follow their progress in different competences, especially in the portfolio learning during the workplace based learning in the 5th year (site visit interview with teachers) (Standard 4.6).

There is not an overarching didactic concept made explicit in the SER, but the mix of different teaching and learning strategies gives evidence that students can achieve knowledge, skills and attitudes and can learn to integrate at competence level. Also the assessment forms have a mix of different methods used in such a way that assures the ET that products show that there is evidence that learning has taken place, and most competences can be mastered by the time of graduation (SER). The ET is not convinced of the quality of the research component in the programme because there is not a research competence in the list with competences.(Standard 4.7)





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Gradings for assessment seem transparent and fair, and explained by teachers at the start of the semester (SER). Information is also available on the website and in SEMS. Standards for appropriate, valid and reliable grading are used (interview with heads of the study programme). The system of 4 eyes in particular (double marking) is a good practice (interview with heads of programme and teachers). After training with an external Professor (California) most courses have developed criteria for judgement (marking scheme) but this is work in progress. External evaluation of assessment is not yet in place. An assessment centre will be instituted in the near future ( according to heads of the study programme at the site visit)

The progression of students is monitored. At minimum 80% of the credits should be realised and the duration of the program is mostly 6 years. Drop-out is minimal (1-3 students per year because of high level of student applications (400 applicants for 50 places), with therefore a selective admission process being necessary (SER and site visit).

Procedures for appeal are in place. (SER)

The practical training (20 ECTS) is highly appreciated by the students, graduates and employers. (site visit)

Learning outcomes are defined and communicated with the students. The student is followed by a clinical teacher and a teacher at the university. The student’s learning is monitored with a portfolio system, the products in the portfolio showing evidence that learning has taken place at a competence level. (site visit)

One of the strong points of the Pharmacy unit is the large-scale cooperation with various Institutions of Higher Education, Health Institutions and NGO’s, including those of national and international character.(site visit)

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

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Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	



Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
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. Further elaboration of learning outcomes as competences of the students using active verbs*
- 2. Defining learning outcomes at higher levels of intellectual functioning on the Bloom triangle.*
- 3. Alignment of learning outcomes, teaching and learning activities and assessment can be better elaborated at course level and at programme level.*
- 4. The research component in the program can be improved by construction of a line of research skills, starting in the first year with medical statistics, critical reading, learning to search for evidence, academic writing, small research exercises and ending in the Master thesis with more ECTS points and trying to make the Master Thesis as an article to present for peer review in an international journal.*



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## 2.5. Students

The admission procedure in the Pharmacy program under the Faculty of Medicine follows the national legal framework and the University prescribed requirements. The Statute of the University and the Regulation for Bachelor studies are specifying the admission process giving the responsibilities for that to the Council of Academic Unit. The Statute specifies that each candidate with State Matura Test can be admitted in one of the faculties` programs. For specific study fields the University might consider organising an additional examination process as an extra prerequisite for admission, which is the case for the pharmacy program. In particular, the admission procedure for the program includes taking in consideration the results of secondary school, matura- the state exam and an admission exam in chemistry and biology. The ET learned that there are limited opportunities for the students who want to be Pharmacists in Kosovo, and that every year there are a higher number of applicants than the available places in the Faculty of Medicine.

The SER reported that there are two types of dimensioned study groups. The first group is formed when the students are undertaking laboratory work. In that case smaller groups of 8-10 students are following the lectures and conducting the practical work. Due to the COVID-19 restrictions this number in the past two years was even smaller, 4 students only being allowed to form a group. The second group type is formed for lectures, and in such cases the groups consist of up to 50 students, which is considered to be one of the weaknesses in the SER. These dimensions were also confirmed by the students during the site visit.

The Statute of the University of Pristina regulates that the results obtained throughout the study cycles are certified by the academic record. The Electronic Student Management System (SEMS) keeps the students` portfolios, including the results from the exams.

A certain level of flexibility in special situations for the students is possible, as prescribed in the Statute of the University in its articles 111 and 115. In particular, there are three terms for examinations and upon a complaint, based on a strong justification, a student may be allowed by the Dean of the Academic Unit to sit an exam for the fourth time. This was however said by some staff at the site visit to be excessive.



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The violation of intellectual honesty standards, such as research misconduct and/or intentional misappropriation of the writings, research, and findings of others are considered as unacceptable conduct according to the Code of Ethics. However, the Code of Ethics covers plagiarism and originality of the academic staff’s work. The Faculty answered that there is a software for checking for plagiarism, namely “Plagiarismcheck” in response to an additional document request by the ET. However, the ET team would like to highlight the importance that all academic staff need to regularly use this software.

All students` regulations, rights and obligations are publicly available on the Faculty website. In addition, the ET during the site visit learned that the rights and obligations are continuously shared among the students at the beginning of each semester and subjects.

The Regulations for the Bachelor studies specify that the consultation dates dedicated by academic staff for the students should be displayed on their office door and on the Faculty website. The syllabi also include a certain number of consultation hours. During the site visit the ET learned that the consultations and feedback between students and staff during the pandemic were conducted online. Finally, the students shared that they are satisfied with their communication with the academic staff.

