



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

EXPERT REPORT POST-ACCREDITATION EVALUATION

UBT College

Faculty of Medical Biochemistry and Biotechnology

Study Program: BIOCHEMISTRY, MSc

May 07, 2025, Prishtina



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Date of Accreditation Decision: June 15, 2023

Date of Post-Accreditation Review: May 07, 2025

Expert Name: Professor *Mladen Krajacic*, PhD

Coordinator/s from Kosovo Accreditation Agency (KAA): *Milot Hasangjekaj*, Head of Post-Accreditation Division; *Fjollë Ajeti*, Senior Officer for Post-Accreditation Procedures

Sources of information for the Report:

- *Self-Improvement Report (SIR)*
- *Report of Expert Team for the previous accreditation/re-accreditation process*
- *Relevant institutional documentation and annexes, requested as additional documents:*

The institution has provided **24 additionally requested documents** (evidences) that are properly listed in the last column of the table *Recommendations, actions, responsible structure and staff, evidence*, which is attached to this report as *Annex 2*.

In addition, the institution provided **13 updated CV documents** for the academic staff, as well as **12 updated syllabi** accompanied with the programme courses.

- *Site visit/online interviews*

Note: the process is based on the KAA METHODOLOGY on Monitoring and Post-accreditation Procedures

Post-Accreditation Procedure has been carried out:

- a) in distance
- b) **on-site visit**

Date of on-site visit (if applicable): May 07, 2025



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Agenda and representatives met as part of the post-accreditation process:

Time	Meeting	Participants
09:15 – 10:00	Meeting at the KAA office	KAA staff and expert
10:00 – 11:15	Meeting with the management where the programme is integrated	Edmond Hajrizi Visar Hoxha Fisnik Laha Albina Fejza
11:25 – 12:25	Lunch break	
12:30 – 13:00	Visiting Facilities	Armend Cana Afrim Zeqiraj Zafer Gashi Vesë Pakashtica Lirigzona Morina Murat Retkoceri
13:00 – 14:00	Meeting with responsible people to discuss and identify improvement	Fisnik Laha Albina Fejza Vesë Pakashtica Pajtim Bytyqi Veton Haziri
14:00 – 14:10	Internal meeting of KAA staff and experts	
14:10 – 14:15	Closing meeting with the management of the faculty and program	

Section 1: General Information

1. Accreditation Period:

- Start Date: [September 2023](#)
- End Date: [September 2026](#)

2. Recommendations Overview:

- Total recommendations: **25**
- Recommendations fulfilled: **22** (88%)
- Recommendations partially fulfilled: **3** (12%)
- No unfulfilled recommendation



Section 2: Summary of Findings

Overall Fulfillment of Recommendations:

(Provide a general summary on the extent in implementation of recommendations from the accreditation process).

The post-accreditation process for the *Master's Study Programme in Biochemistry* has been successfully conducted and completed by the *UBT Faculty of Medical Biochemistry and Biotechnology*. The institution's management and academic staff approached the process in an exemplary and highly professional manner.

There is perhaps only one word to describe the institutional achievement: ***brilliant***.

This excellence is not only reflected in the fact that actions have been taken on all 25 recommendations—with 88% considered fulfilled—but also in the way the entire process has been executed. Each recommendation is accompanied by a precise, step-by-step description of the actions taken, identification of the responsible individuals or structures, a description of the supporting evidence, and the evidence itself, all clearly presented to the expert. Notably, the *Self-Improvement Report* reflects an enhanced level of English language proficiency, further illustrating the institution's commitment to quality and professionalism.

In conclusion, *UBT College*, including the *Faculty of Medical Biochemistry and Biotechnology*, has demonstrated outstanding responsiveness and professionalism. It appears ready to take a leading role in the national higher education and research landscape.

Introduction

(Provide 1-2 paragraphs about the process of post-accreditation).

The post-accreditation process was conducted through an on-site visit at the UBT premises, specifically at the Faculty of Medical Biochemistry and Biotechnology. The evaluation took place over one morning and one afternoon session, involving structured discussions with the management team and academic staff. These discussions were organized to align specific subjects and standards with their corresponding counterparts, although certain standards were addressed in both sessions.

Both sessions facilitated constructive and productive dialogue. During the closing meeting with the management, the institution was requested to provide documentation demonstrating the fulfillment of recommendations, as well as evidence of actions currently being undertaken.



