



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

UNIVERSITY OF PRISHTINA  
“HASAN PRISHTINA”  
FACULTY OF MEDICINE  
Study programme: GENERAL MEDICINE- INTEGRATED  
STUDIES

***REACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*March 2022*

1



---

## TABLE OF CONTENTS

### Contents

TABLE OF CONTENTS .....	2
1. INTRODUCTION.....	3
1.1. Context.....	3
1.2. Site visit schedule .....	4
1.3. A brief overview of the institution and program under evaluation .....	4
2. PROGRAM EVALUATION .....	6
2.1. Mission, objectives and administration .....	6
2.2. Quality management.....	8
2.3. Academic staff.....	12
2.4. Educational process content .....	15
2.5. Students .....	21
2.6. Research.....	25
2.7. Infrastructure and resources.....	29
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET .....	32
4. APPENDICES ( <i>if available</i> ) .....	32



## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 9 March 2022**

**Expert Team (ET) members:**

- Prof.dr.sc. Luc Hittinger, ET Chair
- Prof.dr.sc. Mihály Boros
- Jadranka Pelikan, MSc. in Bioprocessual Engineering, PhD Student expert

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

- Ilirjane Ademaj Ahmeti, KAA officier
- Arianit Krsniqi, KAA officer

**Sources of information for the Report:**

- Self-evaluation report “General Medicine-Integrates studies, 2021, including course catalogue
- KAA Accreditation Manual February 2021
- Syllabi
- Staff CVs (Full time, part time)
- Annexes

**Criteria used for program evaluation:**

- Standard & performance indicators for external evaluation according to the accreditation Manual of KAA,



## 1.2. Site visit schedule

2. **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*) – Joint session. Prof. Dr. Suzana Manxhuka Kërliu, Prof. Ass. Valon Krasniqi, Prof. Ass. Fatos Sada, Prof. Ass. Pranvera Breznica
3. **09.50 – 10:35** Meeting with quality assurance representatives and administrative staff. Besnik Loxha, Denis Raka, Kreshnik Hoti
4. **10:40 – 11:40** Meeting with the heads of the study programme: (Aurora Bakalli, Zana Baruti-Gafurri, Burim Neziri, Argjira Juniku-Shkololli, Violeta Lokaj-Berisha, Fatos Sada)
5. **11:15 – 12.25** Lunch break
6. **12:25 – 13:10** Meeting with teaching staff. (Prof. Valbona Zhjeqi, Prof. Shaip Krasniqi, Prof. Besa Gacaferri, Prof. Shemsedin Sadiku, Prof. Afrim Blyta, Prof. Ilir Tolaj, Prof. Ass. Antigona Hasani)
7. **13:15 – 14:00** Meeting with students. Albert Salihu, Behar Jashari, Dehna Gjinali, Jetlira Zenelaj, Besart Abrashi
8. **14:05 – 14:50** Meeting with graduates. Dr. Engjëll Sylja, Dr. Labinota Kondirolli, Dr. Tringa Metaj, Dr. Gloriosa Dobra, Dr. Leutrim Zeqiri.
9. **14:55 – 15:40** Meeting with employers of graduates and external stakeholders. Valbon Krasniqi, Pleurat Sejdiu, Aida Polloshka, Arsim Berisha, Ekrem Maloku
10. **15:40 – 15:50** Internal meeting of KAA staff and experts
11. **15:50 – 16:00** Closing meeting with the management of the faculty and program

### 11.1. A brief overview of the institution and program under evaluation

The faculty of Medicine was official created in 1969. It merged with the Hospital Center of Prishtina in 1973. It started as a faculty of General Medicine. In 1975/6, the first generation of the Department of Dentistry was registered, followed by the branch of Pharmacy in 1996/7, those of Physiotherapy in 2001/2 and the branch of Midwifery and Nursing in 2003/4. Finally,



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

a branch of Health Management was created with the University of Vienna. It works as an academic unit and carries out educational activities with different Kosovo's Institutions.

The Faculty of Medicine offers 5 study programs (integrated and basic):

1. **General medicine** with a duration of 6 years - the title obtained is Doctor of Medicine
2. **Dentistry** with a duration of 6 years - the title obtained is Doctor of Dentistry
3. **Pharmacy** with a duration of 5 years - the title obtained is Master of Pharmacy
4. **Physiotherapy** lasting 3 years - the title obtained is a Bachelor of Physiotherapy
5. **Nursing** with a duration of 3 years - the title obtained is a Bachelor of Nursing.

PhD Studies are also offered in: Preclinical Medicine, Clinical Medicine, Dentistry, Experimental Biomedicine and Public Health.

**The main objectives of organizing the General Medicine program are:**

- Continuous improvement of the quality of teaching and learning by applying interactive methods with the student at the center
- Achieving clinical and laboratory skills and performance for an independent job;
- Development of research capacities, research work;
- Preparing students for international exchanges with higher education institutions in Europe and beyond;
- Providing modern infrastructure for quality education
- Providing adequate and up-to-date literature

The Faculty of Medicine obtained its first accreditation in 2008 and was reaccredited in 2016 for 5 years for the five study programs plus Education in HealthCare and for four PhD programs. The recommendations of the previous expert committee were followed.

The study program is based on several European directives and the Action Plan of the Strategic Education Plan to Kosovo. An advisory Board analyze the market needs and the Faculty of medicine improves and corrects the curricula. The curriculum design is based on the rules of the Bologna Declaration and compatible with the study programs of the Faculties of Medicine of Zagreb, Vienna and Ljubljana.



To study in the General Medicine program, candidates must have completed high school in specific fields. There is an admission quota for overseas candidate.

In order to realize the exercises and clinical practices, students of the Faculty of Medicine are offered all the infrastructural resources of the University Hospital Service of Kosovo. The Faculty of Medicine, through the Center for the Development of Family Medicine, ensures the realization of students' internship in Primary Care Services.

In the first and second semester the student acquires the basic knowledge of scientific research by passing through the courses of Statistics and Methodology of scientific research work. In the 6th year of Clinical Practice, as part of the Public Health practice, the student engages in data collection and interpretation of research results. In the last semester, the student works on a scientific paper under the supervision of a mentor. Studies end with the defense of the diploma thesis.

