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Kosovo Accreditation Agency

## ***ALMA MATER EUROPAEA CAMPUS COLLEGE REZONANCA***

***Bachelor of Science in Physiotherapy***

***240 ECTS***

***ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*30<sup>th</sup> April 2024*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 30<sup>TH</sup> April 2024**

**Expert Team (ET) members:**

- Joke Denekens
- Snjezana Schuster
- Nibal Sabri

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

- *Lenda Hyseni, Senoir Evaluation and Accreditation Officer at KAA*
- *Shkelzen Gerxhaliu, Director of Department at KAA*

**Sources of information for the Report:**

- *The Self-Evaluation Report, Bachelor (BSc) in Physiotherapy with the annexes as follows;*
  1. *Curriculum Vitae CVs of academic staff*
  2. *Syllabi Physiotherapy BSc*
- *Annexes which were not all received in English language.*
- *Onsite interviews with personnel and stakeholders (one expert Prof. Schuster was online)*
- *Facility Site visit*

**Criteria used for program evaluation:**

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



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## 1.2. Site visit schedule

Programme Accreditation Procedure at Rezonanca College	
<b>Programmes:</b>	<b>Physiotherapy BSc (Accreditation)</b> <b>Physiotherapy and Sport Medicine, MSc (Accreditation)</b> <b>Nursing BSc (Re-accreditation)</b>
Site visit on (hybrid):	<b>29 April 2024</b>
Expert Team:	1. Danica Zeleznik 2. Joke Denekens 3. Snjezana Schuster 4. Nibal Sabri
Coordinators of the KAA:	Shkelzen Gerxhaliu, Director of Department at KAA

### Site Visit Programme

Time	Meeting	Participants
<b>09:00 – 09:50</b>	Meeting with the management of the faculty where the programmes are integrated <b>Joint meeting</b>	1. Prof.asoc. Milazim Gjocaj – Dean of Faculty of Medical Sciences 2. Prof.asoc. Bekim Haxhiu – Head of Department of Physiotherapy 3. Lect. Bekim Sejdiu – Head of Department of Nursing
<b>09:55 – 10.35</b>	Meeting with quality assurance representatives and administrative staff <b>Joint meeting</b>	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. Mahzade Kera-Behrami, student representative of OQA 6. Albiona Alijagiq, student representative of OQA 7. Dea Likaj, student representative of OQA
<b>10:40 – 11:40</b>	Meeting with the heads of the study programme: <b>Physiotherapy BSc and MSc, 180 ECTS (room 1)</b> 1. Joke Denekens 2. Snjezana Schuster	1. Prof.asoc. Bekim Haxhiu 2. Prof.asoc. Zheralldin Durguti 3. Prof.ass. Klejda Tani 4. Prof.ass. Ismet Shalaj 5. Prof.asoc. Ismet Bajraktari 6. Prof.ass. Ilir Smailaj



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<b>10:40 – 11:40</b>	Meeting with the heads of the study programme: <b>Nursing BSc</b> (room 2) 1. Danica Zeleznik 2. Nibal Sabri	1. Prof.ass. Anila Dine 2. Prof.asoc. Milazim Gjocaj 3. Prof.ass. Emanuela Prendi
<b>11:40 – 12:40</b>	Lunch break	
<b>12:40 – 13:40</b>	Visiting Facilities	
<b>13:40 – 14:25</b>	Meeting with teaching staff: <b>Physiotherapy BSc and MSc, 180 ECTS</b> (room 1) 1. Joke Denekens 2. Snjezana Schuster	1. Lect. Visar Memaj 2. Ass. Arta Ismaili 3. Ass. MSc. Aulona Cakaj 4. Lect. PhDc. Blerton Hulaj 5. Ass. PhDc. Burim Fekaj 6. Ass. MSc. Kaltrina Aliu 7. PhD. Ardian Kadolli
<b>13:40 – 14:25</b>	Meeting with teaching staff: <b>Nursing BSc</b> (room 2) 1. Danica Zeleznik 2. Nibal Sabri	1. Lect. PhDc. Hasan Gashi 2. Lect. PhDc. Shpresa Makolli 3. Lect. PhDc. Shpresa Ademaj 4. Lect. PhDc. Mexhit Mustafa 5. Ass. MSc. Shpresa Surdulli 6. Lect. PhDc. Daniela Bimi
<b>14:30 – 15:10</b>	Meeting with students: <b>Physiotherapy BSc and MSc, 180 ECTS</b> (room 1) 1. Joke Denekens 2. Snjezana Schuster	1. Rrezon Hasimi 2. Tarik Vuçitërna 3. Arianit Krasniqi 4. Milot Hoxha 5. Ardi Syla 6. Art Goga
<b>14:30 – 15:10</b>	Meeting with students: <b>Nursing BSc</b> (room 2) 1. Danica Zeleznik 2. Nibal Sabri	1. Albion Rexha 2. Janina Thaqi 3. Dafina Rushiti 4. Albiona Bytyqi 5. Dafina Zeqiri 6. Fiolina Fetaj
<b>15:15 – 16:00</b>	Meeting with graduates: <b>Physiotherapy BSc and MSc, 180 ECTS</b> (room 1) 1. Joke Denekens 2. Snjezana Schuster	1. Endrit Kajabegolli 2. Lis Pajaziti 3. Blendi Avdyli 4. Feniks Demaçi 5. Arbenita Abdullahu 6. Jona Shabani
<b>15:15 – 16:00</b>	Meeting with graduates: <b>Nursing BSc</b> (room 2) 1. Danica Zeleznik	1. Veronika Shala 2. Aurora Hajdari 3. Valza Limani 4. Jutbina Budakova



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	2. Nibal Sabri	5. Herolinda Rama 6. Edona Haziri
<b>16:00 – 16:40</b>	Meeting with employers of graduates and external stakeholders: <b>Physiotherapy BSc and MSc, 180 ECTS</b> (room 1) 1. Joke Denekens 2. Snjezana Schuster	1. Arbnor Blakaj (“Kriopraktika”) 2. Hashim Fazliu (“Terapia Fizikale&Rehabilitimi”) 3. Faim Gashi (Chairman of the Kosovo Chamber of Physiotherapists)
<b>16:00 – 16:40</b>	Meeting with employers of graduates and external stakeholders: <b>Nursing BSc</b> (room 2) 1. Danica Zeleznik 2. Nibal Sabri	1. Prof.ass. Floren Kavaja, MD (Kavaja Hospital) 2. PhD. Fahredin Veselaj, MD (Vita Hospital) 3. Dardan Ymeri (University Clinical Centre of Kosovo, Urologic Clinic) 4. Afërdita Kukaj (University Clinical Centre of Kosovo, Endocrinologic Clinic)
<b>16:40 – 16:50</b>	Internal meeting of KAA staff and experts <b>Joint meeting</b>	
<b>16:50 – 17:00</b>	Closing meeting with the management of the faculty and program <b>Joint meeting</b>	

**Overall instructions for HEIs:**

1. No presentations of any kind are allowed, as the meetings are intended to be free discussions
2. The students selected for the meeting should reflect a diversity in terms of fields of study, programme, study cycle, year of study, students with special needs if any, etc.
3. The teaching staff selected for the meeting should reflect a diversity in terms of faculties and programmes, full-time and part time, local and international, etc.
4. The students, graduates and employers of graduates should not be employed at the institution.
5. Anyone whose attendance won't be agreed in advance with KAA, and the Expert Team will be asked to leave the interview session.
6. Nametags are to be provided for all people attending the meetings.



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### 1.3. A brief overview of the institution and program 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 of Medicine 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](mailto:info@rezonancarks.com). Website: [www.rezonanca-rks.com](http://www.rezonanca-rks.com)

Decision No. 476/22, dated April 15, 2022, re-accredited the institution at the institutional level for the period from October 1, 2022, to September 30, 2025.

Alma Mater Europaea Campus College "Rezonanca" offers studies at the bachelor level, in three-year programs (180 ECTS): BSc Biochemistry Laboratory, BSc Community Pharmacy, BSc Physiotherapy, BSc Nursing, BSc Diagnostic Radiology, integrated Dentistry program (300 ECTS Dr.stom.), BSc Dental Assistant and Dental Hygienist (240 ECTS), BSc Public and Environmental Health and two second cycle master programs (120 ECTS): MSc Pharmacy and MSc Health Management.

Alma Mater Europaea Campus College "Rezonanca" asks for accreditation of a 4 year Bachelor in Science programme in Physiotherapy(240 ECTS).



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## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

The mission of the Bachelor in Science (240 ECTS) has 6 goals as described in the SER. The goals of the programme are aligned with the mission of the College as is shown in a matrix in the SER. During interviews with management, teachers and students the expert team has found evidence for this alignment for goals 1, 2, 4 and 5. More strategic development has to be put in place with concrete projects for goals 3 and 6.

The SER is written in a rather descriptive style according to the content of the (sub)standards with not so much critical analysis of the situation and without clear conclusions of the stand of affairs and the possibilities to enhancement.

The document is not yet a “living” document testifying how the institution is making his own profile for the future. The expert team has not seen “an institutional brand”, based on an institutional culture in the main pillars as teaching, research and community services.

During interviews the expert team heard that top management is daily working on sustainability of the College and on institutional growth. The top management has invested a lot in staff development in creating opportunities for young teachers to start with PhD studies abroad, with the start of the implementation of an evaluation and promotion system, with more than 96% full time staff members, with modern and high quality equipment, with the general hospital so that students have enough opportunities to practice skills in an integrated way. More can be done for internationalization with programs for mobility both for students and staff.

The goals for the programme are defined in a rather general way and are the same as for the new Master of Science in Physiotherapy, that is also involved in an accreditation process to start as a new programme in the country.





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The goals of the programme of the BSc Physiotherapy are responsive to the societal needs of Kosovo, preparing graduates who are competitive in both national and international labour markets”. The SER states: “There exists a dynamic need for the development of physiotherapy services in Kosovo's health system, aiming to match EU standards. This need aligns with the College's strategic priorities, research, and development projects.

