University of Prishtina

Master in Science of Pharmacy (integrated master) 300 ECTS

REPORT OF THE EXPERT TEAM

8th of April, Prishtina

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Criteria used for institutional and program evaluations

- *KAA Standards and Guidelines (cfr ESG)*

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Site visit schedule

Insert site visit schedule (as provided by KAA)

Programme Accreditation Procedure at University of Prishtina, Faculty of Medicine	
Programmes:	**Pharmacy, Mph, 300 ECTS (Re-accreditation)**
Site visit on:	**18 March 2025**
Expert Team:	Dr. Angelo Miguel Cardoso Jesus Dr. Joke Denekens Horia Serban Onita, PhD Student
Coordinators of the KAA:	Ilirjane Ademaj Ahmeti, KAA Officer Arianit Krasniqi, Director of Department for Evaluation and Accreditation

Site Visit Program

Time	Meeting	Participants
09:00 – 09:40	*Meeting with the management of the faculty where the programme is integrated*	Prof. dr. Sefedin Muçaj Prof. asoc. Aurora Bakalli Prof. dr. Naser Ramadani Prof. asst. Miranda Stavileci Prof. asoc. Armond Daci
09:40 – 10:20	*Meeting with quality assurance representatives and administrative staff*	Prof. Kreshnik Hoti Asst. Toske Kryeziu Shkumbin Tafilaj

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10:25 – 11:25	*Meeting with the program holders of the study programme*	*Prof. Arlinda Daka Grapci* *Prof. Adnan Bozalija* *Prof. Dardan Hetemi* *Prof. Valdet Uka* *Prof. Aida Loshaj Shala*
11:25 – 12.10	*Lunch break*	
12:10 – 12:55	*Visiting facilities*	*Prof. Dardan Hetemi* *Asst. Denis Raka* *Prof. Armond Daci* *Prof. Aida Loshaj Shala* *Prof. Zana Sylejmani* *Prof. Pranvera Breznica*
12:55 – 13:35	*Meeting with teaching staff*	*Prof. Pranvera Breznica* *Prof. Zana Sylejmani* *Prof. Mimoza Basholli* *Prof. Kreshnik Hoti* *Prof. Armond Daci* *Asst. Denis Raka*
13:35 – 14:15	*Meeting with students*	*Arber Dreshaj* *Donika Veseli* *Dea Demëbogaj* *Delvina Dula* *Evetar Morina*
14:20 – 15:00	*Meeting with graduates*	*Stina Morina* *Rrona Mehmeti* *Rrona Pozhari* *Fatbardhe Halilaj* *Era Rexhbeqaj*
15:00 – 15:40	*Meeting with employers of graduates and external stakeholders*	*Chamber of Pharmacists of Kosovo - Ismail Shurdhaj* *Kosovo Medicines Agency – Arsim Ibrahimi* *Dardane Mehaj - Central Pharmacy of UCCK* *Milaim Abdullahu - Santefarm* *Herolind Bajraliu – Riga Pharmacy* *Sabrije Fazliu – Pharmacy*
15:40 – 15:50	*Internal meeting of KAA staff and experts*	
15:50 – 16:00	*Closing meeting with the management of the faculty and program*	

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A brief overview of the programme under evaluation

Insert general information about the programme

The study program shows stability by choosing for continuity in the intended learning outcomes of the program. Continuity with as core value to deliver graduates as active members with a contribution of their research-based knowledge and skills in a democratic society.

The program is in accordance with the official regulations, guides and regulations deriving from the Law on Higher Education in Kosovo and the Statute of the University of Prishtina "Hasan Prishtina".

The Study Program is based on:

- Sectoral Directives of the European Union set for Pharmacy.
- European Higher Education Strategy (Bologna Declaration) Higher Education Act Regulations, WHO Health Protection and Promotion Directives (21 Objectives of the 21st Century).
- MASHT Strategy / Action Plan of the Strategic Education Plan in Kosovo.
- Pharmacy Curriculum in the Faculties of the region and beyond.

The curriculum design is based on the rules of the Bologna Declaration, in order to achieve a better comparability with similar levels in Europe and has been benchmarked with similar programs in the universities of Zagreb, Ljubljana and Skopje.

The program meets the norms of European Directive 2005/36/EC, Article 44, point 2, which regulates the duration of the study program to be 5 years, which includes at least 4 years of theoretical and practical education in the faculty and 6 months of practical training in pharmacies or hospitals. The ECTS credits system is used to define the workload per year (60 ECTS) , per semester (30 ECTS) and per course. An ECTS point stays for 25 hours of study.

The program is student-centered. By introducing more practice and better supervision of the practice hours with a mentor and specific feedback for each student on the workfloor students have more opportunities to integrate their knowledge and skills into competences during the learning process.

The process of teaching and learning with defined learning outcomes for each course and the alignment of these learning outcomes with the intended learning outcomes of the program is better elaborated than in the previous accreditation round. For some courses the learning outcomes are not yet defined at the higher levels of Bloom. Assessment is done by a mixture of different methods and gives evidence that learning has taken place in order to reach the intended learning outcomes of the program.

