(*Rezonanca College*)

Community Pharmacy, BSc,

REPORT OF THE EXPERT TEAM

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1. INTRODUCTION

1.1. Context

Date of site visit: 15.05.2023

Expert Team (ET) members:

- *Dr Joke Denekens (online)*
- *Nibal Sabri (onsite)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Arianit KRASNIQI*

Sources of information for the Report:

- *Self-evaluation report*
- *KAA Accreditation Manual*
- *Staff CVs*
- *course Syllabi*
- *Supplementary documents (such as Code of ethics procedure /Procedure for disciplinary acts /Assessmnet policy and procedures /academic staff performance evaluation /Catalogue of the skills and knowledge /Sample Log /OSCE blueprint and samples of Bachelor thesis)*
- *The discussions and interviews during the on-line visit*

Criteria used for institutional and program evaluations.

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA*

1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	*Meeting with the management of the faculty where the programme is integrated*	*1. Prof.asoc. Nita Kelmendi (Dean)* *2. Prof.asoc. Milazim Gjocaj (Dena of FMS)* *2. Prof.ass. Selvete Shuleta (Vice-dean)* *3. Prof.ass. Nderim Kryeziu (vice-dean)*
09.45 – 10.30	*Meeting with quality assurance representatives and administrative staff*	*1. Prof.asoc. Nazim Dakaj, vice-rector of QA* *2. Jahir Gashi, Director of OQA* *3. Margareta Mustafa, Member of QAC from Administration* *4. Adea Idrizaj, senior officer of OQA* *5. Albiona Alijagiq, student representative of OQA did not attend* *6. Edona Demiri, student representative of OQA* *7. Veronika Shala, student representative of OQA*
10:35 – 11:35	*Meeting with the heads of the study programme Community Pharmacy BSc*	*1. Prof.ass. Selvete Shuleta* *2. Prof.ass. Ylber Qusaj* *3. Prof.ass. Blerta Pajaziti*
11:40 – 12.25	*Meeting with teaching staff*	*1. Prof.ass. Ermira Krasniqi* *2. Prof.ass. Qenan Maxhuni* *3. Prof.asoc. Njomza Ajvazi* *4. Prof.ass. Imer Sadriu* *5. Lecturer Ardian Ukmata* *6. Lecturer Korab Ukella* *7. Ass. Entela Sanaja*
12:25 – 13:25	*Lunch break*	
13:25 – 14:00	*Visiting Facilities*	
14:00 – 14:45	*Meeting with students*	*1. Bardha Morina a final year Masters student , was excluded* *2. Dudije Rexha* *3. Xhevrije Surdulli* *4. Eliona Fetahaj* *5. Dea Dalladaku* *6. Agnesa Ibrahimi*
14:50 – 15:35	*Meeting with graduates*	*1. Dua Dana* *2. Jona Reçi* *3. Tuba Agushi* *4. Hava Redenica* *5. Rijad Zhdrella*

15:40 – 16:20	*Meeting with employers of graduates and external stakeholders*	1. Shefqet Mehmetukaj 2. Astrit Rexhaj 3. Kreshnik Metushi 4. Ahmet Hoxha 5.Visar Ademi (Chamber of Pharmacists of Kosovo)
16:20 – 16:30	*Internal meeting of KAA staff and experts*	
16:30 – 16:40	*Closing meeting with the management of the faculty and program*	

1.3. A brief overview of the institution under evaluation

Rezonanca College was established on May 12, 2003, by Academician Prof. Dr. Ramadan Idrizaj, in accordance with the Law on Higher Education of Kosovo no.2003 / 14, initially as the University of Medical Sciences "Rezonanca" with a total of five Faculties: General Medicine, Dentistry, Pharmacy, Diagnostic Radiology and Physiotherapy. Within the Faculty there is also the General Hospital "Resonance", based in Pristina, st. Mbreti Zog, no. 1.

The State Quality Council in its 78th meeting, held on September 27, 2019, has approved the change of the name of the College of Medical Sciences "Rezonanca" to Alma Mater Europaea Campus College "Rezonanca ". With decision no. 302/21, dt. 14.05.2021, MEST, through the Commission for review of complaints, approves the change of the name of the College in Alma Mater Europaea Campus College "Rezonanca". Both businesses: Rezonanca College of Medical Sciences and Rezonanca Polyclinic now operate with the same business certificate as Alma Mater Europaea Campus College Rezonanca. Alma Mater Europaea Campus College "Rezonanca" is a private institution of higher education and is located at st. Gavril Dara no.20, tel. 038-544-754, E-mail: info@rezonancarks.com. Website: www.rezonanca-rks.comThe College is a private institution of higher education. Offered programs are

- BSc Biochemistry Laboratory
- BSc Community Pharmacy
- BSc Physiotherapy
- BSc Nursing
- BSc Diagnostic radiology
- Integrated dentistry program (300 ECTS)
- BSc dental Assistant and Dental Hygienist (240 ECTS)
- BSc Public and Environmental Health
- MSc Pharmacy (2 cycle program)
- MSc Health Management (2 cycle program)

According to decision no. 147 / 20D, dt. 11.02.2020 BSc Community Pharmacy, with a registration quota of 120 students is re-accredited for the period 1 October 2020 - 30 September 2023.

2.   PROGRAM EVALUATION

The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.

2.1. Mission, Objectives and Administration

The mission of the BSc Community Pharmacy Program (180 ECTS) as written in the SER is:
 1. Advancement of knowledge, creative and scientific ideas of students in the field of Pharmacy, in accordance with European standards.
2. Enrichment of the higher education system in Kosovo with the high-quality BSc Community Pharmacy Program program, according to international standards and in accordance with the needs of the local, local, and regional market for these profiles.
3. Full integration in the European Higher Education Area as well as Scientific Research in the field of Pharmacy.
4. Achieving the knowledge, skills, and professional competencies of students at the end of the program, sufficient for the independent practice of the profession of pharmacy, at the primary, secondary and tertiary level of health care in Kosovo.
5. Preparation of graduates for career development and for continuing postgraduate education in pharmacy.
6. Involvement in student mobility programs with leading international universities and increased student participation in Erasmus+ programs according to a targeted portfolio of Exchange Partnerships.