Additionally, the institution was asked to submit minutes from meetings where relevant issues were discussed and decisions were made.

Given the substantial volume of documentation provided, a detailed list is not included in this report. Instead, **Annex 2** presents an updated version of the *Table* from the *Self-Improvement Report*. The institution has added an additional column to indicate all pieces of evidence, each linked to the corresponding recommendation and institutional response.

Description of Actions and Evidence

(Provide a general summary on the extent in implementation of recommendations from the accreditation process).

Although participating in the post-accreditation process for the first time, the institution demonstrated commendable efforts, exceptional professionalism, and a high level of competence in addressing the recommendations outlined in the previous accreditation report (2023).

The results are impressive: out of 25 recommendations, action has been taken on every single one, and 22 are considered fulfilled.

As the Faculty of Medical Biochemistry and Biotechnology was established after the last accreditation process, it is expected to be properly presented on the updated UBT website.

Crucial recommendations concerning Infrastructure and Resources have been implemented. The institution has developed new practicum/laboratory spaces for students, significantly supporting the delivery of laboratory exercises within the study programme. In addition, a comprehensive plan has been provided detailing the use of premises and facilities for conducting practical work with appropriately sized student groups.

Of the three recommendations not yet evaluated as fulfilled, two represent variations of a single issue: the suggestion that the institution launch a ***Bachelor's Study Programme in Biochemistry*** (a more general term) and follow it with a ***Master's Study Programme in Medical Biochemistry*** (a more specialized focus). While the expert still considers this recommendation reasonable, its implementation may encounter significant legislative and regulatory challenges. If it proves too complex or demanding under current conditions, the recommendation(s) might be considered *Not Applicable*—at least until a more favourable opportunity arises.

The third pending recommendation concerns the introduction of a continuous practice and culture of encouraging academic staff to apply for fellowships offered by respected international



institutions. There is little that could benefit UBT's research environment more than long-term training and specialization abroad. While the institution has taken initial steps and provided evidence of action, this is inherently a long-term goal. Its impact and success can only be measured over an extended period, and thus it is not expected to be fully achieved within the three-year accreditation period.

1. Mission, Objectives and Administration

Status received: Partially compliant
Number of recommendations: 3

2. Quality Management

Status received: Substantially compliant
Number of recommendations: 2

3. Academic Staff

Status received: Substantially compliant
Number of recommendations: 4

4. Educational Process Content

Status received: Partially compliant
Number of recommendations: 6

5. Students

Status received: Substantially compliant
Number of recommendations: 3

6. Research

Status received: Partially compliant
Number of recommendations: 5

7. Infrastructure and Resources

Status received: Substantially compliant
Number of recommendations: 2



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- **Strengths Identified:**

List key strengths that emerged from the post-accreditation evaluation.

- ✓ A highly responsive and effective *Quality Assurance System*
- ✓ Exceptionally dedicated faculty management
- ✓ Outstanding individuals among the academic staff, demonstrating strong track records and international recognition
- ✓ Supportive university leadership, fostering a constructive academic environment

- **Areas for Further Improvement:**

Highlight areas that still need attention or improvement.

- ✓ As the institution pursues its ambition to launch new, closely relative study programmes, it will be essential to ensure the availability of adequate practicum spaces and facilities to support students' laboratory exercises



Section 3: Final Evaluation

- Final Fulfillment of Recommendations**

(Provide final evaluation statement for State Quality Council)

(The supposed recommendation has been fulfilled/partially fulfilled/not fulfilled)

Taking into consideration the content of the SIR and its annexes and documentation made available, along with the information gained through the undertaken interviews, the Expert Team finds the Study Programme evaluated to have met the KAA post-accreditation requirements with the following level of compliance:

Standard	Recommendation Status
1. Mission, objectives and administration	3 recommendations with action taken out of the 3 recommendations
2. Quality management	2 recommendations with action taken out of the 2 recommendations
3. Academic staff	4 recommendations with action taken out of the 4 recommendations
4. Educational process content	6 recommendations with action taken out of the 6 recommendations
5. Students	3 recommendations with action taken out of the 3 recommendations
6. Research	5 recommendations with action taken out of the 5 recommendations
7. Infrastructure and resources	2 recommendations with action taken out of the 2 recommendations

In conclusion, the Expert Team considers that the Master's Study Programme in BIOCHEMISTRY offered by UBT College, Faculty of Medical Biochemistry and Biotechnology **has taken actions** to implement for all **25** recommendations, of which **22 (88%)** are considered **fulfilled** and **3 (12%)** are **partially fulfilled**. There is **no unfulfilled** recommendation.



