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Akreditaciju Kosovo  
Accreditation Agency



*AAB College*

**MSc HEALTH  
MANAGEMENT  
(120 ECTS)**

**RE-ACCREDITATION**

**REPORT OF THE EXPERT TEAM**

*15 April 2025, Kosovo*

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## **1. INTRODUCTION**

### **1.1 Context**

#### **Sources of information for the Report:**

- *The Self-Evaluation Report, MSc in Health Management with the annexes as follows:*
  - 1) Syllabus of subjects along with Curriculum Vitae of academic staff
  - 2) Financial Plan for the MSc program in Health Management 2025-2030
  - 3) List of Activities Faculty of Health Sciences
  - 4) List of Scientific Activities Faculty of Health Sciences
  - 5) List of Scientific Publications of Academic Staff involved in MSc program in Health Management
  - 6) Questionnaire conducted with academic staff
  - 7) QAO Semester workplan
- *Onsite interviews with personnel, students, and stakeholders*
- *Website of the university*
- *Facility Site visit*

#### **Criteria used for institutional and program evaluations**

- *Regulation (KAA) No 04/2024*

#### **Criteria used for program evaluation:**

- Standards & performance indicators for external evaluation according to the Accreditation Manual of Kosovo Accreditation Agency, 2021
- European Guidelines and Standards

#### **Additional information or documents requested:**

ET asked for the following information and received it:

- List of academic staff by programme, with indication of whether they work full and part time
- Table with numbers of students enrolled and graduated for each year since first accreditation
- Electronic copies of Master thesis for graduates of MSc that we met - Merita Hamiti, Avdyl Pacolli, Kaltrina Gjaci
- Cover letter
- Action Development Plan

## 1.2 Site visit schedule

Programme Accreditation Procedure at AAB College	
Programmes:	<b>Health Management, MSc</b>
Site visit on:	<b>15 April 2025</b>
Expert Team:	Prof. Dr. Imatullah Akyar Prof. Dr. Anto Cartolovni Ms. Nadia Manzoni
Coordinators of the KAA:	Shpresa Shala, KAA Olsa Ibrahimimi, KAA

### Site Visit Program

Time	Meeting	Participants
<b>09:00 – 09:40</b>	Meeting with the management of the faculty where the programme is integrated	Idriz Sopjani, Dean of the Faculty Edona Gara, Coordinator for Teaching
<b>09:40 – 11:00</b>	Meeting with the program holders of the study programme MSc Health Management	Fatime Qosaj Luan Jaha Blerta Haliti- Baruti
	Meeting with the program holders of the study programme BA professional in Radiology Technician	Ilir Bejta Murat Murati Sehad Kadiri Daut Gorani Milaim Kosumi
<b>11:00 – 11:30</b>	Meeting with quality assurance representatives and administrative staff	Furtuna Mehmeti, Head of QA Office Mejreme Millaku, Head of Administration Leron Berisha, Head of IT Office
<b>11:30 – 12:30</b>	Lunch break	
<b>12:40 – 13:20</b>	Visiting facilities	
<b>13:25 – 14:10</b>	Meeting with teaching staff	Ilir Rexhepi Izet Sadiku Mybera Mustafa Mustafe Buzoku Fadil Sherifi Vlorjana Arifi
<b>14:10 – 14:55</b>	Meeting with students	Arjeta Saraqi Bekim Sylja Pënar Jardash Sara Fazliu Qendresa Bunjaku Erjana Avdiu
<b>14:55 – 15:40</b>	Meeting with graduate	Kaltrina Gjoci Avdyl Pacolli Merita Hamiti Riad Latifi Dhurata Krasniqi Melos Delolli
<b>15:40 – 16:20</b>	Meeting with employers of graduates and external stakeholders	Bujar Gashi, Family Medicine Center Naser Rustemi, Chamber of Nurses University Clinical Center of Kosovo, Radiology Clinic Hospital “Fati Im”

		Ministry of Health of the Republic of Kosovo
<b>16:20 – 16:30</b>	Internal meeting of KAA staff and experts	
<b>16:30 – 16:40</b>	Closing meeting with the management of the faculty and program	Idriz Sopjani Edona Gara

### **A brief overview of the programme under evaluation**

AAB College, located in Prishtina, is a non-public higher education institution in the Republic of Kosovo, founded in 2002. With approximately 14,000 students, it offers around 40 study programs across 14 faculties, including Health Sciences, Mass Communication, Dentistry, and Computer Sciences, at both bachelor's and master's levels.

The BA Radiology Technician program is held under the Faculty of Health Sciences, which has 68 members of academic staff (36 full-time and 32 part-time) and 101 clinical mentors with work contracts with AAB College. The Faculty of Health Sciences was established to provide essential education for the nursing profession at the bachelor's level. Since 2016-2017, the Faculty has offered a professional bachelor's program in Radiology Technology (since 2017-2018) and a master's program in Health Management (since 2019-2020).

