UBT College

BSc RADIOLOGY TECHNOLOGIST
(180 ECTS)

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

14 April 2025, Kosovo

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TABLE OF CONTENTS

1. INTRODUCTION

1.1 Context

Sources of information for the Report:

- *The Self-Evaluation Report, **BSc Radiology Technologist** 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 Strategic Research plan 2022-2027*
  4) *UBT Faculty of Health Sciences 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 information and received them:
- The competency matrix
- Table with numbers of incoming/outgoing students (international exchange)
- Table with numbers of students enrolled and graduated for each year since first accreditation
- Programme performance reports (for the last two years)

1.2 Site visit schedule

Programme Accreditation Procedure at UBT College	
Programmes:	**Radiology Technologist, BSc**
Site visit on:	**14 April 2025**
Expert Team:	Prof. Dr. Imatullah Akyar Prof. Dr. Anto Cartolovni Ms. Nadia Manzoni
Coordinators of the KAA:	Shkelzen Gerxhaliu KAA Fjolle Ajeti KAA

Site Visit Program

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	Edmond Hajrizi Fitim Alidema Dukagjin Sokoli
09:45 – 10:20	Meeting with quality assurance representatives and administrative staff	Visar Hoxha Dugagjin Sokoli Naser Rugova Fisnik Lahu Artan Tahiri Erion Mecini Murat Retkoceri
10:25 – 11:30	Meeting with the program holders of the study programme	Ilir Ahmetgjekaj Mevlan Qaflesh Antigona Sadikaj Kabashi
11:35 – 12.35	Lunch break	
12:40 – 13:20	Visiting facilities	Edmond Hajrizi Fitim Alidema Lirigzona Morina
13:20 – 14:00	Meeting with teaching staff	Albina Fejza Isak Aliji Lulzim Thaci Emrush Thaci Edita Bajraktari Fitim Meniqi Burim Uka Ismet Bajrami
14:00 – 14:40	Meeting with students NO MORE THAN 6 STUDENTS	Melos Duraku Elsa Reckoviq Eridona Luzha Doruntina Peraj Alketa Hashani Anjeza Rizani
14:40 – 15:20	Meeting with graduated NO MORE THAN 6 GRADUATES	Almir Halimi Lelja Qerolli Endrita Berish Rinesa Hajrizi Shahadije Ahmeti
15:20 – 16:00	Meeting with employers of graduates and external stakeholders	Kemajl Emini Agim Krasniqi Bajram Haziri Arben Alushaj Betim Sadriu
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	Edmond Hajrizi Fitim Alidema Artan Tahiri

A brief overview of the programme under evaluation

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

The BSc in Radiology Technologist program at UBT College is a full-time undergraduate program designed to train professionals in diagnostic and interventional radiology, radiotherapy, and nuclear medicine. Accredited and re-accredited by the Kosovo Accreditation Agency since 2019, the program offers 180 ECTS over a minimum of three years.

The Radiology Technologist BSc program aims to equip students with advanced skills in medical imaging, focusing on early diagnosis, personalized medicine, and innovative imaging technologies. It prepares graduates to meet the healthcare needs of public and private institutions, contributing to improved patient diagnosis, treatment, and care through cutting-edge radiology practices.

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 BSc in Radiology Technologist program at UBT College is designed to advance personalized medicine and improve healthcare outcomes by developing skilled professionals in medical imaging. This aligns with the institution's mission to nurture a dynamic, innovative academic environment that emphasizes excellence in teaching, research, and professional practice, contributing to an increased skill base, knowledge, and experience. The program supports both theoretical and practical education, promoting independent thinking, quick and precise decision-making, ethical attitudes, and effective working skills with multidisciplinary healthcare teams. Additionally, the program supports UBT's commitment to excellence in teaching, research, community engagement, and global competence.

Upon graduation, students will be capable of performing imaging procedures and therapeutic interventions for patients of all ages and health conditions across primary, secondary, and tertiary healthcare settings. The program's intended learning outcomes include knowledge and understanding of imaging principles, radiation safety, and healthcare context; critical thinking and problem-solving skills in clinical decision-making and evidence-based practice; practical and clinical skills in proficiency with imaging technologies and patient care; and research and innovation.

Addressing Kosovo's national needs for radiology technicians, the program is strategically designed to improve access to diagnostic imaging, especially in rural and underserved areas. It

addresses the high prevalence of radiology-relevant conditions and the growing demand for specialized imaging expertise to support early diagnosis and improved treatment outcomes. The curriculum aligns with Kosovo's legal framework (Law No. 05/L-066) and ensures graduates meet EU standards (European Directives 2005/36/EC and the Bologna Declaration). It employs innovative teaching methods, such as clinical placements and live simulations, focusing on developing critical thinking and clinical judgment. This is evident from the SER's description of a curriculum designed to meet European Society of Radiology Guidelines and Directives (2005/36/EC and 2013/55/EC), ensuring high-quality education.

