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ALMA MATER EUROPAEA CAMPUS COLLEGE REZONANCA

INSTITUTIONAL RE-ACCREDITATION

FINAL REPORT OF THE EXPERT TEAM

December 3, 2024

Pristina

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INTRODUCTION

Sources of information for the Report:

- *Self-evaluation Report (SER)*
- *Other documents provided by the institution*
- *Interviews*
- *Site visit*

Criteria used for institutional and program evaluations

- *Kosovo Accreditation Manual*

Site visit schedule (November 18, 2024)

<i>Time</i>	<i>Meeting</i>	<i>Participants/Comments</i>
<i>9:00-9:50</i>	<i>Meeting with management of the HEI</i>	Acad.Prof.Dr. Arian Idrizaj – Rector Prof.asoc. Blerim Krasniqi – vice-rector Prof.asoc. Nazim Dakaj-vice-rector Prof.asoc. Ismet Bajraktari – vice-rector
<i>9:50-10:30</i>	<i>Meeting with QA and representatives administration services</i>	Mr. Jahir Gashi – Director of OQA Prof.ass. Ermira Krasniqi Prof.asoc. Jeta Kelmendi Albiona Alijagiq – student Arjeta Hajdari – student Olta Bajgora – student Margareta Mustafa - Administration
<i>10:30-11:10</i>	<i>Meeting with Deans of Faculties/Heads of Programs</i>	Prof.asoc. Milazim Gjocaj – Dean of FTMS Prof.asoc. Shefqet Mrasori – Dean of Dentistry Prof.asoc. Nita Kelmendi – Dean of Pharmacy
<i>11:10-12:10</i>	<i>Lunch break</i>	

12:20-13:30	Visiting tour on the facilities, infrastructure, clinics and hospitals	
13:30-14:10	Meeting with the teaching staff	Prof.asoc. Zehadin Gashi Prof.ass. Lavdim Ymeri Prof.asoc. Bekim Haxhiu Lect. Bekim Sejdiu Prof.asoc. Njomza Ajvazi Lect. Ardian Ukmata Prof.ass. Naser Gjonbalaj Lect. Agon Rusta
14:10-14:50	Meeting with students	Albion Rexha – Nursing Tarik Vuçitërna – Physiotherapy Dea Berisha - Biochemistry Lab. Dea Lika - Dentistry Agnesa Ibrahimimi - Pharmacy Dion Ahmeti – Diagnostic Radiology Erëza Sadiku – MSc Pharmacy
14:50-15:30	Meeting with graduates	Granit Villa Veronika Shala Mahzade Kera Jona Shabani Fatjeta Muçolli
15:30-16:20	Meeting with employers of graduates and external stakeholders	Astrit Rexhaj – “Biohit” Shefqet Mehmetukaj – “Sinorg” Arbnor Blakaj – “Kriopraktika” Fehmi Istogu – “Dear Dent” Floren Kavaja – “Kavaja Hospital” Fahredin Veselaj – “Vita Hospital”
16:20-16:30	Internal meeting of ET and KAA	
16:30-16:40	Closing meeting with the management of the institution	

A brief overview of the institution under evaluation

College “Rezonanca” was established as a private higher education institution in 2003 in Pristina and it operates there until now. During the years, it has undergone several mergers and currently it is a part of the network of academic institutions Alma Mater Europaea (with headquarters in Salzburg, Austria). Since 2019, the institution's name is Alma Mater Europaea Campus College Rezonanca. In the past decades, the institution has repeatedly and successfully undergone institutional accreditation. At the moment, it provides several bachelor programs (Biochemical Laboratory, Community Pharmacy, Physiotherapy, Nursing, Diagnostic Radiology). It also provides an integrated study program in Dentistry (300 ECTS), and master programs in Pharmacy, and Physiotherapy and Sport Medicine (both 120 ECTS).

Accreditation of several other programs expired (bachelor programs of Midwifery, Dental Assistant and Dental Hygienist, Public and Environmental Health, and master program in Health Management).

The mission statement of the institution points out education, research, community service, but also quality assurance, infrastructure development and health promotion as the main pillars of the College functioning. Strategic and other plans as well as main activities of the College align with the mission statement.

There is a body of experienced and qualified academic as well as administrative staff employed at the College (93% of academics are employed full-time).

The College uses a very solid infrastructure that enables conducting all main activities of the institution.

INSTITUTIONAL EVALUATION

1. PUBLIC MISSION AND INSTITUTIONAL OBJECTIVES (ESG 1.1)

Standard 1.1 The higher education institution has a well-defined mission statement that comprises three main pillars: teaching, research, and community service and it is publicly available.

The mission statement of the College is formulated as follows: “...to provide innovative, high-quality programs across all three study cycles with international standards and society needs. We aim to conduct impactful research that prepares socially conscious medical professionals and scientists to deliver compassionate, culturally responsive, and high-quality healthcare, advance their equity, and strengthen community partnership through active engagement and service” (SER, p. 13)

In relation to the mission statement there are several pillars upon which the institution stands. They are as follows: education, research, quality assurance, community service, infrastructure development, and health promotion. The mission statement covers the important areas of the College’s operation. This way, it can also be confirmed that in its mission statement the College has clearly defined itself as a higher education institution with a clear position in society, especially in the field of medicine and health.

The institution has recently (in 2023) revised its mission statement and during the interviews it was proven that the development of a new mission statement was a participatory process in

which both internal and external stakeholders were involved (College community, College partners, employers and experts). Also, the Statute of the College reflects the broader engagement of stakeholders in the mission-setting process. The recently established Standing Advisory Board is another body that serves as a vehicle to respond to the needs of stakeholders and alignment with the College's mission. Review of the mission statement is planned for every three years.

The mission statement is publicly available at the website of the College.

Standard 1.2 The institutional mission is clearly reflected in the strategic plan, decision making and long-term institutional objectives.

This can be confirmed that the mission statement of the College serves as a basis for strategic planning processes and the achievement of the goals of the institution. The College has a new 5-year Strategic Plan (starting from 2025) and the alignment with the mission statement is clearly visible there. 12 main focus areas are formulated in the Strategic Plan, and they cover well the main areas of the College functioning.

Strategic Plan clearly relates to education, research, and community involvement as well as to other areas of the College's functioning.

Similarly, medium and short-term planning is developed along the lines of main College activities, as they are also pointed out in the mission statement.

This can also be confirmed that the mission statement's accomplishment is achieved through the strategies and operational plans of the College, as well as there is evident link to the mission statement in the development of curricula (the College is consistently focused on the programs in the field of medicine and health) and the implementation of quality assurance measures at the College.

ET recommendations:

None

2. STRATEGIC PLANNING, GOVERNANCE AND ADMINISTRATION (ESG 1.1, ESG 1.6)

Standard 2.1 The HEI has developed a comprehensive strategic plan that covers all aspects of its operations for a minimum of five years. This plan includes teaching,

learning, research, artistic work, quality assurance, student services, investment in infrastructure, and community service initiatives, leadership, HR, internationalization etc. The plan was created in consultation with both internal and external stakeholders to ensure it meets the needs of all parties involved.