The mission statement is very ambitious in point 4, but not realistic as for the legal context in the country.
During the interviews the expert team heard that the Community Pharmacist cannot open independently a pharmacy and has to work under the supervision of the pharmacist.

The SER gives in a table the alignment of the mission of the program with the mission of the College. Key performance indicators are defined at the level of the program. Data are collected twice a year as for teachers performance and once a year for evaluation of the program. Overall performances is reported to the decision-making structures and the results are steering the activities to ameliorate the performance if necessary. As the College uses an integrated digitalised information system monitoring is easily to do and progress is made visible. Because of very high scores, the expert team is not always convinced about validity and reliability of surveys/tools to judge the KPI by stakeholders.

According to the SER and the interviews with management and teachers there is in Kosovo a need for pharmacists who can deliver pharmacy services in the health care system of Kosovo.
Therefor the College has opened a Bachelor of Science in the field of Pharmacy in 2010.
The graduates can work in pharmacies under a "certain" supervision of the pharmacist and cannot open themselves a pharmacy. As the expert team heard during the interviews with external stakeholders and graduates the overall goals of the BSc Community Pharmacy program respond to the social needs of

Kosovo. During the interview with external partners and graduates it became obvious that most graduates continue their studies mostly in the master of Pharmacy, sometimes in other domains.

This study program is unique because it is the only Community Pharmacy program in Kosovo. The National Framework of Qualifications (NFQ) for the Bachelor of Community Pharmacy is not in place in the country. All countries in Europe deliver graduates after an integrated program of Pharmacy in 5 years. Some countries have a bachelor with 240 ECTS, 4 years. In Europe the assistant Pharmacist program is a High School program of 4 years.

According to the SER *"the program is comparable to the programs of European Union countries".* The SER states that the program is in compliance with the Bologna process. The framework for Qualifications of the European higher education Area, level 6 bachelor is the benchmark. The program is not comparable with the content of the programs of the European Union countries because the programmes are delivering a bachelor of 4 study years with 240 ECTS.

The College has included the key Performance Indicators for the level of the study program in the Academic Program Evaluation Framework, within the Quality Assurance Policy Framework, and the minimum review period. 38 KPI are defined and follow- up is assured in a central database. Results are discussed every year in relevant committees, central as well as decentral. In the SER an overview of the results in 2022 has been given including analysis of course completion, program progression, completion rates and program evaluations with summaries and comparative data distributed automatically to senior administrators and relevant committees at least ones each year.

According to the SER the didactic concept of the Community Pharmacy program is student-centred with a focus on problem-based learning, case studies that stimulate critical thinking, problem solving, collaboration and communication. During the interviews with teachers and students, the expert team heard that teaching and learning activities are divers as group discussions, role-playing, simulations, hands on activities. IT and e-learning elements, access to resources such as online databases, develop flexibility of learning and increase students' digital competences as was also mentioned in the SER. The implementation of learning outcomes as steering tools for the study process is underway as the expert team has seen in the descriptions of the syllabi. Mostly the learning outcomes are defined as knowledge and understanding not as competencies to be mastered by students. Learning outcomes are mostly not defined at higher levels of intellectual thinking (higher levels of Bloom). Although in the syllabi the expert team can see the diversity of teaching and learning activities, but often the learning outcomes for more student -centred learning have no defined learning outcomes. The text in the syllabi gives only for example : applying theory in practice! The same descriptions are given in the different syllabi which gives the impression of copy/paste work during the writing of the syllabi. Often the same generic skills are mentioned for the different course, mostly connected with PBL sessions.

Information about assessment is very limited in the syllabi. (only a table with points on 100 for all teaching and learning activities). Although students are not complaining, in the opinion of the expert

team assessment has to be more transparent, with grids and rubrics (in the syllabi) in order that students know very well what and how to study and to have more validated and more reliable assessment.

The expert team is not convinced of the full implementation of student-centred teaching. Also for research the expert team has not seen an overall research concept implemented in all courses and teaching and learning activities. ECTS have to be aligned with the learning activities needed to achieve the expected learning outcomes.

Formal policies, guidelines and regulations dealing with recurring procedural or academic issues are in place. Statute of the college, Regulations for studies, Regulations of Academic Units, Code of Ethics etc. During interviews with students the expert team heard that students are informed about the documents by e-mail and staff, especially for the code of ethics is that the case. These documents are made publicly available to all staff and students. Statistical data on indicators, including grade distributions, progression and completion rates are in place in an accessible central database and regularly reviewed and reported in periodic program reports. To increase the effectiveness in data collection and analysis the College has established the ABACUS program with central data (TP 1.4), which contains relevant statistical data, which at any time will be accessible to the bodies involved in the process. Quality monitoring, and other bodies of the College Statistical data relevant to the College are also published on the website of the College, in the section of the Centre for Statistics and Database"

The Code of Ethics has 7 chapters: general provisions, personnel, students, written communication, principles of academic activity and scientific research, procedures in academic activity and scientific research, violation of integrity in scientific research. The Disciplinary Regulation of the College has 8 chapters: general provisions, disciplinary responsibility, disciplinary measures, disciplinary bodies, disciplinary procedure, second degree disciplinary procedure, material responsibility, transitional and final provisions. With this Code of ethics the College try to develop a culture that foster values as:

"integrity, punctuality, correctness, honesty and sincerity; courtesy, goodwill,
solidarity and cooperation; high morale and objectivity; academic excellence and academic
freedom; respect for academic and institutional hierarchy; mutual respect and human dignity;
personal and institutional responsibility as well as accountability; civic responsibility;
protection of human rights and freedoms; prohibition of discrimination, abuse and prejudice;
banning the consumption of addictive substances; observance of the law and legal
procedures; the principle of professionalism; the right and obligation to receive vocational
training, show professional transparency and respect professional confidentiality; Freedom of
expression; scientific honesty; banning the invention, falsification or plagiarism of data or
ideas; prohibition of abuse of authority; collegiality; adherence to ethical principles related to
the home institution and students; respect for the rights and obligations of students;
prohibition of accepting gifts or other goods; prohibition of conflict of interest and nepotism;
and the protection of respondents."