The SER presents the need for program assessment through institutional capacity, market demand, and societal needs, discussing alignment with Kosovo's healthcare priorities, labor market trends, and student interest. The program's practical training and community health initiatives, such as clinical rotations in underserved areas, directly improve local healthcare services. This is reinforced by the SER's mention of community engagement as a core pillar, aligning with Kosovo's National Development Strategy 2016-2021 to enhance healthcare access. The program's focus on training professionals to elevate radiology services and reduce dependency on foreign healthcare systems (noted in the SER as a 65 million Euro annual expenditure) demonstrates its responsiveness to societal needs. However, the SER could provide more concrete data, such as graduate employment rates or employer feedback, to further substantiate societal impact which the Institution has provided in the Performance report after the site visit.

The program aims to enroll 100 students per cohort annually, with actual admissions in recent years being 29, 35, 38, 40, 38, and 40. Out of 220 enrolled students, 58 have graduated. 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 behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)

The Radiology Technologist program at UBT College adheres to UBT's Code of Ethics, which emphasizes integrity, responsibility, and academic freedom. Ethical violations are managed by the Faculty Ethics Sub-Committee, in coordination with the central Ethics Committee. The program integrates the Plagiarism Prevention Policy to uphold academic integrity and prevent unethical behavior, addressing issues such as plagiarism, academic dishonesty, and discrimination.

To detect plagiarism, the program uses Turnitin software, with clearly defined thresholds for similarity. Penalties for violations range from warnings to disciplinary actions. Ethical standards are communicated to students, faculty, and stakeholders through student handbooks, materials, syllabi, coursework, training, and workshops. The ethics committee conducts annual assessments to evaluate the effectiveness of these standards.

The Self-Evaluation Report (SER) confirms that these policies apply to the program, ensuring academic integrity and freedom. 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, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)

UBT College uses a 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 program's data policy complies with Kosovo's Law No. 06/L-082 on Protection of Personal Data, and all activities are monitored by the Data Protection Officer at the student affairs department.

The Self-Evaluation Report (SER) outlines student surveys, faculty evaluations, and focus groups as key mechanisms for active feedback and participation. Joint student-faculty committees use both quantitative and qualitative data to analyze and identify areas for improvement. Follow-up and improvement actions are implemented through curriculum revisions, workshops, development programs, and enhanced clinical rotations. The monitoring of changes and improvements is tracked by a continuous improvement cycle within the program. While the SER implies some level of analysis in alignment with mission and goals, it lacks details on how the collected data is processed, including methods or tools used to identify trends, strengths, or weaknesses in the program.

The SER also emphasizes the integration of students, faculty, industry professionals, and international academics in the improvement process. It highlights the program's alignment with societal needs and its contribution to healthcare in Kosovo, suggesting that a needs assessment or market analysis may have informed its design or management. However, it does not provide specifics about how data-driven insights shape decisions, such as curriculum updates or resource allocation.

The UBT Faculty of Health Sciences Radiology Technologist Program Performance Report for the last two years (2022-2023, 2023-2024) presents relevant data, key success areas, and areas needing improvement. While the university provided extensive statistical information as an additional document upon request, the program performance was not publicly available on its website. Specifically, there is a lack of detailed statistics on the percentage of graduates employed in relevant fields or the timeliness of such employment.

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's Administrative and Budgetary Support Policy ensures effective resource management and support. The policy outlines adequate staffing, annual staff evaluations, training and development opportunities, and systems for annual budgeting, financial review, expenses, annual reviews, and stakeholder feedback.

The administrative structure, consisting of the Dean, Program Director, Program Coordinator, and Quality Officers, manages daily operations, curriculum implementation, faculty support, and continuous quality improvement. The Self-Evaluation Report (SER) refers to UBT College's infrastructure, including administrative offices, and mentions "support staff" alongside "highly qualified faculty." However, it does not provide concrete data on the number

of administrative personnel, their specific roles, or how they are allocated to the Radiology Technologist program.

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 sessions on academic support, student engagement, budget management, and higher education administration. The plan also includes mentorship opportunities and cross-departmental collaboration. Administrative staff participate in professional development programs, including language training and workshops on Microsoft Office, emotional intelligence, and plagiarism detection.

While the SER suggests a general administrative framework at the institutional level (e.g., support service centers and student services), it lacks detailed, program-specific evidence of administrative support tailored to the BSc Radiology Technologist program's needs. For a program with practical components like clinical placements, robust administrative coordination is critical, yet the SER does not address this explicitly.