The goals of the Bachelor in Science in Physiotherapy programme are:

1. Foster the advancement of knowledge and the development of creative and scientific ideas in the field of physiotherapy, aligning with European standards.
2. Enrich the higher education landscape in Kosovo with a high-quality BSc Physiotherapy program (240 ECTS) that meets international standards and addresses the needs of the local and regional market for physiotherapy professionals.
3. Ensure full integration with the European Higher Education Area and contribute to scientific research in the field of physiotherapy.
4. Equip students with the knowledge, skills, and professional competencies necessary for the independent practice of physiotherapy across primary, secondary, and tertiary levels of healthcare in Kosovo.
5. Prepare graduates for career advancement and further postgraduate education in physiotherapy.
6. Facilitate student participation in mobility programs with leading international universities and enhance their involvement in Erasmus+ programs through a targeted portfolio of exchange partnerships

Although the expert team heard during interviews with graduates from the 3 year programme bachelor in Physiotherapy and from employers, that those graduates are fit for purpose and that exists no gap between their competences and the demands of the labour market, in the mean time the Commission for Licensing of Physiotherapists at the Kosovo Chamber of Physiotherapy has given strongly advice for a 4 year programme for Bachelor in Science in Physiotherapy, aligned as the representative of the Chamber said with the advice of the



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European Region of World Physiotherapy organisation based on the European framework of competences aligned with the Dublin descriptors.

The expert team strongly recommends adherence to the framework of competence -based learning as defined by the European region World Physiotherapy organization and to redefine in this way the learning outcomes at programme level and to show the contributions of the specific learning outcomes of the courses with the learning outcomes defined at programme level. In this way a table can be realized that gives evidence that graduates master all learning outcomes at competence level as defined at programme level. By realizing such a patchwork it will be more easy to define the mix of teaching and learning activities and the mix of assessment methods at the propriate level 6 and to follow evolution of competences for each individual students and to show evidence that at graduation students are fit for purpose.

According to the SER the programme works with the didactic concept of student-centred teaching and learning with a mix of activating teaching and learning activities and a mix of assessment methods. By studying the documents of the syllabi the expert team has determined that the process of defining learning outcomes for each course at the levels of Blooms taxonomy is going on and full implementation is not yet realised in all courses. According to the interviews all teachers have been trained in defining learning outcomes for their courses by the Centre of Excellence in teaching. Evaluation of this training at satisfaction level of teachers is very high. The syllabi show that some courses are further in the evolution to define the capabilities of students as activities that student can perform. In other syllabi the learning outcomes are still at the level of knowledge and teaching and learning activities are not enough activating the learning processes of the students according to the didactic concept of student centred learning principles. The step to go for a fully competence-based programme as is the common practice in EHEA is not yet fully realised (see recommendation to define competences at programme level). Also for assessment methods the expert team recommends to work more with activating assignments with immediate feedback as some teachers already do. The expert team concludes that the transition from teacher-centred to student-centred teaching and learning has not yet been fully implemented and that effectiveness of the training at the level of implementation and changes in the behaviour of teachers is not fully realised.



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Furthermore the expert team has established that students from the 3 year programme are not aware of the importance of learning outcomes in the frame of competence-based learning. The learning outcomes methodology (what they are and why they are formulated to stimulate the learning processes at higher levels of Bloom) has to be better communicated with students because learning outcomes have to steer the learning processes and to give students insight in their progression of mastering the competences they should have by graduation. Finally the College has no structured and systematic methodology in place to have an overview how learning outcomes of courses are aligned with the learning outcomes of the programme.

An overall research concept (tutoring-led, research led, research oriented, research based) has not been defined by the teaching staff. A mix of teaching and learning activities to learn research skills is not enough embedded in the program, not well enough steering the competences to be able to do small research by graduation for all students as mentioned during the interviews and in the SWOT analysis. The focus in teaching and learning activities should be more on the nexus between teaching and research. Especially for objectives in the frame of services to society much more can be done to make students “change agents”, to make the health care services better by doing small research projects in the community to ameliorate the health care system. By doing this the nexus between teaching, research and services to society can be strengthened and make “transformational learning” possible for all students.

After reading the draft report of the expert team the College has decided to implement The European framework of competencies in order to create a bachelor in science fully aligned with the EQF and the Dublin descriptors level 6.

The commitment of the College (letter of 3th of June 2024) is to work on the defined goals with clearly defined steps during the upcoming months. For each goal a clear objective is defined with clear action and timeline and indicators to monitor and evaluate progress(see letter of 3th of June in annex)

1. Adoption of the European Physiotherapist Competence Framework
2. Curriculum review and alignment
3. Development of alignment tables
4. Define higher-level Learning Outcomes and align teaching activities



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5. Diversify assessment methods
  6. Expand the role of external examiners
  7. Integrate knowledge, skills, and attitudes into competences
  8. Strengthen the nexus between teaching, research, and services
  9. Enhance student engagement in research and social initiatives
  10. Monitoring and evaluation

In response to the recommendations the College has made several strategic changes to the curriculum,(see chapter 4)

Although there are agreements with different countries, the expert team has not seen much mobility for students and staff to realize the goal for internationalisation.

Formal policies, guidelines and regulations are in place and publicly available on the website of the College in order to inform all members of the College of their rights, responsibilities, and the procedural norms governing their academic and administrative interactions within the institution. There is not enough evidence that all members of the academic community know and follow all the regulations, tasks and statements of responsibility related to the management and implementation of the program. Create more information channels for policies, guidelines and regulations and install procedures to check if staff adheres to those policies, guidelines and regulations.

The Code of ethics regulates the professional conduct for the college community, with special attention for academic integrity, academic freedom, institutional autonomy and ethical integrity. The Code of Ethics is elaborated in detail and very important in steering professionalism in daily work at the College. According to the SER all staff and students comply with the College regulations and Code of Ethics. Worthy of note is that no cases of violation are reported.

During interviews with students the expert team was very pleased with the fact that students were proud about their Code of Ethics. They testified that “rules” are very strict at the College.



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According to the SER all policies, regulations, terms of references and statements of responsibility regarding the management and distribution of the program are reviewed periodically each year. During interviews the expert team heard that at the beginning of each year the team of teachers discusses what has to be changed according to the results on the questionnaires of the quality assurance system. Some discussions about content for courses are taking place with the dean, especially in the frame of teachers evaluation.

The expert team has not seen that there exists a „structural and systematic procedure“ (the same for all programmes of the institution) to review each year the programme.

The expert team advises to install a formal policy at the end of each academic year, not at the beginning because than there is not enough time for incorporating adjustments to revise the programme according to the necessary updates for the relevance of courses (content), to evaluate coherence and integration (knowledge, skills, competences) horizontal and vertical by defining necessary prerequisites for the most important courses and to evaluate alignment of learning outcomes, assessment and teaching and learning outcomes for each course and with programme level. Define per semester the evolution in competences of the programme in order to inform students about their growth in competences over the trajectory of learning in a way students can use the feedback in better learning and to give them opportunity to take more responsibility for their own learning path.

Standard	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.	x	
<i>Standard 1.2.</i> Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	x	
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.	x	



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<i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.		<b>x</b>
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	<b>x</b>	
<i>Standard 1.6.</i> 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.		<b>x</b>

**Compliance level: substantially compliant**

**ET recommendations:**

1. Make the program more research-based and make explicit what kind of research concepts the program has chosen to realize the nexus between teaching and research and community service learning (Healy 2005). Give enough assignments in order to give evidence that learning has taken place at the correct level according to the Dublin descriptors used in the EHEA.
2. Make the didactic concept more explicit. Especially the methodology of steering the learning process with well - defined learning outcomes has to be better explained to students and implemented fully for each course, for each lesson. Use the existing international competences frameworks of Physiotherapy to align and make the patchwork in a table of alignment with defined learning outcomes of courses with the competence framework.
3. Define the learning outcomes per course on higher levels of Bloom and align the teaching and learning activities better with the learning outcomes to reach the standards of the EQF.
4. Use more different methods of assessment and check the alignment with the learning outcomes and the teaching and learning activities. (Biggs)
5. Create in the program more teaching and learning activities where students can “integrate” knowledge, skills and attitude into competences and assess on competence level.
6. Try to realize transformational learning by strengthening the nexus between teaching, research and services to society for all students



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7. Need for more internationalisation by creation of more international exchange opportunities for students and staff.
  8. Need for enhancement of students engagement in research and social initiatives.
  9. Need to strengthen the input and commitment of stakeholders
  10. Need for more public communication about the vision and the mission of the institution.
  11. Create more information channels for policies, guidelines and regulations and install procedures to check if staff adheres to those policies, guidelines and regulations.
  12. The expert team advises to install a formal policy at the end of each academic year to revise the programme according to the data of quality assurance and according to necessary updates the relevance of all courses (content), to evaluate coherence and integration (knowledge, skills, competences) horizontal and vertical by defining necessary prerequisites for the most important courses and to evaluate alignment of learning outcomes, assessment and teaching and learning outcomes for each course and at programme level. Define per semester the evolution in competences of the individual student in order to inform them about their growth in competences over the traject of learning in a way they can take full responsibility of their learning processes..

## **Recommendations for Performance Indicators**

- 1.1.KPI are in place at the level of the programme, only for 2023 because of first implementation and for the 3 year programme. The expert team recommends to review the KPI's and to put more attention on input, process indicators especially for the topics as teaching and learning and research.
- 1.2. Systems are established for central recording and analysis of course completion, program progression, completion rates and program evaluations, summaries of data are distributed to relevant committees. The expert team has not seen a systematic and structured way of comparative analyses of data with conclusions to steer decisions for actions on the long term.
- 1.3. Policies and procedures are in place to deal with situations where standards of students achievement are inadequate or inconsistently assessed. The expert team strongly advises to go for a more preventive system by giving feedback in a formative way during the semester and not to wait for the results at mid-term and final exams. A suggestion can be to work with growth-oriented tests in a formative way and put strong emphasis on



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feedback on those tests to stimulate students to better learn what they don't have learned well enough.

- 1.4. A central database is in place but the expert team has not seen a systematic and structured way of comparative analyses of data to steer decisions on the long term.
- 1.5. Working with KPI is starting, so the expert team has not seen full implementation with statistical data on indicators over the years, with analysis, conclusions and systematic periodic reports for all stakeholders. In this way it will be possible to have evidence that the quality assurance system is working efficiently and effective in order to reach the defined goals.
- 1.6. The concepts of gender justice and the promotion of equal opportunities for students in special situations is covered in documents but are not yet put into practice as the expert team has established during interviews with teachers and students. No cases were known.