During the on-line visit, the Dean and her team, explain the important role that play the faculty of medicine for Kosovo, the region and the students. They also explain the importance of links between the faculty the medicine and the University Hospital Service of Kosovo; their special status within the Prishtina University and their wishes to get a more specific institutional framework. They also explain, through historical reasons, their closed relationships with the Faculty of medicine of Zagreb. They expressed their difficulties in terms of budget, particularly in research, to get for example new technologies requiring additional funds for development and maintenance. Finally, the services to society, did not appear extensively developed, except during the COVID pandemic where students were involved in testing and vaccination of the population.

## **2. PROGRAM EVALUATION**

### **2.1.Mission, objectives and administration**

A development strategy plan has been published in 2016 for the years 2016-2024. In the SER, the purpose of the study program, General Medicine is described as a program that meet the needs of society in an increasing complex health system. Mission and objectives (see above) are clearly defined and have been discussed within the departments, the academic representatives of the faculty of medicine and the Kosovo chamber of doctors in order to respond to the market demands. They employ qualified teachers, advanced teaching



methodologies, measurable knowledge results, creative on competencies that meet the needs of society, respect of the professional codes of ethics and research innovation.

To accomplish these objectives, expected learning outcomes are defined according to European professional competencies and international standards. The study program is designed in the form of syllabus for each course where the teacher described the content of the course and target objectives and expected results throughout the different semesters. Student's performances are tested regularly before exams. A 75% participation of the student in lectures and exercises is required to enter in exams. The final evaluation of the student is based on the presentation of the diploma thesis.

Quality teaching is based on research, vocational training and clinical activity of the faculty of medicine academic staff members. For that purpose, different teaching methods are used: lecture-based learning, problem-based learning, simulation-based learning, practice-based learning, reflective learning, research-based learning and e-learning.

In terms of research, the Faculty of Medicine aims to become the best research performing institution in Kosovo. Today, over 80% of publications from the university of Prishtina come from the faculty of Medicine. To become competitive, in comparison to key regional medical educations providers, they ensure: training of their academic staff in relation to grant-application writing and research-paper writing; training of their academic staff in funding opportunities available from EU or US partners, improvement of their research infrastructure.

During the on-line visit, Dean's members team, heads of the study programme, teaching staff, students, graduates and external stakeholders defended their faculty of Medicine with few negative comments among those: limited sources of funding, limited opportunities for modern laboratories, administrative structures difficulties, were cited.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution	x	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	x	



Standard 1.3. The study program has a well-defined overarching didactic and research concept.	x	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.		
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	x	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	x	

**1. Compliance level:** Fully compliant

**ET recommendations:**

1. *Limited sources of funding may limit the development of the faculty of Medicine; discussions with the ministers of health and/or higher education should be developed as well as sources of additional funding eg town, region, Kosovo or private sectors interested by the development of the faculty of medicine.*
2. *In order to increase the international recognition of the faculty of Medicine, instead of developing research in different fields, select few sectors of medicine with the best academic staff and recognized publications and help them to develop by internal grants, PhD positions, new infrastructures and equipment and connect them to well recognized international institutions.*
3. *Find the right equilibrium between the local needs of physicians and the international development.*
4. *Be attentive to the administrative difficulties, which may impair the feelings of academic staff and or students about the faculty of medicine and affect its overall reputation.*

**2.2. Quality management**

The Regulation on quality assurance and evaluation at the University of Prishtina (UP) has been adopted in 2016 and is mandatory to all University's units which is compliant to the ENQA standards. Based on articles 210 - 225 of the Statute, the Senate of UP approved the Regulation on Quality assurance and evaluation, which regulates the mechanisms and





Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

procedures of quality assurance and evaluation in UP and the role and responsibility of the academic and organizational units at the University. The objectives of the quality assurance and evaluation system are designed to identify and promote best practices; to identify the elements that require intervention to improve the existing situation; to ensure the continuous improvement of the quality of University activities; to meet the requirements of the KAA regarding the accreditation and reaccreditation processes. Stakeholders in the quality assurance and evaluation system of the UP are: the University Senate, the Rector, Central Quality Assurance and Evaluation Committee at University level, Office for Academic Development at University level, Dean of the Academic Unit and Quality Assurance and Evaluation Committee at Academic Unit level.

Article 11 on evaluation for accreditation of study programs at Academic Unit level provides information on the process and responsibilities in the process. Faculty of Medicine, in coordination with the Vice-Rector for Quality Assurance and the Office for Academic Development, leads the program accreditation process through the Central Quality Assurance Committee at the Study Committee, at the University and Senate level, as required by the Kosovo Accreditation Agency (KAA). The evaluation that is carried out for accreditation of the programs includes information on: quality of teaching and learning, quality of scientific activity, international cooperation, graduates' perceptions of study quality, employers' perceptions of the quality of graduates, quality of student affairs services, and quality of organizational culture and management including other criteria KKA specifies.

The Committee for QA and evaluation at the faculty level is composed of a member from the Faculty staff, the Faculty Coordinator for QA and QA representative from the UP.

In 2017 the University adopted the Regulation on Students' electronic management system (SEMS). Article 3 lists modules of the SEMS: application module on students' registration; grading module; students' payments module; staff and students' ID cards module; diplomas module; quality assurance and evaluation module; competences module and teaching content; library module, and other modules, which can be complemented by special decisions.

The University manages the SEMS, collects data and provides reports to the university units. Regarding the QA activities they are organised on an ongoing basis by instruments: questionnaire for students, questionnaire for academic staff, questionnaire for graduates, questionnaire for administration. By combining different types of questionnaires, the QA management of the UP aims to get full overview of quality status and can provide the analysis of each program including different components such as: the evaluations inputs, processes, and

9



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

outputs, as well as learning outcomes of students. All information is gathered periodically (each semester for students and courses) anonymously, while the later ones are gathered within 5-year span. The reports are regularly sent to the university units for further analysis.

The Faculty management discusses the issues from the report and suggests the possible solutions. The meeting minutes were available to the Expert team (In Albanian language). According to the meeting minutes, the Faculty set a threshold on max. 20 % of possible changes within the programme course as a response to the survey results or any other demand.

Evaluation results are sensitive data and are treated confidentially.