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

The Radiology Technologist program at UBT College implemented a total of seven recommendations from the external quality assurance evaluation. However, the Self-Evaluation Report (SER) does not provide clear recommendations from the experts, only general topics and objectives. The SER states that a steering committee was established to oversee the implementation of these recommendations and track progress.

Based on previous external evaluator recommendations, the institution structured objectives, implementation activities, and outcomes to increase cooperation with graduates and employers, define learning outcomes at the course level, adjust workload measurement, improve self-assessment for faculty, enhance the educational process, increase research and publication support, and update recommended literature. Some recommendations have been addressed, while others have only been partially addressed. The SER also mentions strategies to adjust recommendations and highlights the difference between planned and implemented activities. Specifically, it notes the need to increase cooperation with graduates and enhance the educational process, particularly for clinical placements, which were explicitly mentioned as areas for improvement during the site visit.

ET recommendations:

- *Clarify the inconsistencies between the program name on the website ("Radiology Technician") and the report ("Radiology Technologist").*
- *Develop a documented framework or periodic process (e.g., every 3–5 years) for conducting needs analysis.*
- *Implement a meaningful graduate tracking system to monitor employment rates, further studies, and career progression.*
- *Make more evident and visible how data-driven insights shape decisions, such as curriculum updates or resource allocation.*
- *Make the findings of the most recent needs analysis (or a summary) available on the institutional website.*

- *Make available on the institutional website detailed statistics on the percentage of graduates employed in relevant fields or the timeliness of such employment.*

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 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, actively participate in monitoring and revising quality assurance procedures for ongoing program enhancement. Their input is meaningful, not tokenistic, as evidenced by specific changes such as increased clinical placement hours based on student feedback to enhance practical experience, and the inclusion of advanced imaging technology training in response to employer needs for graduates with relevant skills.

The system monitors all key aspects of program delivery—teaching, learning, research, and community service—through specific processes like curriculum reviews, research output assessments, and evaluations of clinical outreach activities.

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 (KPIs) to monitor and improve delivery. These indicators include teaching and learning quality, practical training and clinical education, research output and thesis quality, graduate employability and alumni success, and student support services. Specifically, KPIs cover aspects such as student satisfaction, course completion rates, student attendance, faculty participation in training, clinical placements, simulations, feedback from clinical mentors, competency rates, thesis submission and defense timelines, thesis ratings, student-faculty publications, employment rates, employer satisfaction, alumni engagement, consultation hour availability, student satisfaction, and resource usage.

The program uses these KPIs to monitor and evaluate the quality of program delivery. Indicators include pass and retention rates (targeting 85% and 100% respectively), achievement

of learning outcomes, clinical competency scores (performance during clinical rotations), practical training hours (supervised training and simulation labs), faculty professional development activity participation, faculty research output, faculty evaluations, student research involvement (targeting 30% engagement), and publication of student research. These measures assess program outcomes, processes, and inputs. While the SER reports KPIs and targets for the program, the program performance report is not fully aligned in reporting all KPIs.

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 has consulted key industry stakeholders through UBT's routine industry surveys to evaluate the employability, practical skills, innovation, and community contribution of its graduates. The Radiology Technologist program uses employer surveys and active collaboration with stakeholders. Curriculum updates, such as the integration of digital imaging management systems, emphasis on radiation safety protocols, patient-centered care, and a focus on interdisciplinary collaboration, are based on stakeholder feedback. During site visits and interviews, feedback from stakeholders, such as the need for more practice with dental X- rays, was also incorporated into the program.

The Self-Evaluation Report (SER) states that the program systematically gathers insights on student workload, academic success, resource adequacy, and graduate employability through structured tools such as questionnaires, focus group discussions, and feedback surveys. These feedback mechanisms support ongoing curriculum relevance and the program's commitment to academic excellence and labor market alignment. Despite these measures, the SER provided an example from the Law Faculty instead of the Radiology Technologist program, and there were limited examples of clinical placement improvements discussed during site visits, which are critical components of the curriculum.

There is no clear description of regular data collection and analysis processes to ensure program objectives are met. The program could more explicitly incorporate student and alumni feedback, document how feedback leads to specific improvements, and ensure stakeholders are informed of resulting changes. The SER lacks specific, documented procedures for periodic monitoring and review, such as review cycles or responsible bodies. For example, there is no description of a formalized review cycle (e.g., annual or biennial reviews), specific committees responsible for oversight, or documented protocols for evaluating program objectives.

While external stakeholders (employers, healthcare institutions) are involved, there is limited evidence of structured participation from students and alumni, and no mention of questionnaires or detailed feedback mechanisms. The SER does not confirm that monitoring results and action plans are communicated to stakeholders or published, as required.