## 2.2. Quality management

A quality assurance system is in place, with structures, those who are responsible, policies, procedures, tools, mechanisms to gather on a continuous basis information about all activities undertaken according to the organisation of the College in general and to the program more specific. For implementation the ESG have been used as can be seen in the topics that are measured within the system:

1. Quality assurance policies and procedures;
2. Program design and approval;
3. Student-centred teaching, learning, and assessment;
4. Admission, progress, recognition, and certification of students;
5. Academic staff quality;
6. Teaching resources and student support;
7. Information management;
8. Public information dissemination;
9. Continuous monitoring and periodic review of programs;





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10. External quality assurance practices in line with the European Standards and Guidelines (ESG) on a cyclical basis.

Alma Mater Europaea Campus College "Resonance" has established policies and procedures for quality assurance, detailed in Chapter V of the College's Statute .

The Quality Framework for Quality Assurance is defined with KPI and benchmarks are defined. The SER gives results for 2023 for the 3 year bachelor. Evolution over the years is not yet visible. The KPI's are too much focused on output criteria as for teaching and research. More attention for input and process indicators has to be made. Especially the implementation and the steering of learning outcomes in the learning environment has to have more attention as well as the evolution of mastering competences over the semesters needed to have evidence that learning has taken place at the right level at graduation for a 4 year Bachelor in Science.

The SER "promises" that the system will be monitored on a regular basis in order to show progress in quality over time. Implementation has started. Special regulations have been developed as for implementation of electronic surveys, data processing, report preparation, implementation of results of surveys, reliability of information, time period for storing information and monitoring the implementation of the regulation.

A College Manual for Quality Assurance has been created in 2021 and has to be updated according to the new quality framework.

The Quality Assurance Office has 12 members, 3 administrative members and also 3 students. The Committee has 15 members, including 3 student. The responsibilities of the office are well defined:

- Administering evaluation processes as outlined in the College's Quality Assurance Policy Framework.
- Executing operational processes for the implementation of quality assessment activities within the College.
- Processing information gathered during the data collection phase.
- Collecting necessary reference materials for the internal evaluation of the College's specific activities.
- Managing the distribution and publication of reports on evaluation activities.



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- Establishing working groups, as recommended by the College Quality Assurance Committee, to conduct evaluation activities as needed.

The College Quality Assurance Committee (15 members) is tasked with the following responsibilities:

- Developing a Quality Assurance Policy Framework.
- Creating a Guide to Quality Assurance Assessment Activities.
- Defining instruments for both quantitative and qualitative quality assessment within the College.
- Compiling and reviewing evaluation/self-evaluation reports.
- Reviewing self-assessment reports related to institutional accreditation and programs.
- Examining reports from international experts and their recommendations from the accreditation/re-accreditation processes.
- Formulating improvement plans based on the recommendations of international experts from

The SER mentions that every member of the College contributes to the quality in teaching, research and special services. Especially the involvement of students via the student union is highlighted. During interviews with students of the 3 year programme it became clear that they are involved in the system at the level of commentaries/complaints. Their commentaries and complains are taken into consideration and the satisfaction questionnaire for students has been changed according to comments of students. The impression of the expert team was that a problem is often resolved in a rather informal way and that defined procedures in documents and structural and systematic interventions are rather theoretical than used in practice. Be careful to create a system of quality assurance next to daily practice. The expert team has not found evidence that students are involved in decision making processes although they are represented in the structural units of faculty and university.

Although the SER is very positive about the contribution of all stakeholders in the quality assurance processes the expert team has not found evidence for structured and systematic contributions of employers and graduates. The expert team has not seen “intimately” involvement of external stakeholders in program development and cyclical reviews as was mentioned in the SER. Employers and graduates are not involved enough to put weight on decisions about the mission and vision of the College. Results of questionnaires of both groups show that employers as well as graduates are satisfied with the level of mastering of clinical skills of the graduates from the 3 year bachelor in Physiotherapy. Also during interviews



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employers were very positive about the clinical skills of the graduates. In the opinion of the expert team stakeholder engagement has to be strengthened. More intensive communication (not only with the Chamber of Physiotherapists) is needed in order to put finger on the pulse about evolutions in the workfield. The distribution of annual reports about the performance of the College on an aggregated level can be very useful.

According to the interviews with heads of program and teachers self evaluation by all members of the staff, academic and administrative is in place. The expert team has seen the new approach of evaluation of the staff in the SER. During interviews teachers do not give details about input, process and output of this evaluation. The SWOT analysis mentions that there is lack of interest and motivation of staff for involvement in quality assurance processes and lack of interest of staff to contribute to continuous quality improvement. It seems that the procedures for integrated teacher evaluation are not yet running smoothly. Teachers are given the best of their competences, but quality assurance as mentioned as a system in the SER is not yet daily business for the staff.

According to the heads of the programme ECTS points are installed in order to keep control over workload for students and according to teachers there are occasionally discussions about workload of students. The expert team has not seen structurally and systematic workload measurements for students and teachers.

The SER mentions that the College's quality assurance policy is designed to increase the effectiveness of its core functions, including learning, teaching, research performance, training, and research management. According to the SER processes are integrated in normal planning processes. Progress over years of the new KPI system is not yet visible. The closing of the PDCA is not enough visible in the SER, during interviews and also mostly not in follow-up of recommendations of previous accreditation process.

Questions about validity and reliability of the instruments and the procedures have to be discussed in the opinion of the expert team. Quality of the quality system is not yet visible in the system. Effectiveness of actions is not yet enough measurable.

Because of lack of data over time, the expert team cannot found evidence that on an aggregated level progress in quality has been made (effectiveness of actions), nor which domains are weak and need extra input to have better outcomes in the future. It is obvious that the College pays



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lot of attention to staff quality and infrastructure, but for teaching and research much has to be done to realize the strategical goals. Continuous monitoring will make statistical analysis possible and accessible in the future and ready for implementation of actions to perform better. Review of surveys content is highly recommended. Indicators for quality of the quality system have to be implemented in a systematic and structural way. Especially more involvement of staff and employers is needed. Satisfaction questionnaires (level 1 of Kirkpatrick) are not enough to enhance quality. Neither results of examinations are enough when the assessment system is not elaborated at the level that evidence is reached to master the competences of the programme.

According to the SER the regulations are evaluated periodically every three year.

Every three years there is an evaluation of the program with the following topics evaluated: curriculum, academic staff, teaching and learning, infrastructure, expected results, student needs, market and society needs, use of resources adequately and relevance and coherence of the program.

During interviews the expert team has not been convinced of a structural and systematic procedure to update relevance of the program content on a regular basis and the coherence of the program is not organised by defining prerequisites for each course as the expert team has seen in the syllabi descriptions.

The expert team has not seen a structural and systematic approach to work on the quality of the quality system.

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	



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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



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Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.		X
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**Compliance level:** partially compliant

**ET recommendations:**

1. KPI's have to be defined more on input and process level, especially for research
2. Try to work with "good practices"
3. Realize more involvement of employers in processes of evaluating the quality of the programme and especially the quality of the graduates at an international level.
4. Involve employers more in the periodical evaluation of the program, especially in the frame of defining learning outcomes at competence levels.
5. Use annual reports of results of quality assurance endeavours more to inform stakeholders, graduates, the public.
6. Make the overall data registration in a way progress in quality can be monitored and make data easily accessible in a way that effectiveness of actions can be monitored.
7. Update the manual for quality assurance
8. Revise the tools(surveys) as for reliability and validity (important domains, fields are not questioned)
9. Make more efforts for evaluation at program level.
10. The process of implementation of learning outcomes as tools for steering the learning of students at competence level have to be strengthened
11. Give feedback to students about the surveys of teachers and show them the actions undertaken to ameliorate the situation.
12. Make participation of staff in quality assurance stronger and make that results are more valid (staff members have to give their self - evaluation without fear for consequences)
13. Make annual reports on an aggregated level and communicate these reports with all stakeholders to give them feedback and opportunity to make their involvement better.



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14. The system of quality assurance is still too much a control system driven by the criteria of KAA, make the system more as an “enhancement of quality” system.

### **Performance indicators**

2.1. Program evaluation mechanisms are not yet capable to provide enough evidence of the effectiveness of the appropriateness of intended learning outcomes of the programme.(first accreditation of a 4 year bachelor) Much can be done to align more with the methodology of competence-based learning as proposed by the international professional organisation.

2.2. Reports are provided on the delivery of courses for the 3 year programme. Adjustments are made in plans for teaching after consideration of the reports as the expert team heard during interviews with teachers and heads of programme. The expert team has not seen a structured way to enhance the programme as for integrated learning and competence-based learning and to measure effectiveness of actions.

Evidence of closing PDCA is not enough visible as was seen in the list of recommendations for the 3 year bachelor by the previous accreditation round.

2.3. is not in the KAA text

2.4. it is an accreditation of a new programme

2.5. Students of the 3 year programme have a say in the implementation of quality but not really in the design of the programme

### **2.3. Academic staff**

The employment procedures are in compliance with the Labour Law and the Administrative Instruction on Accreditation of HEIs. The Program has 25 PhD holders (PhD or equivalent title as dr in sciences, mostly in medical sciences.) across the 180 ECTS, (the AIA requirement of 1 PhD to 60 ETCS).

In 2023, the full-time academic staff at the institution total 59, which included 11 associate professors, 14 assistant professors, 10 lecturers (of whom 7 are PhD candidates in Physiotherapy), and 24 assistants (with 14 holding MSc degrees and one being a PhD candidate in Physiotherapy).

The teaching staff meets the relevant legal requirements occupying teaching positions covered by the Administrative Instruction Accreditation.



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The policy according to quality of staff has been taken very seriously and big endeavours are done to ameliorate the academic positions of the staff especially in the long run by creating a young generation of researchers in the field of Physiotherapy.

The expert team comments the College for this policy.

At institutional level, Rezonanca notes in the SER that it benefits from over 97% of staff in full-time employment who demonstrate qualifications which align with the requirements of the Kosovo Accreditation Agency (KAA). The SER identifies this as the highest stability rate in terms of the number of academic and permanent staff in higher education institutions in Kosovo. This situation is also visible at the level of the Faculty and the Program under review, with Faculty staff constituting a total number of 35 lecturers, of which 32 are full time and 3 are part-time (as per Table p.23 SER) that this provides sufficient staff to conduct the program at a high level of expertise.

The assessment of qualifications is verifying the recognition of qualifications by the Ministry of Education, Science, Technology and Innovation of the republic of Kosovo.