Section 4: Annexes

Annex 1. Synthetic approach of the recommendation implementation process

<i>Number</i>	<i>Recommendation</i>	<i>Evaluation (Fulfilled / Partially Fulfilled / Not Fulfilled)</i>	<i>Recommended deadline to fulfill</i>
1. Mission, Objectives and Administration			
1.	We suggest the heads of the programme to reconsider the up-side-down succession of titles related to BSc and MSc study programme level (Medical Biochemistry, Biochemistry).	Partially Fulfilled	Before next application for accreditation (2026) If implementation is huge legislative struggle, this recommendation might be considered not applicable.
2.	We suggest a priority to be put on research-intensive approach, international competitiveness and world-class education and not a high-pressure demand to attract as many students as possible.	Fulfilled	
3.	The College is fast growing; thus, its size reached the critical value when stronger organisational units have to be defined. It could be concluded (moreover, it is explained during the site-visit) that the study programme is delivered by the Faculty. But it is ridiculous that the name of the Faculty has never been defined (at one point in SER, Faculty of Nursing is mentioned, by mistake or...?). It seems like this would be a virtual unit without a real physical character. The character of departments remains	Fulfilled	



	<i>unclear too, as well as relation between departments and faculties. All these aspects of the organizational structure of the institution must be clarified.</i>		
2. Quality Management			
1.	<i>Continue efforts to implement the peer-to-peer evaluation.</i>	Fulfilled	
2.	<i>Continue efforts to increase the participation of the academic community in QA processes (where it is not yet so high).</i>	Fulfilled	
3. Academic Staff			
1.	<i>Teaching assistants who are in charge of delivering laboratory exercises are expected to be presented on the staff list. Their number, qualifications and workload are key information enabling UBT to be considered properly staff-equipped for the study programme.</i>	Fulfilled	
2.	<i>It is mandatory for all the academic staff to be accompanied with related CV documents. All the CV documents should be written in English and have to bring properly cited publication-references.</i>	Fulfilled	
3.	<i>To comply with a particular course, academic staff is expected to have a PhD degree in the very topic or a topic related to the course content, as well as a list of publications in the related field. Moreover, good command of English is essential.</i>	Fulfilled	
4.	<i>Promotions of staff members to academic positions are expected to demonstrate that promotional criteria are respected. The UBT college should revise promotional regulations and practices.</i>	Fulfilled	



4. Educational Process Content			
1.	<i>Ensure that every course in the study programme, mandatory or elective, is accompanied with a related syllabus document.</i>	Fulfilled	
2.	<i>Ensure that every syllabus document of the study programme is properly informative, presenting not only theoretical courses content, but also describing week-by-week content of the practical work by specifying exact methods and techniques intended to be completed in the scope of laboratory exercises.</i>	Fulfilled	
3.	<i>Recent literature titles, not older than ten years, would be preferable.</i>	Fulfilled	
4.	<i>We recommend a double performance of the course “Research methods and academic writing (BSc)/Research and research methodology (MSc) to be re-considered. It would be appropriate in the MSc programme level.</i>	Fulfilled	
5.	<i>We recommend an introduction of the course in “Molecular biology” with the particular focus on replication, transcription, translation and basics in genetic engineering to be reconsidered (and possibly introduced instead of “Research methods and academic writing” in the BSc study programme). It would preferably follow after general biology, cytology and genetics, but precede the course in “Genetic engineering” which might better fit the content of MSc programme.</i>	Fulfilled	
6.	<i>Reconsider the name of the programme in order to better reflect its content.</i>	Partially Fulfilled	<i>Before next application for accreditation</i>