The expert team is convinced of the necessity to do more efforts to inform students more proactively and more explicitly about this important documents, that are well elaborated and comprehensive. Specific circumstances of students in special situations are taken into account during assessment procedures while at the same time the achievement of intended learning outcomes are ensured. Organization and adaptation of examinations must comply with specific rules, which depend on the type of the disability.

According to the SER and mentioned during the interview with management and quality assurance

"All policies, regulations, terms of reference and statements of responsibility regarding the management and distribution of the program are reviewed periodically each year and amended as required in the light of changing circumstances".

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	x	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education (There is no NQF for Community Pharmacist). The program adheres to the level 6 (bachelor degree) of the EHEA	x	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		x
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	x	

Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	x	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	x	

Compliance level: Substantially compliant

ET recommendations:
1. The expert team recommends to implement the learning-centred didactic concept fully and to make explicit an overall research concept. Make the program more research-based and make explicit what kind of concept the program has chosen.

2.2. Quality Management

The College's strategy for quality assurance is based on European Standards and Guidelines for quality assurance.
 As the expert team heard during the interviews with heads of program and teachers all staff academic and non - academic participate in self assessment activities, the Performance Evaluation of Staff. The procedure includes: the self-evaluation by the staff, the evaluation of the students and the evaluation of the supervisor.
Formal evaluations of teaching and staff performance are made public, documented and stored in the OQA. Faculty and staff have the opportunity to include in their file their comments regarding these assessments, including points of disagreement. Teacher evaluation by students is done at the end of each semester.
As the expert team heard during the interviews with teachers the self evaluation is discussed with the supervisor (head of the program/dean)as well as the students'evaluations for the 3 areas (teaching, research and social services), thereafter a new development plan is elaborated for the next year. Advices are given as for training in order to realize self development plan and prepare for promotion rounds. Staff members are free to follow the trainings, no one is obliged.
Chapter V of the Statute of the Alma Mater Europaea Campus College "Resonance" defines policies and procedures for quality assurance. The Quality Assurance Policy Framework describes the institutional insurance system of quality, processes, mechanisms, instruments, reporting, data collection, timelines, quality cycle, responsibilities of all individuals and entities involved in these processes.
The Quality Assurance Regulation is a public document and is published on the College's website.
The roles and responsibilities of the Quality Assurance Office, the College Quality Assurance

Committee, and the duties of students, academic staff, program managers, deans / department heads, and their relationships with other administrative and planning units are defined by the Quality Framework for Quality Assurance of the Rezonanca College.

The responsibilities of the Quality Assurance Office with 3 staff members (12 members, including 3 students) are well defined.

Also the responsibilities of The College Quality Assurance Committee (15 members, inclusive 3 students) are well defined.

Lots of improvements on the quality assurance system have been realised since 2019:
- The indicators for the evaluation of the research-scientific performance of the academic staff are added
- The new categorization of Publications and other scientific activity of the academic staff is done,
- The indicators of College performance and study programs are defined.
- Regulation on the implementation of electronic surveys (regulates the procedures and documentation necessary for the implementation and application of electronic survey results of students.
- The role, purpose, and content of surveys, how to conduct the survey, data processing, report preparation and implementation of survey results, reliability of information, time period for storing information and monitoring the implementation of the Regulation.
- The Quality Assurance Committee during 2021 has also prepared the College Manual for Quality Assurance.

The engagement of students is enhanced by education and participation in collaboration with the Student Union. Nevertheless the commitment of students in participating in surveys is relatively small. Although the College "consider that staff engagement is vital in providing data and feedback on strategic developments", the SWOT analysis in the SER mentioned lack of interest of the staff to contribute to continuous quality improvement. Also low involvement of visiting professors in system evaluation processes and quality mechanisms is mentioned.

The management is goal - oriented, but not yet fully aligned with the strategic plan, the vision and the mission and the core values. Overall the College implements the quality management system according to the ISO 9001: 2015 standard.

Strategically it will be very important to make the link between quality assurance and strategic planning more explicit in all levels of the institution, the faculties, the departments and the programs not only for teaching but also for research and services to society.

In the SER and during the interviews the expert team didn't find enough evidence to say that quality culture is embedded in the daily practices of every stakeholder, internal and external and for all areas.

The SER mentioned that Quality Assurance processes focus on all aspects of the program and the delivery of the program, including programs and courses, support services, resources and facilities and research. The program is assessed every 3 years. Policies and procedures are published. According to the SER external stakeholders are involved in the process.

According to the SER the quality assurance system is based a regular monitoring and evaluation of program objectives, processes and outcomes, with internal and external review mechanisms. Also a system to evaluate the alignment of learning outcomes (the term goals was used in the SER, not learning outcomes) of the program with teaching and learning activities and assessment is in place. During the interviews with teachers and students the expert team was not convinced about the place learning outcomes take into the assurance of quality of the courses and the program. There was no evidence that

learning outcomes are steering the teaching and learning, exception can perhaps be made for some practical parts of the program.

As for faculty development more strategic steering is needed, because the trainings are not always well aligned with the strategic goals of the College and the training offer is not obliged, except for younger, starting teachers.