Finally, the ET would like to highlight that both the students and the graduates were happy to be part of the particular program and would especially highlight the level of cooperation with their Professors as a positive example.

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	



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Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.		X
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	X	
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	



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## Compliance level: Substantially compliant

### ET recommendations:

1. *The staff should form the study groups for the lectures with a smaller number of students to ensure an effective and interactive teaching and learning process.*
2. *The Faculty should ensure that all academic staff are regularly using the available software for checking the originality of the students` work.*
3. *The staff should continuously promote academic integrity amongst the students.*

### 2.6. Research

The ET has the impression from the SER that the University recognises the importance of research and the need for a strategy to implement relevant research programmes and is therefore keen to foster research activity and to communicate to staff its importance. To that end consideration of research activity is built into forward planning, performance appraisals and promotion criteria for academic staff.

Establishing an office of the Coordinator for Science has been a critical development in the Institutions;s approach to conducting scientific research. The scientific output of the staff is identified and archived (relevant e.g. for standards 6.3, 6.4, 6.5, 6.7 and 6.8) by this office and as stated in the SER:

*“This has resulted in the definition of research / applied research objectives (either on its own or as part of a partner research institution or interdisciplinary program), which are also reflected in the institution's research development plan.”*

thus addressing Standard 6.1. Data are displayed on the UP website. The research direction of UP maps aligns well on with the so-called public plan for scientific research in the medical field in Kosovo which includes:

*“ · Development of scientific research activity in the field of basic medicine (genetic, immunological, and pharmacotherapeutic or pharmacological research); development of scientific research activity in the field of clinical medicine (research of cardiovascular and oncological diseases);*

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· *Development of scientific research activity in public health (prevention and control of infectious diseases, mental health, maternal and child health and dependence on various substances)."*

What is clear from the SER is that the institution and the FM intend to provide as much financial support and to develop the infrastructure to facilitate the evolution of a robust research activity. The Institution recognises that the:

*"scientific capacities of the academic and support staff are the main guarantee to achieve the proposed research objectives"*

and there is the appropriate action to realise these objectives. e.g.

*"Faculty was provided with a budget based on the specifics and requirements for the adequate supply of laboratories for basic studies."*

To what extent this approach is not immediately clear but should be reflected in the current scientific output of all the academic staff. The output remains modest over the period 1999-2020 and it would be instructive to have a comparison of the last five years with say that of 20 years ago and a real sense of the actual increased level of financial support (in % terms) and how the injection of that support has impacted on research activity. That said, the Department of Pharmacy is going in the right direction and the ET note that:

*"In the Pharmacy program, the priority is to increase the quality of scientific activity on diploma topics."*

The SER is extremely positive in its outlook for research activity listing many perceived current strengths and opportunities. The ET sets that alongside perceived weaknesses which are more worrying given the desired trajectory for research activity.

These include:





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*“Low staff motivation to attract support for research projects; Low mobility of research staff abroad; Lack of a part of the staff with innovative knowledge and ideas and training in known techniques to provide an adequate scientific product”*

This is of concern, given the Institution’s belief in its level of support and these issues need to be addressed.

One welcome planned strategy pledged in the SER is to increase cooperation with industry. Hence:

*“The faculty plans to expand cooperation with industry in specific areas of academic units for technological transfer”*

It is comforting to know from the SER, and this was confirmed at the site visit, that staff do know what is expected of them and are satisfied with the current policies of evaluation and promotion. In respect of research, the SER reports that:

*“The Faculty has set strategic objectives in the field of research for each teacher in accordance with the institutional strategy in order to raise the scientific product in all academic units”*

Consultation (through questionnaires) with staff on their respective needs to achieve agreed research objectives seems to be working. The ET is satisfied that standard 6.2 is therefore being addressed adequately.

The ET is satisfied that in respect of Ethics in research and intellectual property issues there is appropriate attention being paid by UP, with FM policies being in place and and a FM Ethics Committee in operation.

<b>Standard</b>	<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	

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<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	



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## **Compliance level: Substantially compliant**

### **ET recommendations:**

- 1. Provide tabulated evidence that a genuine return (publications/ grants won) is made on financial investment by the Institution.*
- 2. Work on the stated priority of increasing the scientific quality of scientific activity on diploma topics.*
- 3. Incentivise academic staff to motivate them to attract support for research activity.*
- 4. Encourage and support staff to improve their mobility abroad.*
- 5. Where there is a deficit in academic staff expertise or a training requirement, lobby the Institution to improve on support and / or identify relevant outside partners to aid development.*

### **2.7. Infrastructure and resources**

The premises dedicated for the Pharmacy program are part of the Faculty of Medicine, and are located in a new Dean's building within the Campus of the University Clinical Center of Kosovo in Prishtina. The SER and the participants that the ET met during the site visit confirmed that the program is ensured in quantitative terms, human resources and equipment. Additional stability is partially guaranteed due to the fact that currently this program is one of the few that is producing the future pharmacists in Kosovo, and is part of the oldest public University in Kosovo.