As already mentioned, the new Strategic Plan of the College (starting from 2025) formulates 12 strategic focus areas which cover well the main areas of the College functioning. They are as follows: (1) advancement in research and innovation; (2) alignment of academic programs with market needs; (3) expansion of postgraduate education; (4) excellence in teaching and learning; (5) enhanced student experience, services, and support; (6) quality assurance and continuous accreditation; (7) development of human resources and faculty expertise; (8) implementation of digital transformation; (9) integrated quality management, strategic planning, financial sustainability, and governance; (10) infrastructure development and campus master planning; (11) strengthening internationalization and global partnership; (12) effective communication and alumni engagement.

Each strategic area has its main goal and the strategy to be implemented. Clearly, there is a consistency of strategic as well as operational planning and implementation processes with the mission statement.

Strategic Plan has defined objectives and measurable outcomes for each focus area. It also comprises an operational plan, specific timeframes and monitoring mechanisms. The Budget Plan (2025-2029) is linked to the Strategic Plan of the College. The Budget Plan on the one hand specifies expenditure related to individual study programs. At the same time, it also contains sections on finances across the institution in relation to research and other activities of the College. The budgeting is planned on an annual as well as long-term basis.

There is the link of strategic and operational activities to the information management system of the College.

Monitoring arrangement is clear and sufficiently specific. This relates to each strategic objective and follows the structure of action activities – responsible parts – metrics of evaluation – output/outcome measures/targets – baseline – yearly basis. Monitoring arrangement also takes budgeting into consideration. Leadership of the College is responsible for monitoring key indicators and taking necessary actions to advance strategic initiatives,

Standard 2.2 The strategic planning is supported by the annual and long-term budgeting process, allowing for frequent updates and adjustments.

The College has set up the system for reporting and management that has a potential to provide evidence of progress. Also, annual budgeting is in place.

The College also has the risk identification and risk mitigation mechanisms that include risk management reports, reserved fund documentation, and financial planning adjustments.

Standard 2.3 The HEI has established a responsible, efficient, and effective internal organization structure, procedures and policies, with the involvement of stakeholders in decision-making.

The College has clear organizational structure and transparent procedures and policies that guiding decision-making at different levels of the institution. The organization structure follows the law.

The role of owners and management is clearly separated at the College.

Main bodies of the College include the Steering Council, the Senate, the Rector, and the Board of the College.

The main governing body is the Steering Council, and it is chaired by the President of the College.

The Senate is the decision-making body in academic and administrative matters (25 members, seven of them are student representatives elected by the student bodies). The Rector is responsible for management and chairs the Senate. The Board of the College is a body convened by the Rector responsible for day-to-day operation of the College (members are rector, vice-rectors, deans, and a student).

Further, the College consists of academic and organizational units). Academic units are three Faculties with Faculty Council at each of them (again, with student involvement). Departments are the units within the faculties.

In general, consultative and decision-making bodies at the College are composed of academic and administrative staff as well as of students.

The process of electing students in decision-making and consultative bodies is fair and transparent. Similarly, the structures and processes for student representation are in place and they are fair, transparent and free of discrimination. Students are represented in 10 bodies of the College (Senate, College Board, Commission for Permanent Evaluation of Curriculum, Councils of all three Faculties, Commission of Permanent Evaluation Programs, Office for

Quality Assurance, Quality Assurance Committee, and Ethics Committee). In most of them they have a voting right, in case of the Steering Council, the president of the Student Union may participate in the meetings without the right to vote, when dealing with the issues related to students.

Various offices, boards and commissions then are focused on specific areas of the College operation and together create a relatively complex academic as well as administrative structure.

The College Statute, regulations, and other documents are supporting the functioning of the institution.

Standard 2.4 The HEI has appropriate and sufficient administration that demonstrates effectiveness and supports the HEI in daily operations.

This can be confirmed the College has specialized and qualified administration staff with clearly defined responsibilities that support all main aspects of the College operation.

Digital platform of the College is in place, and it is integrated into the College's operations. It facilitates communication within the College and beyond, with regard to academic as well as administrative matters.

Performance of administrative staff is regularly evaluated (using mainly the feedback from academics, students and peers). Based on this the areas of improvement are identified and measures taken to increase the competencies of the administrative staff by means of training and other staff development activities. This was also proven during the interviews.

ET recommendations:

None

3. FINANCIAL PLANNING AND MANAGEMENT (ESG 1.6)

Standard 3.1 The HEI demonstrates that it has sufficient financial resources in the short and medium term to reach its mission and objectives set out in the strategic plan and can demonstrate financial sustainability.

The College demonstrated it has reliable financial provisions and a range of financial sources which are important for maintaining the College's financial stability. Main sources of income represent student tuition fees, health and care services, sales and services, gifts, grants and contracts, and investment income.

The College has realistic annual as well as 5-year budget plans and financial policies that address financial sustainability and efficiency throughout all its operations and levels in accordance with the mission of the institution.

Financial policies enable autonomy and sufficient flexibility in case of need, to be able to adapt to new challenges and opportunities.

Standard 3.2 The HEI ensures appropriate funding for educational activities.

The Budget Plan explicitly focuses on each study program that the College provides, and it guarantees the sustainability for the whole period of the budget planning (five years). Individual items, such as faculty salaries, teaching materials, student services, and necessary infrastructural investments are explicitly envisaged in the budget planning.

Also, there is additional funding through partnerships with external bodies, as well as participation in national and international projects.

Investments into the development of study programs include funding for research and innovation and also investments in external cooperation. This is evidenced by budget allocations for research projects, external cooperation and program development.

Similarly, there is evidence about the College's investments in library resources, laboratory equipment, learning management system, technology and infrastructure.

Standard 3.3. The HEI has officially approved a research budget that is sufficient to support its institutional research objectives, including funds for research equipment and facilities.

The College has policies to continuously improve the quality of education and research through regular investment in facilities, research equipment and staff development. Research is specifically dealt with in the Budget Plan. The planned expenses for research are set at the level of 1,542.200 EUR (2025) and this amount should grow every year, reaching 1,971.602 EUR in 2029. These expenses are broken down into research projects, equipment expenses,

research materials, support for scientific publications, participation in scientific conferences, and more.

Standard 3.4 A senior governing body (or Specialized Office) is responsible for overseeing and managing the institution's budgeting and accounting functions. They ensure that financial auditing reports are regularly prepared and published.

The Steering Council, in collaboration with the Office for Finance and Accounting are the main oversight of budgeting and accounting functions at the College. Internal auditing reports are developed to verify that financial commitments and expenditures are in line with the College's policies and objectives.

Financial reports of the Office for Finance and Accounting (at least once a year) include detailed analyses of expenditure vs. budget projections, explanations of any discrepancies, assessment of the impact of the discrepancies on the College's overall financial outlook.