If less than 30% of students or less than five students complete the questionnaire the results are available to the teacher only (due to lack of statistical validity). Otherwise, the data are distributed to the management and the teacher, but students nor publics have no access to the survey results. Therefore, the standard 2.6 has not been met entirely because the results of these evaluations are not publicly available.

The Faculty implements a number of QA activities in the General Medicine study programme. This process is overseen by the Academic Development Coordinator at the Faculty of Medicine. These actions are aimed at: student assessment process; final student evaluation report; matrixes to evaluate diploma thesis defence; course report on the academic integrity of assessments; teaching progress; teaching monitoring forms; mobile teaching monitoring; forms to evaluate the progress of teaching; daily forms (to identify the participants and the topics delivered to the students); monthly forms (monthly report of teaching activities). Quality assurance processes deal with all aspects of programme planning and distribution, including services and resources provided by the Ministry of Health and the Ministry of Education. QA and finances of the UP are regulated by Law No. 04/L-037 on Higher Education in Republic of Kosovo” and by the Statute of the UP.

Student learning outcomes are assessed with different components of information entry, where processes and outcomes provide a summary of quality issues for the overall curriculum. Quality assurance processes ensure that both required standards are met and that there is continuous performance improvement.

The Development Strategy of the Faculty of Medicine 2016 – 2024 sets key priority areas for excellence achievement such as: quality of teaching and learning; development of research capabilities; teaching and research infrastructure and internationalization of the Faculty of Medicine.

10



In order to achieve the priorities, the Faculty decided to embed the QA system into practice for all staff and integrating various processes, including data flows (e.g., surveys, student feedback, pass rates, plagiarism etc.) and key performance indicators, into routine review and planning meetings. Alumni are very important part of QA. They can conduct corresponding institutionalised surveys and implement results to improve all quality aspects, therefore the Development Strategy included it within the priority area of internationalisation. The SER stress that: “there is no single, comprehensive definition of quality that meets the needs of all stakeholders in higher education, quality in medicine as a dynamic concept involves meeting or exceeding patient and client expectations. The MP curriculum stimulates students to be able to create advanced knowledge, prepare them to be active citizens and to be proficient in their personal development.”

The research conducted by (Thaçi D. 2020) presented in the SER: “showed that students are generally satisfied with the general medicine program when training with technical competencies, inclusion of the best methods of contemporary teaching with the student at the centre, empowerment of students' creativity, involvement in scientific research, provision of contemporary and adequate literature and training of students for the labour market. We recommend that the teaching be continuously improved through the empowerment of the staff with the trainings of the Centre for Teaching Excellence which will greatly affect the quality of teaching and student satisfaction.”

The SWOT analysis shows that the Faculty of Medicine is aware of its strengths while weaknesses are listed: lack of evaluation and updating of technological equipment with special focus on clinics and laboratories; lack of feedback on the careers of the largest number of graduates; lack of complex technological infrastructure; insufficient advancement of the academic staff.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	x	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	x	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	x	



Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	x	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	x	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		x
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	x	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	x	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	x	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *The Faculty should prepare all supporting documents available in English language, including several meeting minutes and the survey reports.*
2. *The survey reports should be available to students and the staff, at least through the SEMS system.*

**2.3. Academic staff**

The HR datasets contained sufficient information to judge the quality of the General Medicine program, the course content, delivery and assessment. No shortcomings were identified in this item. In general, the staff is qualified with the necessary competences in order to help students achieve the program learning outcomes (LOs); according to the descriptive statistics provided by the Institution the number and workload of the staff ensures the sustainable running of the educational process and also, proper execution of research activities and other assigned duties. The Head of the program is personally involved in program implementation and possesses the necessary knowledge and experience required for program elaboration and the program staff utilizes quality assurance results for program improvement. A number of professors from the



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

program are full-time lecturers in the medical sciences courses provided for the Dentistry, Pharmacy, Physiotherapy and Nursing program as well.

It seems that there is a dominant trend for teachers to stay in Prishtina for their entire career and it is not common to spend a significant time abroad. The academic staff, at the beginning of the academic year must sign a statement that they are not engaged in more than two teaching positions (one full-time, one part-time) and must obtain an approval from the University Management for teaching with part time. This type of employment is reported annually to the Kosovo Accreditation Agency at the beginning of the academic year. The academic staff also meets the standard that for every 60 ECTS in the study program, the institution has a sufficient number of full-time staff with the title of Doctor of Science.

Faculty members have the possibility to promotion and planning for future replacement. All academic staff are required to participate in scientific research and students are encouraged to take part in such research. The responsibilities of the academic staff in promoting academic integrity derive from written and regulated duties and obligations. The Expert Panel was, however, concerned by the limited possibilities to reward teaching and research excellence. It should be emphasized, here the need to support scientific activity and research excellence, and personal evaluation based on both educational and scientific quality.

Faculty members participating in teaching are evaluated by their students in a system that was working well. The students were very satisfied with the quality of teaching and the attitude of academic staff, stating that they are supportive and open for any discussion. As good practice, the academic staff is obliged to conduct consultations with students before and after the exams and to present the counselling schedule for 4 hrs per week.

The actual number of student/study years is always depending on human (tutor numbers) and other (infrastructure, space, etc.), teaching resources, therefore it will be necessary to analyse thoroughly the teaching capacity, staff motivation and availability if the number of admissions is increasing (in this case of particular concern is the possibility of overloading the teaching staff and a concomitant drop in the quality of the teaching). In the current context of the clinical workload assistant mentors guide and support the learning process. During the next three clinical years it is important that assistant mentors be specialists in their fields to keep up the quality of medical education.

The HEI has mechanisms to support the professional development of the teaching staff, with special assistance to anyone facing difficulties and the faculty has implemented the "Regulation

13



on the selection and promotion of academic staff" which meets the legal requirements. The academic staff is appointed by the Rector according to the decision of the Senate based on the proposal of the Faculty Council, while the Dean with the authorization of the Rector may appoint assistants and new assistants. The appointment procedures are starting with the public announcement of the open competition for the position. All appointments after the applications are reviewed by an evaluation committee formed by the Faculty Council and the evaluation committee organizes the interviews with the candidates who are considered to have met the conditions for the offered position.

Standard	Compliance	
	Yes	No
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation	x	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative Instruction on Accreditation.	x	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	x	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	x	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	x	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	x	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	x	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	x	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	x	
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.		