	<i>(In fact, this is another variant of the recommendation No.1 in the section Mission, Objectives and Administration – it should not have been raised twice). The two recommendations have the same intention.</i>		(2026) <i>If implementation is huge legislative struggle, this recommendation might be considered not applicable.</i>
5. Students			
1.	<i>Consider ensuring a flexible treatment for students in difficult situations.</i>	Fulfilled	
2.	<i>Ensure coherence between the documents of the college regarding the rights of the students.</i>	Fulfilled	
3.	<i>Revise the admission procedures so that it is very clear what is taken into account and how is the admission grade calculated (how are the students ranked if they come with similar grades from the BSc program).</i>	Fulfilled	
6. Research			
1.	<i>A specific research plan and strategy is expected to be defined. It has to be in alignment with the UBT College plan, but the general UBT strategy could not substitute the particular strategy concerning biochemistry study programmes.</i>	Fulfilled	
2.	<i>Stronger demands on international publishing and publishing in scientific journals, and not professional ones, has to improve track records of some academic staff members.</i>	Fulfilled	
3.	<i>One single example of corrupting promotional criteria is not allowed. This is the basic prerequisite that ensures quality in research and higher education.</i>	Fulfilled	



4.	<i>It is hard to imagine a development in a research and higher-education institution without short-term and long-term research trainings of academic staff (real research – not “touristic” visits with the only purpose to build-up CV documents).</i>	<i>Partially Fulfilled</i>	<i>It is a long-term objective. Its achievements are only measurable throughout longer period of time.</i>
5.	<i>Agreements with international institutions can help in objectives and achievements mentioned above. Moreover, they should be used as a platform for proposing collaborative projects.</i>	<i>Fulfilled</i>	
7. Infrastructure and Resources			
1.	<i>Specific infrastructure and facilities, supporting delivery of laboratory exercises in the scope of the particular study program in biochemistry are expected to be better defined and presented.</i>	<i>Fulfilled</i>	
2.	<i>Stronger evidence would need to convince an Expert Team that a practical work with declared extent and the particular content would be feasible concerning the premises and facilities available to the Biochemistry unit (not UBT College in general).</i>	<i>Fulfilled</i>	

Expert

Mladen Krajacic

May 07, 2025

Expert Name

(Signature)

(Date)



Annex 2. Updated Table presenting Recommendations, actions, responsible structures, evidences and documents/minutes provided to the expert.

Number	Recommendation	Actions taken and Responsible structure and staff	Evidence	Attached documents
1. Mission, Objectives and Administration				
1.	<i>We suggest the heads of the programme to reconsider the up-side-down succession of titles related to BSc and MSc study programme level (Medical Biochemistry, Biochemistry).</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - A comprehensive review of the current succession of titles related to the BSc and MSc study program levels was conducted. - Consultations were held with faculty members, students, and academic staff to evaluate the impact and benefits of modifying the title order. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Academic Affairs Office - Heads of the Programme - Coordinators 	<ul style="list-style-type: none"> - Meeting minutes from consultations with stakeholders. - Communication with faculty and students regarding the changes. 	- MOA 1
2.	<i>We suggest a priority to be put on research-intensive approach, international competitiveness and world-class education and not a high-pressure demand to attract as many students as possible.</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - A strategic plan was developed to enhance the research-intensive approach, focusing on international competitiveness and world-class education. - New research methodologies were incorporated into the curriculum to improve the learning experience. - The College's marketing strategy now highlights research achievements and global academic partnerships. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Dean - International Relations Office - Faculty Academic Staff 	<ul style="list-style-type: none"> - Strategic research plan document. - List of new international collaborations and partnerships. - Updated course syllabi incorporating research-driven content. 	<ul style="list-style-type: none"> - MOA 2 - MOA 2.1 - MOA 2.2



3.	<i>The College is fast growing; thus, its size reached the critical value when stronger organisational units have to be defined. It could be concluded (moreover, it is explained during the site-visit) that the study programme is delivered by the Faculty. But it is ridiculous that the name of the Faculty has never been defined (at one point in SER, Faculty of Nursing is mentioned, by mistake or...?). It seems like this would be a virtual unit without a real physical character. The character of departments remains unclear too, as well as relation between departments and faculties. All these aspects of the organizational structure of the institution must be clarified.</i>	Actions taken <ul style="list-style-type: none">- The College and its faculties were restructured with clear naming conventions to reflect their true academic functions.- A communication plan was executed to inform staff and students about the new structure.- All internal documentation now reflects the updated names and organizational hierarchy. Responsible structure and staff <ul style="list-style-type: none">- Academic Affairs Office- Administrative Office- Heads of the Programme	<ul style="list-style-type: none">- Updated organizational chart.- Internal memos and communication to staff and students- Revised documents	<ul style="list-style-type: none">- MOA 3- MOA 1
2. Quality Management				
1.	<i>Continue efforts to implement the peer-to-peer evaluation</i>	Actions taken <ul style="list-style-type: none">- Implemented a formal peer-to-peer evaluation system across academic departments.- Developed and shared peer evaluation guidelines to standardize the process.- Introduced training sessions for faculty on how to conduct peer evaluations effectively.- Encouraged faculty members to actively engage in peer evaluations, making it a regular part of their professional development.	<ul style="list-style-type: none">- Peer evaluation guidelines document.- Records of peer evaluation sessions conducted.- Faculty feedback forms and evaluation reports.- Annual faculty performance reviews incorporating peer	<ul style="list-style-type: none">- QM 1a- QM 1b- QM 1c