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PROGRAMME EVALUATION

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

1. MISSION, OBJECTIVES AND ADMINISTRATION

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

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

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

According to the Self-Evaluation Report the goals of the Pharmacy Section of the Faculty of Medicine, University of Prishtina "Hasan Prishtina" are:
1. Improving and developing teaching, research and professional activity
2. Strengthening human capacities / resources (both in number and quality)
3. Strong integration in the European and world scientific research area
4. Improving aspects of internationalisation and mobility, through the exchange of students and academic staff with Higher Education Institutions in the EU and beyond
5. Promoting mobility and exchange of knowledge and skills;
6. Achieving the competencies, skills and knowledge that pharmacists graduated from the Faculty of Medicine, University of Prishtina will be the most sought professionals in the local and international market.
7. Providing and implementing advanced professional practices in the field of pharmacy
8. Implementation and assurance of quality
9. Providing qualified teaching professionals in each module in the pharmacy program.
10. Providing a modern infrastructure for quality education.

11. Providing contemporary literature in Albanian and English.

12. Promotion of science and pharmaceutical profession in society.

The content and structure of the study program are in line with the strategic plan 2022-2026 (annex 2) of the institution.

These goals align with the strategic goals of the University as can be seen in the strategic plan 2022-2026 of the university of Prishtina.

The program is in accordance with the official regulations, guides and regulations deriving from the Law on Higher Education in Kosovo and the Statute of the University of Prishtina "Hasan Prishtina".

The Study Program is based on:

- Sectoral Directives of the European Union set for Pharmacy.
- European Higher Education Strategy (Bologna Declaration) Higher Education Act Regulations, WHO Health Protection and Promotion Directives (21 Objectives of the 21st Century).
- MASHT Strategy / Action Plan of the Strategic Education Plan in Kosovo.
- Pharmacy Curriculum in the Faculties of the region and beyond.

The intended learning outcomes are defined as competences graduates will be able to master(SER and website):

- To act in accordance with professional needs, ethical and legal requirements of pharmaceutical practice, to recognize and respond appropriately to moral and ethical dilemmas and situations in everyday practice.
- Recognize different roles, responsibilities, and functions of pharmacists, and adapt their activities that effectively meet the needs of the individuals/population.
- Identify their needs and opportunities for professional development, to convey knowledge in similar areas daily, to evaluate their knowledge to develop their activity and improve the quality of services provided.
- Work on the principles of pharmaceutical practice, respect individuality, apply a holistic approach and ensure the protection of the rights of their patients and their beliefs.
- To educate, prosper and support the preservation of the health, well-being, and comfort of individuals, families, groups and communities whose health is threatened by illness, injury or death.
- To fully evaluate the patient/client's situation, with appropriate instruments, considering all factors (physical, social, cultural, psychological, spiritual and environmental).

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- Recognize and interpret situations that deviate from normal ones, and based on their objective assessment to be able to react accordingly.
- Plan, implement and evaluate pharmaceutical service and care in cooperation with patients/clients, caregivers, families and other health professionals and team members.
- Provide pharmaceutical service focused on the basic human needs of patients/clients of all ages with different health problems according to the clinician's guidance.
- To present accurate documentation about the results achieved through services and pharmaceutical care in their respective working institutions

The study program shows stability by choosing for continuity in the intended learning outcomes of the program. Continuity with as core value to deliver graduates as active members with a contribution of their research-based knowledge and skills in a democratic society.

In the SER is mentioned that " by ensuring the rational use of available human and material resources, the Pharmacy Division promotes the development of multidisciplinary scientific and educational programs, international competitiveness and teaching, scientific and professional activities, increasing of the level of innovation in society, acceleration of knowledge transfer and encouragement of the link between education, research and entrepreneurship".
Although the ET has seen and heard examples of these endeavours, more efforts can be done to register effectiveness and efficiency of the undertaken actions in order to make visible progress in multidisciplinarity and especially in the link of education, research and entrepreneurship(social services).

The ET recommends to set up a solid set of KPIs in order to make progress in the realization of the third pillar visible and transparent.
The ET recommends involving more industrial partners in teaching and research activities in order to realize the goal of "acceleration of knowledge transfer and encouragement of the link between education, research and entrepreneurship" as is mentioned in the SER.

The study program subscribes to the ESG for quality, Dublin descriptors for education and Lisbon declaration for research and aligns with the standards of the EHEA and places internationalisation as a strategic goal.

As was seen during the site visit, facilities and equipment for implementation of the study program is in place. The total number of students intended to enroll each academic year is 50. Not too much because the staff wants to be capable of delivering education and research at the level 7 of the EQF and the NQF for all enrolled students. The expert team (ET) heard during the interview with top management that when the new building will be finished more students can be enrolled. The agreement with the Ministry has finally been signed and a budget is centrally allocated to start with building.