The College's budget is also a subject of an external audit done by the Audit Company "ACA" which reports to the Kosovo Financial Reporting Council.

The College's accounting system complies with accepted professional accounting standards and is in line with financial legislation of the country.

ET recommendations:

None

4. ACADEMIC INTEGRITY, RESPONSIBILITY, AND PUBLIC ACCOUNTABILITY (ESG 1.1 ESG1.8)

Standard 4.1 The HEI has policies and effective mechanisms for monitoring unethical behaviour and all the employees and students are informed thereof.

The College has a Code of Ethics, Disciplinary regulation and Regulation on disciplinary measures in place since 31.03.2021, and they are publicly available on the official webpage of the institution. The content and standards of the policies as well as their implementation are communicated to both staff and students through orientation and information sessions. During the interviews, the panel also experienced the awareness of students and all the employees on the policies and procedures in general, the Code of Ethics specifically.

Unethical behaviors and academic integrity have been monitored through the committees as well. The College has invested in professional plagiarism detection software in English, including Turnitin and the Cross-Plug platform. The College also has a plan and commitment to form a Student Ombudsman, which will create an assurance and monitoring on the disciplinary actions, ethical behaviors and academic integrity related issues.

There were no specific policies on AI-related tools and their use in the academic & research activities by students and faculty at the College during the time of evaluation.

Standard 4.2. The HEI ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social activities).

The College provides transparent information on the following areas through various means of communication both internally and externally: study programs, tuition fees, enrolment process, assessment procedures, financial aids and scholarships, existing research projects, graduate employments, as well as available services and facilities for all.

Students' final theses are published in a publicly accessible digital repository.

The College disseminates all the above information through various channels, including the official website, social media platforms, open door days, brochures and Moodle platform which provides an easily accessible platform for all.

ET recommendations:

- 1. The College should ensure the updates of policies and procedures especially related to use of AI tools by both students and all employees.*

5. QUALITY MANAGEMENT (ESG 1.1, ESG 1.2, ESG 1.7, ESG 1.9)

Standard 5.1 The HEI has established and implemented a highly structured and efficient quality assurance and improvement system, which is continuously being improved.

Based on the findings during the site visit and the analysis of the documentation provided, the panel confirms the following:

The College has implemented a publicly accessible quality assurance policy, integral to its strategic management framework. This policy is executed through a detailed strategy and

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action plan, which outlines specific goals, processes, and mechanisms to ensure and enhance institutional quality. These documents are available on the institution's website and are accessible to all stakeholders.

The College has established comprehensive procedures for consistently monitoring, evaluating, and improving the quality assurance system. These procedures include tracking of regular collection of data on key performance indicators across institutional functions, evaluation of academic programs, teaching effectiveness, student services, and institutional resources, identification of strengths and areas for improvement through detailed data analysis. The College has incorporated internal reviews and audits to evaluate system performance, incorporating feedback from stakeholders. Evidence of these processes is well-documented in performance reports, meeting minutes, and improvement plans.

The College has established a dedicated Quality Committee and Quality Management Office. These units include representatives from all key stakeholder groups - academic staff, administrative staff, students, and external partners. Their roles and responsibilities are clearly defined, as outlined in institutional regulations, ensuring effective oversight and active engagement in quality assurance processes. Meeting records confirm their operational involvement in quality management activities.

The College also ensures adequate allocation of financial, technical, and human resources to sustain the effective operation of its quality assurance system. This includes funding for staff development programs, the implementation of digital tools for quality monitoring, and other necessary resources, reflecting the institution's effort to uphold and enhance quality standards.

The College actively integrates feedback from external reviews and evaluations into its quality assurance processes. Reports from accreditation bodies, peer institutions, and external stakeholders are systematically analyzed, and actionable steps are implemented to improve institutional performance. Records of actions taken in response to external evaluations confirm the institution's responsiveness and commitment to continuous improvement.

The College consistently utilizes insights from external reviews and assessments to refine its quality assurance processes. Feedback from accreditation agencies, peer organizations, and other external contributors is carefully reviewed and translated into concrete measures aimed at enhancing institutional effectiveness. Documentation of follow-up actions based on external evaluations highlights the institution's proactive approach and dedication to ongoing development.

On the other side, some weaknesses are found: tasks and roles in the quality assurance system are defined, but not always consistently practiced across the institution, leading to gaps in implementation. Also, the quality assurance system, while comprehensive, lacks full

engagement from all stakeholders within the institution, particularly in fostering a culture of ownership and accountability.

Standard 5.2 The HEI has quality policies and procedures that include the collection and analysis of relevant data, with the purpose of ensuring and improving the quality of all institutional activities (academic activity, student services, administration, etc.). These procedures include all stakeholders of the higher education institution (students and external stakeholders - employers, alumni, representatives of professional organizations, civil society organizations and internal stakeholders).

The College has implemented comprehensive mechanisms to systematically collect and analyze data on its processes, resources, and outcomes. These data are utilized to identify gaps, develop action plans, and make informed decisions to enhance institutional performance, effectively "closing the loop." Feedback from various stakeholders, including students, faculty, and external partners, is integrated into the analyses to ensure relevance and actionable insights. Documented examples of improvements, such as updates of curricula and enhancements in student support services, demonstrate the impact of these mechanisms on institutional development.

Reliable mechanisms are in place to collect and analyze data on the student population, including progression, success, drop-out rates, and graduate career paths. The institution uses this data for quality assurance purposes, as well as to support strategic decision-making and align resources with student needs. Surveys on student satisfaction with programs, learning resources, and support services are conducted regularly, providing valuable input for institutional improvements. Statistical analyses from these datasets have informed initiatives such as targeted student support interventions and enhanced career counseling services.

The College maintains a centralized database where statistical data on institutional performance is readily accessible to departments and units. This database supports the preparation of reports on quality indicators, streamlining the monitoring of institutional performance across academic and administrative units. Regular updates ensure that the information remains current and relevant, fostering a data-driven culture of decision-making. The use of this centralized system has improved coordination and accountability in quality monitoring and reporting processes.

All academic and administrative units are actively involved in quality assurance procedures, contributing to a culture of continuous improvement. The governing body and middle management work collaboratively to ensure that quality assurance processes are implemented effectively across all levels of the institution. Regular training sessions and workshops equip

staff with the necessary skills to participate in quality assurance activities and utilize feedback effectively. Evidence from the SER highlights successful initiatives driven by cross-unit collaboration, such as improved administrative processes and enhanced program delivery.

Students are encouraged to actively participate in quality assurance processes through mechanisms such as surveys, focus groups, and representation on quality assurance committees. Their feedback is systematically collected, analyzed, and incorporated into action plans to ensure that institutional improvements align with student needs and expectations. Student representatives on committees contribute valuable insights into academic and administrative decision-making, fostering a sense of ownership and engagement. Examples from the SER indicate that student feedback has directly led to enhancements in learning environments, course content, and extracurricular offerings.

