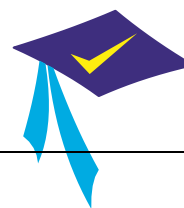




**Republika e Kosovës
Republika Kosova - Republic of
Kosovo**



Agjencia e Kosovës për
Akreditim Agencija Kosova za
Akreditaciju Kosovo
Accreditation Agency

UBT College

**MSc PARAMEDICAL
SCIENCES (120 ECTS)**

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

18 March 2025, Kosovo

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1. INTRODUCTION

1.1 Context

Sources of information for the Report:

- *The Self-Evaluation Report, B.Sc. Public Health with the annexes as follows:*
 - 1) Syllabus of subjects along with Curriculum Vitae of academic staff
 - 2) UBT Faculty of Health Sciences Strategic plan 2022-2027
 - 3) UBT Faculty of Health Sciences Code of Ethics
 - 4) Annual Faculty Quality Reports for MSc Paramedical Sciences 2023-2024, 2024-2025
 - 5) Faculty Quality Improvement Action Plan 2024-2025
 - 6) Example of Individual Development plan & Self-Assessment
 - 7) Paramedic Science Program Clinical Practice Handbook
- *Onsite interviews with personnel, students, and stakeholders*
- *Website of the university*
- *Facility Site visit*

Criteria used for institutional and program evaluations

- *Regulation (KAA) No 04/2024*

Criteria used for program evaluation:

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

Additional information or documents requested:

ET asked for the following information and received it:

- a) Enrolled student numbers per year for MSc Paramedical Science

1.2 Site visit schedule

Programme Accreditation Procedure at UBT College	
Programme:	Public Health and Medical Sciences, BSc Paramedical Science, MSc
Site visit on:	18 March 2025
Expert Team:	Prof. Dr. Akyar Imatullah Prof. Dr. Anto Cartolovni Ms. Nibal Sabri
Coordinators of the KAA:	Fjolle Ajeti, KAA Officer Shkelzen Gerxhaliu, KAA Department Director
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Site Visit Program

Time	Meeting	Participants
9:00 - 9:50	Meeting with the management of the faculty where the programs are integrated	Edmond Hajrizi, Fitim Alidema, Dugagjin Sokoli
09:50 – 10:30	Meeting with quality assurance representatives and administrative staff	Visar Hoxha, Naser Rugova, Finsik Laha, Erion Mecini, Lorika Salihu, Artan Tahiri, Murat Rektoceri
10:30 – 11:30	Meeting with the program holders of the study program Public Health and Medical Sciences, BSc Paramedical Science, MSc	Fadil Kryeziu, Anita Sylja Lokaj, Vjosa Kotori Besir Shaqiri, Zaim Gashi
11:30 – 12:30	Lunch break	
12:40 - 13:20	Visiting Facilities	
13:20 – 14:00	Meeting with teaching staff	Albina Fejza, Osman Fetoshi, Hajrullah Fejza, Zejdush Tahiri, Shqipe Agushi, Valon Zejnullahu, Bedri Braha, Xhevat Kurhasani
14:00 – 14:40	Meeting with students	Elsa Kukaj, Eduard Alija, Jeton Buzhala, Medina Thaqi, Rrezona Recica, Elda Bilalli, Rinesa Zenelaj
14:40 – 15:20	Meeting with graduates	Fatjona Zeneli, Dia Balidemaj
15:20 – 16:00	Meeting with employers of graduates and external stakeholders	Kemajl Emini, Agim Krasniqi, Xhevat Uka, Adnora Nurboja, Bujar Gashi,
16:00 – 16:10	Internal meeting of KAA staff and experts	
16:10 – 16:20	Closing meeting with the management of the faculty and program	

A brief overview of the programme under evaluation

UBT (University for Business and Technology), founded in Pristina, Kosovo in October 2004 by Prof. Dr. Edmond Hajrizi, evolved from the Institute of Enterprise Engineering and Management (IEME). It is licensed by the Ministry of Education, Science and Technology (MEST) No.808/02-1 dated 18.10.2004 and accredited by the Kosovo Accreditation Agency, offering internationally competitive higher education and lifelong learning programs.

The MSc in Paramedical Sciences at UBT College is a two-year, full-time postgraduate program based in Prishtina, Kosovo. It aims to equip students with advanced knowledge, skills, and professional attitudes for leadership roles in paramedical care. Accredited by the Kosovo Accreditation Agency and aligned with European Standards and Guidelines, this program offers 120 ECTS credits at NQF Level 7. It prepares graduates to meet critical healthcare needs both locally and globally, particularly addressing shortages in pre-hospital and rural care.

2. PROGRAMME EVALUATION

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

2.1 MISSION, OBJECTIVES AND ADMINISTRATION

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

The MSc in Paramedical Sciences program at UBT College is designed to provide advanced education, research, and community service, aligning with the institution's mission to enhance societal well-being and contribute to public health initiatives. The program supports strategic goals such as academic excellence, research and innovation, public health and community engagement, technological advancement, ethical and professional development, and transparency.

Addressing Kosovo's national needs of more paramedics, particularly in pre-hospital, industrial, and rural care, the program trains graduates to enhance emergency medical services and reduce healthcare inequities. It equips students with the necessary knowledge, skills, and attitudes for emergency care, public health, and advanced paramedical practices. The need for the program was assessed through employment perspectives, regional and national healthcare challenges, and the demand for advanced education in paramedical sciences.

Training in occupational health prepares students to manage emergencies in Kosovo's growing industrial sector, improving workplace safety. Surveys conducted among undergraduate students, healthcare workers, and graduates informed the program's development, although current students' perspectives and market needs are not documented in SER for the re-accreditation process. The program aims to enroll 100 students per cohort annually, with actual admissions over three years being 29, 40, and 40. The university's facilities and equipment are capable of supporting the enrolled students.

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

UBT College has implemented strict academic integrity policies to prevent unethical behavior, including plagiarism, academic dishonesty, and discrimination. The Quality Assurance Manual outlines these policies, addressing issues such as plagiarism, cheating, fabrication, falsification, discrimination, harassment, and conflicts of interest. This manual is reviewed annually by a quality committee comprising faculty, staff, and student representatives to ensure its effectiveness and relevance.

The Self-Evaluation Report (SER) confirms that these policies apply to the BSc in Public Health and Medical Sciences program, ensuring academic integrity and academic freedom. The

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program adheres to UBT's Code of Ethics, which promotes integrity, responsibility, and academic freedom. Ethical violations are managed by the Faculty Ethics Sub-Committee, with appeals directed to UBT's central Ethics Committee. Plagiarism is specifically addressed using Turnitin software, with clear procedures for managing detected cases. Penalties range from warnings to course repetition, and third-year students receive training on proper referencing if necessary.

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

UBT College uses a comprehensive system to collect data on key performance indicators such as student progression, graduation rates, employability, and student satisfaction. This system also gathers information on program implementation, staff performance, and resource management. The SER outlines the use of surveys (e.g., student satisfaction and employer feedback), feedback mechanisms, faculty evaluations, internal reviews, and focus group discussions to ensure the data is current and reliable. The curriculum committee, which includes faculty and student representatives, ensures the involvement of both students and staff in evaluating the study program.

Although the program has been enrolling students for the past three years, the SER lacks examples of relevant improvements and follow-up activities. The only improvement noted during the site visit was the organization of training for adequate mentorship due to a shortage of mentors for supervising master theses.

While the university provides extensive statistical information on its website for various programs, explicit data related to the Paramedical Sciences program was not found. A search through the UBT Knowledge Center and the university's website did not reveal the program on the list of academic offerings.

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)

UBT College ensures effective resource management and support through its Administrative and Budgetary Support Policy, which includes annual reviews and stakeholder feedback. The program benefits from the Research Office, which aids faculty and students with grant applications and research project management, contributing to advancements in Kosovo's healthcare system.

The administrative structure, including the Dean, Program Director, Program Coordinator, and Quality Officers, manages daily operations, curriculum implementation, faculty support, and continuous quality improvement. The governance structure, quality assurance, and information systems underpin teaching and learning through coordinated faculty support, modern infrastructure, and curriculum management. The Professional Development Plan includes annual training on student engagement, budget management, and higher education

administration. Administrative staff also participate in professional development programs, including language training and workshops on Microsoft Office, emotional intelligence, and plagiarism detection.

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)

UBT College implements external recommendations through its Steering Committee, which includes faculty, administrators, and students. Regular progress checks and quarterly reports ensure leadership remains updated and accountable. A feedback loop allows students and faculty to share their thoughts, leading to real-time adjustments. Ongoing training and workshops help faculty and staff stay engaged and aligned with new standards. According to the external quality assurance evaluation, a total of 33 recommendations were made across various standards. Based on the previous Evaluation Team's recommendation (SER, p. 38), the institution reported conducting a benchmarking exercise, identifying gaps, and introducing three new modules—Telemedicine and Digital Tools in Healthcare, Disaster Management and Mass Casualty Response, and Advanced Public Health Interventions—approved by the curriculum committee. However, none of these modules appear in the curriculum, raising concerns about the credibility of the reported actions. The study program defined learning outcomes in terms of knowledge, skills, and competencies, aligning with EQF Level 7. Despite integrating specific areas into the curriculum for clinical practice, concerns about standardization arose during site visits. A terminology audit standardized naming conventions for faculties, departments, and programs across all official documents and the UBT website, ensuring clarity and consistency. The university developed specific indicators for academic quality, research outputs, student performance, and stakeholder satisfaction, integrating them into Annual Program Monitoring Reports. To monitor program performance, indicators such as student retention, graduation rates, and employment outcomes (including employer surveys) were developed. The study program ensured the quality of thesis supervision by matching academic capacity with enrollment (1:5 student-to-supervisor ratio) and providing supervision guidelines. The institution was recommended to develop a staff management policy and mechanism for determining the number of academic staff. The university developed a staff management policy, and the quality assurance office reviewed staff workload, teaching capacity, and other duties. External evaluation team members recommended a clear definition of clinical practice, organizational structure, supervision rules, ECTS allocation review, modern clinical competence evaluations, alignment of curriculum map and learning outcomes, and definition of consultation hours in syllabi. The study program was recommended to publish faculty council admission regulations on the website, reconsider admission requirements and student quotas, complement the student handbook with information about student rights and responsibilities, and ensure regulations include mandatory consultation hours for academic staff. Regular updates, ongoing feedback collection, and periodic re-evaluation of labor market demands should be considered to enhance the effectiveness of these actions. Research recommendations included internationalization, incorporation of international researchers and

invited lecturers, establishment of an academic advisory board for research decision-making, implementation of research recognition schemes, and strengthening curriculum-based research work for students. Enhancing practical training through skill centers, ensuring accessible and up-to-date teaching materials, and regular evaluation of clinical teaching bases were also recommended. However, they were partially or rather superficially addressed as some of them were still present in SER and evident during site visits. The study program developed an evaluation framework for clinical teaching bases, integrated paramedic scenarios, however during the site visit and interviews it was not sure how the clinical practice was held and mostly was fused together with their regular jobs/practice as most of the students were employed and were already in practice. Various questions to alumni have not provided a different impression, posing a certain doubt whether and how all these recommendations by the external experts were implemented. While skilled training laboratories can significantly enhance practical training, they cannot fully replace real-time and onsite practice, especially for paramedics. The contextual factors and real-world scenarios are crucial for developing the necessary skills and competencies in emergency situations. Ensuring that paramedic students have ample opportunities for hands-on experience in real-world settings is essential for their training and professional development.

ET recommendations:

1. *Equip students to effectively manage global health crises and emergency responses.*
2. *Cultivate a research-driven environment within the program.*
3. *Enhance alumni engagement within the program.*
4. *Thoroughly implement the previous external review recommendations and assess their effectiveness.*
5. *Prioritize the mental health and well-being of students, especially given the high demands of paramedical education.*
6. *Clearly document how the international benchmarking with UK programs was adapted to fit the EU educational framework and local context, considering market needs analysis.*
7. *Establish clear, standardized procedures for clinical placements to ensure consistent learning outcomes and minimize liability concerns, especially given the lack of regulatory frameworks for paramedical professions in Kosovo.*

2. 2. QUALITY MANAGEMENT

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

The university maintains an internal quality assurance (IQA) system that engages all relevant stakeholders and complies with national regulations, European Standards and Guidelines, and other international standards. This system, guided by the publicly available Quality Assurance Policy and Manual, includes processes for course and faculty evaluation and continuous improvement. The Faculty's Quality Sub-Committee collects feedback from students, alumni, industry partners, and staff for program revisions. A dedicated Quality Assurance Coordinator, who has no teaching duties, supports the program. Stakeholders, including students, faculty, alumni, and industry representatives, participate in monitoring and revising quality assurance procedures for ongoing program enhancement. The program undergoes annual evaluations, leading to actionable improvements based on stakeholder feedback, and further integrates paramedical sciences with related fields like public health, emergency medicine, and healthcare technology. According to their internal Quality Assurance Report for 2023–2024, shared in the annexes of the Faculty of Health Sciences for this program, the institution has introduced "Minimal Practical Requirements." However, these were neither clearly communicated to students, per the interviews, nor reflected in any of the curriculum syllabi. This raises concerns about the consistency between stated policies and actual implementation, as well as the applicability of the common practices and approaches they claim to follow. Additionally, the Clinical Practice Handbook states that students must complete a minimum of 37.5 hours per week during clinical placements, arranged through their mentor. However, these placements should be clearly linked to identified competencies across various areas and properly reflected in the syllabus, which is currently not the case.

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

The study program was developed to align with the institution's mission and strategic goals, ensuring academic excellence, research advancement, community engagement, and international recognition. It underwent an internal quality assurance process, receiving approval from the Faculty Council, Quality Assurance Office, Academic Council, and Governing Board, confirming its academic rigor and strategic alignment. The curriculum development committee oversaw the program's development, validated by the quality assurance office.

The program has established a comprehensive system with key performance indicators to monitor and improve delivery. These indicators include teaching and learning quality (student satisfaction, course completion rate, student attendance, faculty participation in training), practical training and clinical education (clinical placements, simulations, feedback from clinical mentors, competency rates), research output and thesis quality (thesis submission and

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defense timelines, thesis ratings, student-faculty publications), graduate employability and alumni success (employment rate, employer satisfaction, alumni engagement), and student support services (consultation hour availability, student satisfaction, resource usage).

A formalized timeline for program review cycles and regular curriculum revisions (at least every two years) can be added to integrate advancements in digital health, telemedicine, and emergency response innovations.

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

The study program undergoes structured and periodic monitoring with key stakeholders, including employers, clinical partners, alumni, students, and faculty, who contribute through surveys, questionnaires, consultations, focus group discussions, and program review workshops. Feedback on student workload, academic success, resources, and graduate employability is analyzed and incorporated into an annual faculty quality report, informing a quality improvement plan monitored throughout the academic year. The program uses a constructive alignment approach, aligning learning outcomes with program objectives. Self-evaluation at the end of each course assesses whether intended course learning outcomes were met, reviewing program learning outcomes, study workload distribution, teaching, and assessment methods. However, this process has not been conducted yet.

The SER states that structured clinical placements are actively monitored through a clinical placement framework, mentor supervision, mentor clinical placement assessments, and stakeholder feedback mechanisms with key performance indicators. Despite these stated measures in SER, limited actual examples of these were provided during site visit discussions. The existence and modality of the clinical placements, real-time and onsite practice became one of the most pressing issues during the site visit, and unfortunately, despite persistent inquiries, we did not receive adequate answers on how they are organized, evaluated, and what their outcomes are. Continuous review of clinical placements and creating internship opportunities could improve student and graduate outcomes.

There was no evidence or clear information on how program learning outcomes are reviewed at the end of a study cycle. The shared Annual Faculty Quality Report 2023–2024 (Annex) outlines a quality metrics framework primarily based on internal surveys. The report acknowledges the absence of engagement with external stakeholders to assess the relevance and currency of the program's inaugural cohort. Furthermore, the program evaluation criteria rely heavily on standard indicators such as teaching methods, student attendance, and course evaluations - areas which, while important, are insufficient on their own to comprehensively evaluate graduate outcomes and overall program effectiveness. Interviews with staff revealed no major curriculum changes since inception, despite the first cohort graduating. Curriculum improvement suggestions made in response to external stakeholder feedback should be noted due to their significance, highlighting a disconnection between graduate practical expectations, employer needs, and the scientific research-oriented nature of the program.

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

UBT College publishes its Study Regulation, Student Assessment Regulation, Quality Assurance Regulation, and Syllabus Development Guidelines on its website for easy stakeholder access. The Self-Evaluation Report (SER) states that detailed information on admission criteria, recognition of qualifications, syllabuses, learning outcomes, assessment methods, and final qualifications is accessible through the website, although this information was not found during a recent check. Key performance indicators provided in the SER include a pass rate of 90%, dropout rate of 2%, and graduate employment rate of 95%. Expanding the data to include more detailed information on the employment sector could offer a clearer picture of labor market alignment. Additionally, while syllabi and performance metrics are updated annually, implementing a quarterly or semester-based review process could ensure that any sudden changes are reflected more promptly. Most of the students and graduates interviewed came from a nursing background. While they expressed comfort with the subjects studied, it remains unclear whether the program is equally accessible and appropriate for students from other academic backgrounds. The admission criteria, as stated in the SER, require applicants to hold a relevant bachelor's degree or an equivalent qualification. However, what constitutes 'equivalent qualifications' is not clearly defined, raising concerns about how this may impact student progression and successful completion of the program.

ET recommendations:

- 1. Establish a biannual program review cycles and regular curriculum revisions.*
- 2. Provide sample reports and evidence for the quality assurance process.*
- 3. Provide a detailed report on the employment sector, including specific data on the employment sectors where graduates are employed.*
- 4. Establish a quarterly or semester-based review process.*
- 5. Clearly define and agree upon "Minimal Practical Requirements," and ensure they are included in both your course syllabus and program specifications.*
- 6. Engage external stakeholders in program evaluation to better assess its relevance, particularly for graduates' readiness and alignment with job market needs.*
- 7. Clearly define what constitutes equivalent qualifications within the admission criteria to ensure transparency, inclusivity, and appropriate academic preparedness for all applicants, and make this information publicly accessible.*

3. ACADEMIC STAFF

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

UBT College advertises staff vacancies both nationally and internationally through its official website. The recruitment process, detailed in the staff handbook, involves a search committee (faculty and HR representatives) evaluating candidates based on predefined criteria, internal regulations, and Kosovo's legislation, with final decisions made by the Management Board. Candidates receive comprehensive position descriptions and employment conditions from the HR department and dean, and are informed about roles, responsibilities, rights, and the code of ethics through an orientation course. Introducing a feedback system for applicants to provide insights into the recruitment process could enhance its efficiency and effectiveness.

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)

UBT College ensures its academic staff are highly qualified and adequately distributed to support the study program. With 100% of courses delivered by full-time faculty, 25% of whom hold doctoral degrees, the program meets academic standards. All academic staff hold one full-time teaching position at UBT College, preventing overburdening. The staff's teaching workload averages 240 hours annually, and the student-to-faculty ratio of 1:7.8 exceeds the required 1:30. Additionally, academic staff's workload complies with Kosovo's labor laws, including 40 hours per week. Despite this, site visit interviews revealed that staff exceed their teaching hour limit and are compensated with additional paid hours.

Mentoring is supported by 25 qualified mentors, ensuring an optimal ratio of 1:4 for thesis guidance. However, the number of qualified mentors to support students, particularly in guiding them through their final thesis and overall academic progress, was not well discussed in the SER and emerged as a concern during the site visit. The University leadership has recognized and addressed this issue by providing training on mentorship skills.

Additionally, the SER did not clearly outline the ratio between teaching, research, and administrative duties for each academic staff member. This issue was clarified during the site visit, where it was confirmed that a flexible approach is applied based on personal affinities and institutional interests.

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 SER references the Staff Advancement Regulation, which outlines procedures for salary increases and promotions tied to achieving higher academic titles (e.g., from Assistant Professor to Associate Professor). This regulation is supported by the Regulation on Standards for Election into Higher Academic Titles, available on UBT's website. Advancement requires accumulating points, primarily through publications in recognized databases like SCOPUS and Web of Science, teaching activity, international engagement, and contributions to textbooks. These regulations, including the Regulation on Research Work and Publications (available on UBT's website), are accessible to staff, ensuring they understand the criteria and processes for advancement. The structured publication workload matrix and clear research output expectations further enhance transparency. This points-based system, rooted in measurable outputs, ensures objectivity, while public availability of regulations supports transparency. Feedback from students, management, colleagues, and self-evaluations plays a significant role in reappointment and promotion decisions to ensure that faculty members' teaching effectiveness and research contributions are accurately assessed. The promotion criteria are comprehensive and involve measurable academic and teaching excellence, with specific requirements for each academic rank, from Lecturer to Professor. The focus on high-impact publications and structured incentivized rewards indicates a robust evaluation of research excellence, with likely assessments of teaching and service integrated into the process. The teaching staff are subject to advancement and reappointment via objective, transparent procedures (e.g., a point-based promotion system), with excellence evaluated through research output and teaching contributions. These processes align with UBT's strategic goals of academic excellence and societal impact and comply with Kosovo's legislation and UBT's internal regulations. The university may consider implementing a formal mentorship program for early-career academics to meet promotion criteria.

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)

UBT College supports professional development through an annual operational plan aligned with the faculty's long-term staff development strategy. Academic staff are encouraged to participate in various development activities, including language training, workshops on teaching and assessment methods, and international activities such as mobility programs and collaborations. Training on effective mentoring of theses is offered based on internal needs analysis. The university provides specific training for new staff members through orientation and induction courses, support for research development including mentoring by senior colleagues, and assistance with writing research proposals through the Project's Office. Workshops and peer support programs help staff develop necessary skills in academic roles, including effective mentoring and research activities.

UBT incentivizes professional development through a structured Staff Advancement Regulation, tying salary increases and promotions to achieving higher academic titles (e.g., advancing from Assistant to Associate Professor). Faculty members are financially rewarded for publishing in high-impact journals, such as SCOPUS-indexed ones, in Q1/Q2 journals.

Full-time tenured faculty are allocated 672 hours annually for research within their paid responsibilities, supporting scholarly activities without compromising teaching duties. These policies provide a robust framework, ensuring staff have both incentives and time to pursue professional growth.

Research is a cornerstone of professional development in academia, and UBT provides substantial support through internal funding, such as seed grants for early-stage research, and facilitates access to external funding from national and international sources (e.g., Horizon 2020, ERASMUS+). This comprehensive research support demonstrates UBT's commitment to fostering faculty development through scholarly activities.

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

The SER mentions that external associates, including practicing paramedics, emergency physicians, and public health experts, serve as part-time faculty, providing real-world insights and clinical supervision. It highlights that these associates undergo structured training on UBT's teaching regulations, ECTS systems, learning outcomes, and modern teaching and assessment methods, including student-centered approaches. They are also encouraged to participate in thesis supervision, integrating practical insights into student research. Establishing formal, regular feedback mechanisms from students, peers, and management regarding the performance of external associates could further enhance teaching quality.

ET recommendations:

- 1. Introduce a constructive feedback system about their candidacy to the applicants for the vacancies at UBT.*
- 2. Expand interdisciplinary collaboration opportunities to enhance innovation and problem-solving capabilities.*

4. EDUCATIONAL PROCESS CONTENT

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

The study program's intended learning outcomes (ILOs) are closely aligned with the institution's mission and strategic goals, aiming to foster academic excellence, innovation, community engagement, and global competitiveness. These outcomes directly support UBT's

mission of preparing competent professionals and addressing societal healthcare needs. The program emphasizes continuous learning, specialized care for vulnerable populations, patient safety, and interdisciplinary collaboration, reinforcing its objectives to prepare well-rounded professionals for modern paramedic practice. Learning outcomes are made publicly accessible through the UBT website, student handbooks, and accreditation reports.

While the program's ILOs are not comparable with similar study programs in the European Higher Education Area (EHEA), the SER lists five UK university programs used for benchmarking. However, the context, including regulation and competencies, of the paramedical profession in the UK differs from that in the EU and Kosovo.

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 program's intended learning outcomes align with the descriptors of the National Qualification Framework and the European Qualifications Framework, ensuring graduates acquire specialized knowledge, advanced skills, and professional autonomy for leadership roles in paramedicine. The SER lacks a detailed table mapping ILOs to NQF/EQF descriptors, relying on general statements of alignment. However, the content and complexity of the outcomes implicitly match Level 7's expectations.

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 content is designed with a structured progression, starting with foundational knowledge and advancing to specialized topics and practical skills. Semester 1 focuses on foundational knowledge in research, ethics, intensive care, and specialized elective courses. Semester 2 builds intermediate competencies in human structure, extended care, and industrial health practice, with additional specialized electives. Semester 3 advances students' specialization with courses in bioscience, primary health care, and health care assessment, alongside more electives. Semester 4 culminates in a Master Thesis, synthesizing all previous learning and competencies. Through this content, the study program provides a globally competitive, competency-based education for advanced roles in paramedic practice, research, and leadership.

Although the SER presents it as a more research-centered master's program, this focus was not evident from the engagement of paramedic students in research projects or publications as co-authors. Furthermore, during the site visit, there was a greater emphasis on practice and practical needs than on research in paramedical sciences. Providing more opportunities for students to engage in research projects would help reinforce the program's focus on evidence-based practice.

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)

Although paramedics are not a regulated profession in Kosovo, the SER emphasizes alignment with EU Directives such as Directive 2005/36/EC (Recognition of Professional Qualifications), Directive 2013/55/EU (Amendments to 2005/36/EC), and Directive 2011/24/EU (Cross-Border Healthcare). Additionally, the program incorporates recommendations from the Kosovo Paramedical Chamber and the College of Paramedics (UK).

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

The SER indicates that the study program has a regulation for practice, detailing the expected learning outcomes, roles, and responsibilities for professional traineeships. This regulation specifies the duration, ECTS credits, and the division between practical work and independent study. It also outlines the student's responsibility for securing a traineeship, the mentor's role, and the process for creating a work program. Students are assigned mentors from the academic staff during their practice period to guide them. If students face difficulties in securing a traineeship, the university assists through industry partnerships. Upon completion, students must submit a report evaluated by the mentor. Regular check-ins between students, academic mentors, and practice supervisors could be formalized to ensure students meet the intended learning outcomes. The regulation allocates ECTS credits to practical work, specifying that 60% of study hours are for practical work and 40% for independent work. Given the program's practical focus, it is crucial to ensure that the remaining 40% of academic work effectively addresses research methodologies, leadership skills, advanced clinical theories, and evidence-based practices.

During the site visit, concerns arose about the organization and evaluation of clinical/field placements. Despite persistent inquiries, clear answers about their structure, assessment, and outcomes were not provided. Clinical practice was often merged with the students' regular jobs, as many were already employed. This fusion made it difficult to distinguish between their job duties and learning experiences. Alumni feedback did not clarify the situation, raising doubts about the actual implementation of clinical/field placements.

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

The study program is designed with a comprehensive didactic approach, incorporating student-centered teaching methods such as active learning strategies, problem-based learning (PBL), case-based discussions, and simulation-based training. It emphasizes interdisciplinary collaboration and utilizes modern educational technologies. The program employs team-based

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learning, simulated scenarios, case-based learning, virtual simulations, and e-learning platforms to foster problem-solving and creative and critical thinking skills.

Flexible delivery modes, including hybrid learning and clinical training, are used to ensure accessibility and real-world experience. For part-time and mature students, the program offers blended learning models that combine in-person and online instruction, along with personalized academic support. International students receive language support and cultural integration resources. To accommodate a diverse student population, the program integrates e-learning and virtual classrooms, allowing remote participation.

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)

Based on expert panel recommendations, the intended learning outcomes are categorized into knowledge, skills, and competencies. These outcomes and course assessments are mapped accordingly. Assessments include written exams, quizzes, practical exams, case-based examinations, theses, and research projects. The assessment criteria and methods are detailed in the course syllabus.

Grading follows the Guidelines for Student Assessment, which emphasize key principles such as authenticity, realism, a holistic approach, promotion of self-assessment, and a non-judgmental approach. Various assessment methods are used, including rubrics, multiple assessors, and peer comparisons. The study program also has clear and detailed appeals procedures for students to challenge grades and the marking process.

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

The study program utilizes structured contact hours, such as lectures, labs, and simulations, along with independent learning activities like self-study, assignments, and thesis writing, to calculate appropriate ECTS credits. To maintain a student-centered approach, improve workload management, and ensure that ECTS credits accurately represent students' learning efforts, it is recommended that the program review and reassess the ECTS allocation for elective courses. This reassessment can help ensure that the credits reflect the true effort and learning outcomes associated with these courses.

ET recommendations:

1. *Enhance student engagement in research projects by providing more opportunities and support.*
2. *Formalize regular check-ins between students, academic mentors, and practice supervisors throughout the practice period.*
3. *Ensure that the theoretical portion complements advanced clinical and professional skills and establish support systems to help students navigate the dominant practical component.*

4. *Review whether elective courses receive ECTS credits that accurately reflect the time and effort required to meet the learning outcomes.*
5. *Establish and implement effective monitoring mechanisms for clinical and field practice realization.*

5. STUDENTS

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

The SER states that the study program has a clearly defined, comprehensive, and publicly available set of admission criteria. However, these criteria were not found on the website at the time of checking, so they cannot be deemed publicly available. For national students, admission requires a relevant bachelor's degree, a minimum GPA of 8.0, and submission of academic documents. International students must meet additional criteria, including degree recognition by the Ministry of Education, an equivalent GPA of 9.0, and English proficiency through TOEFL or equivalent tests. The review process is led by the Program Director and Faculty Council to ensure applicants meet the necessary academic qualifications and competencies for the program. Consider creating a dedicated section on the website specifically for admissions, with step-by-step guidelines.

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)

The system to monitor student progress includes continuous assessment through exams, assignments, and projects. Student progression and completion rates, including course completion, GPA trends, retention, and engagement in classes and projects, are tracked. Underperforming students are flagged and provided with extra support, such as additional time, academic advisors, exam preparation activities, tutoring, and mentoring. The results of student progression monitoring are shared with both staff and students through faculty meetings, email notifications, and the Moodle platform.

The university has policies for the transfer and recognition of qualifications earned at other institutions. Students transferring credits must submit official transcripts, course syllabi, and evidence of credits earned. The evaluation process ensures that the courses' content and learning outcomes align with the program's requirements.

Only eight students have successfully graduated to date, with additional students expected to complete their studies by the end of the academic year. However, no quantitative data was provided in the SER regarding the expected number of graduates, dropout rates, or students eligible for program extensions.

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

The university plans to regularly inform students about international exchange mobility opportunities through programs such as ERASMUS+ and partnerships with over 400 universities. The Office of International Cooperation supports and encourages students to participate in these mobility programs by providing guidance throughout the application process, assisting with documentation, and ensuring the recognition of ECTS credits. Information about admission and application procedures is published in English for international students, ensuring accessibility. The Office of International Cooperation also supports foreign students through financial support programs, accommodation assistance, orientation programs, and academic advising. Feedback from both national and international students participating in mobility programs is collected through end-of-mobility questionnaires, and the data is analyzed to implement continuous improvements in international exchange procedures. However, in SER no historical mobility data exists (Indicator 8, p. 193: "The institution provides comprehensive data on both incoming and outgoing mobility"), and during the site visit, it was confirmed that the number of outgoing students was low, particularly the number of incoming students for the entire UBT College.

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 university offers guidance, career counseling, and technical assistance through the Student Support Department, Career Office, and IT Department. Students are informed about available services via orientation sessions, online resources, and information packages detailing study regulations, assessment policies, and student rights. Career guidance and academic advising are provided through the Career Office, tutors, academic advisers, and the Learning to Learn Support Program. Extracurricular activities are also promoted, offering various cultural, social, and sports activities. While the SER doesn't detail targeted support for under-represented groups (e.g., scholarships for minorities), general inclusivity is implied.

ET recommendations:

1. *Consider creating a dedicated section on the website specifically for admissions, including step-by-step guidelines.*
2. *Explore and expand international exchange opportunities to meet the clear student demand.*

6. RESEARCH

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

The program objectives focus on advancing paramedical practices, fostering innovation in emergency care, and addressing public health challenges. It collaborates with national and international organizations to contribute to global healthcare solutions and aligns research with public and private sector needs. The university supports research through financial incentives (salary increases, financial rewards, dedicated research hours), logistical support (Research Sub-Committee professional development workshops), and human resources.

The program follows UBT's Regulation on Research Work and Publications, enforcing strict quality assurance policies that require publications in internationally recognized journals. Research policies are publicly accessible on the website, with the Academic Council ensuring adherence to international standards.

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 academic staff involved in the program have publications in high-quality, peer-reviewed journals indexed in recognized databases such as Clarivate, Scopus, EBSCO, DOAJ, and WorldCat, in accordance with UBT's Regulation on Research Work and Publications. They also contribute to consultancy projects, knowledge transfer activities, and applied research projects, all tracked by the Research Office and the UBT Knowledge Centre.

Additionally, the site visit confirmed UBT's incentivizing mechanisms for promoting excellence in research and publication in international journals. Some participants also confirmed their involvement in international and national research projects. Faculty must accumulate 100 points, with 80 from high-impact publications and 20 from other contributions, alongside qualitative criteria like teaching performance and academic involvement. All faculty members hold at least a master's degree in relevant fields such as paramedical sciences, healthcare management, and emergency medical care.

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

The faculty is supported in collaborating with local business partners through joint research projects, cooperative strategies, and shared use of equipment, facilitated by the Research Sub-Committee. The SER implies structural encouragement (e.g., Sub-Committee, MOUs) with other national and international partners, though specific examples are not explicitly mentioned.

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

The academic staff engaged in the study program are encouraged to integrate their research findings and scholarly activities into their teaching. From the CVs, the teaching staff have a proven record of publications related to their teaching topics. However, further emphasis and development of research in paramedical sciences related to the Kosovo context would be highly desirable and beneficial for the study program.

ET recommendations:

1. *Define a clear set of thematic research priorities to guide staff and student involvement in research.*
2. *Endorse research streams in paramedical sciences that contribute to generating new knowledge related to the Kosovo context*

7. INFRASTRUCTURE AND RESOURCES

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

The study program is supported by facilities such as multimedia-based teaching tools, seminar rooms for focused learning and workshops, and clinical training facilities like simulation labs and ambulance training units that offer hands-on experience in real-world scenarios. Technology resources, including Learning Management Systems (LMS) and digital medical libraries, enhance student learning and research capabilities. The laboratories feature simulation labs with mannequins, virtual reality, and clinical procedure simulations. UBT College's Faculty of Health Sciences provides students and faculty with a suite of fully licensed software. The campus is designed with accessibility in mind, featuring elevators, ramps, and adjustable workspaces for students with mobility impairments.

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

The library of the university is well-equipped with specialized resources, study spaces, and resource availability.

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

The program's revenue primarily comes from student tuition fees, with an expected increase in enrollment over the next five years, starting with 100 students in the 2025/2026 academic year. The financial plan includes detailed projections from 2025/2026 to 2029/2030. Total income is expected to grow from €568,000 to €891,000, sourced from student tuition fees (€300,000).

annually with a 2% dropout rate), industry consulting and training services (€228,000 - €354,000), project-based revenues (€72,000 to €150,000), research funds and contract research (€58,000 - €87,000), and donations (€40,000). Expenditures are projected to rise from €487,600 to €697,563 over the same period.

The financial plan is comprehensive, diversified, and sustainable, adequately funding educational and research activities over five years. The program's financial framework supports its state-of-the-art facilities (e.g., simulation labs, clinical training centers), qualified faculty, and research initiatives, aligning with its goals of delivering advanced education and impactful research. The absence of explicit contingency funds is mitigated by annual surpluses and institutional support from UBT College, providing a safety net for unforeseen expenses.

ET recommendations:

- None

FINAL RECOMMENDATION OF THE EXPERT TEAM

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

OVERALL EVALUATION AND JUDGMENTS OF THE ET

In conclusion, the Expert Team considers that the MSc Paramedical Sciences program is overall substantially compliant with the standards in the KAA Accreditation manual. However, it needs to clearly define the main goal of the program and transparently outline the admission criteria based on this goal. The ET would recommend accredit the study program for a duration of 3 years with the optimal number of 40 students per year to be enrolled in the program. And follow-up in the first year of accreditation to ensure that the previous and current expert evaluation team recommendations have been effectively implemented.

Expert Team

Chair



(Signature)

(Akýar Imatullah)

(18.3.2025)

Member

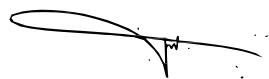


(Signature)

(Anto Čartolovni)

(18.3.2025)

Student Member



(Signature)

(Nibal Sabri)

(18.3.2025)