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)

An Ethics Committee is in place and the Code of Ethics regulates procedures and mechanisms to address plagiarism, academic dishonesty and other forms and types of discrimination. All documents are sent by mail to students and staff and are on the website and the SEMS platform. The ET heard that students know about the Code of Ethics and where to go in case of any violation.
The software system to detect plagiarism is Turnitin (English version). It is used for the master thesis.

The ET recommends to use the Turnitin system for all written assignments of students.
The ET recommends to organize training sessions to raise awareness and how to report cases of any violation compulsory in the study program.
The ET recommends to install a monitoring system in order to have an overview of the reported cases of violation and to evaluate the outcomes. The report of resolved cases has to give for each case the nature of the violation, the resolution of the process and the outcome (penalty).
The ET recommends to organize training sessions for implementation of the code of ethics mandatory for staff in order to take action to raise the level of awareness and trust of students when a case has to be reported.

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)

An information management system is in place (SEMS). Moodle is used as learning environment platform. According to quality assurance staff the system works very well and both teachers, students and administrative staff are satisfied.
The ET read in the SER and heard during interviews that "Students and staff actively participate in the program's evaluation and management processes. Feedback is collected regularly through surveys, focus groups, and formal meetings, providing valuable insights for planning follow-up activities and making data-driven decisions"(annex evaluation of academic program MSc Pharmacy).
Data protection and privacy of students and staff are implemented according to ethical norms and government policies (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)

Students were very positive about the SEMS and the support from administrative staff in case of problems. During the interview with the Quality Assurance group the ET heard that no administrative staff is available to support the division of Pharmacy by tasks in the frame of quality assurance. This leads to overload of work especially for the coordinator and the administrative staff.

The ET recommends University of Prishtina to install and finance in all faculties structures for innovation and quality assurance with dedicated staff. (see further under standard 2)

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)

In the SER the ET has found an overview of all recommendations (n = 31) of the previous accreditation process, with defined action plans for implementation, responsible staff and budget, foreseen dates of implementations.

No comprehensive set of KPIs, followed over the years for the study program is in place. In this way it is not possible to oversee evolution in the yearly action plans and to measure progress, efficiency and effectiveness over the years of the undertaken actions.

Several recommendations have not been followed up.

For example the implementation of learning outcomes in the questionnaires for evaluation of courses by students. Students cannot use the "learning outcomes" to follow their progress in mastering the intended learning outcomes of the program.

Tables with evidence of alignment between learning outcomes, teaching and learning activities and assessment have not been seen in the syllabi.

The ET has not found a financial allocation model based on criteria (how money is divided over the units in the faculty). Only budget planning is in the SER.

The transparency with feedback to all partners of the quality assurance (results of the actions) is not improved.

The ET has not seen a strategic plan for the Pharmacy division/study program for the period 2025 - 2030.

The ET did not identify sufficient proof of data of academic progress of students being systematically analysed and fed into an overarching monitoring mechanism. Consequently, no functional mechanism exists to link tracked academic progress with adaptive policies

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There is no mention of technology transfer initiatives with the industry and public sector although the institution maintains close connection with the Hospital and with the Kosovo Medicines Agency.

Actions to improve mobility have not been successful because of a lack of structural support (flexibility and curriculum windows are not created). There is no dedicated internationalisation strategy that makes best use of internationalisation at home activities as well.

The ET recommends to set up a solid data set of KPI's overarching all standard areas and to make transparent internal and external communication about progress, efficiency and effectiveness of all actions undertaken in the frame of quality enhancement.

ET recommendations:

The ET recommends;

- to make progress in the third pillar visible and transparent.
- to involve more industrial partners in teaching and research activities.
- to use the Turnitin system for all written assignments of students.

- to organize training sessions to raise awareness and how to report cases compulsory in the study program.
- to install a monitoring system in order to have an overview of the reported cases and to evaluate the outcomes. The report of resolved cases has to give for each case the nature of the violation, the resolution of the process and the outcome (penalty).
- to organize training sessions for implementation of the code of ethics mandatory staff in order to raise the level of awareness and trust of students and staff when a case has to be reported.
- to install in all faculties structures for innovation and quality assurance with dedicated staff (see further under standard 2)
- to set up a solid data set of KPIs overarching all standard areas and to make transparent internal and external communication about progress, efficiency and effectiveness of all actions undertaken in the frame of quality enhancement.(see also standard 2)

2. QUALITY MANAGEMENT

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

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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 ET is convinced that quality assurance practices are embedded in daily practice teaching and learning, research quality, international collaborations, relations with graduates and employers, and student services.

Although it is mentioned that the quality assurance system works with good practices the ET has not found evidence of exchange of these practices within different departments of the Pharmacy section or other sections in the faculty or between academic staff members.

The SER mentioned and the ET heard during interviews that evaluation results are used for annual strategic planning and for prioritizing development activities. No evidence was found to see prioritization of actions. The types of interventions that should be made by academic units or central management are identified in order to address issues of interest.