Standard 5.3 The HEI established a formal process for the design and approval of its study programs.

The study programs at the College have been subjected to a comprehensive internal quality assurance process to ensure their alignment with academic and professional standards. These programs have received formal approval from the institution, signifying their adherence to established quality benchmarks. Furthermore, the institution has developed robust plans for the continuous improvement of these programs, ensuring they remain relevant to the needs of students and stakeholders.

The procedures and policies governing the development and approval of study programs are clearly defined and effectively implemented. These processes actively involve both internal and external stakeholders, such as academic staff, students, alumni, and industry representatives, to ensure that the programs reflect diverse perspectives and meet societal and market demands.

The College has established well-defined procedures and key performance indicators for monitoring the quality of study program delivery. This includes regular evaluations of teaching methods, curriculum content, and learning outcomes. Comprehensive mechanisms for collecting necessary data, such as student surveys, feedback from employers, and performance metrics, are in place to support informed decision-making and the continuous enhancement of study programs.

Standard 5.4 The HEI periodically monitors and reviews the study programs to ensure that the programs are in line with mission and the institutional strategy. The monitoring of the study programs involves active stakeholder participation.

Based on the Self-Evaluation Report (SER) and findings from the site visit, the following observations are made regarding the College's adherence to Standard 5.4:

The College has established clear procedures for monitoring, reviewing, and improving the quality of its study programs. These procedures incorporate employer surveys to assess necessary competencies in the labor market, as well as stakeholder feedback.

Analysis of feedback from students and employers is conducted systematically to identify areas of improvement. Evidence from the SER highlights several updates to study programs made in response to such feedback, ensuring alignment with institutional strategy and labor market demands.

Periodic reviews include assessments of ECTS allocation, the feasibility of learning outcomes, and workload estimates to ensure they are realistic and aligned with program objectives.

Feedback from students and faculty on workload and learning outcomes is collected regularly and analyzed, leading to adjustments in course delivery and design to maintain practicality and effectiveness.

Active involvement of most of the relevant stakeholders - students, staff, and employers - is evident in the monitoring processes. Surveys and questionnaires are used to gather insights on various aspects such as student workload, achievement of learning outcomes, resource adequacy, and graduate employability.

The site visit confirmed the participation of stakeholders through structured committees and feedback mechanisms, which contribute significantly to the continuous improvement of study programs.

For programs where student internships are an integral component, clear procedures for monitoring and improving the quality of these practices are in place. Stakeholders, including students, mentors, and employers, are actively involved in providing feedback through questionnaires. Examples of improvements include enhanced mentorship programs, better alignment of internship tasks with learning outcomes, and strengthened partnerships with employers to ensure meaningful practical experience.

The institution collects and analyzes information on study programs systematically, ensuring programs remain current and aligned with evolving academic, societal, and professional needs. Documented evidence from the SER shows that study programs are adapted based on this analysis, with updates communicated to stakeholders and published on the institution's website.

Results of monitoring processes and subsequent action plans are effectively communicated to stakeholders through internal and external channels, including regular updates on the College's website. Revised and updated study programs, along with key changes, are published to maintain transparency and accessibility for all stakeholders.

ET recommendations:

- 1. Increase the frequency of stakeholder engagement activities, particularly with alumni and employers, to ensure study programs continue to address market and professional demands effectively.*
- 2. Invest in advanced data analytics tools to streamline the collection and analysis of feedback, enabling faster adaptation of programs.*

6. LEARNING AND TEACHING (ESG 1.2, ESG 1.3)

Standard 6.1 The HEI has established policies and procedures that apply to all study programs. The institution actively monitors the implementation of these policies and procedures to ensure their effective realization.

The College developed Study Regulation and Program Management Regulations as well as Policy Framework for Quality Assurance which are the basis for establishing the following key performance indicators (KPIs) for each study program to monitor their performance and ensure that they align with the institution's academic and strategic objectives.

Some of the following KPIs have been selected as an example which are used to evaluate the assessment of the performance of the study programs effectively:

- Overall student assessment of the quality of their teaching experiences*
- Overall student assessment of course quality*
- Overall student satisfaction*
- Ratio of students to teaching staff*
- Average class size*
- Evaluation of library services by students and staff*
- Percentage of full-time equivalent (FTE) academic staff with PhDs*
- Overall student satisfaction with support services*

These KPIs are analyzed and converted into formal reports, which are presented to the Governing Structure of the College. The ongoing monitoring of the study programs based on the KPIs ensured by internally created structures like Academic Committee, QA Office, Advisory Board.

The College also initiated innovative pedagogical technologies that enhance the quality of teaching and learning for the study programs. These includes digital learning platforms, case-based, simulation-based training and ongoing faculty development.

The study programs are monitored and evaluated annually by senior administrators responsible for academic affairs, the College's quality assurance body, and the senior academic body.

Standard 6.2 The study programs' intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published mission and strategic goals of the higher education institution, and they are publicly available. *Mandatory

The College is committed to aligning its learning outcomes as per the EHEA requirements as well as the ECTS Guide as a benchmark. Each study program's learning outcomes are mapped to the College's mission and strategic goals, ensuring that the programs contribute to the development of medical professionals who are capable of addressing societal needs and healthcare challenges.

This is documented in program reviews and curriculum planning meetings and also available on the College website for public reference. In addition, program objectives are aligned with program descriptions, course syllabi, and assessment plans. The College also ensures that the learning outcomes include both generic competencies as well as specific competencies (i.e. clinical skills in medical programs).

The College also ensures that the learning outcomes are aligned with NQF and cover skills, knowledge, and values that students should acquire through study programs.

These learning outcomes are comparable with similar study programs in EHEA.

Standard 6.3 The HEI demonstrates that each study program is designed considering the correlations between learning outcomes, teaching methodology and assessment. *Mandatory

The study programs provide documents which cover general and specific program objectives, curriculum structure including the ECTS, thematic programs and syllabi which highlights the knowledge, skills, values as well as the teaching methods and assessments.

Based on the documents provided and the panel interviews carried out, the College encourages collaborative approach among the departments, for the effective implementation of the interdisciplinary study programs. This practice allows student mobility within the institution between programs, joint teaching between the related programs also supports the flexibility of the curriculum and the diversity of academic programs. Some of the main indications to support these practices are; the elective courses offered and preferred by students from different programs, individual learning plans for students, and feedback from academic advisors.

Faculty members are encouraged by the leadership to regularly update their respective study programs regularly based on the recent research and developments either by their own faculty or based on the scientific updates. Such updates are regularly taking place.

Standard 6.4 The HEI ensures that ECTS allocation is appropriate.

