



UBT College

**Bachelor Study programme in
Medical Biochemistry**

Re-accreditation

REPORT OF THE EXPERT TEAM

March 19, Prishtina

TABLE OF CONTENTS

| | |
|--|-----|
| TABLE OF CONTENTS | 2 |
| INTRODUCTION | 3 |
| Site visit schedule | 4 |
| A brief overview of the institution under evaluation | 6 |
| PROGRAMME EVALUATION | 7 |
| 1. MISSION, OBJECTIVES AND ADMINISTRATION | 7 |
| 2. QUALITY MANAGEMENT | 10 |
| 3. ACADEMIC STAFF | 12 |
| 4. EDUCATIONAL PROCESS CONTENT | 14 |
| 5. STUDENTS | 117 |
| 6. RESEARCH | 19 |
| 7. INFRASTRUCTURE AND RESOURCES | 21 |

INTRODUCTION

Date of site visit: March 19, 2025

Expert Team:

- Professor *Mladen Krajacic*, PhD
- Professor *Brigitte Vannier*, PhD
- *Elisa Knief*, Student-expert

Coordinator from Kosovo Accreditation Agency

- *Shpresa Shala*, Head of Monitoring
- *Olsa Ibrahim*, KAA Officer

Sources of information for the Report:

- Self-evaluation report by the UBT College
- Syllabi Documents
- Teaching Staff CV Documents
- On-site visit and meeting with representatives of the institution and the study programme, students, graduates and employers

Criteria used for institutional and program evaluations

- Standards and performance indicators for external evaluation according to the KAA Accreditation Manual
- Compliance with the overall mission statement of the UBT College
- Consistency with the National Qualifications Framework
- Consistency with the Framework for Qualifications of the European Higher Education Area

Site visit schedule

| Programme Accreditation Procedure at UBT College | |
|--|--|
| Program: | Medical Biochemistry, BSc 180 (Re-accreditation) Applied Chemistry, BSc 180 (Accreditation) |
| Site visit on: | 19.03.2025 |
| Expert Team: | Prof. Mladen Krajacic; Prof. Brigitte Vannier; Ms Elissa Knief, student expert; |
| Coordinators of the KAA: | Shpresa Shala, Head of Monitoring Olsa Ibrahim, KAA Officer |

Site Visit Programme

| Time | Meeting | Participants |
|----------------------|--|---|
| 09:00 - 09:50 | Meeting with the management of the faculty where the programme is integrated | Edmond Hajrizi - Rektor Visar Hoxha - Prorektor Fisnik Laha - Dekan Albina Fejza – Pro dekane |
| 09:50 - 10:35 | Meeting with quality assurance representatives and administrative staff | Dugagjin Sokoli – Quality assurance Artan Tahiri – Head of Administration Demokrat Nuha – Academic Staff Murat Retkoceri – Head of infrastructure and student service Lorikë Salihu – Quality officer Erion Mecini – Coordinator of schedule Erleta Avdylaj – Student representative |
| 10:40 - 11:20 | Meeting with the head of the study programme: Medical Biochemistry, BSc 180 (Re-accreditation) | Linda Çarkaxhiu – Hyseini - Medical Biochemistry Cengiz Çesko - Medical Biochemistry Zafer Gashi - Medical Biochemistry Afrim Zeqiraj - Medical Biochemistry |
| | | |
| 12:00 - 12:45 | Lunch break | |
| 12:50 - 13:40 | Visiting Facility | Lirigzona Morina – Director of the campus Vesë Pakashtica – Academic staff Armend Cana - Academic Staff Nerxhivane Gërguri - Academic staff Arianeta Nura – Academic Staff |