**Compliance level:** Fully compliant

**ET recommendations:**

- 1. The professional development plan is in conformity with the articles of the Statute of the University, such plan should be provided for the non-academic staff as well.*
- 2. According to the SWOT analysis of staff-related issues (SER p33) the availability of financial support of the academic staff by the University for scientific publications and textbooks is an advantage (12), but the lack of books / scientific articles written by the academic staff for each module is a weakness (2). This contradiction should be addressed by the HEI through a specific action plan.*
- 3. It is suggested that the organisational structure (organogram) of the Medical Faculty should be presented at the website to visualize the operation of each scientific, educational and clinical organisational unit with staff members, and the interfaces between them, according to the tasks arising from the educational, scientific and professional activities.*
- 4. The Faculty of Medicine has lively contacts and cooperation agreements with several international institutions of higher education; it is recommended to find efficient ways to promote the mobility of academic staff members - to spend time teaching and carrying out research in these foreign universities.*

**2.4.Educational process content**

The study program is in accordance with National Qualification Framework (NQF) and Framework for Qualification of European Zone of Higher Education (FQEHE). Disciplines/subjects within the curriculum are in a logical flow, which fulfil the exact definition and establishment of general and specific competences. For the subjects syllabi, the amount of lectures and practices were given, information on tutors, trainers and their qualifications/experiences (CVs) was presented as well.

As a model content the general medicine program of the Faculty of Medicine of the University of Zagreb was taken. Curriculum correction and improvement has also been done in the Faculty of Medicine - General Medicine program, in order to ensure the comparability of the study program with those of European universities.



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

During the interviews, it was proven that key actors were aware of the Institution's policy for planning, designing, implementing and developing the educational program but in case of students and employers more active participation is needed in these future activities.

The MD program is based on ECTS system (with 360 ECTS) and is student-oriented, as a whole the structure is clear. The Experts agreed that the admission numbers and the current student-tutor ratios are adequately planned for the operation of the program with matching teaching methods. Nevertheless, the scope of these methods / courses can be expanded with additional e-health-oriented subjects, under which students will acquire more knowledge e.g. on telemedicine, distance learning, artificial intelligence health portals, or mobile intelligence systems.

The Institution utilizes several standard technologies for measuring the LOs. In general terms the LOs are logically distributed, the requirements are well-defined and largely correspond to the LOs of sector benchmarks and comparable HEIs - and besides, the LO assessment results are utilized for the improvement of the program.

The HEI is aware that the LO and student evaluation results are sensitive data and are treated confidentially (SER p16) but maybe it is timely to review the compliance of the Institution's established data protection policy with the European General Data Protection Regulation (GDPR, EU 2016).

The Institution defined the content, extent and sequencing of courses and described the curricular elements, including the balance between the core and optional contents. The human organ systems are selected as an integrating factor in the teaching of basic subjects, and around them several preclinical disciplines (anatomy, physiology, etc.) unite. In this respect the curriculum is partially integrated, includes elements of both horizontal and vertical integration. The program teaches the principles of scientific method and evidence-based medicine as well, including analytical and critical thinking, and besides, incorporated the contributions of the behavioural, social sciences and medical ethics, together with the courses for effective communication. This curriculum is organized into compulsory and elective subjects (modules), through which the final and highest level of learning objectives are met through hands-on practice applying gained knowledge, skills and values independent of discipline-specific understanding. The organization as a whole is clear and justified. This process should provide the enrolled students skills to assume appropriate clinical responsibility and to continue their personal development after graduation, as professionals and future colleagues, but certain components of the curriculum map might be made thematically more compatible with the final LOs (e.g. links between compulsory and elective courses should be strengthened in biology-molecular biology subjects).

16





The Institution utilizes several accepted control methods to monitor the program, and to evaluate the students' academic performance. The program focuses on the effective use of laboratory and practical skills assessment, as well as objectively structured clinical or practical examinations (OSCE, OSPE). The practical work is performed in smaller groups of students (15 and 30 for pre-clinical subjects, while 8 students for clinical subjects). Nevertheless, more details are needed how the practical competencies are checked in certain components which are listed in the syllabi of the courses (such as Anesthesiology and Reanimation or Cardiopulmonary Resuscitation).

Here a special remark is necessary on simulation (technical-procedural and scenario-based) techniques in medical education. Skills training is very cursorily described in the SER and the syllabi – and more data/information is needed on the integration of the Skills Centre (and simulation methods employed) into the educational structure of the HEI. The Skills Centre is expected to be used as starting point to increase the weight of practical training, and it seems likely that the current environment meets the demand of certain preclinical courses, and the integration of procedural knowledge obtained during simulation skills training into the presented clinical curriculum is possible, but the technical background can be developed further with diagnostic and technical/interventional facilities. Of note, short and long-term development strategies for the Center are needed and it would be important to develop and repeat set (along a spiral line) of practical procedures that the students must master by the end of the study program and assess them in 1. simulated and 2. in real clinical scenarios, too.

Directions of in vitro skills development are always depending on local interests and traditions, but typically include internal medicine (with subspecialties), surgery (with subspecialties), anaesthesiology and intensive care, diagnostic imaging, emergency medicine, general practice/family medicine, obstetrics and gynaecology, paediatrics, etc.). Some examples (proposals) for development avenues for these areas, are as follows:

- Basics of general surgery, providing individual suturing pads and instrument sets for students and computerized training programs - e.g. Suture Tutor / Minor Surgical Skills.
- Minimally invasive surgery workstations and simulation box trainers (e.g. Minimal Access Trainers - these may be used to teach and assess both cognitive and technical skills as well). In this sense, the Skills Center could provide medical education and enhancement of personal skills during graduate, postgraduate and CPD activities).
- Medical imaging simulation using diagnostic ultrasound and the acquisition of pre-clinical skills with specified anatomical phantoms and protocols.
- Procedural skills (e.g. injections, sutures) can be individually assessed at standardized frequency: competence and the need for re-training can also be re-assessed at appropriate



time intervals. As an example, starting from very basic “first aid” manoeuvres in the first year, then with a BLS course, and later with an ALS course, the practical skills would improve constantly and gradually – and significantly.

The HEI has indicated its commitment to the development of scientific research, but it would be beneficial to strengthen the curriculum-based research work of students further (e.g. with elective courses for those who are participating in student scientific circles, organized specific journal clubs, etc.).