The College Manual: Policies and procedures 2021-2022 mention the ECTS requirements and allocations for these study programs. Study Regulation published in 2021 also defines the ECTS requirements for the programs. The College follows the guidelines outlined in the ECTS Users' Guide for the number of credits assigned to each course in terms of the total workload required for each course, as well as contact hours, independent study, practical work, and assessments. Quality assurance policy framework document also indicates the requirements and allocation of ECTS for the programs. There are practices of feedback surveys with faculty and students also related to ECTS allocations at the College.

Standard 6.5 The study program's intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors.

The College declared and demonstrated in various policies and procedures (i.e. Policy framework for quality assurance) that syllabi and curricula for all study programs reference the National qualification framework (NQF), European qualifications framework (EQF) to ensure the alignment of learning outcomes for each level requirement. During the interview sessions awareness and commitment on the issue was also demonstrated by the leadership team, QA office and faculty members. The use of Bloom's taxonomy was demonstrated as a tool of indication for the achievements and alignment of programs with the NQF and EQF.

As professions regulate, the College focuses and ensures the alignment of the Learning outcomes with the level and the profile of qualifications gained. The College leadership team emphasized communication and cooperation with professional bodies in this regard. The

employers and other external stakeholders interviewed also highlighted the alignment as well as the strength of the graduates' knowledge, skills and values.

Standard 6.6 If the HEI study programs lead to degrees in regulated professions, they are aligned with the national and EU Directives and recommendations issued by the national and international professional associations.

As far as the study programs lead to degrees in regulated professions like Medicine, Dentistry, Nursing, Pharmacy, and other healthcare-related fields, the College has designed the curricula to meet the required conditions in EU Directives. For example, EU Directive 2005/36/EC on the Recognition of Professional Qualifications, which governs qualifications in regulated professions. The curricula include practical training, theoretical coursework, and clinical experience in line with the Directive's standards. As solid evidence for this practice, the College shared the Log Books prepared and followed by the students in coordination and follow up with the faculty members for each course.

The College is also in close cooperation with the Chambers of Professionals in Kosovo to ensure the compatibility and recognition of the programs with the EU Directives (i.e. Kosovo Chamber of Nurses and Pharmacists).

Standard 6.7 The higher education institution ensures student-centred teaching and learning.

There are guidelines and practices for student-centered teaching and learning throughout the programs ensuring that students not only gain theoretical knowledge but also practical and research-based skills. These are in accordance with the intended learning outcomes.

The main methods tools used for this purpose are as follows: Interactive Learning (group discussions, case studies, role-playing, and hands-on activities), Research-Based Learning (research projects). These practices are also reflected in the course plans and syllabi. This can be assumed these approaches have a potential to stimulate students' motivation, self-reflection and engagement in the learning process.

There is evidence that the College strives for continuous evaluation and adaptation of its teaching methods and modes of programs' delivery. These methods and approaches are adapted to a diverse student population.

Modern technology is supporting teaching and learning within the programs' delivery.

Standard 6.8 The HEI ensures that evaluation and assessment are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3.)

The Quality Assurance office as well as the academic program heads are committed in a continuous evaluation process that involves gathering feedback from students and faculty and analyzing the success of different teaching strategies in achieving learning outcomes.

Teaching methods are adapted to meet the needs of a diverse student body, including students from different cultural backgrounds, students with varying levels of academic preparedness, and those requiring special approach. The College practices tutoring and supervising students on the practice sessions as an important tool for monitoring and evaluation during one to one learning process. All the assessment criteria and grading methods seem to be fair (students confirmed this) and are communicated to students through LMS in advance.

In addition, Technology-Enhanced Learning is encouraged in fields such as Medicine, Nursing, and Radiology using advanced technology, including simulation labs and virtual reality tools, to provide students with practical, hands-on experiences in a supervised environment to achieve the learning outcomes.

There have been logbooks for the records of these sessions and student feedback is also received and documented as a reference for student performance and progression purposes.

Standard 6.9 The HEI ensures that a functional procedure and mechanism for student appeals is in place. (ESG 1.3.)

The appeals procedure is available in the Student Handbook, Study Regulation as well as in the course syllabi and the College's learning management system (LMS). It is also available on the college website. It is clearly communicated to ensure that students are aware of their rights and the steps to be followed by the appeal. The College also communicates about the appeal process with the students during the orientation session at the beginning of each academic year. The Student Appeals Committee is the initial responsible body processing appeals related to academic decisions. The process includes the following steps: initial filing, review process, outcome and feedback and means of verification. During the interview with the students, it was clear that they are aware of the appeals process, and it has been implemented timely, effectively and fairly.

ET recommendations:

None

7. RESEARCH

Standard 7.1 The HEI has developed a research strategy which is integrated within the institutional strategy and aligns with its institutional mission. This strategy is reflected in a detailed action plan, which includes clearly specified performance indicators and is made publicly available.

The College is committed to foster research activity in the field of medical science and support its members as per the mission through the established policies and procedures. The Research Strategy Document is an important tool in identifying the research policy and practices of the College. Another important indication of research management of the college is The Regulation of Research Institute in 2021. The Regulation on Financing the Research Activity (2021) is another important tool and boost for the faculty members and researchers. Intellectual Property Regulation has also been published by the College in 2021 to ensure the research outcomes produced by the faculty members & researchers are under protection.

The research is supported by the Research Office led by a senior academic. This office is supposed to coordinate the efforts of research teams/individuals and align their activity with the College strategy.

There are not many cases or indications of student participation in research activities as well as the support of junior academic researchers. The adequacy of research-oriented faculty members is established by the leadership in dentistry, pharmacy programs and support tools are developed (financial aid, industry support etc.), however, it could be extended to other disciplines across the College as well. As a good practice, the College also provides its healthcare services to the society freely in house and outside the premises. Finally, the College publishes an annual Research Performance Report to demonstrate the progress of the researchers and the institution overall.

Standard 7.2 The HEI ensures that academic staff are committed to the achievement of high-quality research work and/or professional activity.

The College has an internal policy that regulates research activities of academic staff.

Some of the faculty members interviewed during the study visit indicated that they are engaged with professional bodies, local NGOs and also affiliated with some regional associations. They have the opportunity to carry out collaborative research as well as funding resources to

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enhance research and professional service to society. This practice is encouraged through collaboration with other universities from the region like Trakya University, Yeditepe University from Turkey, Maribor University from Slovenia and Macedonia University.

The academic staff of the College actively promotes research and other professional achievements at national and international conferences and other events.

The Alma-Mater Alliance is also an advantage for faculty members to pursue further quality research with other institutions and colleagues and it has the potential to strengthen the research performance of the College. The College also established research and development (R&D) units in different disciplines to promote institutional achievements and encourage commercial development opportunities.

Standard 7.3 The HEI ensures that the academic staff has a proven track record of research results on the same topics as their teaching activity.

The College highlighted in its policies and procedures about the requirements of research activities from faculty members to support their professional and academic development as well as their teaching activities in respected programs/courses.

There is also a requirement by law that faculty members must produce scientific journal publications every year as per their contractual agreement as well as a precondition for their academic promotion. Therefore, each faculty member is responsible for producing research results annually.