The SER mentions that " quality assurance processes are designed to promote a culture of continuous improvement in the program, where "all stakeholders" are involved in identifying areas for improvement and implementing changes to enhance the program's effectiveness and relevance to the pharmacy profession." The SWOT analyses says that there is a lack of interest and motivation of staff for involvement in quality assurance processes.

Performance indicators are defined, collected and analysed: student performance indicators, curriculum and instruction indicators, faculty performance indicators, resource allocation indicators, stakeholder feedback indicators.

The performance indicators are collected and analysed on a regular basis to identify areas for improvement in performance.

The results of the analysis are presented in the quality assurance chapter of the pharmacy study program's documentation.

The expert team has seen that structures for quality assurance are in place. Most processes are defined, yet not all in control! An overall monitoring system is in place.

The SER gives in table format an overview of all areas of action, assessment instruments and responsabels/people involved to evaluate progress in quality.

Results of the internal quality assurance system are taken into account for further development of the study program. Swot analyses are performed for the different standards, strategical goals are defined, operational plan elaborated, responsibilities defined for implementation, monitoring and report .

Workload for students is very high. The expert team recommends to organize a systematic investigation of the student workload. 900 ECTS in 15 weeks is 60 working hours a week!

The expert team recommends to evaluate the quality system as for validity and reliability of the tools used in the evaluations. By asking how the quality of the quality assurance system is evaluated, it became clear for the expert team that this level of quality assurance is not yet met in practice and that procedures and processes at this level have to be defined more accurately.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	

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

Compliance level: Partially compliant

ET recommendations:

1. The expert team recommends to revise the syllabi in order to inform students about the teaching and research overall concept with special attention for learning outcomes, defined as activities students have to be able to fulfil. In this revision special attention has to be given to alignment of learning outcomes, teaching and learning activities and assessment formats.

2. Because the workload of students is too high, the expert team recommends to start workload measurements of students in order to revise content and teaching and learning activities as for workload and to revise the ECTS points over the different courses.
3. The expert team recommends to evaluate the quality system as for validity and reliability of the tools used in the evaluations in order to enhance the quality of the quality system.
4. ECTS have to be aligned with the learning activities needed to achieve the expected learning outcomes as is mentioned in the SWOT analysis.
5. Realize more involvement of employers in processes of evaluating the quality of the graduates.
6. Involve employers more in the periodical evaluation of the program

2.3. Academic Staff

The program complies with the KAA standards that at least 50% of the academic staff in the study program are full time employees, and that for each student group and for every 60 ECTS credits, the institution has employed at least one full time staff with PhD title or equivalent title in the related field. However, it is worth mentioning that the total number of academic staff are shared members across the whole institute, teaching at different programs at the College of Medical Sciences, where Community Pharmacy is one of them . The total number of the staff that carry a pharmaceutical background, according to the dean of this program during the interview , was reported to be 26 staff members .

Recently, staff development has been carried out via the centre of excellence mainly on teaching and learning methodologies. However, there has been some ambiguities on its monitoring and effectiveness against goals and objectives which should be closely monitored specially in the initial phase of its implementation. The methodology should not rely only on students course evaluation survey or staff self-assessment surveys without assuring a linkage with a focused feedback directed to the centre of excellence. Additionally, a follow up mechanism of the actual application of those intended skills should be ensured. This is highly recommended to consider in the near future to better evaluate outcomes , customise needs and hence enhance the quality of the teaching skills and the educational process in general.

The dean and quality assurance are advised for further consideration of staff needs. Evaluation of heads is also in form of a survey while peer evaluation was not identified in the SER or during the interviews.

Due to the intensive and exclusive use of these surveys as evidence to inform decisions, we advise on constantly validating those tools for effectiveness. However, it is worth mentioning that not all sources of evaluations should carry a form of a survey, yet all tools should have well defined criteria to refer to .

In this essence, we refer to the staff performance evaluation form that defines four main areas listed as teaching activities - Research and Scholarly - Administration and governance and lastly Community service. Teaching activities are the easily monitored and measured by number and nature of the teaching task. Research and Scholar is monitored by reviewing and evaluating outcomes clearly stated on the evaluation sheet , while the criteria to evaluate the other two areas are not defined . This was found in line with the inputs we had from the teaching staff during the interviews. Some instructors had different involvement, in community service, and at different levels than others, with uncertainty among them all on what counts as the minimum expectations. This has to be set, identified and well articulated with the teaching staff.

On the other hand , the college's strength with staff further development is evident and lies in offering scholars the opportunities to pursue their research work whether by incentives , promotions or time allocations and subsidies .

Standard	Compliance	
	Yes	No
Standard 3.1. **Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.**	X	
Standard 3.2. **The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.**	X	

Standard 3.3. **Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.**	X	
Standard 3.4. **At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.**	X	
Standard 3.5. **For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.**	X	
Standard 3.6. **Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.**		X
Standard 3.7. **The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.**	X	
Standard 3.8. **Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.**	X	
Standard 3.9. **Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.**		X
Standard 3.10. **Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.**	X	

Compliance level: Substantially compliant

ET recommendations:

1. For the evaluation of staff performance, setting clear criteria for the level / frequency of engagement in community services and defining the criteria for the other areas will enhance performance.

2. Monitoring staff development should not be solely based on surveys. Mechanisms should have different forms and yet if the surveys are currently the mostly adopted mechanism, then it should be a validated tool.

3. Evaluating the effectiveness of the training provided by the Centre of excellence. Additionally, follow up closely on the action plan set to meet the recommendations from the previous visit in this regard , SER page 166 &167.

4. Quality of learning material, per their course syllabi, needs review across all subject matters. There are some courses that still have inappropriate wording to learning outcomes which hinders the validity of their evaluation, others haven't cited the whole reference which constrain the ability of students to retrieve material.