Due to the COVID pandemic and epidemiological regulations, the clinical background was checked via a YouTube link. The infrastructure seems to be excellent, but in clinical education the key teaching bases (departments of clinical courses, hospitals) should be evaluated regularly for their appropriateness and quality regarding the practical training program.

As concerns syllabi, most of the courses are well presented with clear indicators in the organisation and expected LOs. Some of the courses, however, may be more detailed (e.g. dermatovenerology, emergency medicine, infectious disease, maxillofacial surgery, physical medicine and rehabilitation). Since the main objective of the General Medicine program is to provide adequate and up-to-date literature (SER p11), it would be of importance to exactly define this issue in terms of publication dates. Some examples: Medical Chemistry (literature is missing); First Aid (literature is from 2002 and 2008); Endoscopic laparoscopy (literature is from 2006 and 2008 – this seems to be rather outdated in case of such a quickly changing field). It appears that copy-paste errors are also present in several items: in the cardiology course, contact details appear as Clinic of Hematology, in the pulmonology course, contact details appear as Clinic of Cardiology, in the nephrology course, in the expected results of learning, cardiovascular diseases are cited instead of nephrology disease, in the endocrinology course, contact details appear as Clinic of Cardiology, etc.). Other concern is that some important topics are not appearing in the lists: stroke is missing in the course of neurology and psychiatry; pulmonary oedema in the course of cardiology. Some further observations and comments are listed below.

- First aid (with 3 ECTS) is par excellence practical subject but seminars or laboratory practices are lacking (teaching of BLS would be particularly useful here with the use of simulation skills training).
- Medical psychology and communication skills. Forms of teaching and learning are lectures, practical exercises in clinics, seminars and class discussions - but only lectures (30 hr) and clinical practice (30) hours are presented. The goal of this subject is to develop skills to understand the patient and to understand the reactions of the patient and his physician. Here again, the use of more up-to date teaching methods, such as simulated patients are suggested.



- Hygiene. The student passes the test exam with 51% correct answers. These pass-fail criteria should be changed, a higher threshold is proposed. Laboratory practice (30 hr) can / maybe included here - hand hygiene in pandemic years is an important issue, worldwide.
- Diagnostic Equipment. It would be useful if UH was introduced during the seminary practices (UH is mentioned in the compulsory literature but it is not included in the description).
- Anatomy 2. Teaching tools include atlases, plastic models of organs and organ systems, organs stored in formalin, Here it would be useful to use novel methods, such as 3D anatomical table or internet-based solutions.
- Cardiopulmonary Resuscitation. Here the purpose of the course is given as (3) application of basic and advanced life support – therefore the link from First Aid to CPR should be strengthened (perhaps by making this course compulsory in semester 4. - as part of a spiral curriculum).
- Anaesthesiology and Reanimation. With 15 hr of laboratory practice and 15 hrs clinical practice a student should be able to: 1. prepare patients for surgical intervention. 2. To put periphery intravenous lines to patient. 3. Apply the monitoring and manage the critical situations. 4. Keeping the airways open, performing the non-invasive ventilation and endotracheal intubation. 5. Application of mild and moderate degree sedation. 6. Management of critical ill patients. 5. Cardiopulmonary resuscitation (CPR), and manual and automatic defibrillation. This seems to be very good practice - but the allocated time to achieve all these goals seems to be rather short, even if the practical (hands-on) competencies are not checked in details.

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	x	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	x	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific	x	



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.		
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.		x
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	x	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	x	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	x	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	x	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, KAA Accreditation Manual – Updated 2021 21 and in comparison, with other study programs at highly regarded institutions.	x	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	x	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	x	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units.	x	



**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. The contents of the syllabi should be thoroughly reviewed and corrected, if necessary (e.g. by an internal expert committee).*
- 2. The teaching material listed in syllabi supports the achievement of intended LOs, nevertheless, the recommended printed volumes (besides electronic versions, if any) should be up to date, and the recommended editions should be available in the library in appropriate form and number.*
- 3. The basis of the Skills Centre is expected to be used as starting points to increase the quality and weight of practical training, and therefore, short-term development strategies are suggested. Long-term, strategic planning and investments in more complex simulations (i.e., scenarios with high fidelity computerized patient simulators such as trauma and ICU mannequins, birth simulators, etc.) is also suggested – the high-fidelity simulation protocols may be incorporated later on into a postgraduate curriculum as well.*
- 4. Procedural skills (e.g. injections, sutures, bandages, BLS) should be assessed at standardized frequency: competence and the need for re-training should be re-assessed at appropriate time intervals.*
- 5. The resources of the library can be continuously developed, and the faculty should continue to work towards enrichment of the electronic - scientific resources. Besides, organization of introductory sessions for novice students how to use library resources, would be useful.*
- 6. The faculty must have a policy which addresses the effective use of information technology in the educational programme (e-learning, online lectures, telemedicine).*

## **2.5. Students**

The Faculty of Medicine at the University of Prishtina has adopted the University's regulation regarding the student admission. The Regulation (2019) clearly defines "... the unique criteria for the organization and types of studies, the conditions of enrolment in studies, the conditions of enrolment of the year, the duration of studies, the change of the study program, the work of the master's degree, defense procedure and other important issues for master studies at the University of Prishtina hereinafter UP in Prishtina". The study programme General Medicine is integrated type and is obliged to meet the requirements and criteria of KAA for accreditation

21



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

or re-accreditation of study programs as well as other requirements for accredited programs. Information on the admission criteria is publicly available on the University of Prishtina web page and in media as well, once per year.