The MSc in Health Management program at AAB College is a full-time graduate-level study offering a 120 ECTS qualification over four semesters. It was established in response to the increasing demand for skilled healthcare managers in Kosovo and the region. The program integrates health policy, leadership, economics, and information management into its core structure. Through a mix of theoretical instruction, applied research, and institutional partnerships, it seeks to prepare students to address the evolving challenges of health systems and to lead strategic reforms. The program has been running since 2019-2020 and was re-accredited in 2022.

## 2. PROGRAMME EVALUATION

*The programme evaluation consists of 7 standard areas through which the programme is evaluated.*

### 2.1 MISSION, OBJECTIVES AND ADMINISTRATION

**Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)**

The MSc Health Management program at AAB College is designed to equip students with advanced competencies in research methodology, healthcare leadership, policy development, and institutional management through a multidisciplinary curriculum. The program structures courses over two years, with the first year focusing on foundational subjects such as scientific research methodology, statistics, healthcare system organization and regulation, ethics and deontology, and change and innovation management. In the second year, the curriculum advances to leadership, healthcare economics, human resource management, quality management in healthcare, health information technology, financial management, and digital tools in healthcare systems. The final semester is dedicated to a master's thesis. The curriculum also addresses healthcare marketing and conflict management, legal frameworks, and EU health policy dimensions. The program uses real-world approaches, including case studies, policy analysis, simulation exercises, and field research, to equip students with the skills to handle sector-specific challenges and understand both national and international health governance.

The content and structure of the program support AAB's and the Faculty of Health Sciences' mission to prepare professionals and responsible leaders for society, emphasizing student-centered learning, innovation, quality education, social contribution, and scientific research. The learning outcomes align with the university's strategic goals and are formulated in line with the European Qualifications Framework. The program has been running since 2019-2020 and was re-accredited in 2022.

A labor market analysis for graduates was conducted using data from international organizations, the Kosovo Statistics Agency, published scientific research, and reports from various healthcare and policy organizations. However, the SER indicates that the demand is not fully supported by actual data. The program demonstrates institutional capacity through renowned experts in the field, the number and qualifications of academic staff, student-to-academic staff ratio, cooperation agreements with clinical wards, strong ties with the main chambers of health professions, and modern facilities and equipment. Currently, the program has 120 students enrolled.

**Standard 1.2 The study program Is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behavior. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)**

The MSc Health Management program adheres to AAB's policies on ethics and academic integrity. These include AAB's regulations, the Code of Ethics, the Code of Ethics of Scientific Research, and the Regulation on Disciplinary Procedure, all of which are publicly available and apply to students, academic and administrative staff, and all other parties. Students are introduced to these policies in their first year of enrollment via the syllabus. The ethics committee is responsible for addressing all cases of ethical violations. The university and the program use Turnitin software to detect plagiarism, and the Code of Ethics outlines procedures for detecting and evaluating such cases.

**Standard 1.3 Relevant information is collected, analyzed, and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)**

AAB College employs an advanced electronic system to collect, manage, and analyze data related to study programs. The main platform, E-service, integrates e-student and e-professor portals, which include recording student attendance, monitoring professor lecture participation, tracking exam participation, and analyzing student access to course materials. Other electronic platforms like e-Temat Master, e-Grants, e-Manager, e-Agreements, e-Agenda, e-Mobilities, e-Publications, e-Conferences, and e-Projects support the implementation of the MSc Health Management program.

The data gathered through these platforms are monitored and reviewed by the Faculty Teaching Council, the relevant office, the Dean, and the Rectorate. The Faculty of Health Sciences follows a yearly plan aligned with AAB's strategic goals, with a strong focus on teaching, research, partnerships, and international collaboration—all of which are closely overseen by college leadership through real-time data.

**Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)**

AAB College operates support systems at the institutional level through its development plan, utilizing annual and semester work plans. The Faculty of Health Sciences has two administrative officers and central administrative units (such as the Central Administration, Software Development Office, IT Support Office, Transfer Office, Career Office, Diploma Office, etc.) dedicated to supporting students and academic staff.

The administrative staff undergo professional development through the Center for Professional Development and Innovation (QAPI) and external training providers. This administrative system ensures smooth operations across academic, technological, and student support areas.

**Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)**

The MSc Health Management program developed an action plan to address the external evaluation in 2022. However, the Self-Evaluation Report (SER) does not provide details about any internal recommendations for quality improvement that have been implemented in the final version of the program. Additionally, no external quality assurance recommendations have been provided so far.

**ET recommendations:**

- *Create more structured methods for informing students, faculty, and administrative staff about ethical policies beyond the syllabi.*
- *Conduct a formal periodic review of the alignment between program capacity and intake numbers to inform strategic planning.*
- *Develop a documented framework or periodic process (e.g., every 3–5 years) for conducting needs analysis.*
- *Clearly demonstrate the specific changes implemented after internal quality recommendations have been provided.*

## **2.2. QUALITY MANAGEMENT**

**Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)**

The Faculty of Health Sciences has an internal quality assurance system that complies with local legislative requirements, such as the Law on Higher Education and the Accreditation Manual. The study program uses university regulations, policies, and strategies for quality assurance. AAB College has Quality Assurance Regulation and Quality Assurance Guidelines as governing documents. The regulation defines internal quality assurance procedures, the scope of internal assessment, assessment mechanisms and instruments, and responsible bodies for quality assurance. The guideline provides detailed descriptions of the quality assurance processes and procedures for both internal and external evaluations.

Quality assurance operations are managed through the quality assurance office at the central level and the quality assurance coordinator at the faculty level. The quality assurance officer

and coordinator work based on semester and annual work plans, which include regular assessments through questionnaires, meetings with various stakeholders, monitoring of quantitative indicators, and oversight of compliance with formal criteria of the Kosovo Accreditation Agency (KAA). Quality assurance processes are carried out within a cycle of planning, implementation, control, and action (PDCA).

**Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)**

In accordance with the Faculty Statute, the MSc program in Health Management undergoes an annual review process that integrates feedback from internal stakeholders (academic staff and students) and relevant external stakeholders (graduates and employers). This comprehensive approach ensures that program improvements are based on a wide range of perspectives. Following its re/accreditation process in 2022, the MSc program in Health Management was reviewed in line with the Statute, the Quality Assurance Regulation, and the Quality Assurance Guidelines. The program received formal approval from the Faculty's Teaching Council and the Senate.

Consultative meetings with students, graduates, and industry representatives led to substantive curriculum changes. Key modifications include the reclassification of certain mandatory subjects as electives and the introduction of new courses to address emerging sector needs: Health Policy Dimension of EU Accession, Digital Tools in the Health System, Clinical Audits, and Occupational Medicine. The Faculty of Health Sciences, in collaboration with the Quality Assurance Office, has developed KPIs to monitor performance in teaching, learning, student services, student progress, and academic success. Data collection aligned with these KPIs is ongoing and informs internal reporting processes.

**Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)**

The accredited programs of the Faculty of Health Sciences are subject to regular and systematic monitoring to ensure their continued relevance to societal and labor market needs. This process includes a structured assessment of whether the study programs are meeting their stated objectives regarding the acquisition of knowledge, skills, and competencies by graduates. Stakeholder participation is a key feature of the monitoring process. Every two years, employer and industry surveys are conducted to evaluate graduates' competencies and their applicability in real-world professional settings. In addition, employers and industry representatives are invited to suggest new content for study programs either through surveys or during formal consultative meetings, reinforcing the alignment between the academic offer and labor market demands. Students are actively engaged in the monitoring process through regular surveys and

ad hoc formal meetings. These consultations focus on assessing the manageability of student workload and the appropriateness of course content in meeting educational expectations. The Quality Assurance Office plays a critical role in qualitative data collection through the organization and participation in focus group meetings with academic staff, graduates, employers, and other relevant stakeholders. Insights gained from these discussions are systematically analyzed, and recommendations are formulated and submitted to the Faculty Management for consideration during the design and revision of study programs.

**Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)**

All regulations and institutional policies governing the study program are published on the official AAB College website. The Public Relations Office at AAB College, staffed by at least five professional members, is responsible for regularly updating information on the website and social media platforms. However, the program's website has not been recently updated with clear Intended Learning Outcomes (ILOs), admission criteria, and detailed, updated CVs of academic staff.

**ET recommendations:**

- *Develop specific QA indicators to systematically assess and improve research and international cooperation efforts.*
- *Expand the use of digital platforms to enable real-time data analytics and reporting, ensuring timely insights and informed decision-making.*
- *Continue efforts to fully embed the use of key performance indicator (KPI) data into strategic and operational decision-making at the Faculty level to enhance effectiveness and accountability.*
- *Formalize the process for gathering and documenting stakeholder feedback (students, graduates, employers) to ensure that input is systematically used for continuous curriculum improvement and alignment with industry needs.*
- *Strengthen the documentation and tracking of how recommendations from focus group discussions are implemented to ensure accountability and continuous improvement.*
- *Consider expanding employer surveys to include feedback not only on graduates' competencies but also on anticipated future skills needs to better align curriculum with evolving industry demands.*
- *Detail the program monitoring process to highlight the relevance of feedback and the active participation of stakeholders, ensuring transparency and continuous improvement.*
- *Update the program-related website to include clear Intended Learning Outcomes (ILOs), admission criteria, and detailed, updated CVs of academic staff.*

### 3. ACADEMIC STAFF

**Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)**

The employment of academic staff at the Faculty of Health Sciences is conducted in strict compliance with national legislation, including the Labor Law, the institutional Statute, the Regulations for the Selection, Re-selection, and Advancement of Academic Staff, and the Kosovo Accreditation Agency (KAA) Accreditation Manual. According to the Accreditation Manual, for every group of students and for each 60 ECTS, the Higher Education Institution (HEI) must employ at least one full-time academic staff member holding a Ph.D. degree. Additionally, for the MSc program in Health Management, all responsible academic staff must have at least two scientific publications indexed in SCOPUS or Web of Science (WoS), ensuring high academic quality and research engagement. Article 59 of the Statute mandates that faculty proposals initiate the announcement of public competitions for staff recruitment, overseen by the Senate to ensure transparency and competitiveness. Public announcements for available academic positions exemplify the institution's commitment to an open and fair hiring process. The selection process involves multiple levels of review. Review commissions established by the Teaching Councils evaluate applicants and prepare review reports. These reports undergo approval sequentially through the Faculty Teaching Council, the Studies Committee, and finally the AAB Senate. Each academic staff member, whether part-time or full-time, is provided with a detailed description of their work duties and employment conditions at the time of application and again upon employment. This information is clearly communicated in public job announcements and formalized in employment contracts (Article 4 of each contract).

**Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)**

The Faculty of Health Sciences employs 68 academic staff members, with 36 holding full-time contracts and the remainder engaged part-time to support the study program delivery. Among the full-time staff, 15 professors possess a Doctor of Science (Dr. Sc.) degree, while others are pursuing their doctoral studies. This staffing structure ensures that over 50% of academic staff assigned to the study programs are employed full-time, exceeding national and accreditation standards. The Faculty strictly complies with the Administrative Instruction for Accreditation, which stipulates that no academic staff member may hold employment contracts with more than two accredited higher education institutions. Apart from clinical engagements, none of the regular academic staff members are employed at more than one additional educational institution, as confirmed by the Kosovo Accreditation Agency (KAA).

The Self-Evaluation Report (SER) indicates that in the MSc program in Health Management, 10 full-time academic staff members are assigned, covering 100% of the curriculum requirements. Additionally, three full-time staff members with a Dr.Sc. degree are designated as program holders. The SER reports a student-to-academic staff ratio of 1:20. Academic responsibilities are structured to promote a balanced workload, with each staff member teaching between 6 to 8 hours across the program and engaging in mentoring, student advising, research, and administrative tasks. Academic staff are assigned to courses based on their qualifications, specialization, and publication record. Faculty expertise covers all key domains of the MSc program, including public health, management, and other relevant fields.

**Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)**

The Faculty of Health Sciences adheres to the Regulation on Election, Reelection, and Academic Advancement, which governs the advancement process for academic staff. This regulation aligns with the legal requirements established by the Ministry of Education, Science, and Technology (MEST) and the Kosovo Accreditation Agency (KAA), ensuring compliance with national standards for higher education institutions. Academic staff members are evaluated for promotion based on their contributions to three key areas: research (publications in reputable journals indexed by SCOPUS or Web of Science), teaching (pedagogical skills and positive evaluations or feedback from teaching activities), and community service (contributions to the academic and local communities). To achieve an academic title at AAB College, staff must meet specific scientific publication thresholds, ranging from one to five papers as the first or corresponding author in SCOPUS or WoS. In addition to research achievements, candidates must demonstrate effective teaching abilities, evidenced by positive evaluations from students or peer reviews. This comprehensive evaluation process ensures that promotions are awarded to faculty members who demonstrate excellence in both academic and pedagogical performance.

**Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)**

The Faculty of Health Sciences ensures substantial institutional support for the professional development of its academic staff. This support includes a robust framework of training programs, mentorship, and resources catering to the diverse needs of staff members at different career stages. A key component of this support is the Center for Professional Training and Innovation (QAPI), which organizes certified professional development programs to enhance

academic staff competencies in research, higher education, and management at three levels: basic, professional, and advanced.

The Faculty provides targeted support for new academic staff, particularly those entering teaching for the first time. These staff members receive training on teaching methodologies and institutional procedures, delivered by the IT Office and General Secretary's Office, ensuring they are well-prepared for their roles.

Academic staff also receive institutional support for engaging in scientific research. The Vice Rector's Office for Scientific Research and the Scientific Commission provide resources and guidance for research projects. Additionally, the Office for Projects assists faculty members in preparing and submitting research proposals, offering training to navigate the complexities of research funding and project management. The Faculty encourages participation in international exchanges, including Erasmus+ programs and collaborative projects.

**Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG1.5)**

The Faculty engages only academic staff members who meet the minimum academic criteria stipulated by AAB's internal regulations. Therefore, this standard does not apply to the MSc program in Health Management.

**ET recommendations:**

- *Publish summarized outcomes of public competitions, including the number of applicants, selected candidates, and criteria applied, to further strengthen transparency and stakeholder confidence in the recruitment process.*
- *Implement a structured induction and mentorship program for newly hired academic staff to ensure their smooth integration and effective contribution to the Faculty's goals.*
- *Strengthen support for faculty members to engage in high-impact research activities by providing tailored tools, resources, and incentives.*
- *Community service may include not just local engagement but also international collaborations and contributions to professional associations, better aligning with global best practices.*
- *Strengthen the Faculty's support for collaborative research by offering more structured opportunities for interdisciplinary projects, both internally and with international partners, to foster innovation and address complex global challenges.*
- *Implement a formal post-training evaluation process to assess the effectiveness of the training programs provided by QAPI, ensuring continuous improvement and alignment with staff development needs.*
- *Establish a formal mentorship program for early-career academic staff to provide guidance, support, and professional development opportunities, ensuring their successful integration and growth within the Faculty.*

#### 4. EDUCATIONAL PROCESS CONTENT

**Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)**

The Self-Evaluation Report (SER) for the MSc Health Management program at AAB College provides a detailed overview of the educational process, including the curriculum structure, teaching methods, and the program's Intended Learning Outcomes (ILOs). These ILOs are developed in accordance with AAB College's internal regulations, the standards of the Kosovo Accreditation Agency (KAA), and international best practices. They would certainly benefit from using active verbs such as "demonstrates" and "analyze." Furthermore, they comprehensively cover key areas of health management such as leadership, research methodology, healthcare systems, ethics, and digital health integration.

The SER demonstrates alignment between the program's ILOs and the missions of AAB College and the Faculty of Health Sciences, emphasizing student-centered learning, innovation, and professional preparation. For example, the focus on "evidence-based decision-making" and "strategic thinking" aligns with the strategic goals of fostering critical thinking and societal contribution.

While the SER emphasizes that ILOs are publicly accessible on the program's website, they are only partially presented. The SER also includes a comparability analysis with four European universities to ensure curriculum alignment with the European Higher Education Area (EHEA) and to enhance graduate employability. However, the site visit revealed that student mobility, a key argument for this benchmarking, does not exist. Additionally, the comparison with the MSc in Hospital Management at Western Balkan University lacks a solid basis due to the different nature of the management fields. Including comparisons with Western European universities could add significant value to the program and its quality.

**Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)**

The MSc Health Management program at AAB College is structured to align with Level 7 of the European Qualifications Framework (EQF). At this level, EQF descriptors emphasize advanced knowledge, advanced skills, management of complex activities, and responsibility for others' professional development.

The Self-Evaluation Report (SER) explicitly states that its Intended Learning Outcomes (ILOs) are "fully developed in alignment with the descriptors of the National Qualifications Framework (NQF)" and correspond to Level VII of the NQF, which is designated for master's-

level qualifications. The SER includes a mapping of the ILOs to the NQF descriptors, ensuring comprehensive coverage of EQF Level 7 descriptors. Leadership competencies implicitly address the fourth area, which is sufficient for alignment at this level.

The program's curriculum is designed to progressively build the specified ILOs, incorporating subjects such as research methodology, leadership, and healthcare management. Assessment methods, notably the requirement of a master's thesis involving original research, ensure that students achieve these advanced outcomes. This structure reinforces compliance with both the NQF and EQF by providing practical means to attain and evaluate the ILOs.

The program distinguishes itself from lower qualification levels (e.g., bachelor's) by emphasizing advanced, specialized knowledge and skills, such as conducting original research, strategic decision-making, and managing complex healthcare projects. This differentiation aligns with EQF guidelines, confirming that the ILOs are appropriately positioned at the master's level.

**Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)**

The curriculum for the MSc Health Management program at AAB College is thoughtfully designed to ensure a clear, logical progression from foundational to advanced knowledge over two years and four semesters, totaling 120 ECTS credits. In the first year, students take foundational courses such as Scientific Research Methodology, Statistics Fundamentals, and Ethics and Deontology. These courses establish critical research, statistical, and ethical groundwork essential for healthcare management. In the second year, the curriculum advances to specialized topics like Health Information Technology, Quality Management in Health Care, and Financial Management. This sequential structure ensures that students develop advanced skills step by step, building on the knowledge gained earlier.

The program enforces a progression rule requiring students to earn at least 30 ECTS credits in the first semester before moving to the second, guaranteeing that they have mastered foundational concepts before tackling more complex material. This supports smooth academic progression throughout the program. The curriculum is closely aligned with the program's Intended Learning Outcomes (ILOs), which emphasize advanced knowledge in healthcare management, research skills, and leadership competencies. The Master's Thesis, completed in the final semester, is a key component that integrates and assesses students' cumulative knowledge and skills, ensuring they achieve the program's research-oriented and practical ILOs.

**Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)**

The Self-Evaluation Report (SER) acknowledges that the MSc Health Management program does not lead to a regulated profession, making this criterion not applicable.

**Standard 4.5 The intended learning outcomes of the student practice period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)**

The Self-Evaluation Report (SER) confirms that the MSc Healthcare Management program does not include mandatory practical work. This is identified as a gap that deserves future attention by the program holders. Integrating a potential stage or internship into the program would certainly enhance its value and improve the employability of graduates. This practical experience could provide students with hands-on skills and real-world insights, making them more competitive in the job market.

**Standard 4.6 The study program is delivered through student-centered teaching and learning. (ESG 1.3)**

The program explicitly adopts a student-centered approach, emphasizing methods that enhance student motivation, self-reflection, and engagement in the learning process. This approach focuses directly on active student involvement, critical thinking, and personalized learning experiences. The program employs a variety of teaching methodologies that embody these principles, including lectures with interactive elements, case studies, seminars and workshops, group projects, problem-based learning (PBL), and research seminars. These methods shift the focus from passive learning to active participation, ensuring that students are central to the learning process.

The program employs a range of student-centered teaching methods designed to help students achieve the Intended Learning Outcomes (ILOs). These methods actively engage students, fostering transferable skills like critical analysis and strategic decision-making, which are central to the program's goals. This structure ensures that students are well-prepared for advanced roles in healthcare management, equipped with both theoretical knowledge and practical skills.

The program demonstrates flexibility by adapting its teaching methods to accommodate a diverse student population, including part-time students, mature learners, and those with learning difficulties. This adaptability ensures that all students can engage effectively with the curriculum, a key feature of student-centered learning. The program's explicit focus on enhancing student motivation, self-reflection, and engagement reinforces its compliance with these principles.

**Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)**

The program employs a diverse range of assessment tools designed to ensure fairness and uniformity in evaluating student performance. Summative assessments include final exams, oral exams, research projects, presentations, and a master's thesis. Formative assessments, such as peer assessments, reflective journals, quizzes, and in-class assignments, provide ongoing evaluation. The combination of summative and formative methods ensures that assessments are both objective (fair and unbiased) and consistent (uniformly applied).

While the assessment strategy is robust, a few minor gaps could be addressed to further strengthen compliance. Explicit assessment criteria are implied, but the program does not explicitly mention detailed rubrics for all assessment types. Providing transparent, detailed rubrics would further enhance objectivity and consistency. Additionally, there is no explicit mention of processes for moderating or reviewing assessments to ensure consistency across evaluators, especially for subjective methods like oral exams or presentations. Implementing such processes would reinforce fairness and uniformity.

**Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)**

The program likely features a curriculum map detailing each course and its ECTS credits without clearly associated ILOs. The SER emphasizes that regarding student's workload students take five subjects per semester, and ECTS credits of these courses' ranges from 4-8 ECTS where 1 ECTS is equivalent to 25 hours. The SER states that this ECTS workload includes the time to complete all planned learning activities, such as attending lectures, seminars, independent and private study, project preparation, examinations and other required activities within a specific course.

**ET recommendations:**

- *Update the website to clearly reflect the stated Intended Learning Outcomes (ILOs) and the Higher Education Institution's (HEI) mission objectives.*
- *Integrate a mandatory internship into the program in a real healthcare setting.*
- *Provide explicit assessment criteria and ensure consistency across evaluation approaches by various evaluators.*

## 5. STUDENTS

### **Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)**

The program enrolls 120 students per year since its first accreditation in 2019. A large majority of these students are mature and working professionals from the health sector, motivated to be recognized as good managers and leaders with the potential for job promotion. The number of applicants has grown from 164 in 2019 to 262 in 2024, though the number of eligible applicants is not specified. The college offers a small number of scholarships annually, with high interest—approximately 300 applications for 5 scholarships.

The Regulation for Master Studies defines the admission requirements, including a completed Bachelor's degree, successful completion of the "selection procedure," and provision of formal documentation as defined by MESTI. The previous evaluation report noted that students come with varying levels of knowledge, and recommended identifying required prior knowledge and addressing skills gaps through refresher courses before lectures begin to ensure equal opportunities for success. While the SER states that a "selection procedure" ensures candidates with appropriate prior knowledge and competencies are admitted, it does not specify the procedure details. Therefore, policies and internal regulations guaranteeing transparency and fair treatment in the selection process should be established. Detailed information about the requirements for the "selection procedure" should be made publicly available.