Standard 2.4 All relevant information about the study program is clear, accurate, objective, upto-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. The SER also provides information on key performance indicators (KPIs), but lacks targets and actual rates, and includes a link for detailed information about the program.
The SER does not mention any data on student progression, completion rates, or dropout rates, nor does it confirm that such information is publicly available on the UBT website or elsewhere. Without evidence of these metrics being published, it's unclear whether they are presented objectively. The admission criteria, as stated in the SER, require applicants to hold a high school diploma 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:

- *Create a mapping or alignment table showing each KPI, its target, actual performance, and corrective action.*
- *Ensure consistency between stated KPIs in the SER and performance report, and make them publicly available.*
- *Provide sample reports and evidence for the quality assurance process.*
- *Establish a biannual program review cycles and regular curriculum revisions.*
- *Describe in detail workload (ECTS) allocation process and learning outcome achievement evaluation.*
- *Include a clear definition of "equivalent qualifications" in both program specifications and the website.*

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 on its official website and follows a structured recruitment process detailed in the Employee Handbook. A search committee, comprising faculty and HR representatives, evaluates candidates based on predefined criteria, internal regulations, and Kosovo's legislation, with final decisions made by the Management Board. The Self-Evaluation Report (SER) highlights adherence to national legislation and internal regulations, including the Regulation on Standards for Election into Higher Academic Titles, available on their website. This regulation ensures that academic staff recruitment and promotion align with national and institutional standards. Candidates receive detailed position descriptions and employment conditions from the HR department and dean. They are informed about their roles, responsibilities, rights, and the code of ethics through an Orientation Course conducted by the general secretary and the Employment Handbook.

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's study program is delivered entirely by full-time tenured faculty, consisting of

24 members (3 associate professors, 13 assistant professors, and 8 lecturers). Each academic staff member holds a full-time teaching position, teaching 8 hours weekly per semester (2 courses per semester), with an annual workload ranging from 60 to 240 hours. This workload complies with Kosovo's labor laws, which mandate 40 hours per week.

The Self-Evaluation Report (SER) outlines the academic staff's workload, including teaching, mentoring, research, community contribution, and administrative duties. Faculty members integrate relevant research into their teaching, enhancing curriculum delivery. Publications align with program topics such as medical imaging and radiation safety, ensuring academic relevance.

The SER also notes that faculty are assisted by approximately 70 teaching assistants. Bachelor thesis mentoring is counted as 0.4 hours per week, with academic staff able to mentor up to 10 theses for bachelor's and master's students, except for deans who can mentor up to five. With 62 third-year students (from two generations out of 80), the mentor-to-student ratio is 1:3. However, the SER highlights a discrepancy, noting that 16 assistant professors mentor bachelor theses, conflicting with the provided number of mentors (20), changing the ratio to 1:4. 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. However, during the site visit, it emerged that the University leadership has already recognized this issue and addressed it by providing training on mentorship skills.

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)

UBT College's teacher advancement procedures are outlined in the Employee Handbook and the Regulation on Standards for Election into Higher Academic Titles, available on their website. The structured process begins with a call for nominations or applications, followed by application submission, review and recommendation by the Staff Election Committee, and approval by the Academic Council.

Promotion to higher academic grades requires accumulating points through a points-based promotion system. Points are earned primarily through publications in recognized databases like SCOPUS and Web of Science, teaching activity, international engagement, student feedback, and contributions to textbooks.

According to the Self-Evaluation Report (SER), feedback from students, management, colleagues, and self-evaluations play a significant role in reappointment and promotion decisions, ensuring accurate assessment of teaching effectiveness and research contributions. This was confirmed and detailed during the site visit.

The promotion criteria are comprehensive, involving 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 assessments of teaching and service integrated into the process. These processes align with UBT's strategic goals of academic excellence and societal impact, complying 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. The Faculty of Health Science's five-year staff development plan for 2024-2029 outlines targeted support through mentorship, research opportunities, and leadership training. The 2024-2025 professional development plan includes activities to improve pedagogical skills, support junior faculty, and foster international collaboration.

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. Competency in testing and assessment methods is supported by the Guideline for Constructive Alignment of Learning Outcomes with Teaching Activity and Assessment Methods and the Guidelines for Student Assessment. Workshops like "Workshop on Constructive Alignment and Effective Assessment Methods" and "Workshop on Effective Mentoring of Theses" further support this.

The SER highlights the Annual UBT Conference, which provides opportunities for faculty to present research. Faculty also engage in consulting projects with international stakeholders. The program demonstrates strong international engagement through research collaborations and conferences, supported by institutional mechanisms like MoUs and the Research Sub-Committee. However, there is a lack of evidence that all staff participate in activities like mobility programs or study visits, and there is an absence of specific support for such activities (e.g., funding, leave policies).

The university provides specific training for new staff members to strengthen their teaching competencies through mandatory orientation courses. These courses cover key aspects of the "Guideline on Competence-Based Teaching" and provide information on operating procedures, rights and obligations, quality assurance procedures and standards, and ethical behavior as stipulated by the Code of Ethics and other regulations and policies of UBT.

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.

Research support for academic staff is provided through the Project's Office, which offers advisory services for writing research proposals and peer support from senior professors. UBT provides substantial support for research 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 UBT College has integrated four external associates from the healthcare sector into its program and plans to add five more. While the SER does not directly address the qualifications of these external associates, the program's collaborations with healthcare institutions imply that these associates, such as radiologists and hospital staff, bring relevant qualifications and experience to support the program's learning outcomes.

The report highlights that external associates underwent structured training in September 2024, covering UBT's teaching regulations, ECTS systems, learning outcomes, and modern teaching and assessment methods, including student-centered approaches. Their workload is limited to 2 hours per week, with 0.3 hours per week allocated for co-supervision of theses. During site visit interviews, it emerged that clinical placement mentorship is divided among academic staff working also at clinics and external associates. Additionally, external associates from the industry are encouraged to participate in bachelor thesis supervision, providing students with the opportunity to work on relevant, impactful projects.

ET recommendations:

- *Publish the recruitment criteria and timeline directly on the job vacancy page to enhance public transparency.*
- *Resolve inconsistencies in data related to mentor numbers (e.g., 16 assistant professors vs. 20 mentors) to ensure accurate staff-to-student ratios are reported.*
- *Update the Programme website with all teaching academic staff.*
- *Expand the scope of international collaboration by facilitating more faculty exchanges, joint research projects, and funding applications under Erasmus+ or Horizon Europe.*

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 BSc in Radiology Technologist at UBT College are designed to align with the institution's mission of fostering a dynamic, innovative, and ethically grounded academic environment. The Self-Evaluation Report (SER) provides strong evidence of this alignment, linking each outcome to UBT's mission and strategic goals. The program emphasizes medical imaging, research, and societal impact, reflecting UBT's priorities.

While the SER does not explicitly reference the ECTS Guide (2015) or other specific best practices, it notes alignment with European Society of Radiology Guidelines, European Directives 2005/36/EC and 2013/55/EC, and the Bologna Declaration, which are recognized

best practices in European higher education. The program is classified as NQF Level 6, equivalent to a Bachelor's degree, with ILOs focused on foundational and advanced radiology skills.

The learning outcomes highlight critical competencies such as ethical practice, patient-centered care, and interdisciplinary collaboration, supporting UBT's broader goals of intellectual engagement, community contribution, and professional excellence. These outcomes not only meet industry standards but also contribute significantly to the healthcare system and society. The learning outcomes are designed to reflect the skills, knowledge, and abilities students will develop at the bachelor level, though they have a more general or program-focused tone.

The SER mentions that the learning outcomes are not yet publicly accessible through the UBT website due to the first accreditation process, which conflicts with the program's six-year history. It reports that the program's ILOs are fully aligned and comparable with similar study programs in the European Higher Education Area (EHEA). However, the SER lacks specific evidence of mapping the ILOs against other EHEA programs, which weakens compliance with this indicator. The learning outcomes are competence-based but need clearer language with action verbs, performance contexts, and a focus on observable, assessable, and performance-oriented criteria within a formal competence-based education model.

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 Self-Evaluation Report (SER) indicates that the program's intended learning outcomes (ILOs) align with the descriptors of the National Qualification Framework (NQF) and the European Qualifications Framework (EQF) at Level 6. This ensures that graduates acquire specialized knowledge, advanced skills, and professional autonomy, preparing them for leadership roles in medical imaging and radiological sciences. However, this indicator is irrelevant for the BSc program, as it applies only to graduate-level programs.

The SER highlights the program's unique role in addressing Kosovo's healthcare needs, such as shortages in radiology professionals and access to diagnostic imaging (Section 5, Indicator 4). The ILOs are designed to produce graduates capable of performing imaging procedures, managing complex cases, and contributing to healthcare innovation, aligning with the professional profile of a radiology technologist.

While the SER states alignment with NQF/EQF Level 6, it does not provide a detailed mapping of each ILO to specific NQF/EQF descriptors, requiring a more explicit breakdown. The SER does not explicitly document measures to avoid overlap with other undergraduate Radiology programs, relying on the program's specialized nature, which might be considered a minor gap requiring formal evidence of distinctiveness.

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. Year 1 establishes

foundational knowledge and provides the basis for understanding the technical and biological aspects of radiological procedures through courses such as Introduction to Radiology, Anatomy and Physiology, and Medical Physics. Year 2 introduces specialized topics like Radiographic Positioning and Techniques, Radiation Safety and Protection, and Imaging Modalities (CT, MRI, Ultrasound) to prepare students for advanced diagnostic imaging practices and patient care. Year 3 focuses on integrating theoretical and practical knowledge through courses like Clinical Practice in Radiology, Advanced Imaging Techniques, and the Thesis Project.
The curriculum's progressive structure, moving from foundational knowledge to technical skill development to integration and professional application, exemplifies a competence-based approach. Each year builds logically toward achieving the program learning outcomes. The SER emphasizes student-centered learning with individualized learning plans and continuous evaluation to ensure alignment with learning goals and smooth progression. Practical training in collaboration with top clinics supports hands-on skill acquisition, facilitating progression. However, during the site visit, students emphasized that clinical practical hours should be increased and integrated into the program and that an internship should be part of the curriculum.

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 the radiology technician profession is not regulated, the BSc Radiology Technologist Program at UBT College adheres to EU Directives such as Directive 2005/36/EC (Recognition of Professional Qualifications) and Directive 2013/55/EU (Amendments to 2005/36/EC). The program also incorporates professional standards from recognized radiology and medical imaging associations, including the European Federation of Radiographer Societies (EFRS), the International Society of Radiographers and Radiological Technologists (ISRRT), and the American Society of Radiologic Technologists (ASRT). The Self-Evaluation Report (SER) confirms that the program prepares students for licensure in Kosovo as a regulated profession under Law No. 05/L-066, which requires passing a state exam administered by the Competent Licensing Authority.

Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)
The Self-Evaluation Report (SER) indicates that UBT College has a regulation for compulsory practice, defining its purpose and emphasizing the application of theoretical knowledge in real-world health settings. The regulation details the expected learning outcomes, roles, and responsibilities of all parties, 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.
The SER reports that students are assigned mentors from the academic staff during their practice period to guide them. The regulation mandates that students arrange their traineeship within Primary Health Care, Secondary Health Care, and Tertiary Health Care. The UBT Radiology Technologist programme has agreements with the Directorate of Health in all municipalities and the University Hospital Service of Kosovo (UHSK), assisting students in

finding appropriate settings through its partnerships with industry representatives. The student's practice book, created in collaboration with the mentor and faculty, ensures that the practice aligns with the expected 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. During the site visit, it was revealed that clinical practice is mentored by teaching assistants and associated experts. Students sometimes work with patients, but in situations where there are no patients, they perform simulations on themselves or on phantoms.

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

The study program maintains a 60% to 40% ratio between theory and practice, with 40% of the curriculum covered by practical case studies. The Self-Evaluation Report (SER) provides strong evidence of student-centered teaching and learning through individualized learning plans, interactive methods (e.g., case studies, simulations), and a significant practical component. The program employs a comprehensive didactic approach, incorporating diverse teaching methodologies, practical applications, and student-centered approaches.

The program utilizes blended learning, simulation-based learning, problem-based and case-based learning, clinical placements, research and reflective practice, team-based learning, tutorials, and one-on-one mentorship. Flexible delivery modes, including hybrid learning and clinical training, 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)

The Self-Evaluation Report (SER) includes a table showing the contribution of courses to the intended learning outcomes (ILOs), along with mapping of outcomes and course assessments. Assessments encompass written exams, seminars, practical exams, and group project work, with detailed criteria and methods outlined in the course syllabus.

Grading adheres to the Guidelines for Student Assessment, which emphasize principles such as authenticity, realism, a holistic approach, promotion of self-assessment, and a non-judgmental approach. Various assessment methods are employed, 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.

However, the SER does not provide specific assessment criteria or examples of how these assessments align with individual ILOs. It reports that Assessment Assignments for Radiology Technologist are included in the Guidelines for Student Assessment of UBT, but related information is not found, indicating potential student unfamiliarity with these assessment assignments.

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

The program uses a standardized conversion of 1 ECTS equaling 25 study hours, encompassing lectures, laboratory work, clinical practice, independent study, and assessments. This approach ensures that all learning activities directly support the achievement of course learning outcomes (CLOs), which are mapped to program learning outcomes (PLOs). By aligning workload, learning outcomes, and ECTS credits, the program provides a coherent and transparent framework that facilitates student progression and academic achievement.

The site visit revealed that the actual distribution of ECTS could be improved and better balanced, particularly regarding clinical placements. Although it was mentioned that the cognitive demand for each syllabus was compared with those of the University of Rijeka, further improvements are needed. To strengthen the alignment between learning outcomes and ECTS, the program could enhance transparency by developing a clear mapping matrix that links course-level outcomes (CLOs) to program-level outcomes (PLOs), associated ECTS credits, and specific learning activities. Including cognitive levels based on Bloom's Taxonomy would help ensure that ECTS allocations accurately reflect the complexity and depth of each outcome. Additionally, integrating student feedback on perceived workload can serve as a valuable quality assurance tool, ensuring that assigned study hours align with actual learning effort.

ET recommendations:

- *Revise learning outcomes to align with a competence-based education model by using action verbs and emphasizing performance context.*
- *Create a mapping of the program's ILOs against other EHEA programs, including a comparative analysis with specific institutions or programs.*
- *Revise learning outcomes by simplifying or breaking up longer outcomes (e.g., ILO 7, designing protocols) for clarity, and separate technical skills from managerial tasks.*
- *Include a competency mapping table or matrix that shows where each intended learning outcome (ILO) is introduced, developed, and mastered in each year or semester.*
- *Formalize regular follow-up and check-ins between students, teaching staff, and clinical practice mentors to ensure students meet the learning outcomes.*
- *Develop a system for monitoring workload calculations through feedback from students and academic staff.*
- *Establish a system to enhance clinical practice by improving context, mentorship, and increasing practical hours.*
- *Update the Guidelines for Student Assessment of UBT to include the specific assessment assignments for this program.*

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 UBT College's admission process adheres to the relevant national regulations, such as Article 29 of the Law on Higher Education in Kosovo and the internal rules established by the Faculty Council. For domestic students, applicants must have completed secondary education and passed the Matura Exam. The Faculty Council evaluates candidates based on specific criteria, such as Grade Point Average (GPA), though SER is inconsistent when it comes to the minimum GPA, in places it says 3.0 and in other places 3.5.

The process is the following - there is a public call, applicants apply through the online system and submit documents to the Administration of UBT, then the Program Director reviews the application files of applicants and compiles a list of selected candidates, which must be submitted to the Faculty Council for approval. The Faculty Council approves the selection process, reviewing the selection process done by the Program Director. While SER does not specify the selection criteria according to which the Programme Holder makes the decisions on the final applicants, the expert team was told in the site visit that sometimes there are entrance exams to select the best candidates. The expert team is not able to verify under which conditions these entrance exams take place, what are the criteria and the thresholds. This contributes to the intransparency of the process.

There is a fixed process for transfer of students from other study programmes. A dedicated committee at UBT analyses the content of the study programme the student is coming from and if it is 70% compatible with the UBT programme, an automatic transfer is approved. It is not specified what the procedure is in case the student's home programme is less than 70% compliant and how the decisions are made which exams/classes the student needs to retake and in which period.

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 Radiology Technologist has established a system for monitoring student progression and completion rates to ensure timely interventions and support where needed. The system allegedly tracks course completion rates, yearly progression, analyzes GPA trends, retention rates, student attendance in classes, group projects, and exams, the use of academic support services, such as tutoring and peer mentoring and collects regular student feedback. Results of such monitoring have not been provided to the expert team so this cannot be verified. The results of monitoring are discussed with the academic staff for improvement purposes and the results of student satisfaction surveys are taken into account in performance talks with academic staff.

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

Students can benefit from ERASMUS+ mobilities abroad as UBT College offers mobility opportunities through its MOUs with over 400 universities, however no outgoing mobility has

taken place in this programme, suggesting that students may face institutional, academic, and financial barriers, along with personal challenges such as employment, care, or family responsibilities. To address these issues, there is a need for targeted support for students, especially in their final years, to facilitate studying abroad. This support should include language training, assistance with applications and selecting mobility destinations, preparation for mobility, and ensuring the recognition of credits earned abroad upon return.
Office of International Cooperation of UBT is in charge of attracting foreign students and it continuously tries to increase UBT's internationalisation.
Indicator 5.3.8 was misunderstood by UBT and numbers of incoming and outgoing international students were not provided.

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)
Administrative support for students is adequate. UBT boasts several dedicated offices that students can turn to such as Student Support Department, Career Office, International Office. It is unclear to the expert team whether specific measures exist to support different groups of students facing various learning barriers, and whether data on these students is available. While some extracurricular activities are offered (international week was mentioned as a good example, where international guest lecturers teach at UBT), it is rather top-down and the bottom-up student-led culture of student clubs, societies, and sports associations is underdeveloped. The student union is active, primarily representing student voices in rescheduling lessons and exams, showing flexibility towards working students. However, further awareness and activism in student rights and responsibilities are needed.

ET recommendations:

- *Improve the transparency of the student admission criteria, specifically the selection criteria (the minimum GPA requirement, conditions under which entrance exams take place, the content of the entrance exams and threshold for passing the selection).*
- *Improve the transparency of student transfer rules and specifically, define the compatibility criteria and the procedure for students whose home programme is less than 70% compatible with the UBT programme.*
- *Introduce targeted support for students, especially in their final years, to facilitate their decision to study abroad.*
- *Take measures to support different groups of students facing various learning barriers in their study progression and completion.*
- *Support a bottom-up student-led culture of student clubs, societies, and sports associations.*

6. RESEARCH

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

The Self-Evaluation Report (SER) states that the program's research objectives align with the Research Strategy of the Faculty of Health Sciences (2023-2028), the institution's broader strategy, and the UN Sustainable Development Goals, particularly SDG 3 (Good Health and Wellbeing). The program emphasizes scientific and applied research to enhance clinical practice, education quality, and lifelong learning. Key focus areas include advanced medical imaging, radiation safety, AI integration, and personalized medicine.

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. The faculty's high research output and alignment with professional guidelines demonstrate compliance with global norms in radiology. 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 demonstrate strong commitment to research and professional activity, validated through a high volume of peer-reviewed publications (346 total, 233 indexed), consultancy projects, and patents. These outputs align with international standards and are formally recognized by UBT's policies. The faculty's extensive publication record in high-quality, indexed journals, participation in conferences, and involvement in consultancy projects supported by institutional workshops, confirms compliance and demonstrates strong commitment and achievement.

The academic staff meet and exceed the minimum requirement of a Master's degree with five years of professional experience in radiology, medical imaging, radiotherapy, nuclear medicine, or related healthcare sectors. Many hold PhDs and demonstrate extensive expertise through research and consultancy. While consultancy and patents are mentioned, the SER could provide more detailed examples of professional activities (e.g., specific projects, patent details).

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 Self-Evaluation Report (SER) implies structural encouragement (e.g., Sub-Committee, MOUs) with other national and international partners, though specific examples are not explicitly mentioned for the academic staff involved in this program. The general

impression during the site visit was that the academic staff engaged in delivering this program lacks internationalization beyond existing Kosovo-based radiology-focused partners.

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 involved in the study program are encouraged to integrate their research findings and scholarly activities into their teaching. The CVs show that the teaching staff have a proven record of publications related to their teaching topics. However, further emphasis and development of research in radiology would be highly welcomed, and greater inclusion of students would be beneficial for the study program, beyond the 30% mentioned during the site visit.

ET recommendations:

- *Strengthen the alignment between ongoing research efforts and the specific demands of the radiologic sciences by developing dedicated research funding, increasing access to specialized imaging equipment, and expanding clinical research partnerships.*
- *Encourage and systematically support academic staff to explore international research collaborations.*
- *Integrate student-driven research, including capstone projects and research internships.*

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 lecture rooms and laboratories (anatomy, biochemistry, emergency, first aid). Some labs (e.g., Biochemistry, Surgical) are shared with other programs (e.g., Pharmacy, Dentistry), which could raise concerns about program-specificity. UBT provides a clear list of licensed software tailored to the program's disciplines, ensuring adequate technological support for education and research. A site visit to the clinical placement areas (dental radiology, United hospital radiology) revealed the risk of patient scarcity, being dependent on UP health center. Lipjan Campus, main campus, is equipped with infrastructure.

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

The library of the university is 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 programme's financial plan for 2025–2027 shows a promising increase in income from €450,000 in 2025 to €690,000 in 2027, indicating sustainable growth. By diversifying income streams through projects and industry partnerships, the programme reduces reliance on tuition fees and mitigates risks. Additionally, external funding and institutional support from UBT

College provide a buffer against economic or policy changes, ensuring financial stability.

ET recommendations:

- *Ensure that the selected campus has adequate, functional, and program-specific infrastructure to support practical components of the curriculum.*
- *Establish partnerships with additional clinical facilities beyond the UP health center to mitigate the risk of limited patient exposure, particularly in radiology and emergency care.*
- *Explore simulation-based learning methods to supplement clinical experience where real patient interaction is limited.*

FINAL RECOMMENDATION OF THE EXPERT TEAM

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

Overall evaluation and judgments of the ET

According to the Manual requirements, the Expert Team recommends to re-accredite the study programme for 3 years (the recommendations to be implemented in one year), with the optimal number of 40 students per year to be enrolled in the program.

Expert Team

Member

(Signature) (Imatullah Akyar) (14.4.2025)

Member

(Signature) (Anto Čartolovni) (14.4.2025)

Student Member

(Signature) (Nadia Manzoni) (14.4.2025)