Article 6 on the conditions for application and registration in studies defines that all applicants have a right to apply to this study programme if they have completed high school and have completed the Matura exam, if there was a Matura exam (Regulation for undergraduate studies - Bachelor, 2019) and meet criteria. The SER states that “the rules of the competition guarantee equal conditions for all interested candidates who meet the conditions for application, excluding any discriminatory selection. In the public document, information is presented about the institution, including study programs, courses, testing methods and priorities of candidates with special needs. In accordance with the programs accredited from previous years by the State Council for Quality and the Kosovo Agency for Accreditation of educational institutions, based on the requirements of the academic unit and approved by the Senate of UP, in the academic year 2020-2021, in the open competition, 420 positions have been opened for the Faculty of Medicine.” In the academic year 2020/2021 there were 125 student positions open to the local applicants while additional 25 are available to marginalised groups and/or minorities including foreign students (15 % of the total admission). In case there is fewer applicants from the marginalised groups those positions are available to the local applicants according to the score rating list. The Interviewees stated that the admission exams to the General Medicine study programme are available in three languages (Albanian, Bosnian and Turkish). The Expert team noticed that the admission number of students changed over the years: 2016/17 = 165 students, 2017/18 = 171, 2018/19 = 182, 2019/20 = 224, 2020/21 = 150, 2021/22 = 150. The recommendation from the reaccreditation report (2016) related to the number of students suggested that no more than 150 students should be enrolled to the 1<sup>st</sup> year of General Medicine study programme, yet the Faculty allowed admission of a larger number of students, while the number of graduates varied from 250 to 273.

The interviewees highlighted that the Study programme has a long history with a good reputation among the local population and professional circles, and there is a large demand for admission to the Faculty of Medicine.

Regarding the dropout rate, the Faculty provided the list where 14 students terminated their study at the General Medicine study programme, out of which seven continued studies abroad, four went to other study programmes at the same University and three of them left the Faculty for other reasons.



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

The SER stated that with large number of premisses and other facilities available to students the quality of studying is rather high due to smaller study groups. The interviewees confirmed that the size of the student groups is satisfactory and that the lectures and activities at the Faculty are participatory and interactive, and the academic staff uses a variety of instructional methods to ensure quality learning.

The SER explains that the students' academic achievement is evaluated in a variety of ways, including systematic, formative, and summative evaluation. The students' performance and results of the assessments are almost immediately available. The assistance mechanism consists of consultations, individual and group ones, in person when possible or online during the COVID-19 pandemic. The assistance is in a form of consultation meetings with the teachers available twice per week. Student and graduate interviewees stated that they used this assistance very often.

According to the Regulation at the University level, all student records are archived and available upon request. The individual results are recoded and available to the student and potential employers in the Diploma Supplement.

Students who are in a delay with their obligations and exams can apply for an additional exam term according to the UP Regulation. Students facing difficulties have mechanisms available to solve or mitigate them during the academic year. The possibilities are complaints and/or appeals to the student council, consultations with the professors and through student support office.

The records of the students' performance for all courses are kept at the Student Office. The performance has not been included in quality indicators due to the University Quality Assurance regulation (Article 11) which defines parameters to evaluate such as: quality of teaching and learning; quality of scientific activity; international cooperation; graduates' perceptions of study quality; employers' perceptions of the quality of graduates; quality of student affairs services; quality of organizational culture and management.

This standard 5.8. has not been met entirely regarding possibilities of plagiarism prevention among students and their work. During the interviews it was mentioned that each Diploma thesis is publicly available on the University web page and through the SEMS, which is a step closer to combat against plagiarism. There is no evidence of this programme implementation.

The Statute of the University of Prishtina (Article 145) defines clearly student rights and obligations. The document is publicly available.



Regarding the student mobility, the University Regulation on the student transfer and mobility in the University of Hasan Prishtina (2017) clearly describes available possibilities and procedures. The Expert team confirms that at the beginning of new academic year students participate at the welcome session where the syllabi, the learning outcomes and the students' rights are presented to them.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing students' recruitment. Admission requirements are consistently and fairly applied for all students.	x	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	x	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	x	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	x	
Standard 5.5. The results obtained by the students throughout the study cycles are KAA Accreditation Manual – Updated 2021-22 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 are clearly regulated in formal internal documents.	x	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	x	

**Compliance level:** Fully compliant

**ET recommendations:**





- 1. Regarding the drop-outs from the study programme the Faculty should develop the support system that will reduce the unwillingness of the enrolled students to finish their study and to decrease the average duration of studying per student.*
- 2. The Faculty should organise workshops for the staff and students on the awareness raising about plagiarism and its consequences for the future of the students or an academic staff committing it.*
- 3. Post-evaluation action plan design and implementation is compulsory, at least once per year, for the academic staff to improve the teaching process and the knowledge transfer for the teaching staff towards the students. It should be available for the next reaccreditation process as evidence of progress.*
- 4. The Faculty should make a video about the student rights and other parts of legislation related to students and publish it on the web site or through the SEMS.*

## **2.6. Research**

The study program of the faculty of Medicine of Prishtina, is organized in line with international standards and norms. Research strategy document is approved by the ministry of education, Science and Technology of Kosovo. To do so, the quality of education include research-oriented elements and the University of Prishtina strengthens the research capacities of the faculty of medicine. One of this main objective of the strategic Plan of the faculty of Medicine is to develop research capacities and research work. Through the office of the coordinator for Science, the scientific work of the academic staff is identified. The office continuously identifies the scientific publications of the academic staff and classifies them according to their reputation. In the medical field, the public plan for scientific research is known as 3th priority in the national plan for Science in Kosovo. The management of the faculty of medicine is committed to increasing the capacity of scientific infrastructure, supporting and stimulating the scientific product through project financing schemes at the level of the University of Prishtina. The management is also committed to develop scientific methodological expertise and promote strategies on initiating and conducting clinical studies to contribute to various multi-centric research. In this regard, additional resources of the scientific research infrastructure have been created and the scientific capacities of the academic and support staff are the main guarantee to achieve the proposed research objectives.

Within the study program, expected learning outcome imply the application of scientific principles, methods and knowledge in research.



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

Quality teaching is based on the research, vocational training and clinical activities of FM academic staff members. Research-based learning is one of the methods used in the study program which seems to satisfy the students. Academic staff is encouraged to include in their teaching content information about their research activities that are relevant to the subjects they teach.

The selection, appointment and promotion of the academic staff is done according to the development of academic scientific, research, creative activities. All academic staff is required to engage in research. Promotion of the academic staff is based on the number of scientific publications in international credible journals. Based on the database, 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. Regulations in the last 5 years, have a positive impact on promotion and improvement of the quality of the scientific research. The faculty supports the academic staff for applications in international and local funds for the generation and creation of financial resources for the institutions. Involvement of academic staff in research, international projects and various scientific events like forums with the aims of exchanging experiences in teaching, research and scientific work as well as student exchange.

In order to increase the quality of the scientific product, the budget for scientific research of the faculty is provided with a budget based on the specific requirements for the adequate supply of laboratories for basic studies. Recently allocated budget was divided also for scientific research equipment which makes possible the advancement of scientific research and participation in schemes of more advanced projects. The research budget reaches 300.000 euros corresponds to 1% of the total budget. In terms of successes of applications, among the different faculties of the University of Prishtina, the Faculty of Medicine is the Faculty that gets the greatest part of the budget. Despite of that, the budget for laboratory work appears limited.

In terms of infrastructure, there is a plan to build a new infrastructure space to create accessible spaces for all researchers of the faculty. It is worth noting that laboratories with international standards for studies in experimental animals are established. The faculty has also created a database and provided access for international researchers, who were students in the faculty and now work and operate in international renowned centres, to contribute with additional expertise through webinars of a scientific nature and engaging in scientific projects.

26



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

In terms of teaching, students acquire basic knowledge of scientific research within the first semester and collect data and interpret research results during their last semester for their diploma thesis. In order to avoid plagiarism, computer software are able to control plagiarism before and during student research submissions. In addition, academic staff are responsible for promoting academic integrity and are key supports of academic integrity. An Ethic committee issues permits and standardization of research according to the Helsinki Declaration.

Finally, in order to increase the quality of research, several international cooperation has been developed.

During the on-line meetings, most of the participants were happy with the research part of the program and the facilities but have concerns about the limiting funds to run the laboratories and the capacity to provide sufficient materials for the students' work. Some of them were worried by the brain drain of young academic staff outside the faculty of Medicine and outside the country. During the on-line meeting with the teaching staff it was mentioned the intention of the institution to create a Medical Scientific Journal.

According to the Development Strategy, the Academic staff of the Faculty of Medicine set the target value indicator of 25 % of annual increase of publications and to keep the position of 80 % of the total scientific publication in Kosovo belonging to the Faculty of Medicine.

The Faculty listed the references of the student papers published since 2013 at their web page.

The Standard 6.7. demands that 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. The Faculty of Medicine presented 141 CVs of the academic staff, out of which 17 did not present sufficient information confirming this standard. Each academic staff members were searched in SCOPUS base. The results showed that 98 members of the academic staff of the Faculty of Medicine have been listed in the SCOPUS base with 3 and more papers. The largest number of papers is 102, the h-index varies between 0 and 25. Additionally, 12 academic staff members have 2 papers in SCOPUS and 14 members are with 1 paper listed. By CVs' examination, it is confirmed that 10 members of the academic staff publish papers only in journals outside of Group 1 and Group 2 (according to the Regulation for founding research – scientific, artistic and sports activities at the University of Prishtina (2020). This standard results should be compliant with the demands of Group 1 and Group 2 journals.

27



Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research center or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	x	
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	x	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	x	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	x	
Standard 6.5. The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	x	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centers, scientific parks and other structures for validation.	x	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		x
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	x	
Standard 6.8. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	x	
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	x	
Standard 6.10. Students are engaged in research projects and other activities.	x	

**Compliance level:** Substantially compliant

**ET recommendations:**



- 1. It must be recognized, that it is quiet difficult to develop teaching and learning in one hand and recognized research in the other hand. This is the reason why, beside the development of the study program, few selected fields of research have to be strongly support in order to bring them at the international competitive level.*
- 2. This is also the reason why additional sources of funding public or private have to be found.*
- 3. The mobility of staff needs to be improved. To do so, make mandatory the mobility abroad of young staff academic before they get a permanent position, and develop PhD positions with partner institutions. In addition, facilitate/ help the mobility of staff that are ready to move, to internationalised the staff of the Faculty of Medicine.*
- 4. Develop a scientific journal and scientific events to enhance the spirit of research within the faculty of Medicine.*
- 5. The Faculty of Medicine should adopt the EU DIRECTIVE 2010/63/EU OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 22 September 2010 on the protection of animals used for scientific purposes and create and implement own regulation on laboratory animals' welfare available to all academic staff and the students.*
- 6. Each academic staff member should have developed their own plan of research and teaching activities, implement it and monitor its implementation. The Plan should include no. of paper planned to publish, no. of workshops attendance with presentations and participation per year and the planned trainings for professional advancement. Cumulative plan for the academic staff should be available for the next reaccreditation.*
- 7. Young researchers should be more supported and involved in the research activities by the senior staff. They should meet the standard of a paper published per year in average in the past three years.*

## **2.7. Infrastructure and resources**

One of the main objectives of organizing the General Medicine program is to provide modern infrastructure for quality education, implementation and effectiveness of the plans. Responsibility for supervising and developing infrastructure and resources has been assigned to the Vice-Dean for financial and Asset Affairs.

Infrastructure wise, in the recent years in the new Dean's Office of the faculty of Medicine new spaces for increasing scientific capacities and modern lecture theatres for scientific presentation have been created, as well as the presence of the telemedicine centre. During the last years,

29



laboratory capacities have been improved. The University has established a laboratory for molecular/ genetic biology, e-laboratory and centre for simulations and development of clinical skills have been done. To increase the capacity of scientific infrastructure additional resources of the scientific research have been created and there is a plan to build a new infrastructure space to create accessible spaces for all researchers of the faculty.

For the clinical part of teaching, the Faculty of Medicine used the premises and equipment of the University Clinical Centre of Kosovo. It contributes to its maintenance, provides equipment, and purchase of demonstration and spending materials for the study program. Within the University Clinical Centre of Kosovo, there are laboratory facilities inside the B Institute, owned and maintained by the Medical Faculty, where lecture halls, reading rooms and libraries are available for students.

The facilities, human resources and equipment in the Medical Faculty constitute an appropriate number with the standards necessary to ensure the long term implementation of the study program. The number of seats in lecture halls, seminar rooms and laboratories are commensurable with the size of the study groups. Adequate computer equipment is available and accessible for teaching, staff and students. Libraries within the faculty of Medicine have a relative rich literature, mainly in English. In total the faculty of medicine has 2130 seats available for students to carry out the teaching process and a total space of 17.500 m2. The infrastructure and facilities dedicated to the implementation of program are adapted to students with special needs. The level of student's satisfaction with infrastructure and resources is monitored at the end of each academic year.

During the on-line meeting, students, graduates and stakeholders expressed their satisfaction with the facilities (amphitheatre, libraries, extra-rooms and restaurants).