| | | |
|----------------------|--|--|
| 13:45- 14:25 | Meeting with teaching staff | Rina Krasniqi - Academic Staff Valon Durguti – Academic staff Kujtim Thaqi – Academic staff Diellor Rizaj – Academic staff Veton Haziri – Academic staff Luiza Zeqiri – Academic staff Hyzer Rizani – Academic staff Osman Fetoshi – Academic staff Suzana Aliu – Academic staff Eda Mehmeti – Academic staff Sami Makolli – Academic staff Getiana Balaj – Academic staff Pajtim Bytyqi – Academic staff |
| 14:25 - 15:05 | Meeting with students | Anila Ademi Albin Ademaj Suna Rudi Gresa Zejnullahu Veronë Krasniqi Fiona Dalipi Elbiona Nicaj Fortesa Suma |
| 15:10 - 16:00 | Meeting with employers of graduates and external stakeholders | Agim Krasniqi – QMF Lipjan Brikenda Mulla – Qendra Rajonale e Shendetësisë Publike Pejë Afrim Kotorri – Liori Laboratory Shkumbin Shala – Instituti Hidrometeorologjik i Kosovë Luan Sylejmani – Laboratori Jeta Burhan Rashiti – Buli Medical Jona Gashi – Era Med |
| 16:00- 16:05 | Internal meeting of KAA staff and experts | |
| 16:05– 16:10 | Closing meeting with the management of the faculty and program | Edmond Hajrizi - Rektor Visar Hoxha - Prorektor Fisnik Laha - Dekan Albina Fejza – Pro dekane |

A brief overview of the programme under evaluation

UBT College originated from the Institute of Enterprise Engineering and Management, founded in 2001. It was officially established as a higher education institution in 2004, aiming to offer competitive study programs in social sciences, with a focus on management, business, economics, and law. In parallel, the institution expanded into technology-oriented disciplines, starting with computer sciences and engineering and later incorporating mechatronics, robotics, architecture, and civil engineering.

Over the years, UBT has made additional efforts to introduce biotechnology and biomedical sciences, leading to the accreditation of new study programs, including Food Science and Technology, Agriculture and Environmental Engineering, Nursing, Integrated Studies in Pharmacy, Stomatology, Anesthesiology, and Radiology.

UBT College holds a license from the Ministry of Education, Science, and Technology (MEST) No. 808/02-1, dated 18.10.2004. The institution was first accredited by the Kosovo Accreditation Agency in 2009 under its current name. The acronym UBT stands for the *University of Business and Technology*. Since its initial accreditation, the institution has undergone multiple external accreditation procedures at both the institutional and program levels.

The college is based on a modern campus on the outskirts of Prishtina. A network of specialist ambulatory clinics provides strong clinical support for medicine-related study programs. Additionally, UBT is associated with and supported by several specialized professional centers, such as the Centre for Technology Transfer, IPR and Innovation; the Centre for Knowledge Management and Library; and the Centre for Professional Development and Lifelong Learning. Beyond its main campus in Prishtina, UBT operates regional centers in Ferizaj, Prizren, and Pejë.

In the past three years, the *Faculty of Medical Biochemistry and Biotechnology* has received accreditation for its *Bachelor's program in Medical Biochemistry* and *Master's program in Biochemistry*. However, there are inconsistencies in UBT College's organizational structure. The Faculty of Medical Biochemistry and Biotechnology is not listed on the UBT College website, and the *Faculty of Food Science and Technology* is presented as being responsible for the programme in *Food Science and Biotechnology*. Previous accreditation reports have also noted that the internal structure of UBT College remains unclear, raising concerns about transparency in faculty organization.

PROGRAMME EVALUATION

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

1. MISSION, OBJECTIVES AND ADMINISTRATION

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area. The expert team must ensure that each indicator is elaborated within the report in two to three sentences).

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

In spite of study programmes in biochemistry are already available (the ET found two examples) in Kosovo higher-education area, professionals in the field are considered to be among bottlenecks in the country. Thus, the proposal of a new study programme at UBT is considered by the institution itself and confirmed by potential employers of the graduates, as justified. Moreover, the proposal is aligned with the *Ministry of Health* priorities, as well as the *National Development Strategy*.

The *Bachelor Study Programme in Biochemistry* aims to equip graduates with knowledge and skills successfully used in all the aspects of public health and general or specific health care and human well-being.