According to the SER and what was heard during interviews with top management and quality assurance staff the PDCA cycle is followed for continuous improvement.The ET is not convinced that all actions are undertaken (see also 1.5). In this way the cycle of PDCA is not always closed.

The closing loop to teachers about their evaluation is well done with visible feedback and implementation.

The closing loop to students about the results of the analyses of their questionnaires and the actions undertaken is not made visible for students and other stakeholders.

Students do not know what has changed in the program because of their opinions in the questionnaires. Providing and analysing information and planning of follow-up activities has to be improved. The questionnaires for students are not updated for learning outcomes as a steering mechanism for teaching and learning as was asked in the recommendations of the previous accreditation round.

The closing loop to graduates and external stakeholders is not visible as a continuous cycle of improvement. It seems that changes are made because of certain remarks on the occasion of the accreditation process, but not on a systematic and structural basis. More and better planned

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communication is needed to gain information from external stakeholders. The SWOT analysis highlights a weakness: lack of feedback and evaluation from industry stakeholders.

The whole process is supported by the quality assurance coordinator, who is an academic staff member. There is no administrative staff in place.

The ET recommends to install a structural unit in each faculty with responsibility to implement in a systematic way not only quality enhancement but also innovation in teaching and learning in order to install interdisciplinary learning, workplace based learning with specific assessment formats etc. The connection between innovation and quality assurance is necessary to go to a higher level of functioning of the institutional approach for quality. In these structures the heads of the programmes are supported by experts in educational innovation and quality assurance and administrative staff.

These experts and administrative staff need an interfaculty working group in order to discuss and share good practices under the leadership of the Organisational Development Centre. In this way all faculties are working in the same direction.

These structural units need dedicated financial support(has to be substantial, salaries for specialists, salary for administrative staff, working budget etc) in order to give them more scope for the implementation of the mission statement especially in the field of teaching and learning and sustainability.

Each faculty can work in his own way with "academic freedom", but the goal has to be the same for all the faculties. Furthermore teachers are already working in this innovative way.

The ET recommends to start a process to evaluate the quality of the quality system in which the ultimate goal is to elaborate on strategies for steering and implementing the quality system from control to enhancement in order to install quality culture in daily practice.

The ET recommends to make the step between checking and actions (PDCA) with results of the quality assurance process more visible. In this way more evidence can be given of effectiveness and progress in the good direction.

The ET recommends to focus more on internal processes to improve the quality assurance system in order to create a "learning community" than focus mainly on the management of the standards for accreditation.

The ET recommends to foster the practice to work with good practices, shared between units, staff and students and with other disciplines in faculty and in university.

The ET recommends to work on the communication of the efficiency and effectiveness of the quality assurance system internal as well external the institution.

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

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

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The development of the study program is aligned with the institutional strategic goals and continuous improvement is the ultimate goal.

The SER states that "The process of approval of the program is well structured and systematical and passes through the different structural units of the university."

KPI's are not steering the processes for the moment. There is no overview of the last years to show progress in the results of the activities for quality assurance in the strategic goals, especially not in what has been done in the frame of the recommendations of the previous accreditation round in 2021.

For mobility for students more can be done. During the interview students testified that they are not interested in going for mobility. They are satisfied with the content of the program, it is perceived as perfect. They mention also lack of structural support (flexibility and curriculum windows are not created). There is no dedicated internationalisation strategy that makes best use of internationalisation at home activities as well.

The ET recommends to create a mobility window in the curriculum.
The ET recommends to go for internationalization at home projects.

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 ET misses a strategic plan for the coming years with the following points for all defined actions in order to fulfill the recommendations and to manage the own choices for quality practice in order to show accountability, decision making, transparency and university's ability to learn from past experiences.
- clearly defined KPI's
- comprehensive monitoring system of data collection
- systematic data analysis to identify trends, challenges and areas that require specific attention with concrete reports
- clear conclusions about the actions undertaken (progress reporting in relation to strategic development and planning of follow-up actions)

Students are not complaining about study load. The system is based on the ECTS system of the EHEA and 1 ECTS is 25 hours, 60 ECTS per year and 300 ECTS for the integrated program.

The ET reads in the SER: "Quality assurance examines every aspect of program planning and execution, including services and resources offered by other departments within the institution. Quality evaluations provide a comprehensive view of quality concerns across the entire

teaching program and its individual elements, focusing on inputs, processes, and outcomes, especially the learning outcomes for students".

During interviews with heads of the program, teachers and students it became obvious that changes in the program are made on the basis of the results of all questionnaires. For graduates and external stakeholders the structural use was not so evident. In the opinion of the ET this is because for external stakeholders the questionnaires are only used when accreditation procedures are running.

The SER states that "All proposed activities are first incorporated into strategic planning before being detailed in annual plans and monitored on quarterly, monthly, and weekly schedules".