Standard	Compliance	
	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	x	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	x	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the	x	



study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilization license; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	x	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the KAA Accreditation Manual – Updated 2021 25 total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	x	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	x	

**Compliance level:** Fully compliant

**ET recommendations:**

1. *The increase of the number of students needs to follow the capacity of the infrastructures*
2. *Find out the right balance between the development of the faculty of Medicine in terms of infrastructure and the desire to become more independent of the university of Prishtina*
3. *Be conscious of the cost to develop research and the reality of funding.*



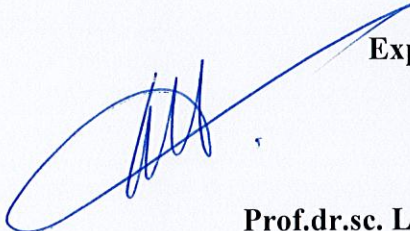
### 3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the study program **General Medicine** offered by **Faculty of Medicine at the University Prishtina “Hasan 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 **5 years** with a number of **200** students to be enrolled in the program.

### 4. APPENDICES

**Expert Team**

**Chair**

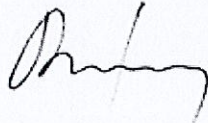


**Prof.dr.sc. Luc Hittinger** **28 March 2022**

---

(Signature) (Print Name) (Date)

**Member**

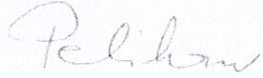


**Prof.dr.sc. Mihaly Boros** **28 March 2022**

---

(Signature) (Print Name) (Date)

**Member**



**Jadranka Pelikan, PhD student** **28 March 2022**

---

(Signature) (Print Name) (Date)



## ANNEXE 1

Answer to the question: Can the Faculty of Medicine ready to accept 250 students per academic year in the field of general Medicine as formulated in the SER p 204?

Today there is 1134 students over the 6 years of the study program. An increase from 150 students per year to 250 will increase that number of students in 6 years to 1734, an increase of 52.9%.

In order to consider such an increase, it is important to take into account different elements that can impact the Faculty of Medicine and in particular those of infrastructures, academic staff and finances.

### 1. Infrastructure

- Number of seats – old deanery has 180 seats in amphitheatre +  $80+80+60+32=412$  seats
- Number of seats – new deanery has 200 seats in amphitheatre +  $140+140+100+164=744$  seats
- Pre-clinical institutes and seats:  $100+100+40+80+80+40+64=504$  seats
- Other rooms:  $300+70+70+30=470$  seats
- All together there are 2130 seats.
- The SER (p.224 states that there are 2 lecture groups in GM study groups (laboratory practice groups 110 and total practice groups 140), which means that the group size in average is 8 – 10 students.
- The increase of number of admissions (+50) ie. total number of admission to 1<sup>st</sup> year of GM up to 200, which means there are going to be 1134 student +  $(6 \times 50 = 300)$  equals 1434 GM students + other study programmes.
- Space in m<sup>2</sup>: teaching spaces: 1645 m<sup>2</sup> and per GM student: 1.45 m<sup>2</sup>
- Space total in m<sup>2</sup>: 17500 and per GM student: 14.43 m<sup>2</sup>
- By admission increase + 50, ie 1434 GM in total, the teaching space ratio is 1.15 m<sup>2</sup> per student
- By admission increase + 50, ie 1434 GM in total, the total space ratio is 12.20 m<sup>2</sup> per student
- It should be taken into account that the space accommodates students from other study programmes. First year admission for all study programmes is 420 students per year.
- It should be note in parallel, that among the weaknesses of the student's SWOT analysis it is already mentioned that there is large groups of students for laboratory work and clinical/operative practice (p 206).

### 2. Academic staff (pg.226)

Full professor 17+ Assoc.prof. 20 + Assist.prof.34 (total 71) + 83 teaching assistants (all together 154 academic staff participating in the teaching process).

Ratio teaching staff (titles) per student is 16:1; all academic staff per student is 7.4:1. There is no threshold for this standard, but in European context ratio below 14:1 is considered of high quality, above 30:1 is considered low quality. By admission increase + 50, ie 1434 GM in total, the ratio of teaching staff (titles) per student is 20.2:1; all academic staff per student is 9.31:1.

In case the admission increases for 50+, the student teacher ratio is still favourable in terms of quality.

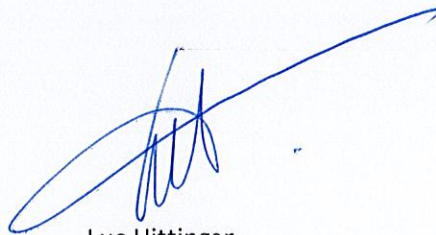
It is important to note that in the weaknesses of the SWOT analysis for infrastructures and resources it is already mentioned a lack of sufficient administrative staff to maintain quality control of the service (SER p 219).

### 3. Finances

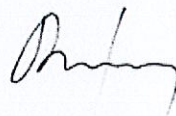
The Ministry of education provides finances for the academic staff salaries. Other costs for the teaching performance and maintenance are covered by the budget provided by the Ministry as well through the University's bank account. This budget varies according to the number of admissions. The finances table (SER, p. 225-226) contains breakdown of costs in period 2016-2021. It is evident that the basic annual budget of the Faculty of medicine is around 200,000 euro. The Faculty should have enrolled at least 3,000 student in all study programmes, we didn't collect the exact number, therefore it is not possible to calculate the ratio of the costs per student. It is reasonable to assume that there is a standard amount the Ministry provides per student. By admission increase, the budget will increase accordingly. However, it should be considered that in the weaknesses of the SWOT analysis for student's there is limited financial resources for additional engagement of teachers, pedagogues, young researchers and other necessary administrative staff (SER p 206).

In conclusion, despite the infrastructure improvement in the recent years of the Faculty of Medicine, larger number of students will impact the organisational structure regarding the teaching and practice groups and certainly will decrease the quality of studying of all study programmes at the Faculty of Medicine. Therefore, the Expert team concludes that the infrastructure and number of seats are limiting factor to admission of higher number of students.

The admission should not exceed 200 students of GM study programme.



Luc Hittinger



Mihaly Boros

*Jadranka Pelikan*

**Jadranka Pelikan**