In particular, the facilities that are used for the needs of the particular program are 10 offices for the academic staff, 4 laboratories for practical work, 3 storage rooms, 2 storage rooms for chemical substances, 2 rooms with various equipment, a lecture room with 70 seats and a second with 20 seats. These facilities are described in the SER and were confirmed from the requested video sent to the ET which provided evidence also of the pristine nature of the premises. The SER states that the program has modern electronic platforms (SEMS, Teleconferencing, Electronic Library); adequate computer equipment available and accessible for teaching, staff and students; a library available to students with a considerable number of

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books and scientific databases (Telemedicine Center and e-Lab) and an access to International Electronic Libraries (ScienceDirect). Bearing this in mind, the ET can conclude that the Faculty of Medicine possesses the requisite space, laboratories, software, library reading rooms for the next three years. The Faculty of Medicine`s development strategy for the period 2016-2024 include a long list of new improvements and investments for better teaching and learning among which an E-lab for integration of modern technologies aimed at facilitating medical education.

In terms of the library issue, the SER specifies that the Libraries within the Faculty of Medicine as well as the University Library (which is located within the UP Campus) are available for the staff and students from this program. However, a lack of literature available in the library is cited as one of the program weaknesses by the students and by the management (alluded to also in the SER). The Faculty provides access to books in the field of Medicine and Pharmacy and access to several digital science platforms.

As the SER explains, the Vice Dean for Financial Affairs is responsible for the budget planning. The budget has to be in accordance with the financial possibilities of the University of Prishtina. In the answers provided to the ET request after the visit, the Faculty of Medicine shared the allocated budget for the Pharmacy Program for the period 2022-2024. From the table provided it may be concluded that the budget is stable with an increasing projection in terms of salaries, followed by increased funds for the laboratory equipment. During the site visit the ET learned that the FM is regularly receiving donations in equipment for the research projects element of the Pharmacy program. In addition, the academic staff shared that during the last year the FM was prioritised at a University level when procuring new equipment and now are more advanced in equipment terms. In Table 4.1 in the SER that presents the budget in the period 2017-2021 the costs for the new building are calculated. As specified in the additional documents provided to the ET, the total planned area for the building of the Pharmacy Branch is 6000 m<sup>2</sup>. The formal decision for the new building was also submitted to the ET. The clear need for a new building was mentioned by participants in the different meetings the ET held. Whether this was referring to the already built facility or yet another building was not clear to the ET.

However, there are certain challenges in terms of the equipment and facilities that have been pointed out in the SER and during the site visit. Those are: the need for realisation of the plan

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for the new building for the program, the lack of literature available in the library and the access for persons with disabilities in the facilities. In particular, one of the recommendations from the previous accreditation process was the need for relocation of the Pharmacy Branch located in UCK. The need for a new location for the program was highlighted also by the students during the site visit. During the meeting with them the ET learned that if the students have the opportunity to change something in terms of the program, that would be a request for a new building. Another issue that was raised as a weakness is the shortage of Albanian editions of books in the library. As the students shared, there is a need for more new books and literature in both the Albanian and English languages to better support their learning process.

The SER states that the building is equipped with elevators as a means to provide access for the students with special needs e.g. mobility issues, visual, or hearing challenges. In respect of mobility nothing other than elevators can be detected, such as adjusted or lowered entrance (or ramps) within the building, or other examples of how the infrastructure and facilities dedicated to the implementation of the program are adapted to students with special needs.

<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	



<p>Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</p> <ul style="list-style-type: none"> <li>a) owned or rented spaces adequate for the educational process;</li> <li>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</li> <li>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</li> <li>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</li> </ul>	X	
<p>Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p>	X	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <ul style="list-style-type: none"> <li>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</li> </ul>		X



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Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs		X
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**Compliance level: Partially compliant**

**ET recommendations:**

- 1. The Faculty of Medicine should ensure that the new building be better equipped and therefore more suited for the teaching and learning process and for the research projects.*
- 2. The building should have access for, and be fully adjusted for, students with disabilities.*
- 3. The Faculty of Medicine should increase the literature available in the mother tongue in the Faculty library.*

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

**OVERALL COMPLIANCE**

<b>Standard</b>	<b>Compliance level</b>
1. Mission, objectives and administration	Partially compliant
2. Quality management	Partially compliant
3. Academic staff	Fully compliant



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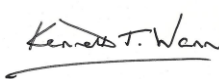
4. Educational process content	Substantially compliant
5. Students	Substantially compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Partially compliant
<b>Overall compliance</b>	<b>Substantially compliant</b>

In conclusion, the Expert Team considers that the study program Pharmacy - MPh offered by the University of Prishtina 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 50 students to be enrolled in the program.

#### 4. APPENDICES (if available)

1. A
2. B
3. C

#### Expert Team

Chair   
(Signature)

**Kenneth Wann**  
(Print Name)

**21/03/2022**  
(Date)

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**Member**

**Joke Denekens**

**21/03/2022**

(Signature)

(Print Name)

(Date)

**Member**

**Marija Vasilevska**

**21/03/2022**

(Signature)

(Print Name)

(Date)