The student practice processes for monitoring and improving practice are in place. More can be done to put in the agreements with clinics and institutions the requirements for the didactic protocol during the practice hours (learning outcomes, teaching and learning activities in particular feedback by the clinical teacher to the students work, skills, competence) and the assessment formats as 360 degree evaluations, short clinical assessments etc…

Questionnaires are in place for students and for clinical teachers, graduates and external stakeholders. Results are discussed with Quality assurance and actions are defined for improvement.

For each student a mentor is in place to follow the quality of the learning environment and the follow up of reaching the competences defined for the practice setting.

The ET recommends more communication with students and clinical teachers about the results in order to make quality assurance more effective and efficient.

The ET to install a routine for supervising students in weekly clinical practices outside of Prishtina municipality

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 ET is convinced of the efforts made by all members of the Pharmacy division to improve quality as is written in the SER: "At the end of the year, to verify adherence to required standards, staff collaborates with the Academic Development Coordinator/Office to review the program and syllabi. Given the program's alignment with AKA (should be KAA) standards, the evaluation aims to confirm these standards are met, driving ongoing performance enhancement".

All processes with responsibilities are well described in the SER.

Many actions have been performed, but as external evaluator the ET cannot see progress, efficiency and effectiveness of actions undertaken in the frame of the recommendations defined by the previous expert team in 2021.

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In the SWOT analysis is mentioned as a challenge:
- Decrease financial support for the development and maintain the monitoring and supervision mechanisms;
- A decline in academic specialists due to engagement at International Institutions and Clinical Care services
- Long administrative accreditation processes jeopardize the flexibility to swiftly update the integrated Master's program content to match dynamic developments in the field of Pharmacy
- Ad-hoc modifications of the existing accreditation legislation;
- Ad-hoc changes instigated by political pressures.

Most of these challenges were already mentioned in the previous accreditation round.

ET recommendations:

The ET recommends

- to install a structural unit in each faculty with responsibility to implement in a systematic way not only quality enhancement but also innovation in teaching and learning
- to start a process to evaluate the quality of the quality system in which the ultimate goal is to elaborate on strategies for steering and implementing the quality system from control to enhancement in order to install quality culture in daily practice.
- to make the step between checking and actions (PDCA) with results of the quality assurance process more visible. In this way more evidence can be given of effectiveness and progress in the good direction.
- to focus more on internal processes to improve the quality assurance system in order to create a "learning community" than focus mainly on the management of the standards for accreditation.
- to foster the practice to work with good practices, shared between units, staff and students and with other disciplines in faculty and in university.
- to work on the communication of the efficiency and effectiveness of the quality assurance system internal as well as external the institution.
- to create a mobility window in the curriculum.
- to go for internationalization at home projects.
- more communication with students and clinical teachers about the results in order to make quality assurance more effective and efficient.
- to install a routine for supervising students in weekly clinical practices outside of Prishtina municipality.

3. ACADEMIC STAFF

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

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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)

An active recruitment nationally as well as internationally results in a highly qualified staff.
The "Regulation for the selection and advancement of academic staff" is aligned with the legal requirements related to academic titles in the Administrative Instruction of Accreditation
The SER determines that the "Regulation for the selection and advancement of academic staff", based on law no. 04 / L-037 for Higher Education in the Republic of Kosovo and in the Statute of the University of Prishtina, ensures that the selection, appointment and promotion of academic staff is done according to the relevant qualifications and relevant experience, effectively ensuring that all candidates are treated equally.

The annex "regulation on staff appointment" defines titles of teaching staff, vacancy announcements, composition of selection committees, reports of selection committees and decisions made by expert bodies. The SER gives a comprehensive overview of the teacher recruitment procedures
Academic staff, at the beginning of the academic year, must sign the declaration that they are not engaged in more than two teaching positions (one full-time, one part-time) and must obtain an approval from the University Management for teaching part time. They are informed about internal regulations, code of ethics.

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

The Pharmacy Division has seventeen full-time pharmacists, fifteen with a PhD and two Ph.D. candidates, who are responsible for teaching and providing clinical and laboratory practice. Furthermore, the study program is also taught by professional staff from the Department of Medicine and the Faculty of Natural Sciences.
Only with pharmacy staff (2 tenure staff, 7 associated professors, 4 assistant professors and 4 assistants), is the requirement met and exceeded many times over (the ratio of students to full-

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time academics for the study program is 1:30), since the total number of students is approximately 250.

Of 39 academic staff members 36 have a PhD, 2 are PhD candidates, 31 have a full time contract. No external associates are mentioned, although collaboration with external partners is in place and will be augmented in the near future. CV's show that academic staff members are highly competent and have the qualifications to deliver the study program at the level 7 of the NQF and the EQF of the EHEA.

The statute, study regulations and syllabuses define the responsibilities of all teaching staff, including engagement in the academic community, time available for consultation with students and community service.

The organization of consultations is done by agreement of the students with the academic staff through email communication and setting the appointment time. The academic staff is obliged by regulation to hold consultations with students before and after the exams and to present the counseling schedule for 4 hours a week for the staff.
The Center of Excellence of the university offers a comprehensive list of training in order to promote faculty development not only in teaching and learning, but also in research and administrative challenges.

The ET recommends to make some trainings compulsory for all staff in order to implement the innovations in the program. Other trainings can be aligned with the needs of staff members according to the self evaluation, evaluations of peers and students.

Workload aligns with legislation. Teachers are not complaining of workload. all staff is obliged to do teaching, research, administrative work, consultations for students, mentoring and professional development. Academic staff, depending on the lectures, include research in the curriculum, and also mentor students in their research.
Mentors are available to support students for learning and progress, for final thesis, for clinical practice.

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 teachers advancement procedures are transparent and objective as stipulated in the regulation and well explained in the SER.
The promotion of academic staff into higher grades is based on important achievements such as national requirements for publishing in WoS and Scopus, teaching activities, international activities, high impact publications, projects, supervision of thesis, writing of textbooks, feedback from students.)

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The evaluation of the academic staff is carried out regularly through self-evaluation, evaluation by students, colleagues and supervisors and is done on an official basis at least once a year. The evaluation results are made public. The process of quality assurance in teaching is integrated into the daily practice of teaching in the program including the process of self-evaluation, student assessment in the classroom and final exams, and periodic monitoring is in place. This process is based on the Quality Assurance and Evaluation Regulation. Teacher evaluation by students of the Faculty gives teachers the opportunity to evaluate their work after each academic semester

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

The University, through the Center for Excellence in Teaching, systematically offers courses on teaching methods, assessment methods, planning and implementation of teaching in higher education. Special attention is given to staff with specific difficulties.
On the website of the institution the Center of Excellence gives an overview of the training sessions with for each session the intended learning objectives.
Teachers testified their commitment to professional development and were very positive about the training session.
The ET has seen in syllabi some results of a specific training as for example working with learning outcomes to steer the teaching and learning processes, using a mix of assessment methods.
All staff participate in international activities in one way or another. Mobility is very modest (14 staff members have been abroad the last 3 years).
The SER mentioned that "The Faculty of Medicine, University of Pristina offers opportunities for professional development of staff within the framework of co-financed international projects and collaborations with high quality universities and organizations from the European Union and beyond. The Faculty supports academic staff to enroll in academic programs offered by our international partners. The Faculty also organizes trainings from experts and international institutions, leaders in the relevant sciences. The academic staff is engaged in internationalization and the development of international projects, resulting in professional advancement.
The ET has not heard that staff of the Pharmacy division has participated in these programs.

Newly appointed staff have to follow the basics in teaching in case they have not enough experience.
The onboarding process is done by a colleague in order to inform the new colleague about regulations and procedures at the university and more specifically in the Pharmacy division.
All information is also available on the website.
In research the system to support a young staff member by a senior member is in place. Most research is done in projects with teams often interdisciplinary. The institution foresees assistance in writing research proposals for grants.

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The ET recommends to make some modules compulsory and others more adapted to the specific needs of the teacher.
The ET recommends to make internationalization a top priority and support staff structural and systematic with financial resources.
The ET recommends to elaborate on a clear strategy for internationalisation and internationalisation at home.

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 gives no information about external associates. All staff is nearly full time (36 on 39) Nobody can be labelled as an external associate.
Collaboration with external partners is in place especially in the area of research. More collaboration is on the agenda in order to link teaching, research and entrepreneurship.

The ET recommends to start with the system of external associates in order to make integration of knowledge and skills into competences easier for students.

ET recommendations:

The ET recommends
-   to make some modules compulsory and others more adapted to the specific needs of the teacher.
-   to make internationalization a top priority and support staff structural and systematic with financial resources.
-   to elaborate on a clear strategy for internationalisation and internationalisation at home.
-   to start with the system of external associates in order to make integration of knowledge and skills into competences easier for students.

4. EDUCATIONAL PROCESS CONTENT

The study programme is built around achieving learning outcomes, which are described at both programme-level and discipline-level. In the case of the programme-level learning outcomes, the SER designates them as 'competencies' and enumerates 10 such competencies, including 'to act in accordance with professional needs, ethical and legal requirements of pharmaceutical practice (…) to recognize different roles, responsibilities, and functions of pharmacists, and adapt their activities that effectively meet the needs of the individuals/population (…) to

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identify their needs and opportunities for professional development, to convey knowledge in similar areas daily, to evaluate their knowledge to develop their activity and improve the quality of services provided'. According to the documentation of the programme, graduate students should be able to operate in a range of specific contexts including health care, prevention and education, pharmaceutical care of patients, performing tasks related to drug dispensing in community and hospital pharmacies, and other activities involving drug use.