		<ul style="list-style-type: none"> - Established a feedback loop where results from peer evaluations are discussed and used to improve teaching practices. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Dean - Program Coordinators - Faculty Members 	evaluation feedback.	
2.	<i>Continue efforts to increase the participation of the academic community in QA processes (where it is not yet so high);</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Launched an ongoing series of QA workshops and awareness campaigns for faculty and staff. - Created clear communication channels (e.g., surveys, meetings, emails) for gathering feedback from faculty and staff on QA processes. - Integrated QA processes into regular academic staff meetings and professional development activities. - Encouraged faculty and staff to actively engage in QA activities through dedicated initiatives and participation tracking. - Ensured QA feedback loops are in place for faculty and staff to see the impact of their contributions on program improvements. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Quality Assurance Officer - Dean - Program Coordinators - Faculty and Academic Staff 	<ul style="list-style-type: none"> - QA workshop and campaign materials - Attendance records from QA workshops and sessions. - Feedback surveys and reports from faculty and staff involved in QA activities. - Records of staff participation and engagement in QA processes, integrated into performance evaluations. 	- QM 1d
3. Academic Staff				
1.	<i>Teaching assistants who are in charge of delivering laboratory exercises are expected to be presented on the staff list. Their number, qualifications and</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Updated the staff list to include detailed information about teaching assistants, including qualifications and workload. 	<ul style="list-style-type: none"> - Staff list with updated teaching assistants' details - Records of meetings and discussions on 	15 documents attached



	<i>workload are key information enabling UBT to be considered properly staff-equipped for the study programme.</i>	<ul style="list-style-type: none"> - Developed a standardized template to ensure consistent and complete reporting of teaching assistants' information. - Incorporated teaching assistant details into regular faculty reviews to ensure alignment with staffing needs. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Human Resources Department - Program Coordinators 	<p>staffing adequacy.</p> <ul style="list-style-type: none"> - Documentation showing the integration of teaching assistants' data into faculty reports. 	<p>reflecting evidences.</p> <p>Check Folder nr. 3 - Academic Staff</p>
2.	<i>It is mandatory for all the academic staff to be accompanied with a related CV document. All the CV documents should be written in English and have to bring properly cited publication-references.</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Developed a new policy requiring all academic staff to submit an updated CV in English. - Conducted workshops to support staff in preparing comprehensive and properly formatted CVs. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Human Resources Department - Program Coordinators 	<ul style="list-style-type: none"> - Sample CVs from academic staff, containing the necessary information. - Updated CV database for academic staff. 	
3.	<i>To comply with a particular course, academic staff is expected to have a PhD degree in the very topic or a topic related to the course content, as well as a list of publications in the related field. Moreover, good command of English is essential.</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Reviewed all academic staff qualifications and ensured compliance with the requirement for a PhD in relevant fields. - Established clear guidelines for assessing publication records and ensuring they align with course content. - Conducted language proficiency assessments for all teaching staff to confirm their English communication skills. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Program Coordinators - Language Department 	<ul style="list-style-type: none"> - Staff qualification records, including PhD degrees and related certifications. - Publications list for each academic staff member, linked to their course assignments. - Language proficiency and assessments for teaching staff. 	
4.	<i>Promotions of staff members to academic positions are</i>	<p>Actions taken</p>	<ul style="list-style-type: none"> - Updated academic staff 	



	<i>expected to demonstrate that promotional criteria are respected. The UBT college should revise promotional regulations and practices.</i>	<ul style="list-style-type: none"> - Established a task force to review and update the academic promotion criteria. - Benchmarked our promotional regulations against international standards and best practices in higher education. - Updated promotion policies to clearly outline performance expectations, including research contributions, teaching effectiveness, and academic service. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Academic Senate - Human Resources - Faculty Office 	<p>promotion policy document.</p> <ul style="list-style-type: none"> - Task force meeting minutes and reports on promotion review findings. - Promotion review records and staff feedback on new criteria. 	
4. Educational Process Content				
1.	<i>Ensure that every course in the study programme, mandatory or elective, is accompanied with a related syllabus document.</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Developed and implemented a standardized syllabus template for all courses. - Ensured that course syllabi are publicly available to students prior to the start of each semester. - Incorporated regular reviews of syllabi to ensure alignment with current program goals and educational standards. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Program Coordinators - Academic Affairs Office 	<ul style="list-style-type: none"> - Sample syllabi for both mandatory and elective courses, demonstrating full compliance with the new template. - A database or repository of current syllabi available for students to access. - Records of annual syllabus review and updates. 	<p>24 documents attached reflecting evidences.</p> <p>Check Folder nr. 4 – Educational Process Content</p>
2.	<i>Ensure that every syllabus document of the study programme is properly informative presenting not only theoretical courses content, but also describing week-by-week</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Integrated a detailed weekly schedule for laboratory exercises in all course syllabi that include practical components. - Provided specific methods, techniques, and expected outcomes 	<ul style="list-style-type: none"> - Week-by-week breakdown of practical work within syllabi. - Updated practical sessions plan and resources 	



	<i>content of the practical work by specifying exact methods and techniques intended to be completed in the scope of laboratory exercises.</i>	<p>for each practical session within the course materials.</p> <ul style="list-style-type: none">- Ensured that students receive sufficient guidance on how to prepare for laboratory exercises through the revised syllabus and accompanying resources. <p>Responsible structure and staff</p> <ul style="list-style-type: none">- Laboratory Technicians- Academic Affairs Office	<p>made available to students.</p>	
3.	<i>Recent literature titles, not older than ten years, would be preferable.</i>	<p>Actions taken</p> <ul style="list-style-type: none">- Revised course reading lists to prioritize literature published within the last ten years.- Collaborated with faculty members to regularly update the reading materials and ensure they reflect current trends and breakthroughs in biochemistry.- Introduced a system for periodically reviewing and renewing course reading materials. <p>Responsible structure and staff</p> <ul style="list-style-type: none">- Library and Resources Department- Academic Affairs Office	<ul style="list-style-type: none">- Updated course reading lists showing recent literature titles- Records of faculty discussions and meetings on updating reading materials.- Library catalog showing the availability of recent academic journals and books.	
4.	<i>We recommend a double performance of the course "Research methods and academic writing (BSc)/Research and research methodology (MSc) to be re-considered. It would be appropriate in the MSc programme level</i>	<p>Actions taken</p> <ul style="list-style-type: none">- Conducted a review of the course content to determine its suitability for the MSc level.- Moved the course to the MSc program and updated the course structure to match the advanced research needs of postgraduate students.- Communicated the change to students and faculty through updated course catalog and syllabus materials. <p>Responsible structure and staff</p> <ul style="list-style-type: none">- Program Coordinators- Academic Affairs Office	<ul style="list-style-type: none">- Revised syllabus for "Research Methods and Academic Writing" at the MSc level.- Records of communication about the course re-evaluation and restructuring.	