The criteria and procedures for appointment, reappointment and promotion are described in art 78-84 of the Statute of the “Rezonanca” College.

Interview with teachers gives evidence that criteria and procedures are transparent and fair.

Some staff members have completed doctoral studies at European institutions or outside Europe, some are in the process of studying abroad, in areas relevant to their assigned teaching, which enables the return of international experience to Kosovo, and especially to the Faculty.

Staff also indicated that they demonstrate professional expertise while working on physiotherapy tasks. This is an important feature of the staff body on the Program and allows the teaching experience to be greatly enhanced by sharing good practice and real-life experiences from industry, highlighting the realities and challenges of the professional world and allowing students to make informed decisions about their career options. However, in this situation it can become more difficult to manage the workload.

The work of the staff is continuously monitored via the e-Platform by the Dean's Office. There are also two performance reviews by students and two performance reviews by management staff each year, with staff being asked to self-assess once a year.

There is a clear driver for the development of teaching practice and learning materials, also incorporating research-based activities.

The College also offers internal grants for staff wishing to pursue individual development opportunities, e.g. participate in local and international scientific conferences and events.





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Staff have clear responsibilities, as per their contractual agreements, for community engagement and consultations with students. The expert team was presented with a number of interesting community engagement projects which have enrolled students as contributors. Both students and staff have spoken enthusiastically about these opportunities. In the future it can be made possible that all students can contribute to community service learning in a transformational way.

The institution verifies the qualifications of all staff, including academic, scientific, and administrative, in accordance with international standards and national regulations. This includes verifying the reputation and recognition of institutions where qualifications were obtained. The recruitment and selection of academic staff are overseen by the Senate, while non-academic staff recruitment is determined by the Rector based on recommendations from the Professional Commission. Candidates are assessed through interviews and evaluations by a committee, with final selections made by the Faculty Council. Contracts for academic positions such as full professor, associate professor, and assistant professor are typically for four years, while contracts for new assistants, clinical assistants, and mentors are set for three years. Academic staff hold appropriate academic titles and degrees, including Master's and Doctoral degrees, in accordance with the institution's statutes and relevant laws. Criteria and procedures for the appointment, reappointment, and promotion of academic staff are outlined in the College's Statute and relevant regulations, ensuring transparency and fairness in career progression.

Academic staff are restricted from covering more than two teaching positions within an academic year. This includes one full-time position and one part-time position, regardless of whether these positions are held at the institution where they are employed or at other educational institutions. This standard aligns with Administrative Instruction No. 15/2018 on the Accreditation of Higher Education Institutions in the Republic of Kosovo, ensuring compliance with accreditation standards set by the government. The restriction on holding multiple teaching positions is outlined in Article 74, Section 4.2, of the College's Statute. This regulation prohibits staff in regular employment from having other full-time employment contracts, either within or outside the College.

The data provided indicates that the BSc Physiotherapy program has a high ratio of full-time to part-time academic staff, with approximately 98.3% of teachers being employed full-time and only 1.7% employed part-time. This exceeds the requirement of having at least 50% full-time academic staff in the study program. Full-time academic staff members are responsible for over 97.4% of the teaching hours in the study program, demonstrating that they contribute



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significantly to the delivery of classes. This exceeds the requirement that full-time staff account for at least 50% of the classes.

The comparison between the number of full-time academic staff in 2019 and 2023 shows a notable increase in total numbers, indicating growth in the academic staff. This increase includes a rise in mid-level academic positions such as Lecturers and Associate Professors.

The College has 25 full-time academic staff members holding a PhD title, which exceeds the minimum requirement of having at least one full-time staff member with a PhD title for every student group and every 60 ECTS credits in the program.

The list provided includes four academic staff members holding a PhD title who are involved in teaching the BSc Physiotherapy program. These staff members contribute to ensuring that the program meets the standard requirements.

The College's employment of staff with PhD titles aligns with Article 26, point 5.3.11 of Administrative Instruction No. 15/2018 on Accreditation of Higher Education Institutions in the Republic of Kosovo.

Teaching staff are actively engaged in the academic community through participation in conferences, seminars, professional organizations, and research activities. This engagement ensures that they stay current with developments in the field of physiotherapy and contribute to advancing knowledge in their discipline.

Teachers make themselves available for consultations with students through office hours, email correspondence, or virtual meetings. This availability ensures that students have access to support and guidance outside of scheduled class times, contributing to their academic success. During interview students testify that teachers are easily accessible and are helping in case of difficulties with the learning path.

Teaching staff are encouraged to engage in community service activities related to physiotherapy, such as participating in health fairs, offering advice to underserved populations, or volunteering at local clinics. The expert team recommends to invest more in community service learning in order to teach students in a transformational style, needed by students to become leaders in their profession.



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The responsibilities of teaching staff, as outlined in the College's Statute and employment contracts, include preparing and delivering lectures, supervising student research, participating in meetings, and providing services to the community. It is noticed that there are no portfolios of teachers as was mentioned in the SER.

The College provides opportunities for teaching staff to engage in professional development activities, including workshops, training sessions, and mentorship programs. These activities support continuous improvement in teaching effectiveness and contribute to the overall quality of education provided.

The expert team recommends to try to measure effectiveness of implementation of what was learned during the trainings.

The College organizes various community engagement activities, such as awareness lectures, training services, voluntary activities, and participation in professional associations and committees. These activities demonstrate the College's commitment to serving the community and addressing important societal issues.

The College, in collaboration with external partners, organizes annual humanitarian campaigns, such as blood donation drives, to contribute to social welfare and support important causes.

The College conducts an annual performance review of academic staff, covering various aspects of their responsibilities, including teaching, research, international cooperation, administrative activities, and community service. This comprehensive evaluation process ensures that staff are assessed on their overall contributions to the institution and their professional development.

Academic staff are required to conduct a self-assessment based on the evaluation criteria, providing them with an opportunity to reflect on their performance and areas for improvement. The College administers a Teaching Student Evaluation Survey at the end of each semester to gather feedback from students about academic staff performance. This feedback provides valuable insights into teaching effectiveness and allows for adjustments to be made based on student needs. Academic staff are evaluated by their supervisors, who assess their performance based on established criteria. The results of the staff performance review and teaching student evaluation surveys are made publicly available on an aggregated level. They are published on the College's website and maintained in files, ensuring transparency and accountability. Each staff member receives a copy of their evaluation, empowering them to track their progress and areas for improvement over time.



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During the interviews the expert team has seen that the new system of evaluation for teachers is not yet fully implemented and also in the SWOT is mentioned that staff is not enough motivated to work on quality assurance.

The Centre for Excellence in Teaching and Learning offers activities to advance teaching and learning methods, including training on active learning, student assessment methods, and teacher induction. The College has established mechanisms for monitoring teaching quality, including periodic monitoring at the faculty level, ad hoc commissions within academic units, and student feedback surveys. These mechanisms ensure ongoing evaluation and improvement of teaching practices. The Office of Quality Assurance (OQA) applies the Method of Sequential Analysis to identify problems in the teaching/learning process and make corrections where needed. Additionally, the College has initiated activities such as compiling knowledge and skills catalogues for each program subject and involving international experts in final exams. This can be labelled as “good practice”.

Academic staff are encouraged to participate in training courses to enhance their teaching skills, regardless of their employment duration at the College. To ascertain staff development needs, staff are required to complete the In-service Training Needs Questionnaire and the Staff Development Needs and Curriculum Change Questionnaire. Each academic staff member receives an evaluation report from students on their teaching, serving as a valuable basis for identifying personal improvement priorities. The faculty offers various educations and trainings such as - Enhancing skills in innovative technology, such as computer courses on research planning through IT, database design, project management, using EBSCO databases and the Moodle platform.

Developing skills for preparing research grants are facilitated by the College Research Institute. Portfolio system is not yet in place. The expert team recommends to install the practice of working with portfolio in this way there will be more effectiveness of trainings and more evidence that behaviour has changed and implemented innovations in teaching and learning. Deficiencies can be better detected as which is very difficult with self evaluation questionnaires.

The College acknowledges the importance of employer evaluations in assessing program effectiveness, ensuring that graduates meet the demands of the labour market. The College addresses deficiencies in students' competencies and professional skills through improvement programs and re-evaluation, particularly during challenging circumstances such as the COVID-19 pandemic.



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Academic staff retire at the mandated age limit of 65 but have the option to continue their engagement with the College under service contracts until the age of 70. This policy allows for the retention of experienced staff while ensuring compliance with legal requirements. Employment contracts may be prematurely terminated for various reasons, including criminal offenses discrediting the College, breaches of the Academic Staff Code of Ethics, incapacity to perform duties, conduct that undermines the College's dignity, or proven corruption. These reasons demonstrate the College's commitment to upholding ethical standards and maintaining a positive institutional reputation.

Standard	Compliance	
	Yes	No
<i>Standard 3.1.</i> 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	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	x	
<i>Standard 3.3.</i> 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	
<i>Standard 3.4.</i> 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	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has	x	



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employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.		
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		<b>x</b>
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	<b>x</b>	
<i>Standard 3.8.</i> 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.	<b>x</b>	
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	<b>x</b>	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	<b>x</b>	

### **Compliance level: substantially compliant**

The expert team commends the College for the policy to support young teachers in their career development and research possibilities by giving them opportunities to study PhD studies abroad in order to create a generation that will be able to steer innovation and take leadership roles in the college and in the country of Kosovo.

The expert team also commends that the College has initiated activities such as compiling knowledge and skills catalogues for each program subject and as involving international experts in final exams. This can be labelled as “good practice”.

### **ET recommendations:**



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1. Evaluate the effectiveness of implementation of innovations in teaching and learning after trainings, especially in the domain of defining learning outcomes and using these technique as didactic tool to enhance learning in a competence-based way.
2. The expert team recommends to invest more in community service learning in order to teach students in a transformational style, needed by students to become leaders in their profession.
3. The College has initiated activities such as compiling knowledge and skills catalogues for each program subject and involving international experts in final exams. This can be labelled as “good practice”.
4. Start with teacher portfolio in order to become more evidence of strong and weaker points in the teaching methods of teachers

### **Performance indicators**

- 3.1. Implement „portfolio“ for teachers. In the opinion of the expert team this tool will be more steering quality and give more evidence of effectiveness of quality enhancement activities than satisfaction surveys and self- evaluation by staff members.
- 3.2. Make the offer of the Centre of excellence aligned with the detected needs of teachers, not only new ones, but also those who are working already in the College.
- 3.3. Monitor the effectiveness of the professional development for each teachers by monitoring the effectiveness of implementation of the innovations.(for example for implementation of learning outcomes in their practice)
- 3.4. Make that input and process indicators have more weight in the KPI for staff evaluation.
- 3.5. Use the results of staff evaluation in a transparent and fair way in promotion procedure sin a way staff is stimulated to perform better, especially for research indicators.

### **2.4. Educational Process Content**

The BSc Physiotherapy program covers a broad range of subjects crucial to the field. The list of disciplines in the SER acknowledges the “multidisciplinary” nature of physiotherapy,



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ensuring that students gain a comprehensive understanding of related areas. The Physiotherapy program demonstrates a sequence of courses. Foundational subjects are introduced before advancing to specialized topics, ensuring that students build upon their knowledge progressively. This sequencing facilitates a deeper understanding of the subject matter. The expert team has seen in the syllabi and heard during interviews with heads of programme and teachers that the programme is not yet based on “interdisciplinary and transdisciplinary” teaching and learning, necessary to learn to work in interdisciplinary teams in the labour market.

The BSc Physiotherapy program is designed to align with the National Qualifications Framework, ensuring that it meets the required standards for qualifications in higher education.

To adhere to international standards for Bachelor programmes in Physiotherapy the College will implement the framework of competences for Physiotherapists (European Physiotherapist Organisation) and will define the competences of the graduates and the aligned learning outcomes of the programme. The college expert will create alignment tables of the learning outcomes of the courses with the learning outcomes of the programme. In this way there will be evidence that learning can take place to master “all” the competences needed at graduation.

The transition from teacher-centred to student-centred teaching is ongoing and has to be more supported. Learning outcomes are not yet well defined in each syllabus and teachers are not using learning outcomes as strategic tools to go for competence-based learning and steering the learning processes of students. It is obvious that the focus of learning lies on the exams, and that teaching and learning (for exams) is separated in time. Students are too much “learning for exams”.

In the frame of the recent advice of the European Professional organisation to go for at least 1000 practice hours in the clinics. In this way more integration into competence-based learning will be possible in real contact with the patients and colleagues on the workforce (workplace-based learning) More electives can be defined especially in the 4<sup>th</sup> year to go for specific directions for those who want to go to the labour market (musculoskeletal diseases, neurologic diseases, pediatrics, obstetrics etc..)

The SER stated that the program focuses not only on subject-specific knowledge but also on developing essential generic skills like critical thinking, problem-solving, communication, and teamwork as generic skills and competences. As these competencies are vital for students' success in both academic and professional settings, enabling them to adapt to diverse





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challenges they may encounter in their careers, learning outcomes have to be better defined in the syllabi. In general learning outcomes have to be defined on higher levels of Bloom, especially for critical thinking, evidence-based problem solving and decision making. The College has taken the commitment to redefine the learning outcomes at higher levels of Bloom for all courses and make adaptations in all syllabi before the start of the academic year.

The expert team missed enough learning opportunities to become able to master enough research skills in order to be able to conduct small research individually after graduation. The College has made changes in the programme by transferring the course in research methodology to the 4<sup>th</sup> semester and to install more research-based learning opportunities. In this way the program will support the development of academic competencies more. This aspect is essential for those interested in pursuing advanced degrees or academic careers in physiotherapy and makes the difference with a 3 year bachelor. More research-based courses have to be implemented for a 4 year bachelor to align with the standards of the EHEA.

Encouraging students to engage in community service and volunteer work fosters their personal development and contributes to civil society. Community service learning will be obliged in order to stimulate personal growth and leadership by realizing competences in a transformational modus for all students.

Career counseling and job placement services ensure students are equipped to enter the workforce with confidence, meeting the needs of the labour market as the expert team heard from employers and graduates.

By studying the syllabi the expert team has established that assessment methods are not much diversified, as are the dedicated ECTS points and the hours to realize the mastering of the learning outcomes. The College will review assessment methods and especially the alignment with learning outcomes and teaching and learning activities. The expert team has not found an analysis of workload according to the diversity of the different courses and the mix of teaching and learning activities and assessment formats.

The “Rezonanca” College requires students to demonstrate proficiency in the instructional language of the courses. This is a crucial step to ensure that students can effectively engage with the program's curriculum and achieve learning outcomes. In cases where students do not meet the required language proficiency, the College offers language training before the program begins. This proactive approach helps students overcome language barriers and prepares them for successful participation in the program. In semester I and 2 students have 2



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courses “English for health sciences” with each 4 ECTS. This makes it possible to study in English and to use high qualified update literature not only textbooks but also international journals.

The “Rezonanca” College also ensures that academic staff possess adequate proficiency in the language of instruction to deliver instruction effectively. This requirement is assessed through language proficiency tests or other evaluation methods, ensuring that staff members can communicate complex concepts clearly to students.

Teaching staff creates a supportive environment for students, with encouragement of active participation, with providing feedback, not yet at the level of progress toward mastering the learning outcomes as is mentioned in the SER. Learning outcomes are not yet steering the learning processes as became clear during interviews with students. Implementation of active learning formats with discussions, group projects and collaborative activities is underway, not all teachers are using these methods. Teachers are available for individual questions and problems of students as students have testified.

A Student Handbook detailing the study process, regulations, and student rights and responsibilities is available. Students are aware of the expectations and procedures within the academic environment. The existence of a clear student appeal procedure outlined in the Code of Ethics and Disciplinary Regulations further supports the student-teacher partnership.

The SER states that the College addresses the unique needs of students with disabilities by adapting teaching and assessment strategies accordingly. Modifications are made to examination procedures and access to teaching materials to ensure that all students, including those with disabilities, can achieve the intended learning outcomes without compromising academic standards. Students with specific learning difficulties, such as dyslexia, dysgraphia, or dyscalculia, receive customized learning materials and additional accommodations for written exams according to the SER. During interviews the expert team could determine that this praxis was not used very often. Most of the teachers and students were not aware of concrete cases.

The College ensures that assessment criteria for each assignment and exam are clearly outlined to students. The expert team advises to work with matrices for assessment purposes and with grids for judgement and to explain students those matrices and grids. In this way more



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transparency can help students to understand expectations and evaluation standards promoting fairness and clarity in assessment. External examiners are engaged primarily for final exams, which may limit the external perspective and validation of the program's assessment standards.

Teachers at the College provide feedback on student assignments and exams, especially on the midterm and final exams as the expert team heard. More formative feedback can be given in a way students can address their weaknesses, facilitating their learning process and improvement in subsequent summative assessments.

The SER states that the program regularly reviews its assessment mechanisms to ensure they are current and effective in measuring student achievement. The expert team has not seen the methodology of this process, neither a structural implementation of this practice.

The work of students during their internships is monitored by clinical mentors and documented in Clinical Practice Logbooks. Students are assigned tutors from among the academic staff of the study program.

According to the SER „Rezonanca“ College has established numerous cooperation agreements with various international and local institutions, organizations, and practical training units. These agreements span a wide range of countries, including Austria, Albania, North Macedonia, Turkey, Switzerland, and Romania, among others. These agreements cover areas such as academic cooperation, joint services, and research collaborations. The College's agreements include alliance merger agreements, memoranda of understanding (MOUs), cooperation agreements, Erasmus+ inter-institutional agreements, and agreements for specific projects. The agreements facilitate practice stages by allocating ECTS credits to practical training units. This ensures that the work done during practice stages is recognized academically and contributes to students' overall progression within the program.

The College actively participates in international projects and memberships, such as AMEE, EURAS, and the Balkan Universities Association, which further enhance its cooperation network and opportunities for students and staff.

International mobility has to be supported more.



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Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> 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	
<i>Standard 4.2.</i> 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	
<i>Standard 4.3.</i> 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	
<i>Standard 4.4.</i> 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	
<i>Standard 4.5.</i> 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	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning		x



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outcomes are explained and discussed with students from the perspective of their relevance to the students' development.		
<i>Standard 4.7.</i> 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.		<b>x</b>
<i>Standard 4.8.</i> 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.	<b>x</b>	
<i>Standard 4.9.</i> 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.		<b>x</b>
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	<b>x</b>	
<i>Standard 4.11.</i> 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.	<b>x</b>	
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. <i>*To be inserted the overview of the program (with all areas to be filled out)</i>	<b>x</b>	

**Compliance level: substantially compliant**



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### **ET recommendations:**

1. Use the international framework for competences for Physiotherapy at the programme level and align all defined competences in the different courses with these competences.
2. Make the program more research-based and make explicit what kind of research concepts the program has chosen to realize the nexus between teaching and research and community service learning. Give enough assignments in order to give evidence that learning has taken place at the correct level according to the Dublin descriptors used in the EHEA, especially for critical thinking, problem solving skills, evidence-based learning and working skills.
3. Make the didactic concept more explicit. Especially the methodology of steering the learning process with well - defined learning outcomes has to be better explained to future students and implemented fully for each course, for each lesson. Use the existing competence frameworks of Physiotherapy to align and make the patchwork in a table of alignment with defined learning outcomes of courses with the competence framework.
4. Define the learning outcomes per course on higher levels of Bloom and align the teaching and learning activities better with the learning outcomes to reach the standards of the EQF.
5. Use more different methods of assessment and check the alignment with the learning outcomes and the teaching and learning activities. (Biggs)
6. Create in the program more teaching and learning activities where students can “integrate” knowledge, skills and attitude into competences and assess on competence level.
7. Try to realize transformational learning by strengthening the nexus between teaching, research and services to society for all students
8. Need for more internationalisation by creation of more international exchange opportunities for students and staff.
9. Need for enhancement of students engagement in research and social initiatives.
10. Align ECTS credits with teaching hours and student workloads
11. Prepare the teaching environment for working with students with special needs, define procedures and criteria for applying for special needs
12. External examiners are engaged primarily for final exams, which may limit the external perspective and validation of the program's assessment standards.

### **Performance indicators**



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4.1. The academic feasibility is ensured at a certain level. Workload of students is not measured. Activating teaching methods are in place for some courses, but not for all courses. By further implementing there is a need for a there is to follow at programme level workload especially for activating assignments. There exist to much separation between the teaching process and the learning process (students learn primarily for exams).

4.2. IT implementation is well done.

4.3. There is not enough evidence for effectiveness of teaching methods. The transition from teacher -centred to student-centred learning is underway. Much has to be done for full implementation and to come to the level that there is evidence that learning has taken place at competence level. Integration of knowledge, skills and behaviour into competences has to be put more in place in a way the evolution of each student into this competence learning can be monitored and that assessment strategies can give evidence that competences are mastered at graduation.

## 2.5. Students

The criteria and procedures for admitting new students to the College are governed by the College's Statute and the Regulations of Studies. According to the SER the College has implemented a clearly defined and officially adopted admission procedure at the institutional level, which the program adheres to during student recruitment. Admission procedure is well defined on the College website. The clarity and fairness of the process has been verified during the interviews. All candidates should meet the minimum admission criteria of having a high school Diploma or other equivalent document of study, according to MEST requirement, before applying to the program. Then after, candidates must follow the process based on the internal College regulations and procedures.

The selection process is conducted in two stages:

### 1. First Phase: Academic Assessment



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For subjects: Biology, Chemistry, and Physics. Maximum success is awarded up to 30 points for students who have passed the Matura exam and up to 80 points for students without a Matura exam.

## 2. Second Phase: Evaluation of Non-academic Personal Qualities

- a. Assessment of communication and psychomotor skills;
- b. Assessment of personal attitudes and traits;
- c. Personality assessment.

A maximum of 20 points can be obtained based on high school performance. A high school diploma with maximum success is evaluated at five points. For students who have undertaken the Matura exam, up to 50 points can be obtained from the Matura exam scores.

In the second stage of selection, candidates must achieve at least 30% of the maximum points available in the academic evaluation test to proceed.

To satisfy the ranking requirements, candidates must at least be evaluated in the second stage of selection as "Recommended for admission."

Candidates eligible to apply for registration must meet the following conditions:

- High school graduates from Kosovo with the Matura exam completed, certified with a Diploma.
- High school graduates from Kosovo in the system without the Matura exam, certified with a Diploma.
- High school graduates from other countries (must present a certificate and diploma for completing a 12-year education).

The sizes of the groups are determined in accordance with the College's Regulation of Studies, Article 24. According to this regulation:

- Lectures are conducted in groups of up to 100 students. A new lecture group is formed when the number of students exceeds 120.
- Seminars and workshops are held in smaller groups of approximately 16-20 students, with a new group being created if the number in any group exceeds 30 students.





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- Exercises, small group teaching, clinical trials, and problem-based learning sessions are conducted with 8-10 students per group. A new group is formed if the number exceeds 12 students.
  - Outpatient and clinical visits are conducted in groups of 6 students. For certain forms of learning, student groups may be even smaller to facilitate more personalized instruction.

The number of students across groups has been confirmed during the interviews by service providers for the clinical training, the teaching staff for the groupings in seminars and workshops as well by the students through showing their satisfaction about group sizing across all the teaching and learning modalities.

The College provides flexible treatment for students in special situations concerning deadlines and formal requirements within the program per its regulations which is approved by decision of the Senate of the College, at the meeting held on 31.03.2021. AD-1493 / 21-2, dt31.03.2021.

Assessment procedures are adapted to the specific circumstances of certain student groups, with modifications to examination procedures to accommodate students facing difficulties. While the same academic criteria are applied across all groups of students, modifications and deadline extensions for meeting various academic obligations are possible for those with special needs.

However, the expert team has some concerns about the effective application of same academic criteria across all groups of students, as stated in the SER page 120, when the College Regulations of Studies, Article 39, states that the teaching obligations are accepted as *fulfilled* in case the College could not organize compensatory colloquia for the assigned subject for students who have missed over 20% and under 50% of the classes. This is seen as a risk for not having same standards of education, if the mechanism to ensure that student's learning process is not affected, was neither defined nor present.

In fact numbers of applications are very low (even cases are not known by students and teachers as is only mentioned 1 student?). The expert team has not seen a concrete policy with criteria(which special needs) and procedure. During interview with students it became clear



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that students have to take themselves the initiative to apply for special needs. In the opinion of the expert team more attention has to be paid to a well elaborated procedure in which the student 's privacy is respected in order to have more applicants as is for the moment the case.

According to the SER and the information gained during interviews from teachers and students feedback on assessment results is given, including instant feedback generated on the Moodle platform, which is also utilized for online communication of feedback. Students expressed their satisfaction during interview on the process and the advices given in case of necessity. This feedback includes recommendations for performance improvement, further supporting student development. A mechanism to evaluate effectiveness and efficiency is not available. More feedback on students performance is needed to evaluate and to enhance the system.

According to the SER the results obtained by students throughout their study cycles are officially certified by their academic records. These records provide an accurate and comprehensive account of a student's academic progress, including grades, credits earned, and any other pertinent information.

The College maintains these records, ensuring students have timely access to their academic histories. Furthermore, the management of academic records adheres to any relevant laws or regulations governing the maintenance and confidentiality of student records.

Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators. This includes information on students' attendance, exam pass rates, dropout rates, satisfaction with their programs, and access to learning resources. A significant portion of relevant student data is derived from Assessment Reports, which are stored in the Office of Quality Assurance. This statistical data are utilized both for quality assurance purposes and to support decision-making.

The College has implemented the ABACUS program, which centralizes relevant statistical data. This data are readily available to entities involved in the quality monitoring process and other college bodies. Additionally, statistical data pertinent to the College are published on its website, specifically in the Centre for Statistics and Database section.

However, and despite the fact that the expert team highly commends having a data-driven decision-making process through ABACUS to evaluate the program based on several inputs including assessment reports by the Office of Quality Assurance, in collaboration with the



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Office of Academic Affairs, the expert team sees that limiting access to one administrative staff, as has been communicated during the interviews, and not sharing the data with program heads to analyze, reflect and guide the decision-making process, limits its overall effectiveness.

Assessing the originality of student work effectively has always been a challenge to colleges and universities offering programs in Albanian. The process of ensuring that, is highly dependent on the subject teacher as their responsibility during the paper review process, which raises concerns around its reliability. Students are also taught some research methodologies and how to correctly cite a paper to raise their awareness around academic writing.

Moreover, to enhance plagiarism detection, the College has decided to:

- Publish all student diploma papers, seminar papers, scientific projects, and papers presented at student congresses on the College's website.
- Revise the entire procedure and forms for the approval, evaluation, and defence protocol of bachelor's and master's diploma topics.
- Allow diploma topics to be selected from a list approved by the Faculty Councils and the College Senate, published on the Moodle platform. Each teacher proposes five bachelor thesis topics per year.

Yet the expert team doesn't see that these guidelines are effective in assessing the originality of student work. Additionally, the awareness and these instructions are directed towards thesis work mainly, not towards all student work including essays and seminars.

However, it is worth mentioning that the College quality coordinators have informed the expert team, during the interviews, on the College's intentions in subscribing to "Crossplag" software which is a cross-lingual plagiarism checker. This is seen as a commendable step in the right direction.

All students' rights and obligations including the right to appeal are stated in the Regulations of Studies, and the Code of Ethics, which are publicly available on the College's website, and explained to the students in the first weeks of their studies.



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According to the SER and the interviews with students the College clearly communicates to students their rights and obligations, including the procedures for appealing academic decisions. This process allows students to contest academic decisions they perceive as unfair or not in alignment with the institution's policies and procedures. The College guarantees a timely appeals process, with regular updates provided to students on the status of their appeals

The College's Statute and the Regulations of Studies (specifically the chapter on Transfers) is in place. Decisions regarding credit for previous studies are communicated to students prior to admission through the Transcript of Notes, which is prepared by the ECTS Office.

Academic staff are available for consultations. They have office hours that students are aware of. Based on students' testimonies during the interviews, the academic staff are very cooperative during the sessions or when a student send a request to meet.

Students appreciate the feedback they receive after each form of evaluation. However, consultations after summative assessments, which are mostly linked to the goal of reconsidering the final grade, limit feedforward for future improvements. The College and students would benefit from a formal evaluation of this process to check its effectiveness against its objectives.

Tutorials are available on Moodle; course materials and videos are posted there to assist student learning. Tutors are very cooperative in offering other materials that might assist the students' learning process.

Students are assigned from year one an advisor who support and offer guidance on subject-related matters.

Students have a voice as representatives in the student council, they are present in other decision-making bodies such as the senate. Their feedback is considered.



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Standard	Compliance	
	Yes	No
<i>Standard 5.1.</i> 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	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	x	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	x	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	x	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	x	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	x	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	x	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.		x
<i>Standard 5.9.</i> 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	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	x	
<i>Standard 5.11.</i> 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	



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**Compliance level: fully compliant**

**ET recommendations:**

1. To facilitate continuous program evaluation mechanisms based on data-driven management programs ABACUS, Program heads should have access and be part of the decision-making process
2. Encourage subscription in a cross lingual plagiarism checker software that could be adapted to your own context and needs and then offer early awareness sessions for students on the importance of the originality of own work throughout their academic career and the risks of plagiarism.
3. Define the criteria for students with special needs and define a transparent and sage procedure for applying this status for students
4. Try to empower student union to take more responsibility in steering processes and decision making.
5. Need for more extracurricular social and cultural activities.
6. Offer courses in leadership for members of the student union.
7. Make more efforts for better language performance in English in order to help student to study better in English books instead of Albanian books that are often too old and not evidence based anymore. In this way a better (English) plagiaerism programme can be implemented.
8. Inform students better about the purpose of learning outcomes, especially the way of working with LO in order to reach the intended competences of the programme.
9. Run an evaluation for the process and procedures related to the College Regulation of Studies.

**Performance indicators**

5.1. Adequate selection process and recognition rules for foreign qualifications as well as qualifications obtained outside higher education institutions are defined.



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5.2. The expert team has not seen systematic monitoring and coordinating student workload across courses. Systems are in place to monitor progress for individual students, but not yet at the level to inform students before mid-term and final exams in a preventive way. Progression rates and completion rates are monitored.

5.3. The assessment system is not yet evaluated at the level of the programme. At the level of the individual courses more attention can be paid at alignment between LO and assessment especially at the level of competence-based assessment. The expert team has not seen matrices and grid for judgement. The expert team is in favour of an evaluation of the mix of assessment methods for individual courses and at the level of the programme.

5.4. support services are in place and working not only for the quality of the programme but according to students also for emotional, financial and other problems.

5.5. The expert team recommends to go for international literature. The expert team has not seen a systematic and structural procedure to update relevance of content of the syllabi. During interviews heads of programme testify that update was done at the start of the new academic year. It is not clear enough how syllabi are updated in time at that moment.

## 2.6. Research

In Kosovo, research activities encounter challenges including lower research outputs compared to developed countries, issues in translating research into practice, a lack of essential data, and limited university involvement in generating needed evidence. Efforts to enhance research capacity focus on improving capabilities to conduct high-quality research and engage effectively with stakeholders. The College conducted an assessment of its research environment, evaluating aspects such as research infrastructure, continuity, partnerships, employee empowerment, leadership, dissemination of knowledge, and research portfolio. The evaluation results indicate moderate research capacities in infrastructure, continuity, and knowledge dissemination, while partnerships, employee empowerment, and research portfolio are rated very poor. The assessment has defined domains as public health, clinical medicine, bio-medicine but no specific fields have been defined as strong in research or which are weaker in order to diversify financial support with a dedicated financial support for at least 5 years for strong groups for example and seed-finance for weaker groups with potential.



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The "Rezonanca" College's strategic plan for 2022-2027 aligns with the development of research, emphasizing academic competence, modern infrastructure, and internal and external cooperation. The plan is ambitious but the expert team is missing strategic prioritization and translation into concrete actions with KPI's on input, process and output level. Research activities are overseen by the Vice Rector for Research, and the Research Institute operates according to the Law on Research Activity of the Republic of Kosovo and the Institute's Statute.

The Bachelor of Science Physiotherapy program has outlined specific research domains tailored to its field, covering areas such as innovative techniques, chronic disease management, patient-centred care models, tele-rehabilitation, technology integration, and occupational health of physiotherapists. These domains are aligned with the program's educational goals and contribute to advancements in the field. The "Rezonanca" College demonstrates a commitment to supporting research through its strategic plan and financial allocations. The plan outlines dedicated budgets for scientific publications, symposia participation, and research projects, with yearly allocations to ensure sustained support. Additionally, there is emphasis on providing necessary infrastructure, equipment, and access to resources like laboratories and libraries to facilitate research activities. The "Rezonanca" College has established mechanisms to support research endeavours, including the creation of an institutional research fund and approval of regulations for funding academic research activities. This institutional support ensures ongoing research and development while also incentivizing faculty to secure external funding through performance evaluations. More choices can be made in order to support stronger groups on a more continuous basis and to foresee seed funding for young smaller groups. More efforts can be made to create and support interdisciplinary research.

The "Rezonanca" College's strategic plan for research encompasses various aspects such as infrastructure development, continuity and sustainability, partnerships, employee empowerment, dissemination of knowledge, and research portfolio expansion. These strategic initiatives aim to enhance research capacity, foster collaborations, and promote the translation of research outcomes into practical applications.

The "Rezonanca" College has established clear expectations for academic staff involvement in research and scholarly activities. Each full-time staff member is required to publish at least one scientific paper annually over the last three years to meet performance standards. This provides





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a tangible benchmark for research productivity and can over time ensure that research becomes a priority for faculty members, which is clearly not yet the case for all staff members. Research and scholarly activities are integral components of staff evaluation and promotion criteria. By mandating the publication of scientific papers, the "Rezonanca" College emphasizes the importance of research output in assessing faculty performance. This aligns with the goal of fostering a culture of research excellence among teaching staff. This evaluation system is put in place, but not yet fully smoothly running as the expert team has been seen in the curricula vitae of the staff. Some teachers have a strong research track record and internationally well known and are able to take the lead in realizing the research strategic plan.

The "Rezonanca" College actively involves some students in scientific research activities. All students are not involved in a structural and systematic way in research processes except for the bachelor thesis that covers only 10 ECTS points. To foster a new generation of researchers and support the scholarly projects of academic staff "Rezonanca" College support young staff to start PhD studies in Physiotherapy. This approach will not only enhance the research-based component of the programme and student's skills development in research but also contributes to the overall research environment within the College by increasing research capacity and collaboration. All students have been engaged to contribute to civil society through community services related to the field of Physiotherapy.

The "Rezonanca" College has established comprehensive guidelines for recognizing research activities, outlined in the "Regulation on Procedures for the Appointment, Reappointment, and Promotion of Academic Staff." These policies ensure that research activities align with international standards and contribute to the advancement of knowledge within the program's field of study. The "Rezonanca" College's categorization system for publications and scientific activities further delineates what qualifies as research. The categories range from publications in internationally recognized journals indexed on platforms like Web of Science and Scopus (Category A) to conference presentations and participation in scientific projects (Categories F and G). Additionally, the policy includes criteria for authorship of books (Category B) and roles in editorial boards or as peer reviewers (Category R).

By incorporating internationally recognized indexing platforms and standards, such as Web of Science and Scopus, the "Rezonanca" College ensures that its research activities meet global scholarly norms. This approach provides clarity for faculty members regarding what types of



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activities are valued in the context of academic promotion and evaluation. The College's clear policies and categorization system provide a structured framework for defining research activities, enabling faculty members to engage in meaningful scholarly endeavours that contribute to the advancement of knowledge within their field.

The Bachelor of Science Physiotherapy program at the "Rezonanca" College ensures that its faculty members actively engage in research relevant to their teaching areas.

The academic staff of the Bachelor of Science Physiotherapy program has collectively contributed to 421 publications in scientific journals and presented 352 papers at scientific conferences, all directly related to the subjects they teach. This demonstrates a strong alignment between their research activities and teaching responsibilities. Despite challenges posed by the COVID-19 pandemic, the faculty's commitment to research remains evident through their significant contributions to academic literature and conference presentations. The College's Research Institute, led by Associate Professor Fahri Gavazaj, Assistant Professor Selvete Shuleta, and Assistant Professor Bylbyl Reçica, published a Collective Scientific Monograph summarizing the academic staff's research outputs from 2019 to 2021. This publication highlights the faculty's continued scholarly activity and their dedication to advancing knowledge within the field of physiotherapy. Although the pandemic led to a decline in publication rates per Full-Time Equivalent (FTE) staff member during 2020-2021, the "Rezonanca" College is taking proactive steps to enhance its research portfolio.

The strategic research plan for 2022-2027, officially approved by the "Rezonanca" College, and the promotional plan developed by the Research Institute for 2023 aim to revitalize research activities within the department.

Faculty members are encouraged to prioritize publishing their research in journals with the highest academic impact. This ensures maximum visibility and recognition within the academic community. Publications in scientific journals indexed on the academic platform PubMed hold a publication coefficient of 0.70, as designated by the Faculty Council. These publications are classified under category A3 and are recognized for their significant academic value. The primary validation of research is achieved through the publication of research findings. To qualify for financial support for these publications, faculty members are required to submit: A full-text article affiliated with the College, published in scientific journals indexed by Clarivate Analytics - Web of Science, including SCIE, SSCI, and AHCI (Group 1). A full-



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text article affiliated with the College, published in scientific journals not covered by Clarivate Analytics - Web of Science but indexed in SCOPUS, including Q1, Q2, Q3, and Q4 journals (Group 2).

The "Rezonanca" College has established mandates ensuring that every academic staff member secures at least one publication in scientific journals over the past three years. These mandates align with legal provisions and accreditation standards, focusing on publications indexed in academic databases such as Web of Science and Scopus.

Recognizing the need to address concerning trends in research output, the "Rezonanca" College has formulated a renewed strategy to bolster research endeavours. This strategy includes: enhancing research infrastructure, allocating additional funding to support scientific projects and dissemination of findings, strengthening collaborative partnerships with research institutions, empowering College personnel, broadening the dissemination and practical application of research, significant funds have been earmarked to support research activities and facilitate staff publications, reflecting the College's commitment to elevating research output. The College Research Institute has developed an action plan for 2023 to guide the augmentation of research activities.

At "Rezonanca" College in Pristina, it is mandatory for academic and research staff, particularly those in the BSc Physiotherapy program, to publish their research and scholarly works under the auspices of the college. This policy ensures transparency and accuracy in reflecting the institution's contribution to the academic and research community. Since 2019, all regular academic staff at "Rezonanca" College attribute their scientific publications to the institution. This practice upholds academic integrity and enhances the College's academic reputation and research visibility.

At "Rezonanca" College, academic staff are actively encouraged to integrate insights from their research and scholarly endeavours directly relevant to their courses, particularly within the Physiotherapy study program. This integration not only keeps students informed about the latest research developments but also fosters a culture of inquiry and scholarly pursuit. At the moment not all staff complies with the set criteria for research output. During interviews with heads of the program the expert team heard that updating the relevance of courses is done at the beginning of the academic year according to the results of the questionnaires of quality



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assurance. The expert team has not seen a dedicated policy and procedures to update relevance in a systematic way the content of the courses as for new scientific knowledge in the specific field of the courses.

In the SWOT analysis it is mentioned as a problem that not all staff has published under the name of the College.

At "Rezonanca" College, these policies were thoroughly reviewed in 2021, leading to the adoption of the "Regulation on Intellectual Property of the College-2021." This regulation provides a framework for protecting intellectual property generated within the College and outlines procedures for its commercialization. To incentivize researchers to engage in applied research activities, the regulation specifies that net income from licensing the College's intellectual property to third parties will be distributed between the creators and the development funds of their respective departments or units. The expert team has not seen applications yet.

At "Rezonanca" College, students actively participate in scientific research projects, which enriches their knowledge base and research competencies.

The "Rezonanca" College has institutionalized policies aimed at facilitating faculty and student research activities. This includes providing courses designed to install a robust understanding of the scientific method and facilitating student-led scientific projects under faculty mentorship. A mandatory Research Methodology course in the curriculum's third year underscores the College's commitment to integrating research into the educational experience. The expert team recommends to implement more courses in a research-based learning concept(Healy 2005) to strengthen research skills at the level of Dublin descriptors. The expert team recommends to install a research line in the programme in a way graduates will be able to perform small research projects independently and are stimulated to work evidence-based. During interviews with management, staff and students it became clear that the involvement of students in research projects has to be strengthened in order that all students can be involved and that the creation of a dynamic research environment is not yet in place.

Library support can be ameliorated by going for an e-library. Financial planning for library is not enough. Also planning for budget for programme is not enough because implementation of research goals will have a substantial cost.



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Additionally, in alignment with TP 6.1, the "Rezonanca" College collaborates with other medical entities in Kosovo to ensure that graduate research activities align with the requirements for relicensing as mandated by law. The "Rezonanca" College's 2022-2027 research strategic plan prioritizes support from the Research Institute in securing and executing externally funded projects. It also underscores the importance of fostering research partnerships, including with the private sector and development agencies. SWOT analysis shows that this goal needs to be strengthened.

The "Rezonanca" College has formalized cooperation agreements with local industries and research institutions for potential joint research projects and shared equipment use, aiming for collaborative development strategies. Despite challenges from the COVID-19 pandemic, agreements with both local and international entities have been established for joint academic and research cooperation to strengthen engagement with communities and enhance connections between academic units and the Ministry of Health (MoH) and the Ministry of Education, Science, Technology, and Innovation (MESTI) at the national level. Additionally, relationships with scholars from higher education institutions in developed countries, both locally and internationally are fostered.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> 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	
<i>Standard 6.2.</i> 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	



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<i>Standard 6.3.</i> 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	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
<i>Standard 6.5.</i> 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	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X
<i>Standard 6.7.</i> 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
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9/6.8.</i> 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
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.		X

**Compliance level: Partially compliant**

**ET recommendations:**



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1. Prioritize the strategic development plan in order to create the necessary input and output indicators to achieve more success at the output level.
2. Especially at the level of numbers of publications per staff member more support has to be realized to get more publications per staff member (the norm is not achieved and only some publications are validated by peer review).
3. Policies and frameworks have to be reviewed as is defined in the research plan. Installation of the office for grant management is done, but functional relationship with academic units is not yet in place.
4. Create information channels to apply for international, national and regional research funds..
5. Create in a systematic way help for writing grants with academic staff professionalized in this domain
6. Define an allocation budget for financial support based on well - defined criteria.
7. Create a research line in the programme in order to make that graduates are able to design small research projects and realise research output independently in the field and that skills as critical thinking and problem solving make they work evidence-based.
8. Install interdisciplinary research unities.
9. Involvement of students in research has to be strengthened.
10. Open up opportunities to increase the possibilities for scientific research work of teachers aligned with teaching loads, especially for regular employees.

### **Performances indicators**

- 6.1. More assistance can be given to teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.
- 6.2. The study program periodically organizes scientific sessions, symposiums, conferences, round tables with the involvement of teaching staff, researchers, students and graduates, while proceedings are published in ISBN, ISSN, scientific reports or in magazines dedicated to that particular activity.
- 6.3. Support is being provided for junior teaching staff especially in the frame to start PhD studies. Involvement of teaching staff in general by mentoring, by inclusion in project teams, especially interprofessional teams, by assistance in writing research proposals and by working with seed funding for research teams with potential can be strengthened.



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6.4. More strategical choices can be made for identifying and capitalizing on the expertise of teaching staff and students in providing research and development services to the community. In this way much more can be done to realize the nexus between teaching, research and services to society to go for transformational learning.

6.5. The institution is monitoring staff's contribution to attracting financial resources. More support can be given to realize knowledge transfer into society.. Staff capacity to generate such financial returns is considered in the individual performance review system.

6.6. Cooperation with local industry and with other research agencies is on the agenda and has to be encouraged in order to create more joint research projects, shared use of equipment and cooperative strategies for development.

## 2.7 Infrastructure and resources

The ET is convinced of the quality of the infrastructure and of the sustainability of the study program on long term according to the financial plan.

The SER gives a detailed overview of the number of rooms, amfitheaters and for numbers of seats in all the different rooms. The quantity and the quality of the equipment is ensured. Spaces are adequate for the educational processes. Laboratories are equipped with the most modern materials, tools, simulation material in a way students are able to master the practical skills before exercising on a real patient. The chair of the expert team has visited the buildings. Buildings are modern and well maintained.

Financial plan is in place from 2024 to 2028.

Striking is that there is

- No money is foreseen for clinical rotations
- No money is foreseen for course and curriculum development (knowing that ba and master in science for physiotherapy have to be developed)
- No money is foreseen for investment in IT
- The sum for scholarships is not augmented whereas in the research plan is mentioned to spend more on scholarships





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- No money is foreseen for intellectual, cultural and social development of students

In total the expert team do not see a good reflection of the investment for more research and evolution of the library.

Also for maintenance and equipment not enough money is foreseen in the opinion of the expert team.

All objects, properties and inventors are the property of the College

Adequate software is in place to create an active learning environment for the students and teachers. Students have access to all learning material via the moodle platform.

Number of seats in all kind of teaching rooms (small and big) are enough, According to the installation of the general hospital enough places are foreseen to educate students in the hospitals.

Library is equipped with reading rooms, group work rooms and with book stock in Albanian and in English (when Albanian version is not available). More effort can be done to go to a full e-library. Databases are available (Medline, EBSCO, with also e-books. Library is open from 9.00 till 20.00 every day, except Sunday.

According to the SER and to the interviews with teachers and students adaptations are done for students with special needs if there are such students. “Although the College does not currently offer specific assistive technologies for students with learning disabilities, it ensures accessibility to college buildings, premises, and facilities, including accessible routes, parking, and elevators.” More specific procedures and criteria for specific needs have to be defined.

Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> 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	



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<p><i>Standard 7.2.</i> 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.</p>	<p><b>x</b></p>	
<p><i>Standard 7.3.</i> 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:</p> <p>a) owned or rented spaces adequate for the educational process.</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities.</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence.</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>	<p><b>x</b></p>	
<p><i>Standard 7.4.</i> 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.</p>	<p><b>x</b></p>	
<p><i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	<p><b>x</b></p>	



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<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	<b>X</b>	
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**Compliance level: fully compliant**

**ET recommendations:**

1. Adapt the financial plan to the requirements to implement the programme goals.
2. Go for e-library.
3. Foresee investments in IT, especially for integration of artificial intelligence in the programmes.
4. Foresee more money for maintenance of equipment..
5. Foresee more budget for input and process indicators for research.
6. Foresee more budget for implementation of the new programmes.
7. More specific procedures and criteria for students with specific needs have to be defined.
8. Pay attention to the weaknesses in the SWOT analysis.
9. Limited Language Resources: Scarcity of specialized medical literature in the Albanian language, affecting resource completeness.
10. Translation and Publication Funding: Current budget limitations or priorities may restrict the ability to increase the availability of translated materials.
11. Undertake more efforts to educate students in English language and to foresee all studybooks in English and in enough numbers in library.
12. Go for a better programme for detection of plagiarism.



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### Performance indicators

7.1. Formal plans are developed for the provision and improvement of infrastructure and resources and the implementation and effectiveness of those plans is monitored on a regular basis. More alignment of the financial plan with the strategic goals is needed (see recommendations)

7.2. A senior staff member is assigned the responsibility for oversight and development of infrastructure and resources.

7.3. The effectiveness and relevance of infrastructure and resources is regularly monitored through processes that include surveys of student usage and satisfaction and modified in response to evaluation and feedback.

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

Because of the huge responsibility to start a 4 year bachelor of Science in Physiotherapy ( 240 ECTS) in the country of Kosovo together with a 2 year Master in Science in Physiotherapy and Sports Medicine the expert team wants to give special attention on an aggregated level of the challenges of this specific situation.

In the European region several programmes for Physiotherapy are running.

- 3 year bachelor often combined with 2 year master
- 4 year bachelors often combined with 1 year master

The proposal of the “Rezonanca College” goes for 4 year bachelor and 2 year Master in total 6 years when studied in combination whereas in the European region mostly after 5 years the combination of bachelor and master can be done.

A 4 year bachelor has to be different from a 3 year bachelor, especially for making judgements evidence-based, communication skills, problem solving skills and autonomy of learning skills. These skills are not enough elaborated in the syllabi to give enough evidence that the 4 year bachelor is different from the 3 year bachelor. Above this situation the expert team has not



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found enough practice hours in alignment with recommendations in the EHEA, at least 1000 hours has to be programmed and thoroughly assessed ( recommendation of World Physiotherapy (wcpt.org)).

In the specific situation of first accreditation both for bachelor and master, the expert team strongly recommends adherence to the framework of competence -based learning as defined by the professional organization of World Physiotherapy and to take enough time to redefine the learning outcomes at programme level and to show the contributions to these redefined learning outcomes at programme level of the specific learning outcomes in the courses in order to get a patchwork to realize evidence that graduates master all learning outcomes at competence level as defined at programme level. By realizing such a patchwork it will be more easy to follow evolution of competences for each individual students and to show evidence that at graduation students are fit for purpose.

An overall research concept (tutoring-led, research led, research oriented, research based) has not been defined. A mix of teaching and learning activities to learn research skills is not enough embedded in the program, not well enough steering the competences needed to do independently research by graduation for all students as mentioned during the interviews and in the SWOT analysis. The focus in teaching and learning activities should be more on the nexus between teaching and research. Especially for objectives in the frame of services to society much more can be done to make students “change agents”, to make the health care services better by doing small research projects in the community to ameliorate the health care system. By doing this the nexus between teaching, research and services to society can be strengthened and make “transformational learning” possible for all students.

The research strategic plan is well written. The action plan is not prioritized and concrete decisions have to be made. The programme needs more research-based teaching and learning in order to deliver graduates that are able to do small research independently in the labour market.

The focus of quality assurance has to be on **effectiveness** of activities in order to reach the defined strategic goals, for the moment the system is too much satisfaction- oriented and evidence for effectiveness is often not available.



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Considering the documentation provided and discussions with the program development team, the expert team gave the following compliance levels:

<b>Standard</b>	<b>Compliance Level</b>
Mission, objectives and administration	substantially
Quality management	partially
Academic Staff	substantially
Educational Process Content	substantially
Students	fully
Research	partially
Infrastructure and resources	fully
<b>Overall Compliance</b>	<b>substantially</b>

Conclusion: Substantially compliant

Recommendation: the expert team advises accreditation for 3 year with 100 students to start each year “the 4 year Bachelor in Science of Physiotherapy”



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**Expert Team**

**Chair**

(Signature)

Joke  
Denekens

(Print Name)

6<sup>th</sup> of June 2024  
(Date)

**Expert Member**

Snjezana Schuster

(Signature)

(Print Name)

6/6/2024

(Date)

**Expert Member**

(Signature)

Danica Železnik

(Print Name)

6/6/2024

(Date)

**Student Member**

(Signature)

Nibal Sabri

(Print Name)

06.06.2024

(Date)



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