### **Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)**

Data shows that around 80% of students finalize their studies, though no information is provided on the number of years it takes them to graduate. Students can take up to 4 years to complete this 2-year program. They can enroll in the 2nd year if they have achieved half of the ECTS (30 ECTS) of the first year. Data on year-to-year progression has not been provided to the expert team, though the SER states that regular monitoring of student progress occurs. A policy is in place for semester reports on student success and overall program-level student success data to be discussed in the relevant governing bodies. The results are allegedly included in the Faculty's key performance indicators, though quality assurance staff acknowledge that further effort is needed to use this data for strategic purposes. Positive examples have been noted where academics responded to students' demands for additional lectures, and quality assurance staff have indicated efforts to improve teaching and learning to enhance student progression and retention. Further work is needed to create an environment where data, statistics, and evidence on student learning and progress are used for quality improvement purposes.

**Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)**

AAB was granted the Erasmus Charter for Higher Education in June 2023, so internationalization is in the early stages of development. There are no outgoing or incoming international students in this study program. The program being taught in Albanian restricts incoming mobility to Albanian speakers. The lack of outgoing mobilities suggests students face institutional, academic, and financial barriers to international mobility, along with personal barriers such as employment, care, or family responsibilities. Beyond existing policies, there is a need for targeted support for students to go abroad, including language training, application support, choosing mobility destinations, preparation for mobility, and facilitation of credit recognition upon return. For working students, support for short-term mobilities or internships in hospitals abroad may be particularly relevant. Although the university has increased interinstitutional agreements, it is unclear if any concern the Faculty of Health. The website advertising Erasmus+ calls for student and staff exchanges does not list any calls for Faculty of Health students in 2025. International interinstitutional agreements for MSc students are not listed, indicating inadequate conditions and support for internationalization.

**Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)**

The Faculty of Health at AAB provides robust administrative support through two dedicated staff members who are easily accessible to students in the lobby of the college building. This area, resembling a row of info desks, ensures students have convenient access to administrative services. The dean's office and student services department are also located in the same lobby, enhancing accessibility.

However, the expert team noted a lack of clarity regarding measures to support different groups and types of students, particularly those facing various barriers to learning. Although financial advice and assistance for students struggling with tuition fees are mentioned, specific measures for diverse student needs are not evident.

The level of digitalization of student services is commendable. Attendance is recorded live via card scanning machines outside classrooms, and the in-house software "E-Service" allows students to access lecture schedules, bus schedules, classroom info, academic data, AAB regulations, teaching materials, and communicate with academic staff.

While some extracurricular activities are offered, such as "tuberculosis day" and "thyroid scanning action day," the culture of student clubs, societies, and sports associations is lacking. The student union is active, primarily in rescheduling lessons and exams, but further engagement in student rights and responsibilities is not evident.

**ET recommendations:**

- *Make publicly available the exact requirements of the admission “selection procedure”.*
- *Regularly collect and compile data on student progression from one semester to the next and from one year to the next, by cohort and study programme and use the data reports to improve the quality of teaching and learning, reduce dropout and expedite graduation.*
- *Put measures in place to reduce barriers to outgoing international mobility exchange for students of the MSc (both for internships or short-term study mobility abroad).*
- *Encourage and institutionalise student association and agency through incentive measures.*

**6. RESEARCH****Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.**

The Self-Evaluation Report (SER) emphasizes that all study programs of the Faculty of Health Sciences are subject to the Regulation on Research and Scientific Activities. This regulation stipulates that scientific research at AAB College aims to advance, create, and disseminate knowledge to improve the well-being and health of the population, as well as promote cultural, social, and economic development. The SER explains that the Faculty of Health Sciences has set three main research priorities: Sustainable Practices in Healthcare in the Digital Age, Transforming Health Systems in the Digital Age, and Using Technology to Improve the Performance of Healthcare Organizations.

However, the SER also outlines a series of objectives for the MSc Health Management Program and attempts to align them with a different set of research priorities that were not previously mentioned. This discrepancy makes it unclear which research priorities are actually the institution's or academic strategic priorities in reality.

**Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.**

The SER emphasizes that, according to internal regulations, the development of research and scientific inquiries at AAB College involves thematic research conducted by faculties, culminating in scientific conferences and research efforts led by the Research Centers and faculties, as well as individual research and scientific contributions from the academic staff. However, it doesn't provide concrete details apart from the list of publications. This list includes 34 publications, with 29 indexed in Scopus and Web of Science.

The SER emphasizes that the participation of academic staff in research and scientific activities is considered during the advancement process, regulated by the Regulation for the Selection, Re-selection, and Advancement of Academic Staff at AAB College. Additionally, involvement

in research work is considered in the performance review process as stipulated by the Regulation for the Evaluation of Academic Staff Performance. However, no concrete examples have been provided to show how these have been implemented, with specific examples of projects or research collaborations.

**Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.**

The Office for Projects at AAB College organizes regular training sessions to equip academic staff with skills for participating in cooperative projects. Specific examples include project planning workshops and an info session on Erasmus+ and Horizon programs. These training initiatives show proactive institutional support to prepare staff for national and international cooperation, encouraging their involvement. As a result of this support, the academic staff proudly emphasized the Erasmus+ Jean Monnet project entitled "Towards European Union Legal Framework: Health Acquis," related to the thematic of the program. However, no other international cooperations were evident. Moreover, during the site visit, one of the essential needs that emerged was more participation in international conferences to stay up to date with relevant changes in the field. This is particularly important if the Faculty and the HEI want to fully implement the research priorities. However, cooperation with other national HEIs is lacking, and no industry-related projects have been presented, either in the SER or during the site visit.

**Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.**

The SER emphasizes that the teaching staff include their research work of the staff in the teaching content such as their publications in the syllabus. The scientific research and publication developed by the academic staff through the project are applied to the syllabus and serve to realize a topic within the syllabus. In addition to individual research engagements, staff also engage in collective research projects in collaboration with other AAB programs, promoting interdisciplinary research, mostly focusing on public health initiatives. The involvement of students in the research initiatives although it might be better defined as public health promotion of Blood pressure and Glycemia and not related much to the radiology technician programme. During the site visit it was confirmed that academic staff tend to include students in their own research as part of their Master thesis work. In addition, SER seriously lacks the presentation of research results related to radiology and how they have been included in the teaching activity.

**ET recommendations:**

- *Develop clear research strategies that should be implemented for all academic staff.*
- *Define and provide clear research priorities.*
- *Provide structural and financial support for research activities in radiology.*
- *Develop clear research endorsing mechanisms that will stimulate research initiatives and engagement among academic staff.*
- *Establish fruitful collaborations with industry and other higher education institutions in Kosovo.*
- *Encourage and systematically support academic staff to explore international research collaborations.*
- *Integrate student-driven research, including capstone projects and research internships, related to healthcare management.*

**7. INFRASTRUCTURE AND RESOURCES****Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)**

The Faculty of Health Sciences at AAB College is located on the Pristina campus, which spans 50,000 m<sup>2</sup> and features modern facilities, including lecture halls, seminar rooms, IT laboratories, conference rooms, administrative offices, and academic staff offices. The program also utilizes specialized laboratories such as the Anatomy and Physiology lab, Ultrasound lab, X-ray lab, and six nursing labs.

AAB College is dedicated to inclusivity, providing accessible facilities for students with special needs. This includes designated parking spaces, flat entrances, elevators, and accessible library services with resources available in Braille and audio formats through a partnership with a governmental organization.

**Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)**

AAB College offers two libraries for students, open six days a week from morning until evening. These libraries feature reading rooms, group work rooms, and individual study rooms. Additionally, academic staff have access to selected SCOPUS- and WoS-indexed journals from Taylor & Francis and Elsevier publishers.

**Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)**

The Self-Evaluation Report (SER) states that a five-year financial plan has been drafted, ensuring the program's financial sustainability. It is underpinned by diverse revenue streams (tuition, projects, and donors) and a positive surplus, ensuring long-term viability. Expenditures are strategically allocated to staff, infrastructure, and equipment, while

supplementary project funding enhances staff training, student mobility, and educational activities. The college's extensive infrastructure, combined with robust student services, collectively ensure that the program is appropriately funded to deliver its intended educational activities and research.

**ET recommendations:**

- *None.*

## FINAL RECOMMENDATION OF THE EXPERT TEAM

1. MISSION, OBJECTIVES AND ADMINISTRATION	Substantially compliant
2. QUALITY MANAGEMENT	Substantially compliant
3. ACADEMIC STAFF *Mandatory	Fully compliant
4. EDUCATIONAL PROCESS CONTENT	Substantially compliant
5. STUDENTS	Partially compliant
6. RESEARCH	Partially compliant
7. INFRASTRUCTURE AND RESOURCES *Mandatory	Fully compliant
<b>Overall Compliance</b>	<b><i>Substantially compliant</i></b>

### Overall evaluation and judgments of the ET

According to the Manual requirements, the Expert Team recommends to re-accredite the study programme for 3 years (the recommendations to be implemented in one year), with the optimal number of 100 students per year to be enrolled in the program.

### Expert Team

#### Member



(Signature)

(Imatullah Akyar)

(15.04.2025)

#### Member



(Signature)

(Anto Čartolovni)

(15.04.2025)

#### Student Member



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(Nadia Manzoni)

(15.04.2025)