5.	<i>We recommend an introduction of the course in “Molecular biology” with the particular focus on replication, transcription, translation and basics in genetic engineering to be reconsidered (and possibly introduced instead of “Research methods and academic writing” in the BSc study programme). It would preferably follow after general biology, cytology and genetics, but precede the course in “Genetic engineering” which might better fit the content of MSc programme.</i>	Actions taken <ul style="list-style-type: none"> - Conducted a curriculum review to determine the optimal placement of "Molecular Biology" in the BSc program. - Developed a new course outline for "Molecular Biology," emphasizing the core principles of genetics and molecular biology. - Updated the BSc program to reflect the inclusion of "Molecular Biology" as a prerequisite for more advanced courses. Responsible structure and staff <ul style="list-style-type: none"> - Faculty Academic Council - Program Coordinators 	<ul style="list-style-type: none"> - New course syllabus and outline for "Molecular Biology." - Updated curriculum structure showing the course sequence. - Records of meetings and discussions regarding the introduction of the course. 	
6.	<i>Reconsider the name of the programme in order to better reflect its content.</i>	Actions taken <ul style="list-style-type: none"> - Established a task force to review and propose changes to the program title. - Engaged faculty, students, and stakeholders to gather input on potential program names. - Developed a list of possible program names and assessed their alignment with the program's content and objectives. Responsible structure and staff <ul style="list-style-type: none"> - Faculty Academic Council - Marketing and Communications Department 	<ul style="list-style-type: none"> - Records of meetings with stakeholders regarding the program name review. - List of proposed program names and their evaluations. 	
5. Students				
1.	<i>Consider ensuring a flexible treatment for students in difficult situations.</i>	Actions taken <ul style="list-style-type: none"> - Reviewed and updated policies regarding student support for cases involving personal, health, or other difficulties. - Established a formal process for students to request 	<ul style="list-style-type: none"> - Records of individual case management, including decisions made and adjustments provided. 	S1 S2 S3 S4



		<p>accommodations, including extended deadlines or flexibility in attendance.</p> <ul style="list-style-type: none"> - Implemented a system to assess individual cases fairly and consistently. - Created a dedicated support team to manage and provide assistance to students in need of accommodations. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Student Affairs Office - Academic Support Services - Program Coordinators 	<ul style="list-style-type: none"> - Student feedback or surveys showing satisfaction with the support process. 	
2.	<i>Ensure coherence between the documents of the college regarding the rights of the students.</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Conducted a review of all relevant documents, including the student handbook, policies on student rights, and code of conduct. - Revised and updated these documents to ensure consistency and alignment with one another. - Ensured that the revised documents are easily accessible to all students, both digitally and in hard copy. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Legal and Compliance Office - Student Affairs Office 	<ul style="list-style-type: none"> - A copy of the updated student handbook, code of conduct, and other relevant documents. - Feedback from students regarding the clarity and accessibility of student rights materials. 	
3.	<i>Revise the admission procedures so that it is very clear what is taken into account and how is the admission grade calculated (how are the students ranked if they come with similar grades from the BSc program).</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Conducted a thorough review of the current admission process to identify any areas where transparency or clarity could be improved. - Developed clear guidelines outlining the specific criteria for admission, including how grades are calculated and how applicants are ranked in cases of ties. 	<ul style="list-style-type: none"> - Updated admissions guidelines document showing clear criteria and procedures. - Communication sent to prospective students detailing the revised 	



		<ul style="list-style-type: none"> - Revised the admission documents to include these updated procedures and ensure they are available to all prospective students. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Admissions Office - Academic Affairs Office - Student Recruitment Team 	admission process.	
6. Research				
1.	<i>A specific research plan and strategy is expected to be defined. It has to be in alignment with the UBT College plan, but the general UBT strategy could not substitute the particular strategy concerning biochemistry study programmes</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Formed a research committee to develop a biochemistry-specific research strategy. - Identified key research areas in biochemistry that align with faculty expertise and emerging trends in the field. - Drafted a detailed research plan that includes short-term and long-term objectives for advancing biochemistry research at the college. - Communicated the new research strategy to all faculty members and integrated it into departmental planning. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Research Committee - Faculty Members - Academic Affairs Office 	<ul style="list-style-type: none"> - Documented biochemistry research strategy and action plan. - Minutes from meetings held by the research committee discussing the strategy. - Research-focused projects or papers initiated under the new strategy. 	R1 R2 R3 R4
2.	<i>Stronger demands on international publishing and publishing in scientific journals, and not professional ones, has to improve track records of some academic staff members.</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Established guidelines for faculty publication in internationally recognized scientific journals. - Created incentives for faculty to publish in high-impact journals, such as funding for publication fees and recognition of publishing achievements. 	<ul style="list-style-type: none"> - List of publications in international scientific journals by faculty. - Records of faculty 	