UBT claims to implement an integrated strategy to establish itself as an internationally recognised and competitive, research-intensive university, committed to the transfer of knowledge and the provision of a world-class education and service. However, the institution must be careful not to spoil that mission and vision by following demand-driven orientation. High-quality approach is sometimes endangered by high-pressure intentions of offering competitive programmes and attracting as many students as possible.

Facilities and equipment are remarkably growing, but a capability of catering the growing students number seems to be a permanent issue of this institution.

There are inconsistencies in UBT College's organizational structure. The Faculty of Medical Biochemistry and Biotechnology is not listed on the UBT College website, and the Faculty of Food Science and Technology is presented as being responsible for the Food Science and Biotechnology programme. Previous accreditation reports have also noted that the internal structure of UBT College remains unclear, raising concerns about transparency in faculty organization.

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

The *Bachelor Study Programme in Biochemistry* defines general learning outcomes that are consistent with both national and European qualification frameworks. With strong focus on appliance in biomedicine and medicinal chemistry, the proposed programme answers the demand for professionals who are going to face the challenges of contemporary social circumstances. It follows institutional policies and regulations.

Procedural and academic issues seem well developed at the level of the College, complying with general ethical principles in research, teaching and other academic and administrative activities. They are translated to the particular study programme and made publicly available to both staff and students.

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

The higher education institution has a system that collects relevant, updated, and reliable information.

Personal data are processed lawfully, transparently, and only for specific, legitimate purposes. UBT ensures compliance by implementing a robust data protection framework that protects student privacy during the delivery of its study programs. The institution limits data collection to necessary information, ensures data accuracy, and stores personal data only as long as required.

The programme in Medical Biochemistry adopts a collaborative approach to feedback and analysis, resulting in actionable changes designed to enhance the overall educational experience. Both students and faculty are integral to the planning, execution, and follow-up of these initiatives. This participatory approach helps the institution align its academic offerings with student needs, faculty expertise, and broader strategic goals, ensuring a responsive and adaptable program.

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

College UBT has the Administrative and Budgetary Support Policy that ensures that the Medical Biochemistry programme has sufficient resources for its operations and growth. It establishes procedures for maintaining adequate staffing and conducting annual staff evaluations, while providing ongoing training and development opportunities.

UBT College supports the study programme by a robust administrative structure that includes a Dean, a Vice Dean, and a Quality Officer. This team ensures that the teaching and learning needs of both students and academic staff are fully met.

The administrative staff engaged in the delivery of the study program is subject to a professional development plan including annual training sessions. The staff is supported in attending workshops and conferences related to HE administration and involved in professional development and English language trainings.

(Elaborate standards using the indicators. Each indicator should be elaborated by 2-3 sentences)

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

The institution has been recommended in the previous reports to clearly present its organisational structure. However, as stated above, the internal structure of UBT College remains unclear, raising concerns about faculties as constitutive units that deliver study programmes. If the Study Programme in Medical Biochemistry is implemented by the Faculty of Medical Biochemistry and Biotechnology, this constitutive unit has to be recognisable at the university website.

Furthermore, in spite of concerns expressed in former reports, the ability of the institution to ensure proper laboratory environment and enable course-specific students' hands-on activities remains uncertain regarding the wishful number of students in the programme(s).

ET recommendations:

1. The institution is recommended to take care about consistency in proclaiming mission and goals. Statements regarding professional, educational and research excellence have not been followed by too ambitious intentions to attract too large and not realistic number of students.
2. Both the study programme and the Faculty of Medical Biochemistry and Biotechnology has to be clearly presented on the institutional website.

3. The study programme was accredited three years ago, and the same subject at the master level was accredited two years ago. Both accreditation reports raised complaints on untransparent organisational structure. To ensure to be re-accredited in the next accreditation process, the institution has to resolve this serious issue.
4. The institution is expected to implement the recommendations from previous accreditation reports.

2. QUALITY MANAGEMENT

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area. The expert team must ensure that each indicator is elaborated within the report in two to three sentences).