2.4. Educational Process Content

The SER gives an overview of the qualification objectives of the program: subject -related and interdisciplinary aspects, disciplinary, methodological and generic skills and competencies, academic competencies, capability of taking up adequate employment.

The expert team recommends to pay more attention to interdisciplinary/transdisciplinary teaching and learning activities.

Overall the design of the curriculum is coherent in a logical flow of the different courses. The coherence of the program is ensured by horizontal and vertical integration and a balance between theory and practice. The expert team recommends to start practical training earlier and to program more "integrated" courses.

As for critical thinking the learning outcomes are mostly defined at the lower levels of Bloom. More higher order thinking learning outcomes are needed to realize an adequate level of critical thinking. In the overview of the program in the SER the expert team do not see a clear line over the years to prepare students with enough scientific competences to be ready to start the bachelor thesis in year 3. As stakeholders told during interview research skills can be better mastered by graduates. The academic competences as searching EB literature, proper use of databases, critical reading have to be better implemented in the program. Methodology of research is programmed too late in the opinion of the expert team in the sixth semester.

The expert team recommends a more clear research line in the curriculum over the 3 years in order to prepare students better for the bachelor thesis work. Also the start of the thesis can be better done earlier, so students can be more involved in research of the topic with the promotors.

Adequate policies and procedures are establish to select students for entering the programme.

According to the students the workload is heavy but doable. There are no official workload measurements.. The program consist of 3 years, 60 ECTS per year (1800 hours), 30, 6 semesters, each 30 ECTS (900hours) , divided over 15 weeks per semester is 60 hours per week to work for students. Even when only 25 hours per ECTS point is taken, it will be still 50 hours work per week which is too much.(See recommendation in chapter 2.2 quality management)

Because the program is unique and is not mentioned in the NQF and because a 3 year bachelor in pharmacy doesn't exist, the College has been given advice by several external stakeholders. The Central Board of registration and licensing of health professions in the Ministry of health has approved the program. The Ministry has not yet decided to define the qualifications in the National Framework for Qualifications.

Nevertheless the program is aligned with the level 6, bachelor of the framework for Qualification of the EHEA, with appropriate credit and grading systems, recognition of prior learning and mobility of students. The overview of the program gives evidence of level 6 in the benchmark with the EHEA.

The expert team was informed that the College will apply for accreditation for a program for integrated Pharmacy (5years, 300 ECTS). In this respect the expert team recommends to consider to keep the Community Pharmacy program but to make it only a 3 years bachelors. According to the recent information of the expert team, several universities in Europe are discussing such a "new" program for the future.

According to the teachers they use divers IT learning formats during teaching. According to the students, teachers use electronic formats for communication with them.

The intended learning outcomes (8) of the program are defined.

The expert team recommends to install a systematic mechanism to update the program as for relevance and to use the learning outcomes methodology to steer the learning of the students in the right direction. The syllabi need a thorough revision. (see also recommendations in 2.2 quality management)

Students and teachers have to perform a language performance tests before entering the program. Language training is provided for teachers and students before entering the program. English language performance is also a problem. In Albanian the study books are not qualitatively high enough(often old). The expert team recommends to optimize the performance in English both for students and teachers in order to ensure the best study material available.

Also the way to go to a real e-library has to be stimulated.

Teachers are very dedicated to the students. According to the students there is a supportive learning environment, teachers are open and it is easy to go to ask questions, help and feedback in one on one interactions.

As said before the learning outcomes should be more at the centre of learning in a way students know very well what to learn and how. Most learning outcomes are not defined as competences, but as knowledge and understanding. Although information is given at the start of each course (SER and interview with teachers) students are not enough aware of the learning outcomes and do not realize that those learning outcomes have to steer their learning in a way to realise the competences defined by the program.

The College has chosen for a student-centred and competency based didactic concept. Although different teaching and learning activities are programmed and students mentioned that they have active participation during class discussions, during PBL sessions and that they are provided with regular feedback, this concept is not yet fully realised. (see comments on the content of the syllabi).. More attention can be paid to integration of knowledge, skills and attitudes into competencies.

More specific trainings for teachers have to be programmed and students have to be better informed about the didactic concept with a learner organizer for each course, which gives in detail the learning outcomes at the higher levels of Bloom in activities the student is able to perform, gives the alignment of the course learning outcomes with the intendent learning outcomes of the program and finally give evidence that assessment is aligned with learning outcomes and teaching and learning activities. The exercise of defining learning outcomes per course is underway with trainings for teachers as professional development. The expert team recommends to make the heads of the program responsible for the effectiveness and outcome of such a training in a way all teachers know how to write learning outcomes, how to plan the teaching and learning activities and how to realize valid and reliable assessment formats with grids and rubrics and how to ensure alignment within the courses and over the different courses per semester and per year and over the three years.

Students judge the assessment methods as fair and when marks are not as they taught they can go for explanation why the performance was not good. A procedure for appeal exist. Students are informed with the Code of Ethics.

The SER gives 5 point of the assessment policy: clearly defined assessment criteria, timely feedback, use of a variety of assessment methods, communication about assessment policy, ensuring objectivity.

Furthermore the SER declares that clear criteria for assessment and evaluation of student work are in place and that the program regularly reviews its assessment mechanisms to ensure they are up-to-date and effective in measuring student achievement.

The expert team recommends to give thoroughly information about the assessment in the syllabi and to discuss this information even more systematically and with rehoursal in order to inform students better about the assessment sytem and especially not only about the grading but how points are given with explanation of the learning outcome that has been assessed. Why is a 7 a 7 and why is a 3 a 3 for example.

The assessment has to be done not only on knowledge level, and skills, but also at an integrated level as real competency - based assessment. The competence-based assessment has to be augmented in the opinion of the expert team.

Although there is a system of grading, the expert team has not seen defined rubrics or grids in the syllabi.