The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. Furthermore, the programme had shown compliance with the relevant EU directives pertaining to regulated professions (European Directive 2005/36/EC). While the programme's learning outcomes are written from a student perspective, are clear and precise, they are not linked to EQF descriptors of knowledge, abilities, responsibility and autonomy. In relation to the general 'competencies' of the graduates, the employers who the ET met at the site appreciated the theoretical knowledge possessed by the graduates, as well as their resourcefulness. They recommended that more entrepreneurship abilities are considered and, in relation to specific competencies, that more attention is paid to digital health and management.

The learning outcomes of the study programme are achieved through the list of disciplines in the curriculum, which are provided in a logical flow. The SER attests the comparability with other programmes pursued by the UP, mentioning specifically the Faculty of Pharmacy-Biochemistry of the University of Zagreb, the Faculty of Pharmacy of the University of Ljubljana and the Faculty of Pharmacy of the University „Sv. Cyril and Methodius "in Skopje. While we acknowledge the importance of ensuring regional comparability and compatibility, we would suggest that the university extends its focus on a larger European perspective and attempts to introduce innovative elements that may distinguish the programme at regional level.

The disciplines' learning outcomes are included in the syllabi, which are presented to students at the beginning of the semester and communicated through the online student management system. The syllabi of the courses, annexed by the institution to the SER, contain basic data, subject matter, level, subject status, study year, number of hours, credits scaled in ECTS, name, and surname of the teachers as well as contact details with teacher and assistants (pharmacists), expected learning outcomes, activities (lectures, exercises, practical work, consultations, field exercises, colloquia, seminars, assignments etc), assessment methods and bibliography. While the flow of disciplines is logical and mindful of the relevant prerequisites, the ET noticed that no matrix between the learning outcomes of the study programme and the learning outcomes of disciplines had been created, thus limiting the possibility of identifying hidden spots or determining how both generic and transversal competencies are developed. Secondly, due to the lack of a development plan currently in force at the faculty level (as the new management of the faculty had just been selected), there is no overarching strategic dimension on the learning and teaching dimension.

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There is a clear emphasis, at the study programme level, on developing procedures regarding the teaching dimension of curriculum implementation. These are usually included in quality assurance procedures, which stipulated that teaching progress is monitored through evaluation forms, daily forms (used to identify the participants and the topic presented to the students), monthly forms (serves to summarize teaching activities for the month) and annual assessments done by staff to review the program and syllabi. The syllabi and the SER mention various didactic approaches for achieving the learning outcomes, such as lecture-based learning, problem-based learning, simulation-based learning, practice-based learning, reflective learning, research-based learning, e-learning and blended learning.

Students appreciate the interaction with teachers and the support received. While many pedagogical methods are in place, the ET still considers, consistent with the conclusion of the previous external evaluation, that a clear didactic concept outlining the correlation between the choice of pedagogical method and learning outcomes, the link between teaching and assessing learning outcomes and a common approach at faculty level is still missing. Furthermore, a brief overview of the syllabi shows a lack of appropriate emphasis on the contribution of research (and research-based learning) to developing level 7 competencies.

The theoretical part of lessons includes at least 1/3 of the total number of study hours, while the practical part, focused on laboratory and clinical practice, consists of at least 1/2 of the total number of study hours. Laboratory exercises are performed with 8 to 10 students, in laboratories and cabinets intended for practical work. Students can use the infrastructure of clinics, practical clinical units and scientific labs for their practical works and, in comparison with the previous evaluation, the faculty proved an increasing use of modern technology. Nevertheless, the financial situation of the faculty remained unclear and, consequently, the ET had not identified any clear plans on future investment in facilities. The ET suggests that such an investment plan is drawn up in relation to the learning and teaching needs evidenced in the syllabus.

In relation to student assessment, mechanisms are developed according to the course programs and Regulation of Bachelor studies. The syllabi mention the assessment mechanisms and modalities, despite in rather general terms, which are determined pursuant with the Regulation on Bachelor studies. From discussions with students during the site visit the ET did not identify any issues raised pertaining to the objectivity or consistency of evaluations. However, the ET observed that, despite a GPA of over 7 being a key performance indicator, the faculty does not regularly collect and analyse data on student grading (e.g. normal distribution), which could be discussed at departmental level together with common approaches on assessment. A functional student appeals procedure for the study program is in place and students confirmed that they are aware of the provision.

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Furthermore, the ET did not identify systemic measures agreed in relation to supporting students when the standards of student achievement are not met. Both the SER and the discussions during the site visit referred exclusively to the possibility given to students to resit the exams for three times (four times with the special approval of the Dean). However, the ET recommends that proactive measures are taken (e.g. promoting counselling, remedial activities) to support students falling behind.

The ET appreciated the emphasis on practical training and the policies put in place to support students in this regard. Apart from a wide network of local institutions (both public and private), the faculty signed cooperation agreements with other HEIs from Slovenia, Sweden and Turkey to offer placements. A manual for practice had been elaborated by the faculty, which included templates for various documents. The work of students at the practical training organizations is supported by tutors selected from the academic staff and monitored through activity reports. Students receive ECTS credits for the practical training and have the opportunity to both offer and receive feedback in relation to the practical work – we noticed nevertheless that the result of this feedback is not available on the website or through other public reports. The manual emphasises the role of the practical training in both personal development and professional practice.

As also mentioned in section 1, the workload is calculated through ECTS, which is assigned to all learning activities that lead to the program learning outcomes. We commend the faculty on adjusting the number of ECTS offered for the master thesis (20 ECTS) in accordance with previous recommendations and European practice, however a syllabus is still missing. Nevertheless, in the process of allocating/revising ECTS credits, the ET noticed the lack of a (a posteriori adjustment) mechanism to assess what the actual student workload is.

In relation to the design of learning outcomes and the delivery of the curriculum, one element which should be further strengthened is the external dimension. While the faculty proved cooperation practices with various institutions of higher education, health institutions and NGOs, for example in offering practice placements, there seems to be little cooperation with them in designing the learning outcomes themselves or, in the case of industry, identifying topics of research that could turn into case studies or activities for students.

While progress has been noted in some areas, a consistent part of the issues requiring improvement had also been noticed in the previous external evaluation, with mixed developments. The faculty should consider developing better mechanisms (and associated incentives) for a more thorough annual review of the study programme and its syllabi, which would have allowed for improving several aspects (e.g. didactic concept, links with research, correlation with assessment) in a systematic manner.

ET recommendations:

- Link the study programme-level learning outcomes with EQF descriptors of knowledge, abilities, responsibility and autonomy (level 7)
- Consider introducing the curricula more emphasis on entrepreneurship and management abilities, digital health and operating medical devices
- Extend the area of comparability of the study programme outside the Western Balkans region and identify areas where the study programme could bring innovative elements
- Create a matrix of learning outcomes between the study programme-level and the disciplines and identify better in the syllabi the links between the choice of teaching methods, learning outcomes and their assessment
- Elaborate a learning and teaching strategy that includes a clear didactic concept, better links with the industry on designing learning outcomes and contributing to research themes, stronger emphasis on the research dimension and correlations with investment plans in infrastructure related to teaching needs
- Collect and analyse annually data on student progress and student grading, link such administrative data with proactive measures to support student progress (counselling, tutoring, remedial activities etc) and discuss assessment methods and results at the department level
- Survey actual student workload to refine the allocation of ECTS credits

5. STUDENTS

The admission process is robust and transparent, with the Faculty of Medicine establishing detailed admission conditions annually and announcing them publicly on the university's website. The conditions outline a competitive selection process requiring completion of secondary education (e.g., High School or Gymnasium in Kosovo) and success in a pre-qualification test in Biology and Chemistry. The process is designed to ensure equal opportunities without discrimination, and eligibility extends to international candidates under quotas set by the Ministry of Education, Science, and Technology (MEST). During the site visit, the ET confirmed that this information is accessible and well-communicated in advance and that students are informed about what they can achieve with their qualifications.

The ET did not identify any issues in relation to recognition of qualifications or ECTS recognition, which are regulated by the law and university statute. However, the faculty has limited experience with recognizing study periods abroad or prior non-formal/informal learning, and no specific regulations exist for the latter.

The SER indicates low drop-out rates and good graduation rates, exceeding 80%. While student progression data is collected, the ET did not identify sufficient proof of such data being

systematically analysed and fed into an overarching monitoring mechanism. Consequently, no functional mechanism exists to link tracked academic progress with adaptive policies. Per the University Statute, students may retake a failed exam three times, with a fourth attempt possible upon the dean's approval for a substantiated reason. Furthermore, they can interrupt studies upon request. However, the ET found no evidence of additional systemic support policies (e.g., tutoring or remedial classes) beyond exam retries.

Student rights and obligations are regulated by the Statute of the University, with students confirming during the site visit that they are aware of the stipulations. Nevertheless, in order to increase the visibility and outreach and synthesize student rights and obligations into one document, the ET recommends the elaboration of a Student Rights Charter. The procedure for selecting students in these organizations is regulated by regulation no. 1/63, dated 20/4/2018, with two members of the Student Council becoming members of the Teaching Council of the Faculty of Medicine. Considering the discussions during the site visit, the ET would recommend improving the communication on the activity of student representatives.

The discussions confirmed that students are regularly informed about international exchange opportunities via the faculty website and SEMS platform, with partnerships (be them on exchange, research or other projects) spanning Germany, Austria, Italy, the UK, Spain, Hungary, Greece, Slovenia, Portugal, and the US. Over the past five years, 32 students participated in mobility programs, though only five were undergraduates, indicating limited engagement at this level. The faculty's KPIs target ten mobile students annually, yet this goal is unmet, and support for participation—such as through an Office for International Cooperation—should be improved. Other KPI's at faculty level regarding internationalisation focus on faculty exchange programmes (2 mobile staff/year) and increasing the number of partnership agreements (1 agreement/year).

During the site visit, students expressed awareness of these opportunities but cited insufficient encouragement or structural support as barriers. