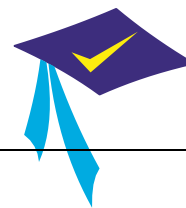**Republika e Kosovës**
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of Kosovo
Agjencia e Kosovës për
Akreditim Agencija Kosova za
Akreditaciju Kosovo
Accreditation Agency

UBT College

**BSC PUBLIC HEALTH & MEDICAL
SCIENCES (180 ECTS)**

ACCREDITATION

**REPORT OF THE EXPERT
TEAM**

18 March 2025, Kosovo

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TABLE OF CONTENTS

2

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2

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 Code of Ethics*
- *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 documents and received them:
    a) Feasibility study for BSc in Public Health and Medical Sciences

1.2 Site visit schedule

PROGRAMME EVALUATION

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

3

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3

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, Fisnik 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 Syla 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 BSc in Public Health and Medical Sciences, set to begin in the 2025–2026 academic year, is a three-year, 180 ECTS undergraduate program aimed at addressing Kosovo's public health workforce needs. It integrates biomedical sciences with public health theory and practice, preparing graduates for various roles in healthcare, policy, research, and community health. The curriculum includes core subjects like anatomy, biochemistry, and epidemiology, and focuses on critical public health topics such as disease prevention, health promotion, and global health systems. Students will engage in hands-on learning through fieldwork, community health assessments, and research projects, applying their knowledge to real-world situations.

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4

This program also serves as a solid foundation for further studies in medicine, nursing, or specialized health fields like global health or health informatics.

2. PROGRAMME EVALUATION

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)

UBT College is dedicated to excellence in teaching, learning, and research, emphasizing a student-centered environment and societal development through education and innovation. The BSc in Public Health and Medical Sciences program aligns with UBT's mission by offering an interdisciplinary curriculum that integrates theoretical learning with practical applications, such as internships, and fostering community-beneficial research.

The program focuses on academic excellence, social responsibility, and global competence. It addresses specific healthcare needs in Kosovo by improving access in underserved areas and tackling preventable diseases. The curriculum equips students with critical skills in epidemiology, health promotion, environmental health, and data analysis. Learning outcomes include knowledge and understanding, critical thinking and problem-solving, practical, and clinical skills, research and innovation, ethical and professional responsibility, leadership, and collaboration.

The program is designed to meet local healthcare needs, supported by a thorough needs analysis and feasibility study. Practical components like field placements ensure graduates can directly contribute to addressing Kosovo's health challenges. Additionally, the program benefits from modern facilities and equipment, ensuring students receive a comprehensive education.

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 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

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5

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.

Ethical standards are integrated into the program's syllabi, and monitoring mechanisms for unethical behavior are in place. The Code of Ethics is widely disseminated to staff, students, and other stakeholders, with annual reports available for transparency. The program's policies and procedures are publicly available on the college's website and are communicated through orientation, curriculum, workshops, and accessible resources. These policies are enforced, monitored, and regularly updated to align with international standards.

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

UBT College has established a comprehensive Quality Assurance System to manage the BSc program effectively. This system involves systematic data collection from various sources, including students, employers, alumni, internal audits, and external reviews. The university's information management system collects relevant data on student progression, graduation rates, employability, and student satisfaction. The Quality Assurance Committee, comprising faculty, administrative staff, and student representatives, analyzes this data to identify strengths, pinpoint areas needing improvement, and make informed decisions about the program's development.

UBT College complies with Kosovo's data protection laws to safeguard students' personal information, ensuring privacy and transparency in data handling. The program involves students and staff in providing and analyzing feedback through surveys, focus groups, course evaluations, and feedback analysis workshops. The collected data is used to update the curriculum, improve teaching methods, adjust clinical rotations, and invest in laboratory equipment and simulation tools. These actions demonstrate the program's effective use of data to support decision-making and drive continuous improvement.

The program's policies, practices, and outcomes are publicly available. However, specific statistics on the percentage of graduates employed in relevant fields or the timeliness of such employment are not detailed in the SER.

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 provides extensive administrative support to ensure effective teaching and learning within the BSc program. This includes a student support department that offers academic advising, counseling, and tutoring services to assist students throughout their academic journey. The career office provides career guidance, internship placement assistance, and job search support, while the IT department ensures reliable access to technology,

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6

including a learning management system (e.g., Moodle) and other digital tools essential for coursework and communication. The program operates under an Administrative and Budgetary Support Policy, which outlines processes for maintaining adequate staffing, budget allocation, financial reviews, and annual policy evaluations to ensure effective resource management. The administrative structure includes the Dean, Program Director, Program Coordinator, and Quality Officers, who manage daily operations, curriculum implementation, faculty support, and continuous quality improvement.

The administration follows a Professional Development Plan, with annual training on key topics like student engagement, budget management, and higher education administration. Administrative staff participate in professional development programs, including language training and specialized workshops on Microsoft Office, emotional intelligence, and plagiarism detection.

The program benefits from administrative structures designed to facilitate research activities, such as the Research Office, which supports faculty and students by assisting with grant applications, managing research projects, and ensuring compliance with ethical standards. The Centre for Transfer of Technology (CTT) fosters applied research by connecting academic efforts with industry needs, particularly relevant for public health innovations. These resources enable students and faculty to engage in meaningful research, contributing to advancements in Kosovo's healthcare system and beyond.

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)

Although this is the first accreditation of the BSc program, the Self-Evaluation Report (SER) highlights that UBT College has established procedures and mechanisms that are applied to other programs and are expected to be applied to this one as well. UBT employs a robust quality assurance framework that includes annual internal reviews with input from faculty, staff, and students. These reviews evaluate the program's performance and identify areas needing enhancement. Additionally, external reviews are conducted periodically by external experts to ensure alignment with national and international standards, with findings informing strategic planning. The SER confirms that these reviews are cyclical, meaning they occur regularly and build on previous assessments. Recommendations from these processes are not only received but also acted upon, fostering ongoing improvement as required by this standard.

ET recommendations:
1. *Conduct a cross comparison of the program's content with similar study programs at master's level in Europe.*
2. *Ensure the BSc in Public Health and Medical Sciences program at UBT integrates into Kosovo's health system.*

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 operates an internal quality assurance (IQA) system that involves all relevant stakeholders and aligns with national regulations, European Standards and Guidelines, and other international standards. Guided by the Quality Assurance Policy and Quality Assurance Manual, which is publicly available on UBT's website, the system includes processes for course evaluation, faculty evaluation, and continuous improvement. The Faculty's Quality Sub-Committee gathers feedback from students, alumni, industry partners, and staff, incorporating it into program revisions. The program is supported by a Quality Assurance Coordinator, who monitors the program without any teaching obligations. Stakeholders, including students, faculty, alumni, and industry representatives, are involved in the monitoring and revision of quality assurance procedures for continuous program enhancement. The program undergoes a cyclical review process, with annual evaluations leading to actionable improvements based on stakeholder feedback.

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

UBT College employs a structured approach to designing its study programs, including the BSc in Public Health and Medical Sciences. This process, outlined in the Quality Assurance Manual, involves several key steps: needs analysis through market research and stakeholder consultations to ensure societal and industry relevance; curriculum development led by faculty with input from external experts to ensure academic rigor; and alignment of learning outcomes with national and European qualification frameworks to maintain consistency and quality.

The program structure adheres to the university's mission and strategic goals of providing high-quality education, fostering innovation, and addressing global health challenges. The design and approval process involved internal stakeholders (faculty and academic committees) and external stakeholders (healthcare professionals and public health organizations) to ensure relevance and industry alignment. The program underwent evaluation by the Faculty Quality Sub-Committee and received formal approval from the Faculty Council and Academic Council to meet institutional and strategic standards.

To monitor program quality, Key Performance Indicators (KPIs) such as student enrollment, graduation rates, satisfaction rates, research output, and staff-student ratios are defined. Regular monitoring through quarterly progress reports, annual program reviews, and feedback loops ensures continuous improvement. The BSc program is dynamic, regularly reviewed and refined based on feedback from students, faculty, and employers, with performance metrics guiding updates to maintain quality and effectiveness.

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)

UBT College has established a structured process to ensure the program is regularly evaluated. This includes annual internal reviews conducted by the Quality Assurance Committee to assess curriculum relevance, teaching quality, student performance, and resource availability. Additionally, triennial external reviews are conducted by external experts to confirm alignment with national and international standards, providing an independent assessment of the program's effectiveness. This combination of annual internal and triennial external reviews ensures systematic and cyclical monitoring of the program.

The study program is developed through direct consultations and interviews with key industry stakeholders to ensure its relevance and alignment with market needs. Feedback from stakeholders, including employers, staff, and students, is collected through questionnaires, focus groups, and interviews, and used to inform curriculum improvements, student workload balance, and resource allocation. The program plans to use a Learning Outcomes Achievement Matrix to check that the ECTS workload and learning outcomes are realistic and achievable. Stakeholders are involved in the monitoring process, with feedback collected on academic success, student workload, and graduate employment, and incorporated into the Annual Faculty Quality Report and action plans. Clinical practice is monitored through feedback from students, mentors, and employers.

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 study program's regulations, including the Study Regulation and Student Assessment Regulation, are available online, detailing procedures for assessment, evaluation, and quality assurance. Admission criteria, recognition of qualifications, enrollment quotas, syllabuses, learning outcomes, credits, assessment methods, and final qualifications are communicated through the website and program brochures.

UBT College ensures that all relevant program information is accessible to the public primarily through the website, which serves as the main source of information. The program's webpage includes admission requirements, faculty profiles, learning outcomes, and more. Additionally, brochures and handbooks are distributed during open days and information sessions to cater to those without online access. Annual reports available on the website share key performance indicators like student satisfaction and graduate employment rates. By offering multiple accessible channels, the college ensures that information is widely available to anyone interested, fulfilling the public availability criteria.

ET recommendations:

1. *Establish a formal alumni network for ongoing engagement with the program and regularly soliciting feedback.*

9

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9

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)

The university has a clear and transparent staff recruitment process that aligns with national legislation and internal regulations. Staff vacancies are publicly advertised on the university website. The recruitment process follows the procedures outlined in the Employee Handbook, starting with the formation of a Search Committee comprising faculty and HR representatives. This committee reviews applications, conducts interviews, and recommends candidates, with the final decision made by the Management Board. Candidates receive comprehensive position descriptions and employment conditions, and they are informed about the Code of Ethics through an orientation course.

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)

All courses in the study program are taught by full-time tenured academics, with 22 of the teaching staff holding doctoral degrees. Each faculty member typically teaches 2-3 courses per semester, maintaining a student-to-teacher ratio of 1:30. The program ensures that at least 50% of the academic staff are full-time employees. The curriculum includes foundational courses (e.g., anatomy, physiology, biochemistry) and specialized public health topics (e.g., epidemiology, health policy). The staff's expertise in public health, epidemiology, healthcare systems, medical sciences, and health policy aligns directly with these areas, ensuring coverage of all courses.

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 where the University leadership pointed out that this issue has been recognized and addressed 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

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10

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.

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. 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+). The UBT Publishing and Printing House assists faculty in publishing books and monographs under independent or revenue-sharing models, enhancing their ability to disseminate research. Faculty have access to shared, state-of-the-art facilities, including laboratories and data analysis tools, essential for conducting high-quality research relevant to the BSc program. 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 study program plans to involve four external associates from the healthcare sector in the teaching process. The university offers a specialized training session titled "Introduction to Higher Education Teaching Methods and Practices for Industry Associates," which covers essential aspects of higher education, including ECTS credits, learning outcomes, and assessment methods. The SER introduction mentions "guest lecturers and practitioners from Kosovo's health sector" (page 11) contributing to the program, suggesting some reliance on external associates. It also discusses cooperation with "local business partners" and "industry experts in advisory roles," implying potential external contributors (Research section). However, this information alone is insufficient to determine the role of external associates, their qualifications, and work experience needed to achieve the intended learning outcomes (ILO). Even though it is said that external associates are encouraged to participate in the supervision of final and graduation theses, the expectation for external associates is stated as primarily for the practical parts of the courses (which is stated with an unrelated sentence of "dedicated to the Nursing program" on p. 84). The role of external associates seems contradictory due to information in SER.

ET recommendations:
1. *Provide specific focus / pathways to support academic staff of the study program.*
2. *Expand interdisciplinary collaboration opportunities.*
3. *Ensure clarity on external associates' roles.*
4. *Establish a formalized system to track and assess the impact of external associates on student learning outcomes.*

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 intended learning outcomes (ILOs) for the study program align with UBT College's mission and strategic goals, such as academic excellence, research, community engagement, and global competitiveness. Developed through the ECTS Guide and the European Qualifications Framework (EQF), the ILOs are well-formulated, specific, and adhere to EHEA best practices. They follow Bloom's taxonomy (e.g., "understand," "analyze," "apply") and align with the National Qualifications Framework (NQF) Level 6 and EQF descriptors for bachelor's degrees, as noted in SER under "Accreditation and Standards Compliance" (Introduction section). The use of action verbs and outcome-focused language mirrors standards seen in comparable programs globally. The study program's seven learning outcomes focus on knowledge application, patient-centered care, health promotion, professional ethics, communication, leadership, research, and quality improvement, aligning with the broader goal of preparing graduates to effectively address public health challenges, while leaning more toward public health and healthcare management, and partially covering the medical science aspect of the program.

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 study program's intended learning outcomes (ILOs) are designed to comply with the National Qualifications Framework (NQF) Level 6 and the European Qualifications Framework (EQF) Level 6 descriptors. The program's learning outcomes reflect advanced knowledge, skills, and competencies suitable for a bachelor's-level qualification. The ILOs align with the program's curriculum, emphasizing specialized knowledge in public health, critical thinking, problem-solving, autonomy, leadership, and professional responsibility. The curriculum integrates advanced courses such as epidemiology, health informatics, biostatistics, and health policy, along with research skills, leadership training, and evidence-based practice. The SER does not provide a detailed table mapping each ILO to NQF/EQF descriptors, which could enhance clarity. However, the general alignment is evident. Finally, the SER has typos stating EQF Level 7.

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 study program begins with foundational courses in the first year, such as Introduction to

Public Health and Human Anatomy, and progresses to specialized topics in subsequent years, including Public Health Policy and Professional Practice in Public Health. The program aligns with the European Higher Education Area (EHEA) by fostering transferable skills and ensuring compatibility with EHEA standards, enabling students to engage in both horizontal and vertical mobility. The Learning Outcomes are well-aligned with Level 6 qualifications descriptors in Kosovo's NQF and the EQF, facilitating recognition and mobility within the EHEA. Developing a curriculum map would be beneficial to identify potential gaps and strengthen the alignment and integration of learning outcomes into the curriculum. The SER lacks a semester-by-semester breakdown, which could clarify progression, but the general description and ECTS alignment provide sufficient coherence. Additionally, the curriculum structure does not proportionally emphasize medical sciences and resembles existing public health programs. Thus, it is unclear, apart from marketing purposes, what the rationale is for incorporating medical sciences into the public health program.

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 study program curriculum was designed to reflect the standards and guidelines from professional public health and medical sciences associations, and to comply with EU Directives 2005/36/EC and 2013/55/EU on the recognition of professional qualifications. Although the study program does not correspond directly to regulated professions under these directives, the regulation of professions related to public health and medical sciences varies between EU Member States. Some countries have specific regulations or recognition processes for certain public health roles. The SER implies that the program prepares students for regulated professions either directly (if certain public health roles are regulated) or indirectly (as a prerequisite for regulated fields like medicine). However, the SER lacks a detailed breakdown of how specific courses meet directive requirements (e.g., hours of clinical practice). As a foundational degree, it may not fully meet the directive's criteria for standalone regulated professions (e.g., medicine requires 5,500 hours over 5-6 years). If the BSc alone doesn't qualify graduates for regulated professions without further study (e.g., medicine), alignment with Directive 2005/36/EC might be partial and therefore not clear why medical sciences are in the name of the programme. However, this standard applies to programs "leading to" such degrees, which includes foundational pathways. The SER references alignment (p. 76) but lacks detailed evidence (e.g., course hours vs. directive requirements).

The program's content aligns with international standards by addressing core competencies (e.g., epidemiology, health policy) endorsed by global associations. The emphasis on experiential learning (fieldwork, research) mirrors WHO's focus on applied public health skills. While specific associations aren't cited, the SER's reference to global practices and its Bologna Declaration alignment (p. 16) suggest compatibility with international expectations.

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 study program is supported by regulations for student practice, which define the expected learning outcomes, the rights and responsibilities of all parties involved, and the necessary documentation templates. The regulation outlines the roles of students, faculty, and external mentors, detailing the process for arranging traineeships and specifying the allocation of ECTS credits to practical work. The program clearly incorporates a practice period, termed "experiential learning," encompassing fieldwork, community health assessments, clinical practice, and community health rotations. These activities indicate a structured practical component integrated into the curriculum. The practical experience is organized in collaboration with healthcare institutions, such as primary, secondary, and tertiary healthcare centers, and includes a formal contract between the student, faculty, and the organization providing the practice. The practice period's outcomes (e.g., hands-on experience, applying strategies) are well-defined and tied to experiential learning components like fieldwork and clinical practice. The program's effectiveness in monitoring student progress during practice is facilitated by activity reports and the submission of written reports by students. Cooperation agreements with institutions and feedback from supervisors provide a system for reviewing student performance and gathering feedback from both internal and external mentors.

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

The study program plans to implement a student-centered teaching and learning approach. The curriculum balances theoretical instruction with practical application, dedicating 40% of the program to case studies and real-world scenarios. Teaching methods include lectures, seminars, research-based learning, practical training, and reflective practice, all aimed at developing students' competencies in public health. While the SER provides general descriptions (e.g., "problem-based learning"), it lacks detailed examples of implementation (e.g., specific case studies used). Extensive support systems, such as advisers and peer tutoring, empower students to take ownership of their learning, a key student-centered principle. Teaching methods will be regularly evaluated and adapted based on feedback, performance assessments, technological advancements, and industry input. Regular feedback and orientation ensure students understand expectations and strategies, enhancing their ability to engage actively. The program plans to support a diverse student population by offering flexible learning options, such as mentorship programs, small group tutorials, and technology-based learning platforms. Tools like Moodle, e-Portfolios, and multimedia resources will be used to enhance the learning experience, track student progress, and support both staff and students in developing their skills.

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 study program defines the relationship between each module and the ILOs. Planned assessment methodologies include quizzes, rubrics, multiple assessors, and pair assignment comparisons. Grading criteria and assessment methods are published in course syllabi. Feedback on student performance is provided promptly, with detailed evaluations identifying strengths and weaknesses, and guidance for improvement. A procedure for appeals helps students address grade disputes or other concerns in the assessment process. Through these measures, the program aims to align assessments with learning outcomes, promote academic integrity, and support student development. Standardized rubrics, software tools, and clear criteria ensure unbiased assessments. Uniform policies, ECTS alignment, and a formal appeals process maintain reliability across the program. Diverse, ILO-linked assessments (exams, projects, practical) with feedback verify student competence.

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

The study program defines assessment criteria to specify what students are expected to know, be able to do, and demonstrate across different modules, which are linked to learning outcomes. The program uses rubrics that categorize performance levels and weigh the importance of specific knowledge, skills, and competencies. ECTS credits are calculated based on 1 ECTS equaling 25 study hours, including lectures, practical sessions, independent study, and assessment preparation. The SER explicitly links ECTS credits to workload components (lectures, practicals, self-study), indicating that ILOs are evaluated based on the effort required. For example, "Gain hands-on experience" (Practical Skills) involves fieldwork, which is assigned ECTS reflecting its time commitment. The breakdown into 60 ECTS annually aligns with EHEA norms (1,500-1,800 hours/year), suggesting a systematic workload evaluation across theoretical (e.g., "Understand principles"), practical (e.g., "Apply strategies"), and research (e.g., "Conduct research") ILOs.

ET recommendations:

1. *Revise the learning outcomes to ensure a balanced 50/50 focus between public health and medical sciences, making the degree compliant with the Directives, or consider revising the program title.*
2. *Create a curriculum matrix that maps course-level outcomes to program-level learning outcomes.*
3. *Define a clear path for graduates to pursue additional qualifications and meet specific regulatory requirements for entering regulated healthcare professions.*
4. *Create a system to gather and respond to student feedback on workload and ECTS alignment.*
5. *Establish regular check-ins between students, academic mentors, and practice supervisors throughout the practice period.*

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 study program requires applicants to have completed secondary education, passed the Matura Exam (for national students), and met GPA requirements (minimum 3.0 for domestic students, 3.5 for international students). Proof of English language proficiency through TOEFL or equivalent certifications is also required. For international students, an equivalency process for their secondary education diplomas ensures fairness across different educational backgrounds. Admission criteria and processes will be publicly available on the website. The program includes provisions for transfer students, who must submit transcripts and course descriptions for evaluation by a faculty committee to ensure previous coursework meets specific criteria of content similarity and ECTS credit equivalency. This process is consistently applied to all students to prevent discrimination, with oversight by the Faculty Council. The SER confirms that admission details will be accessible through multiple platforms, including the website, catalogue, and handbooks, meeting the public availability requirement.

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 university has a system for monitoring student progress, tracking key indicators such as course completion rates, GPA trends, retention rates, student engagement, and the use of academic support services. When issues are identified, targeted actions such as additional tutoring, academic advising, curriculum adjustments, mentorship, and peer support are implemented. The effectiveness of this mechanism was confirmed during the expert visit when the issue of lack of mentorship was addressed by providing adequate training. Trends in student success and challenges will be reviewed annually. The results of monitoring are communicated to both staff and students through meetings and digital platforms. Transfer and recognition of qualifications from other institutions are handled according to UBT's policies, with a maximum of 40% of credits from previous studies being transferable.

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

17

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17

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. 99: "Not applicable… new accreditation"), 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. *UBT College should 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 study program aligns with the institution's research strategic goals, particularly focusing on Sustainable Development Goal 3 (SDG 3) of the United Nations, which targets Good Health and Well-being. The research strategy integrates key objectives of strengthening health systems, conducting epidemiological studies, advancing global health equity, and investigating mental health, healthcare technology, and lifestyle factors. University research development plans are centered around building research capacity, fostering collaborative networks, securing funding, and promoting the dissemination of findings through publications and conferences.

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, EBAO, DOAJ, and WorldCat, in accordance with the Regulation on Research Work and Publications of UBT. They also contribute to consultancy projects, knowledge transfer activities, and applied research projects, all tracked by the Research Office and the UBT Knowledge Centre. The academic staff in the BSc program possess doctoral degrees and at least five years of relevant professional experience in fields such as public health, epidemiology, healthcare systems, and medical sciences. 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.

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. Technology transfer is supported through consulting, partnerships, and CTT.

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. Co-authored outputs, such as Alidema's Scopus paper, confirm staff research productivity within teaching areas, involving students. Topics align with the curriculum: antibiotics (Alidema), public health education (Fejza), nursing burnout (Sokoli), women's health (Fejza), and clinical practice (Shaqiri). Five staff examples show student collaboration, reinforcing the research-teaching linkage. The SER's promise of further evidence suggests broader involvement among the 20 staff. The faculty's 233 indexed publications, encouragement to integrate research, and student involvement demonstrate a strong, relevant research record.

ET recommendations:
1. *Encourage faculty and students to explore interdisciplinary collaborations to achieve more holistic solutions to public health challenges.*
2. *Integrate student-driven research, such as capstone projects or research internships, to further cultivate the research culture and provide practical exposure for students.*

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 is primarily derived from student tuition fees, with an anticipated increase in student enrollment over the next five years, beginning with 150 students in the 2025/2026 academic year. A three-year plan, which can be extended to five years via the Strategic Plan, demonstrates financial sustainability (€315,000–€720,000), covering expenses for staff, research, and support. Additional funding of €90,000 per year is expected from projects, consulting, training, donations, and research, leveraging both national/international and local partnerships. External resources will be used to enhance staff development (€41,000–€100,000), infrastructure (€114,000–€162,000), curriculum (€12,500 per year), and scholarships (€5,000–€15,000).

ET recommendations:
1. None

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20

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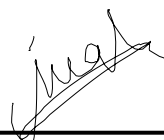
1. MISSION, OBJECTIVES AND ADMINISTRATION	Fully compliant
2. QUALITY MANAGEMENT	Fully compliant
3. ACADEMIC STAFF *Mandatory	Substantially compliant
4. EDUCATIONAL PROCESS CONTENT	Partially compliant
5. STUDENTS	Fully compliant
6. RESEARCH	Substantially compliant
7.INFRASTRUCTURE AND RESOURCES *Mandatory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

OVERALL EVALUATION AND JUDGMENTS OF THE ET

In conclusion, the Expert Team considers that the study program BSc Public Health & Medical Sciences is overall Substantially compliant with the standards included in the KAA Accreditation manual but needs to ensure compliance with directives regarding the medical sciences or rename the programme. After this change being implemented the Expert Team would recommend accredit the study program for a duration of 3 years with the optimal number of 70 students per year to be enrolled in the program.

Expert Team

Chair

_____   18.03.2025
(Signature)   (Akyar Imatullah)   (Date)
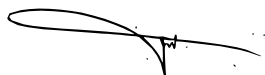
Member

_____   18.03.2025
(Signature)   (Anto Čartolovni)   (Date)

Student Member

_____   18.03.2025
(Signature)   (Nibal Sabri)   (Date)