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

The program has a robust internal quality assurance system that aligns with national regulations and European Standards and Guidelines (ESG). The Faculty of Medical Biochemistry and Biotechnology conducts regular evaluations, including course reviews, student surveys, Alumni and partners feedback and annual self-assessment reports.

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

The program follows a Plan-Do-Check-Act (PDCA) cycle for continuous improvement. Feedback from students, alumni, and industry stakeholders is systematically incorporated into program revisions. The curriculum is designed to align with the program's learning outcomes and the needs of the healthcare sector. It includes a mix of theoretical knowledge and practical skills, with courses such as Clinical Biochemistry, Molecular Biology, and Laboratory Management. LIMS (Laboratory Information Management systems) and other softwares such as R studio and Labview are also taught to ensure an up-to-date knowledge.

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

Advisory board meetings provide continuous feedback on the alignment of the study program with labour market demands. Changes to the curriculum are made in response to industry trends and technological advancements.

Surveys are conducted among students, faculty, and industry partners to assess program effectiveness and identify areas for improvement. The results of these surveys directly inform decision-making and curriculum updates.

Internships experiences are evaluated both by academic and professional supervisors and visits are organized to check the internships conditions.

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

The university has made all relevant policies, regulations, and guidelines publicly accessible on its official website, ensuring transparency and ease of access for students and stakeholders. These include the Regulations on Bachelor Studies, Regulation on Quality Assurance and Evaluation, and General Conditions for Registration, which provide essential details about the academic and administrative framework of the study program.

Admission criteria, qualification recognition, and enrolment quotas are clearly defined and published on the university's website and within the Regulation for Bachelor Studies. The study program details, including syllabuses, learning outcomes, credits, and assessment methods, are included in the student registration guidelines and official faculty publications.

The website (<https://www.ubt-uni.net/en/study/bachelor-programs/medical-biochemistry/curriculum-structure/>) gives all the relevant information for the students and the different stakeholders.

ET recommendations:

1. An inter-class mentoring between students could be implemented to help new students to get accommodated with the university teachings and all the services.
2. Another mentoring that could be interesting is the mentoring with new graduates that are now working and the current students to know the different skills that are required in the labour market. This would help to build a strong network both for students and the university.
3. Ask the students to set up a LinkedIn profile to make them realize how important the network in their career will be.
4. Organize a day where professional come to present jobs and skills needed to students to helps them to choose what they would like to work on.

3. ACADEMIC STAFF

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

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

UBT advertises vacancies for staff on the official website.

The HEI has clear, objective, and transparent processes for staff recruitment and employment conditions as outlined in the Staff Handbook. This transparent process ensures compliance with set standards for fairness and objectivity in recruitment. The HEI follows well-established procedures for selecting the best candidates for each position, as outlined in the Employee Handbook of UBT. Recruitment procedures align with both the strategic goals of the institution and the specific needs of study programs, ensuring that only qualified candidates are selected. Faculty and UBT conducts a transparent process where candidates for employment are provided with full position descriptions and employment conditions.

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

The institution claims to recognize excellence in teaching and research and is adequately committed to enhancing its academic staff by attracting highly qualified individuals. Indeed, some staff members, who earned their PhD degrees from reputable higher education institutions, stand out as impressive professionals with a strong track record. Their positions as authors in academic publications clearly demonstrate their personal contributions to the field. The allocation of specific course content to them is therefore fully justified, as they are recognized as appropriate lecturers for the respective courses based on their area of expertise and the scientific disciplines in which they have published research.

Unfortunately, some other staff members could be considered qualified, but not excellent.

Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which

include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)

The teacher advancement procedures at UBT College are transparent and objective, as outlined in the Employee Handbook and the Regulation on Standards for Election into Higher Academic Titles. The process for advancing a professor into higher academic titles follows a structured approach, starting with a call for applications approved by the Academic Council, and involves the submission of a comprehensive application that includes personal details, CV, a bibliography of published works, and evidence of pedagogical qualifications.

The structured approach guarantees that the election into administrative positions is conducted with a high level of transparency, aligning with the institution's commitment to merit-based advancement and leadership development.

UBT College ensures that the promotion of academic staff into higher grades is strictly based on demonstrated excellence and significant achievements, following a clear and structured process outlined in its internal regulations.

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

The institution develops an annual operational plan for the professional development of academic staff, which is grounded in the long-term staff development strategy of the Faculty.

The Faculty of Medical Biochemistry and Biotechnology at UBT College claims to have a well-defined strategic goal focused on the advancement and development of its academic staff. This strategic goal emphasizes the importance of elevating full-time academic staff to higher academic titles, enhancing research capacity, and supporting both early and mid-career faculty members. The ET would like to comment that elevating academic staff to higher academic positions does not enhance research capacities, but rigorous criteria on what is considered meaningful research.

We do believe that UBT has funds and readiness to support staff development by continuous learning, and skill enhancement. However, just a part of the academic staff is excellent. There are still too many of them who are not. They have limited journal publications, or their track records are not strong enough. Additionally, their publications may not be directly related to the course subjects they teach, and they do not recognize conference contributions from valid journal publications. Their proficiency in English is insufficient and does not reflect the level expected of internationally recognized researchers or educators capable of delivering cutting-edge scientific knowledge and relevant course content.

UBT College and leading people of the Study Programme in Biochemistry have to make an effort to improve the quality of the staff members (approximately half of them) to align their

performances and competences with declared commitment to internationally recognised quality and research output.

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

There are no external associates - all the teaching staff engaged in the Bachelor Study Programme in Medical Biochemistry is affiliated with UBT College.

ET recommendations:

1. The University and the Faculty have to align the research quality, scientific competences and professional skills of the academic staff with the wording on excellence expressed when presenting institutional mission, visions and goals.
2. The academic staff members have to make additional effort to improve their English proficiency and foster their scientific reputation and international recognition.
3. CV documents are expected to be consistent in clearly presenting all the levels of education, former and recent position and track record with journal publications separated from conference contributions.

4. EDUCATIONAL PROCESS CONTENT

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

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

The bachelor program in Medical Biochemistry at UBT focus on its alignment with Standard 4.1–4.8 of quality assurance in higher education. It is structured to ensure clear, achievable learning outcomes compliant with the National Qualifications Framework (NQF) and

European Qualifications Framework (EQF). The curriculum is coherent with a strong emphasis on practical fieldwork and laboratory skills. The program employs various teaching methods, including problem-based learning, case studies, and laboratory practical, to encourage interactive and research-based learning. The curriculum is regularly reviewed to ensure it meets the latest industry standards and academic trends.

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

The intended learning outcomes of the study program overall comply with the National Qualifications Framework and the descriptors of the European Qualifications Framework (EQF) belong to this level of study. The program and curriculum are adequately structured with the classification of learning outcomes to three components: knowledge, skills, and competencies, and these outcomes are in line with the level and profile of qualification.

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

The program employs various teaching methods, including problem-based learning, case studies, and laboratory practical, to encourage interactive and research-based learning. The curriculum is regularly reviewed to ensure it meets the latest industry standards and academic trends. Access to literature and different services such as Career centre, sport facilities, restaurants and digital libraries is also provided.

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

The profession of Technician in Medical biochemistry is not regulated in Kosovo.

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

The program maintains strong ties with Kosovo's healthcare sector through internships and practical placements, allowing students to gain hands-on experience in diagnostic labs and healthcare settings. The regulation on Compulsory Practice at UBT College provides a clear framework for the implementation of professional traineeships as part of higher education

programs. It stipulates the definition and purpose of the practice, emphasizing the application of theoretical knowledge in real-world settings (Article 1). It outlines the roles and responsibilities of all parties involved, including the College, the traineeship provider, and the student. Internships conditions are evaluated through visits and feedback from the student and the supervisor.

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

The use of academic support services, such as tutoring and peer mentoring, is also closely followed, ensuring that students are utilizing available resources. Regular student feedback is collected to gauge satisfaction and identify areas for improvement, while the system also ensures students complete practical components like internships or project-based learning.

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

The program clearly describes the relation between the overall intended learning outcomes (knowledge, skills and competences) and the contribution made by each individual module to achieve those learning outcomes.

The assessment methodologies used in the program are systematically designed to assess individual learning outcomes in all relevant areas of knowledge, skills, and competences as outlined in the program learning outcomes. The assessment criteria and methods, as well as grading criteria for the study program, are published in advance and all students are informed about it.

The process of assessment and selection of assessment types of the Faculty observing the specifics of the Medical Biochemistry study program are guided by Guidelines for Student Assessment of UBT.

Students receive timely feedback on the evaluation results that identify their strengths and weaknesses, and if necessary, guidelines for the learning process based on these evaluations. A functional student appeals procedure for the study program is in place.

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

The Learning outcomes are well described (page 98 of the Self Evaluation Report) .

- **Learning Outcomes:** Each course has clearly defined learning outcomes aligned with the program's overall objectives. These outcomes are shared in the course syllabuses

and reinforced during lectures and lab sessions. They focus on building both theoretical knowledge and practical laboratory skills.

- **Credits and ECTS Structure:** The program follows the European Credit Transfer and Accumulation System (ECTS), with each course assigned specific credits based on the workload. The credit structure is published alongside the syllabuses to help students understand the value of each course within their overall study plan.
- **Assessment Methods:** The assessment methodologies used in the program are systematically designed to assess individual learning outcomes in all relevant areas of knowledge, skills, and competences as outlined in the program learning outcomes. This was achieved through the implementation of the Guideline on Constructive Alignment of Learning Outcomes with Learning Activity and Assessment Methods. The workshop was held for this for all academic staff in November 2023 and March 2024 available in <https://www.ubt-uni.net/en/ubt-successfully-conducted-a-comprehensive-workshop-on-constructive-alignment-of-learning-outcomes/>

ET recommendations:

1. New techniques such as new technologies sequencing NGS methods could be taught and Galaxy open-source platform (<https://usegalaxy.org/>) could be used to learn to treat sequencing data.
2. It is advisable to include new technologies with AI in the teaching
3. Use English in the project management with students so they can increase their English proficiency.

5. STUDENTS

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

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

UBT College has a well-defined, comprehensive, and publicly available set of admission requirements and criteria for the Medical Biochemistry Program, applicable to both domestic and international students. Domestic applicants must have successfully completed secondary education and passed the Matura Exam. For international applicants, their secondary education diplomas must undergo recognition and equivalency evaluation by the Ministry of Education, Science, Technology, and Innovation of Kosovo. The admission criteria and process for the program are fairly applied to all students. Transfer admissions are permitted only from study programs that share at least 70% content similarity with the Medical Biochemistry Program. Course transcripts must be submitted and evaluated by the Faculty Transfer Sub-Committee. If courses are identical in content, they are automatically recognized.

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

UBT College has an established system for monitoring students' progress and providing support to those facing academic challenges. This monitoring process includes continuous assessment throughout the academic year, evaluating performance in exams, assignments, and projects. Additionally, the system tracks retention rates, particularly after the first and second years, and assesses student engagement based on participation, attendance, group projects, and exam performance. The results of these assessments are regularly communicated to both academic staff and students through established channels, including faculty meetings, email notifications, and the Moodle platform. Students identified as underachieving are flagged for additional support based on faculty-defined criteria. The program is designed to be student-friendly, offering initiatives such as the *Learning to Learn* Tutorship, peer assessment with high-achieving students, and the option of reduced course loads to better accommodate individual learning needs.

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

UBT College actively informs students about international exchange mobility opportunities, primarily through ERASMUS+ Student Mobility KAA 171 projects and partnerships with 400 universities. Students are regularly notified of open calls, and the eligibility criteria—including required ECTS, GPA, and English proficiency—are clearly defined. Those enrolled in the study program are encouraged and supported in participating in international exchange programs, with guidance provided by the Office of International Cooperation. Financial support for international mobility is available through KAA 171, ensuring accessibility for students. Additionally, UBT offers a range of services to assist incoming foreign students,

including accommodation support, orientation programs, and academic advising, helping them integrate successfully into the institution. The HEI has established regulations for the recognition of ECTS credits. Furthermore, UBT systematically collects and analyses feedback from both national and international students, using the insights to develop a Quality Improvement Plan.

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

The program ensures adequate staff for student support, with a well-structured system at multiple levels. The Student Support Department at UBT College consists of 20 staff members at the central level, while the Career Office has five dedicated staff members assisting students with career guidance and job placements. At the program level, students receive academic and administrative support from the Dean and Study Coordinator. Additionally, the IT Department, comprising 20 staff members, provides technical assistance to ensure students have access to necessary technological resources. At the faculty level, tutors and academic advisors, selected from among the academic staff, offer personalized support for learning and academic progress. Additionally, the program has a comprehensive system for informing students about available services. This includes information packages for new students and orientation sessions. Students also have easy online access to various regulations and handbooks, including the Convention of Students' Rights. Moreover, the Faculty of Medical Biochemistry and Biotechnology fosters student engagement through diverse extracurricular activities. Students are regularly informed about faculty initiatives such as the Biochemistry Research Symposium, Laboratory Skills Workshops, and Health and Science Career Networking Events.

ET recommendations:

No recommendations

6. RESEARCH

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.)

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

19

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

The Medical Biochemistry Program aims to provide students with comprehensive knowledge in medical biochemistry, emphasizing the structure, function, and biochemical processes of living organisms. The program fosters practical laboratory and analytical skills, preparing students to apply modern techniques for diagnosing and understanding health conditions. It encourages the integration of biochemistry in understanding disease mechanisms and therapeutic approaches, with a focus on personalized medicine and drug development. Students are trained in technological proficiency, utilizing bioinformatics and computational tools for data analysis. Ethical and professional practices are emphasized, ensuring students adhere to high standards in research and healthcare settings. The program also develops critical thinking, problem-solving abilities, and encourages innovation and research in medical biochemistry, preparing students for careers in research, academia, and the pharmaceutical industry.

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

The Medical Biochemistry program at UBT College is supported by qualified faculty of 36 academic staff with a proven track record in research. Over the past three years, the faculty has produced 228 publications. Additionally, the staff's productivity includes 323 publications indexed in SCOPUS and Web of Science, with an average of 3.0 indexed publications per staff member per year. The faculty consists of experienced professors and lecturers showcasing the institution's human resource capacity to achieve its research objectives. UBT College fulfils its mission considering the challenges faced by institutions in transitioning countries.

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

A list of all the international collaborations illustrates page 130 all the collaborations engaged by the faculty with foreign universities. The academic staff of the Medical Biochemistry Program at UBT College actively engages in collaborative research partnerships with higher education institutions (HEIs) abroad. These collaborations play a crucial role in advancing research, fostering knowledge exchange, and enhancing the quality of education and professional practice within the program.

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

Most of the teaching staff are encouraged to conduct specialized research in areas such as molecular diagnostics, enzyme kinetics, metabolic disorders, and disease biochemistry, ensuring alignment with their instructional content. Research findings are systematically incorporated into lectures, seminars, and practical sessions, enriching student learning with real-world applications. By bridging research with teaching, the program prepares the students for careers in medical biochemistry.

In principle, the institution appears ready and capable of supporting and fostering high-quality research. However, the CV review revealed that a significant number of academic staff do not demonstrate excellence; on the contrary, many have limited scientific impact and low international recognition, and some have hardly any publications. Neither UBT nor the Expert Team can be satisfied with relying solely on a few prominent individuals. After all, a chain is only as strong as its weakest link.

ET recommendations:

1. The institution should consistently work on developing a strong research environment and strengthening the academic reputation of its staff to position itself as a reliable provider of high-quality study programmes.
2. Collaborations with foreign universities and companies is a strong point that should be reinforced.
3. The PhD degree should also help in the coming year to create a good dynamic in research.

7. INFRASTRUCTURE AND RESOURCES

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)

In general, UBT College is impressively equipped possessing premises for performing educational activities and research.

However, when the study programme in Medical Biochemistry is in question, the institution has to be aware that every expert team will primarily be focused on specific laboratory premises, equipment and consumables. Furthermore, the evaluation team is not impressed with modern computed tomography scan equipment, positioned in one of the clinics affiliated to UBT. The only thing that matters is a concrete and specific laboratory environment that enables conducting students' hand-on activities, as described in the programme curriculum. This has been regularly considered an issue in the previous accreditation reports.

Since the last experience, two years ago (accreditation of the Master Study Programme in Biochemistry), the institution succeeded in improving practical work capacities. There are two laboratory/practicum rooms suitable for chemical/biochemical work with group not exceeding 10 students. Furthermore, there are two laboratory rooms with ability to host various (including chemical) practical activities, as well as one microscopy practicum and one microbiology practicum. Few additional smaller and specifically equipped rooms could serve for methodology demonstration and individual student's work or work in very small groups. A modern computer room for approximately 20 students is also available, as well as modern and comfortable lecture rooms. For sure, the institution made a progress in providing laboratory premises and equipment.

However, great ambitions to establish new study programmes attracting more and more students (in principle, as much as possible) will always cause concerns in terms of proper environment for a given number of students.

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

UBT's libraries across its campuses house over 10,000 books, including a dedicated stock of around 620 books related to Medical Biochemistry. These books are supported by access to electronic databases like JSTOR, SAGE Journals, EBSCO, and others, providing students and staff with access to thousands of academic papers and research articles.

For the Medical Biochemistry Program, the library contains books that are closely aligned with the curriculum and research objectives, ensuring students have access to essential learning materials. In addition, 100 reading seats are available in the library, which comfortably meets the requirement that 10% of the total number of students enrolled in the program have access to library seating at any given time.

At UBT College, the Medical Biochemistry Program is supported by specialized IT facilities designed to enhance students' learning and research capabilities. The Innovation Campus houses several dedicated PC labs equipped with modern computers and software, enabling students to carry out complex biochemical analyses and research projects using cutting-edge

technologies. These labs are designed to meet the growing technological needs of biochemistry education, ensuring students have the resources necessary to succeed in both their coursework and research endeavours.

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

The Medical Biochemistry Program at UBT College is supported by a well-structured financial plan, ensuring the program's sustainability and growth over the next five years. This comprehensive plan is aligned with UBT's Strategic Plan objectives, integrating a balanced income model that includes student tuition fees, industry partnerships, consulting services, research funds, and contract research. These diverse income streams contribute to the long-term financial health of the program, guaranteeing its ability to meet strategic goals and provide high-quality education to students.

In addition to tuition fees, the program will also generate revenue from various external sources, including industry partnership, research funds and contract research.

ET recommendations:

- 1. The institution is advised to recognize that any initiative to establish new study programmes related to chemistry, biochemistry, biotechnology, or similar fields will inevitably raise concerns regarding laboratory facilities and equipment. Therefore, further progress in providing an adequate and appropriate environment will be expected.*

In conclusion, the **Bachelor's Study Programme in Medical Biochemistry**, provided by the **UBT College**, is considered substantially compliant with the standards included in the KAA Accreditation Manual. Therefore, it is recommended to be accredited for a duration of 3 years with a number of 50 students to be enrolled in the programme.

Final recommendation of the Expert Team:

| Standard | Compliance level |
|--|--------------------------------|
| 1. Mission, objectives and administration | Partially compliant |
| 2. Quality management | Fully compliant |
| 3. Academic staff *Mandatory | Substantially compliant |
| 4. Educational process content | Fully compliant |
| 5. Students | Fully compliant |
| 6. Research | Substantially compliant |
| 7. Infrastructure and resources *Mandatory | Fully compliant |
| Overall compliance | Substantially compliant |

Expert Team

Chair



Mladen Krajacic

March 10, 2025

(Signature)

(Print Name)

(Date)

Member



Brigitte Vannier

March 10, 2025

(Signature)

(Print Name)

(Date)

Member



Elisa Knief

March 10, 2025

(Signature)

(Print Name)

(Date)