Most of the faculty members interviewed indicated that they are encouraged and supported by the College for project participation, joint research, attending conferences etc. There is also a monetary reward for faculty members & researchers for their high-quality scientific publications.

ET recommendations:

- 1. Support more intensively the engagement of students in research.*
- 2. Provide more mentoring and guidance for junior researchers to support their development.*
- 3. Development of collaborative and joint research projects should be attracted and encouraged at regional level especially through the Alma-Mater Network.*

8. STAF, EMPLOYMENT PROCESSES AND PROFESSIONAL DEVELOPMENT (ESG 15.)

Standard 8.1 Teacher recruitment is in line with national legislation, internal regulations in effect and it is based on objective and transparent procedure.

All job advertisements are prepared as per the legal requirements set by the national requirements as well as the College regulations and announced with detailed qualifications and skills required for the positions through the official College website as well as the social media platforms. They are not announced through the official gazette though nor internationally.

The College's process for staff recruitment and conditions for employment are clear. The College has a `Regulation on Appointment, Reappointment and Promotion` published in 2021. At the same time, recruitment policies are published, ensuring full transparency for all stakeholders. The selection process is carried out through the Professional Evaluation Committee and Selection Committee which follow the procedures as per this policy to ensure a fair and transparent process in choosing the best qualified candidates. The College's Code of Ethics is communicated to all selected employees as well.

Standard 8.2 The higher education institution has enough permanent academic staff adequately qualified for the delivery of the study programs.

The College ensures the minimum requirement for qualified academic staff to carry out its commitments. Having more than 50% of academic staff as full-time, it also assures the qualification levels as well as full time commitment of academic staff not only in teaching but also for research.

Each academic staff could be engaged in a maximum of three courses per semester. They also cannot cover more than two teaching positions. It is also a practice that an academic staff can hold one full time and one part time position as per the national law.

The College also fulfills the requirement of `for every 60 ECTS credits in the study program, the College employs at least one full-time staff member with a doctoral degree or equivalent title while maintaining a student-to-teacher ratio of no more than 1:30.

The College also has a sufficient number of academic staff to be involved in mentoring of students. Specific training to mentors (supervisors) on leading the process of supervision is not systematically provided to them.

The qualification of the College's academic staff is appropriate and relevant for the programs delivered, and it is in line with the legislation of the national qualification framework.

Standard 8.3 The promotion and re-appointment of teaching staff is based on objective and transparent procedures and policies which are publicly available, which include the evaluation of excellence, and they arise from the higher education institution's mission and strategic plan.

The Strategic Plan of the College contains the part related to the long-term development of academic staff.

All the academic staff interviewed highlighted and confirmed that they have been informed about the recruitment and promotion process which is believed to be transparent and fair. All the information is publicly available as well (Regulation on appointments, reappointment and promotion - 2021).

Staff performance evaluation system is in practice and functions effectively through a proper feedback mechanism, involving feedback from students, supervisors, peers and self-assessment.

Promotions are carried out promptly, when the staff meets the requirements.

Academic staff are evaluated based on their teaching effectiveness, research publications, student feedback, international collaborations, supervision of theses, and contributions to the College's strategic objectives. Publications in high-impact journals, participation in research projects, and involvement in community services are also key factors in promotion decisions.

Standard 8.4 The higher education institution ensures and supports academic staff in their professional development.

The College prioritizes the continuous professional development of its academic staff, ensuring that they remain up to date with teaching methodologies, research development, and technological advancements. For this the College uses internal resources/expertise (provided by Centre for Excellence in Teaching and Learning, for instance), but also outsourced training. The budgeting envisages expenditures related to staff training.

The College claims it supports international mobility of the staff, but in reality, this is not a very active aspect of the College operation (see also comment and recommendation related to standards 11).

A professional development plan has been put in place outlining the opportunities for academic staff to improve their skills and competencies.

The College also makes sure an onboarding procedure for newly employed staff members is in place to help them become familiar with the institutional goals and procedures, but also with regulations and practices in higher education. This also includes opportunities to undergo adequate training to strengthen teaching competencies at the beginning of the teaching at the College.

Standard 8.5 The HEI ensures that its external associates have adequate qualifications and work experience to deliver study programs in line with the program's objectives and intended learning outcomes.

During the interviews, it was proven the external associates include the latest research, trends and know-how from the labor market to their teaching at the College.

The College organizes specific onboarding and training programs for external associates to ensure that they are familiar with academic standards and requirements particularly those coming from the business sector or international backgrounds. The interview session with the external stakeholders demonstrated the interest, commitment and contribution of professional experts.

The external associates are also engaged with thesis supervision or co-supervision function with the academic staff and College.

ET recommendations:

- 1. Teacher recruitment announcements should also be made through the official gazette.*
- 2. Make sure supervisors of students' diploma work are provided systematic training on the process of supervision.*

9. STUDENT ADMINISTRATION AND SUPPORT SERVICES (ESG 1.4, ESG 1.6)

Standard 9.1 An admission policy is clearly defined and is made publicly available.

The College has clearly articulated admission criteria, including prior education, high school grades, state secondary school leaving exam results, and relevant qualifications, ensuring transparency for all applicants.

Detailed guidelines for additional assessments, such as elective exams and skill evaluations, are publicly accessible to clarify the application process. These criteria are prominently published on the College's official website and in informational materials, enabling prospective students to make informed decisions. The institution's defined admission requirements reflect a commitment to maintaining academic rigor and providing equal opportunities for all applicants.

Admission requirements and procedures for international students are well-defined, easy to understand, and publicly accessible on the College's website. Clear documentation outlines the necessary steps, including credential evaluations, language proficiency standards, and visa requirements. The institution provides multilingual support and online resources to assist international candidates throughout the enrollment process.

By ensuring transparency and accessibility, the College facilitates a seamless admission process for international students.

The College ensures that comprehensive information about its programs, courses, and institutional services is available to prospective students through its website and promotional materials. Details such as tuition fees, scholarships, program requirements, and student rights are accessible well before the application period. Regularly held open days and interactive sessions provide additional avenues for prospective students to engage with institutional representatives and clarify their questions. This transparency builds trust with prospective students and ensures they are well-informed about their educational options and responsibilities.

The College verifies that all admitted students possess a high school diploma or equivalent certification, adhering to the Ministry of Education, Science, Technology and Innovation's educational standards. Rigorous checks are in place to ensure that candidates meet the minimum academic requirements for their chosen study programs. This process ensures that students enrolling in the College are well-prepared for the academic rigor of higher education. Such verification measures uphold the institution's commitment to quality and compliance with national education policies.

The College employs mechanisms to assess the preparedness of applicants, ensuring they possess the foundational knowledge and skills required to succeed in their studies.

Decision-making in admissions is guided by clearly defined criteria that align with program requirements and institutional standards.

Support systems, such as orientation programs and preparatory courses, are in place to assist new students in adapting to the academic environment.

These mechanisms ensure that students are adequately equipped to thrive academically and personally at the institution. Admission processes at the College are applied consistently and fairly, ensuring equal opportunities for all applicants regardless of their background. Transparent guidelines and procedures actively prevent discrimination while promoting the inclusion of underrepresented groups. Decisions regarding admissions are made impartially, following strict adherence to established criteria and institutional policies. This approach reflects the institution's dedication to equity, diversity, and fairness in its admissions framework.

The College has a well-documented procedure for recognizing prior periods of study, such as those completed through Erasmus or similar programs.

This process is transparent and ensures that students can transfer credits seamlessly, supporting academic mobility and flexibility.

Detailed guidelines are made available to students, outlining the steps and documentation required for credit recognition.

Standard 9.2 The HEI collects and analyses information on student progression and takes appropriate actions to ensure students completion of the study program.

The College has implemented a structured system to track the academic progress of students and identify those who may require additional support or counseling. Academic advisors and counseling services are available to assist students in overcoming academic and personal challenges that may impact their studies. The institution uses feedback mechanisms and data analysis to tailor its support services, ensuring they meet the evolving needs of the student body.

The College ensures that all students are informed about the availability of teaching staff by providing consultation schedules through multiple platforms, such as the student portal and course outlines. Faculty members communicate their consultation hours clearly at the beginning of each semester and make updates readily available to students throughout the academic term. Students are encouraged to seek guidance from teaching staff during these hours, fostering open communication and academic support.

The College systematically reviews student progression and completion rates on an annual basis to identify trends and areas requiring intervention. Data from these reviews is used to implement targeted initiatives, such as enhanced academic support programs or curriculum adjustments, to improve retention and completion outcomes. The institution ensures that findings from these assessments are shared with relevant departments to inform strategic planning and resource allocation.

Standard 9.3 The HEI ensures appropriate conditions and support to outgoing and incoming students (national and international students).

The College facilitates student participation in international exchange programs through its Office for International Cooperation, which provides guidance and administrative support. However, efforts to expand student engagement in such programs need to be intensified to encourage higher participation, particularly among international partners. The College regularly informs students about international exchange opportunities through its website, notices, and dedicated sessions. Despite these efforts, more proactive outreach strategies, such as targeted workshops and collaborations with international institutions, are needed to enhance student awareness and interest.

The College has established clear policies for recognizing ECTS credits, ensuring students are informed about the process before engaging in international exchange programs.

Information about application procedures and study program admissions is accessible, but there is a need to provide more detailed materials in foreign languages to attract non-native speakers.

Strengthening bilingual or multilingual resources on the website and promotional platforms can enhance the College's international visibility.

The College has limited success in attracting foreign students, highlighting a need for more robust marketing efforts and partnerships with international institutions.

Developing targeted recruitment campaigns and offering comprehensive support services, such as visa assistance and cultural integration programs, would make the College more appealing to international students.

Currently, the College offers limited courses in foreign languages, which can be a barrier for non-native speakers considering enrollment.

The College tracks and reports the number of students participating in international mobility programs for various durations, but participation remains low.

Information about international students participating in programs at the College is documented, but the low numbers suggest a need for strategic improvement.

Standard 9.4 The higher education institution ensures 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.

The College employs a sufficient number of skilled and dedicated professional, administrative, and technical staff who actively support students throughout their academic journey.

These staff members play a crucial role in delivering quality student services, ensuring students receive timely and efficient assistance in all areas of need.

The College provides students with detailed information packages, a comprehensive student handbook, and accessible guidelines that cover every stage of the student lifecycle, from admission to graduation. The handbook includes essential information on regulations, rights, responsibilities, disciplinary measures, and institutional structures, ensuring students are well-informed and supported. The College employs specialized staff trained to identify and address the needs of students with disabilities or other special requirements, ensuring equitable access to education, but there are minor problems in building and accessibility for students with disabilities.

These staff members work closely with students to implement tailored support plans, creating an inclusive and supportive learning environment.

Students receive structured guidance on academic and career opportunities through a range of support services, including tutors, supervisors, and advisers who facilitate learning and development. The College has clearly defined and widely available student complaint

procedures, detailing the reasons for complaints, decision-making criteria, and potential remedies. The process ensures impartial handling of grievances by assigning neutral individuals or committees unaffiliated with the involved parties, fostering fairness and trust.

The College actively promotes and supports student engagement in extracurricular activities, offering facilities for sports, cultural, and voluntary initiatives. A senior staff member is designated to oversee and enhance student support services, ensuring the continuous development and alignment of these services with student needs. This leadership role ensures strategic planning and implementation of initiatives that prioritize student well-being and academic success.

ET recommendations:

- 1. Develop additional support mechanisms for international applicants, such as dedicated guidance on local education equivalencies and streamlined documentation procedures. Regular reviews of admission criteria can also ensure they remain inclusive and adaptable to changing educational landscapes.*
- 2. Enhance student monitoring system by integrating advanced data analytics tools to identify at-risk students earlier and tailor support interventions effectively. Additionally, increasing awareness of available counseling and academic support services through orientation sessions, workshops, and targeted communication will ensure that students facing difficulties are better informed and can access the resources they need promptly.*
- 3. Strengthen the efforts to attract and support international students by enhancing multilingual promotional materials, offering more courses in foreign languages, and developing targeted outreach campaigns in collaboration with international partners. Additionally, establishing comprehensive support systems, including pre-arrival orientation, visa assistance, and cultural integration programs, will improve the overall experience for incoming students and foster greater participation in mobility programs.*

10. LEARNING RESOURCES AND FACILITIES (ESG 1.6) *Mandatory

Standard 10.1 The HEI ensures adequate premises and equipment for performing education processes and research.

***Mandatory**

The College has sufficient premises and adequate equipment to support both educational activities and research, ensuring a conducive learning environment.

Facilities are maintained to meet institutional requirements and align with the intended purposes of the study programs. The College maintains documentation such as property deeds, lease agreements, and inventories, all valid for a minimum of five years, ensuring stability in resource management. These records demonstrate compliance with legal requirements and provide assurance of long-term resource availability. Laboratories at the College are equipped with the necessary tools and technology to support all compulsory courses as outlined in the curriculum.

The integration of IT technologies in laboratories ensures students have access to modern resources for practical and analytical activities. The College provides adequate software for study programs, ensuring all licenses are valid and in line with academic and legal standards.

The availability of licensed software supports the effective delivery of course content and enhances the teaching-learning experience. The infrastructure, including laboratories, IT facilities, and general workspaces, is appropriate to deliver study programs and achieve the intended learning outcomes.

During the site visit, facilities were found to align with enrollment capacities, supporting optimal use of space, equipment, and staffing resources.

While the College has made efforts to ensure premises and equipment are accessible to students with special needs, some gaps in accessibility were identified, requiring further adjustments. To address these issues, the College should enhance infrastructure modifications, such as improved access routes, to ensure full inclusivity.

The College ensures that academic staff members have adequate office space to perform their duties effectively.

These spaces provide a professional environment for faculty to engage in academic planning, consultations, and research activities.

Students have access to facilities for cultural, sports, and other extracurricular activities, fostering a holistic educational experience.

These dedicated spaces encourage student engagement and contribute to personal and social development outside the classroom. The College provides sufficient food service facilities to cater to the needs of both students and staff, ensuring convenience and accessibility. These

facilities are strategically located and adequately maintained to support the campus community. A senior staff member is assigned to oversee the development and management of the College's infrastructure and resources, ensuring alignment with institutional goals.

Standard 10.2 The HEI ensures adequate library resources for their study programs.

***Mandatory**

The library is equipped with designated reading rooms, group workspaces, and a dedicated book stock tailored to the academic disciplines offered in the curriculum. These facilities support both individual study and collaborative learning, enhancing academic experience for students. The library ensures that the seating capacity in its reading rooms meets or exceeds 10% of the total number of students in each study program. This provision allows a significant portion of the student body to utilize the library simultaneously, fostering an effective study environment.

Group work rooms are designed to accommodate at least 10% of the total number of students in each study program, providing sufficient space for collaborative projects. These rooms are equipped with necessary tools and technology to facilitate group learning and discussions. The library maintains a comprehensive collection of domestic and international specialty literature, with at least 50% of its titles published by recognized publishers within the last 10 years.

This ensures that students have access to up-to-date and relevant resources to support their coursework and research activities. The library subscribes to a diverse range of domestic and international electronic resources, aligning with the College's mission and academic goals. A reliable system is in place to manage book borrowing and returns, ensuring efficient and user-friendly access to library resources.

ET recommendations:

- 1. Prioritize addressing the identified gaps in accessibility for students with special needs by conducting a comprehensive audit of its facilities. Based on the findings, the institution should implement targeted improvements. Additionally, regular consultations with students with special needs and experts in accessibility can guide these enhancements and foster an inclusive campus environment.*

11. INSTITUTIONAL COOPERATION

Standard 11.1 The HEI has formulated and implemented a proactive institutional collaboration plan that aligns with its mission institutional strategy. This plan is clearly reflected in the institution's decision-making and resource allocation in this field.

In the Strategic Plan of the College the attention is also paid to institutional collaboration with external bodies. There are several plans in this respect, among them consolidation of relations with existing partners, and also identification of a limited number of international strategic partners in different regions in the world in order to build deep research, teaching and institutional relationships. This seems to be a promising plan that is reflected in the budgeting, too.

The College has a number of cooperation agreements with higher education institutions abroad and also a number of cooperation agreements with different institutions in Kosovo (mainly in the field of medicine and health, but also with some others). There is evidence that cooperation agreements with international higher education institution are productive to some extent.

Although the record of mobilities of the last two years is not kept, as the College stated, during the interviews it appeared that mobilities (which are a part of the agreement with higher education institutions abroad) are not used so widely, especially by students. The College claims there is a low interest among students and the staff in mobilities and its plans to strengthen this aspect of its operation. Erasmus Information Day was scheduled for November 27, 2024.

This can be confirmed that accomplishments of the College are regionally and nationally acknowledged, and this can be said about international acknowledgement to some extent, too. This can be visible within the international network of academic institutions of which the College is a member, but also beyond.

The College is involved in organizing international events that gain international recognition to some extent.

Standard 11.2 The HEI has implemented mechanisms to facilitate collaboration with national and/or international higher education institutions, networks and organizations. The HEI provides support to teaching staff to establish partnerships with the academic community, locally and/or globally.

The College has mechanisms to facilitate collaborations with national and international higher education institutions, networks and organizations. To some extent these mechanisms seem to be effective and by their means the staff gets support to establish partnerships with the academic community nationally as well as abroad. This is evidenced by the involvement of the College in some international research and development projects, for instance.

The International Cooperation Office is the unit that is responsible for establishing and maintaining international relations of the College and for assisting faculty members in their involvement in it.

The College's budget contains allocations for international cooperation, for participation of the staff in scientific conferences and in international research collaboration, for a period of five years.

Standard 11.3 The HEI established and maintained relationships with local industry, public sector, employers and local community.

The College has relatively rich relationships with local industry, namely from the field of medicine and health, with the public sector, and local community. These include community health services, professional development services for healthcare providers, and more. The portfolio of external bodies with which the College cooperates is broad - these are ministries, municipalities, unions, associations, clinics, laboratories, pharmaceutical companies, rehabilitation centers, chambers, and other organizations.

Work-study programs, internships and part-time job opportunities are a part of the portfolio of the College relations with the external bodies and students benefit from them. There was established the Advisory Board of the College which functions include feedback providing on the relevance of study programs to industry needs.

The College also maintains relationships with local schools, providing guidance and support in areas such as career counseling (career fairs, open days and educational events are typical forms organized by the College for the local schools' students).

Standard 11.4 The HEI has established and maintains relationships with its alumni.

The College keeps relations with alumni via social media, in some cases organizing guest lectures, career counseling sessions and networking events with the participation of alumni. This was proven during the interviews to some extent.

The College claims the Alumni Association is in place and it is supported by the institution. Student Career and Alumni Support Office is the unit to support relations of the College with alumni. This was proven during the interviews to some extent.

ET recommendations:

- 1. Make sure international mobilities become a widely used opportunity across the College.*

OVERALL EVALUATION AND RECOMMENDATION OF THE EXPERT TEAM

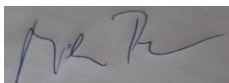
Standard	Compliance level
1. Public mission and institutional objectives	Fully Compliant
2. Strategic planning, governance and administration	Fully Compliant
3. Financial planning and management	Fully Compliant
4. Academic integrity, responsibility, and public accountability	Fully Compliant
5. Quality management	Fully Compliant
6. Learning and teaching	Fully Compliant
7. Research	Substantially Compliant
8. Staff, employment processes and professional development	Fully Compliant
9. Student administration and support services	Fully Compliant
10. Learning resources and facilities	Fully Compliant
11. Institutional cooperation	Fully Compliant
Overall compliance	Fully Compliant

Alma Mater Europaea Campus College Rezonanca meets all accreditation standards, 10 of them fully, 1 of them substantially. At the same time, the Expert Team formulated 12 recommendations which in the opinion of the Expert Team could help to further improve the institution.

Overall, the Expert Team considers that the Alma Mater Europaea Campus College Rezonanca is **fully compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends **accrediting** the institution for a duration of **5 years**.

Expert Team

Chair



Milan Pol

December 3, 2024

(Signature)

(Print Name)

(Date)

Member



Olgun Cicek

December 3, 2024

(Signature)

(Print Name)

(Date)

Member



Domagoj Svigir

December 3, 2024

(Signature)

(Print Name)

(Date)