The expert team recommends to install an assessment group under the supervision of an assessment specialist to realize an overall high quality assessment system (diversity of tests and evidence that higher levels of Bloom are realized) that ensures validity and reliability for all tests, that ensures also systematic competence testing and that can guarantee evidence that learning has taken place in a way all intended competencies are mastered.

The College has policies and procedures in place to deal with situations where standards of student achievement are inadequate or inconsistently assessed. These standards are communicated with students and staff.

Also quick guidance and support for students is available to improve their performance (advising, tutoring, mentoring systems with in the program allowing additional teacxhing hours,organizing formative exams and applying the remediation program.

Students are very proud of their practical work that is highly appreciated. Also external stakeholders appreciate the mastering of practical skills of graduates very highly. Internships are monitored by clinical mentors educated to steer the learning process of the students. Students are observed during practical work and become immediately feedback as the expert team heard during the interview with students. They appreciate the guidance of the clinical mentors and the clinical practice logbooks.

In the SER the expert team found evidence of the various agreements and memoranda of understanding the College has signed with relevant organisations, nationally and internationally .

Standard	Compliance	
	Yes	No

Standard 4.1. **The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.**	X	
Standard 4.2. **The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.**	X	
Standard 4.3. **The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.**	X	
Standard 4.4. **The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.**		X
Standard 4.5. **If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.**	X	

Standard 4.6. **The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.**	X	
Standard 4.7. **Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.**		X
Standard 4.8. **Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.**		X
Standard 4.9. **Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.**		X
Standard 4.10. **Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.**	X	
Standard 4.11. **If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.**	X	

Standard 4.12.* In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.** ***To be inserted the overview of the program (with all areas to be filled out)	X	

Compliance level: Partially compliant

ET recommendations:

    1.The expert team recommends to pay more attention to interdisciplinary/transdisciplinary teaching and learning activities.

    2. The expert team recommends to start practical training earlier and to program more "integrated" courses.

    3. The expert team recommends a more clear line for research in the curriculum over the 3 years in order to prepare students better for the bachelor thesis work. Also the start of the thesis can be better done earlier, so students can be more involved in research of the topic with the promotors.

    4. The expert team was informed that the College will apply for accreditation for a program for integrated Pharmacy (5years, 300 ECTS). In this respect the expert team recommends to consider to keep the Community Pharmacy program but to make it only a 3 years bachelors. According to the recent information of the expert team, several universities in Europe are discussing such a "new" program for the future.

5. The expert team recommends to install a systematic mechanism to update the program as for relevance and to use the learning outcomes methodology to steer the learning of the students in the right direction. The syllabi need a thorough revision. (see also recommendations in 2.2 quality management)

6.The expert team recommends to optimize the performance in English both for students and teachers in order to ensure the best study material available.

7.The expert team recommends to make the heads of the program responsible for the effectiveness and outcome of such a training in a way all teachers know how to write learning outcomes, how to plan the teaching and learning activities and how to realize valid and reliable assessment formats with grids and rubrics and how to ensure alignment within the courses and over the different courses per semester and per year and over the three years.

More specific trainings for teachers have to be programmed and students have to be better informed about the didactic concept with a learner organizer for each course, which gives in detail the learning outcomes at the higher levels of Bloom in activities the student is able to perform, gives the alignment of the course learning outcomes with the intendent learning outcomes of the program and finally give evidence that assessment is aligned with learning outcomes and teaching and learning activities.

8. The expert team recommends to install an assessment group under the supervision of an assessment specialist to realize an overall high quality assessment system (diversity of tests and evidence that higher levels of Bloom are realized) that ensures validity and reliability for all tests, that ensures also systematic competence testing, that is more transparent and that can guarantee evidence that learning has taken place in a way all intended competencies are mastered.

2.5. Students

Students are very satisfied with the services and resources they are offered at the college. The student-teacher relation is very well founded. Per the interviews, students confirmed their teachers' availability for consultation whether during office hours or through emails. The tutoring system, as well as the feedback after each form of evaluation is working very well and all students showed their satisfaction on the process and the advice given. Moreover, students were able to see the value behind the student surveys to evaluate teachers' performance and the quality of the teaching, by immediate changes undertaken by the management.

Students appreciate the structure of the program and highly value the practical experience they encounter mainly in laboratories and out in the field. On the other hand, students with unsatisfactory performance would benefit from the implementation of the improvement program including additional teaching hours and the possibility of applying for the Remediation program, whether individually or in a group setting .

Students did not show any worries or objections on the workload they have , however on the other hand and per the statistics shared in the SER we are concerned with the extended years needed for graduation and the success rate across cohorts.

The common unsatisfactory feedback obtained from students and graduates was the limited scope of work after graduation which implies a need to obtain a master's degree in order to practice independently and legally as independent pharmacists or else limit their scope to assistant pharmacists working under supervision in different settings and fields.

Academic integrity and adherence to the originality of work has been enhanced. Students are referred to a manual and supported during this process by their tutors. However, English language proficiency is still a struggle and students prefer to review articles submitted in the Albanian language . In order to support students accessing further resources, translation services (such as a software or an integrated program) would open the doors for knowledge share and keeping up with updated foreign literature.

Students research skills are introduced in the yearly seminar presentation starting form year one. The methodological skills are taught in their third year second semester in one course when they have to write their bachelor thesis . We believe the chronological set up to develop research skills has to be re-

evaluated to allow for more time to develop the skill and expertise based on evidence based practices over the whole years of the program, perhaps by having an introductory taught sessions or an e-course on research skills, citations , databases and plagiarism early in their academic years and then revisit and apply those skills in different occasions whether in seminars , presentation , essays , or in the end of program thesis .