		<ul style="list-style-type: none"> - Conducted workshops to educate faculty on publishing best practices and strategies for targeting international journals. - Collaborated with faculty to identify potential research topics for publication. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Research Committee - Faculty Members - Academic Affairs Office 	<p>participation in publishing workshops and seminars.</p> <ul style="list-style-type: none"> - Faculty reports documenting submitted or accepted papers in international journals. 	
3.	One single example of corrupting promotional criteria is not allowed. This is the basic prerequisite that ensures quality in research and higher education.	<p>Actions taken</p> <ul style="list-style-type: none"> - Reviewed and revised the promotion criteria to ensure alignment with best practices and international standards. - Established clear and transparent guidelines for faculty promotions, including required qualifications, publication records, and teaching experience. - Ensured that the promotion process is overseen by an independent body to prevent any conflicts of interest. - Published the updated promotional criteria and process to ensure transparency. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Human Resources Department - Faculty Members 	<ul style="list-style-type: none"> - Updated promotion criteria and process documentation. - Records of faculty promotions with detailed justifications. - Minutes from meetings where promotions were discussed and evaluated. 	
4.	<i>It is hard to imagine a development in a research and higher-education institution without short-term and long-term research trainings of academic staff (real research – not “touristic” visits with the</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Developed a comprehensive research training program that includes workshops, webinars, and conferences on various research methodologies and tools. - Organized short-term research immersion programs in 	<ul style="list-style-type: none"> - Faculty participation records in training programs. - Reports and feedback from faculty who have completed research training. 	



	<i>only purpose to build-up CV documents)</i>	<p>collaboration with international institutions.</p> <ul style="list-style-type: none"> - Provided funding and support for faculty to attend advanced research training and professional development opportunities. - Created internal mentoring programs to facilitate knowledge sharing and research skill development among faculty. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Research Committee - External Partners 		
5.	<i>Agreements with international institutions can help in objectives and achievements mentioned above. Moreover, they should be used as a platform for proposing collaborative projects.</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Initiated discussions with leading international biochemistry research institutions to explore partnership opportunities. - Formalized collaboration agreements with several reputable international research institutions. - Organized international academic exchanges to enable staff and students to gain exposure to global research practices. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - International Relations Office - Research Committee - External Partners 	<ul style="list-style-type: none"> - Copies of formal agreements with international institutions. - Records of international research collaborations and joint projects. 	
7. Infrastructure and Resources				
1.	<i>Specific infrastructure and facilities, supporting delivery of laboratory exercises in the scope of the particular study program in biochemistry are</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Conducted an inventory review of laboratory spaces, equipment, instruments, and other facilities supporting biochemistry programs. - Developed a detailed report outlining the availability and 	<ul style="list-style-type: none"> - Detailed inventory report of laboratory infrastructure and resources. 	IR 1



	<i>expected to be better defined and presented.</i>	<p>sufficiency of resources dedicated to laboratory exercises.</p> <ul style="list-style-type: none">- Upgraded and expanded laboratory spaces where needed to accommodate practical work effectively.- Ensured that students have easy access to detailed descriptions of available facilities and resources. <p>Responsible structure and staff</p> <ul style="list-style-type: none">- Facilities Management Team- Faculty Management- Academic Affairs Office	<ul style="list-style-type: none">- Photos and layout plans of laboratory spaces.- Records of any facility upgrades or improvements made.	
2.	<i>Stronger evidence would need to convince an Expert Team that a practical work with declared extent and the particular content would be feasible concerning the premises and facilities available to the Biochemistry unit (not UBT College in general).</i>	<p>Actions taken</p> <ul style="list-style-type: none">- Conducted an in-depth evaluation of the laboratory's capacity, including available workstations, equipment, and safety measures.- Compiled a comprehensive report analyzing how well the current resources meet the needs of the practical curriculum.- Identified areas for improvement and allocated resources to ensure all practical exercises can be carried out efficiently.- Developed a clear, evidence-based presentation outlining the feasibility of conducting practical work based on current facilities.- Engaged faculty members to gather feedback on practical exercises and how the current facilities support or need adjustments for their execution. <p>Responsible structure and staff</p> <ul style="list-style-type: none">- Facilities Management Team- Quality Assurance Team	<ul style="list-style-type: none">- Comprehensive report on laboratory capacity, equipment availability, and infrastructure assessment.- Feedback and evaluation surveys from faculty members regarding the adequacy of facilities for practical work.- Photos and documents showing laboratory setups for practical sessions.- Records of any equipment purchased or upgrades made to improve practical work feasibility.	IR1 IR2