Students have a voice as representatives in the student council, they are present in the decision-making processes and their feedbacks are considered. However, the student council itself nominate who should participate in the quality assurance office. To be more inclusive, we advise on opening the call for participation to all students who have desire and passion in QA and not to limit that for students representatives only.

Standard	Compliance	
	Yes	No
Standard 5.1. **There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.**	X	
Standard 5.2. **All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.**	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. **Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.**	X	
Standard 5.5. **The results obtained by the students throughout the study cycles are certified by the academic record.**	X	

Standard 5.6. **Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.**	X	
Standard 5.7. **Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.**	X	
Standard 5.8. **Effective procedures are being used to ensure that work submitted by students is original.**	X	
Standard 5.9. **Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.**	X	
Standard 5.10. **The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.**	X	
Standard 5.11. **Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.**	X	

Compliance level: Fully compliant

ET recommendations:
1. *Consider expanding access to Albania literature or offering accessible sustainable means to translate foreign language literature to Albanian.*
2. *Encourage students participation in quality assurance activities within the program itself not only at a University level via the quality assurance office .*
3. *Increase the numbers of students' participation in committees such as the ethical committee and quality assurance committee.*
4. *enhance research skills methodologies from the first year on.*

2.6. Research

The College has conducted the assessment of the capacity of the research environment in the College with the framework for the College's research capacity assessment methodology.
Research infrastructure, continuity and sustainability and knowledge dissemination and research applicability are evaluated as moderate. Partnership and collaborations, employee empowerment and research portfolio are evaluated as very poor. The overall research capacity is moderate.

On the basis of this capacity analysis the College strategic Plan 2022-2027 defines for each area recommendations to put in place. The research strategic plan priorities 5 areas, 6 research projects are defined. A total of 1.164.200 euros are planned between 2024-2027.
Laboratory space and equipment, libraries and information systems are up to date.
By putting generation of financial resources from EU funds in the individual evaluation of the performance of academic staff the College tries to attract more EU finances. Efforts will be made for partnerships and collaboration and for empowering employees to do more research.
The SWOT defines the weaknesses as small number of agreements with international institutions, small opportunities for conducting experimental research of high scientific level, small funding for research from European Union.

Expectations of the involvement of the academic staff in research and scholarly activities is specified in the performance appraisal and promotion criteria.

In the SER an overview of the planned scientific activities is given for the year 2023.
The Regulation on Procedures regarding the appointment, reappointement and promotion of academic staff at Alma Mater Euroapea Campus College Resonanca, article 5 defines the principles of recognition of international platforms and journals. Clear policies are in place as for what is the definition of research and what has to be the quality at different levels.

The SER gives an overview of the planned activities: " Out of the six scientific projects planned for 2022, in the research teams, in addition to the academic staff with PhD scientific calling, 7 lecturers and 2 assistants are included.
According to the Strategic Plan of the College for research 2022-2027, it is planned:
- Establish a formal professional development program and clearly define the expectations for
the new College academics to build international research profile;
- Organizing high level research trainings, trainings for development of other skills that
increase research and current levels of enrolment in doctoral programs in various fields of
importance for development.
- Increasing the involvement of young researchers, female researchers and other groups that
tend to be marginalized
- Implement incentives to promote better inclusion of these categories in research."

The research of academic staff is situated in their field of teaching.
The expert team has not seen a systematic mechanism to evaluate the nexus of teaching and research in the courses and overall in the program.

More efforts have to be made to create a line of research learning and research activities over the 3 years of the program in order to prepare students better for the thesis work.

Teachers are stimulated to publish in journals with higher rankings as for quality.
 "The College monitors and supports staff input to attract financial resources through research projects. The capacity of staff to generate these financial returns is considered in the individual performance review system.
In the "Academic Staff Performance Review" Form, staff research results are evaluated in the following activities: 1) conducting and publishing research, 2) writing articles, 3) preparing proposals for Research Grants and Grant Applications submitted, 4) approved consulting andaccompanying, 5) Submission and / or Publication of Scientific Papers, addressed at conferences and the like.
Staff has to submit full text articles bearing the College address.

The College has signed cooperation agreements with local industry and other research institutions with the possibility of involvement in joint research projects, joint use of equipment and collaborative development strategies, which we have not had the opportunity to implement for the period 2019-2021 due to the aggravation of the situation from the COVID-19 pandemic and the reduction of all research and cooperation activities for these purposes. The College has concluded cooperation agreements with other local and international institutions for joint services, cooperation in the academic and research field
Because academic staff doesn't realise the objective of one publication per year for the last 3 years, the College has taken several supporting measures to ameliorate the situation including more allocated finances.

Starting from 2019 the regular academic staff of the College publish all scientific papers under the name of the College "Resonance" in Pristina.
 The SWOT mentions that regular staff publications are not all under the name of the College

 Although the SER mentions that academic staff is encouraged to include not only their own research but also significant research developments in the field of study into their course, the expert team has not seen a mechanism for implementation of this activities which is very important for taken up to date the study program as for relevance of the content.

Students are stimulated to do research activities under the guidance of mentors. A compulsory course about research methodology is offered in the third year of study.
In the opinion of the expert team this course has to be programmed much earlier in the study years as well as other research skills as critical appraisal reading, data base management, academic writing, etc..

Policies for protection and commercialization of intellectual property are in place as well as allocation of budgetary resources. Motivation of researchers giving the opportunity to share the net income obtained by licensing with the development funds of their structural units.

The expert team recommends to install a policy for the protection and commerzialisation of intellectual property.

Some students are involved in research projects.

The expert team recommends to put a scientific line in the program, starting in the first semester and build on over the years to prepare students better for research skills. During interviews with graduates and stakeholders it was heard that research skills can be better learned.

The expert team recommends to involve "all" students more structurally in research projects in cooperation with other partners in order to install transformational learning in the program as service to society.

Standard	Compliance	
	Yes	No
Standard 6.1. **The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.**	X	
Standard 6.2. **Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.**	X	
Standard 6.3. **Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.**	X	
Standard 6.4. **The academic staff has a proven track record of research results on the same topics as their teaching activity.**		X

Standard 6.5. **The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.**	X	
Standard 6.6. **Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.**	X	
Standard 6.7. **Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.**		X
Standard 6.8. **Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.**	X	
Standard 6.9/6.8. **Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.**		X
Standard 6.10. **Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.**	X	
Standard 6.11. **Students are engaged in research projects and other activities.**	X	

Compliance level: Substantially compliant

ET recommendations:
1. The expert team recommends to put a scientific line in the program, starting in the first semester and build on over the years to prepare students better for research skills. During

interviews with graduates and stakeholders it was heard that research skills can be better learned.
2. The expert team recommends to create more agreements with international institutions.
3. The expert team recommends to prioritize some research areas to realise more opportunities for conducting experimental research of high scientific level in cooperation with other research institutes nationally and internationally.
4. The expert team recommends to apply more for small funding for research from European Union.
5. The expert team recommends to involve "all" students more structurally in research projects in cooperation with other partners in order to install transformational learning in the program as service to society.
6. The expert team recommends to install a policy for the protection and commerzialisation of intellectual property.

2.7. Infrastructure and Resources

The premises, human resources, and equipment at Rezonanca college comprises the adequate number within the necessary standards to ensure long-term implementation of the Community Pharmacy BSc study program. The College has the advantage of owning all the infrastructure and equipment used for the evaluated program.

The financial plan is provided in the SER and is dependent on students fees. The program is highly supported by the management. The ET team is convinced of its sustainability over the coming years.

The facilities are modern, clean and very well maintained.
The classrooms are spacious and have adequate seating, however they serve the whole Faulty of Medicine and scheduling the timetable should be monitored to serve the overall numbers of students not only those admitted to this program.

Laboratories for practical work are equipped with up-to-date devices to ensure the application of the knowledge . The quantity and the quality of the equipment is ensured.
Space within the laboratory is limited however they ensure that the numbers of students is proportional, and they allow for rotations to give all students equal opportunities. Should the program enrol more students in the future, the ET recommends a close monitor on the way spaces are allocated and used in order to guarantee a qualitative educational process for all students.
Safety measures must be applied more rigorously. Medicines displayed for role-plays shouldn't be left exposed on the counters without a safety lock. The laboratories would benefit from floor markings to identify working flow and directions to minimise potential accidents as students work with chemicals.

The library has a sufficient stock of literature, both in English and Albanian as well as enough study places for students to study. There are computer rooms available for all students. The College also benefits of an international database subscription (EBSCO) that allows them to offer students the possibility to keep up with recent international research results. However, not enough students use the system due to language issues. The College could do more to encourage them to access this resource

by enhancing their English programs. At the same time, it could monitor the usage of these expensive resources – to measure their efficiency and efficacy.

The infrastructure and facilities are adapted to students with special needs in terms of access to the building. However, laboratories are not designed to meet physical needs , the working areas are set up in some areas for upright humans which limits those students with physical disabilities. Per the SER page 158 , " Assistive technologies such as applications, software, hardware, and other technology resources that are designed to assist students with physical or learning disabilities are not offered at the College." The college could do better in extra-investments to manage accessibility of the experiential learning facilities to students with potential physical disabilities.

The Office of Quality assurance regularly monitor and evaluate the resources and facilities many thorough a variety of surveys. Based on the results, they have identified an improvement plan, SER page 159 . The plan focuses mainly on enhancing library resources and accessibility without mentioning details on how to achieve that. In line with the SWOT analysis, we can see a need to enhance the English language program and encourage students to use these resources effectively by regularly reviewing and citing foreign language literature in their course work, seminars and thesis.

We have physically witnessed part of their new campus that the College is currently investing in. The facilities and the academic teaching laboratories are massively equipped with modern devices, which are mainly used for research purposes as well as for teaching. The College of Rezonanca is highly commended for the provision and implementation of this Master plan.

Standard	Compliance	
	Yes	No
Standard 7.1. **The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.**	X	
Standard 7.2. **There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.**	X	

Standard 7.3. **The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:** **a) owned or rented spaces adequate for the educational process;** **b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;** **c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;** **d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.**	X	
Standard 7.4. **The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.**	X	
Standard 7.5. **The education institution's libraries must ensure, for each of the study programs:** **a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;** **b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;** **c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;** **d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;** **e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.**	X	
Standard 7.6. **The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.**		X

Compliance level: Substantially compliant

ET recommendations:
  A. Apply more rigour Safety rules in laboratories , using floor and desk markings designating flow/ type of work and locking all exposed medicines in safe cupboards.

  B. The college can further consider in its investments the needs of People of determination (special needs students) by ensuring physical accessibility to study materials and clinical equipment and considering strategies for attracting students with different types of disabilities.

  C. Within the program, systematically encourage students to use more the online journals, exploring foreign language literature and then monitor the access and usage of these resources. In addition, follow up closely the set action plan per the last recommendation from the previous visit   around   this,   SER   page   172.

  D. Continue, within the Master Plan and beyond, investment in the faculty campus and resources.

3. FINAL RECOMMENDATION OF THE ET

Standard	Compliance level
1. Mission, objectives and administration	**substantially**
2. Quality management	**partially**
3. Academic staff	**substantially**
4. Educational process content	**partially**
5. Students	**fully**
6. Research	**substantially**

7. Infrastructure and resources	**substantially**
Overall compliance	**substantially**

Compliance level: Substantially compliant.

Student quota can be kept at the existing level: 120 per year
Accreditation for 3 years.

Expert Team

Member

(Signature)	(Print Name)	(Date)

Member

(Signature)	(Print Name)	(Date)

Member

(Signature)	(Print Name)	(Date)

Member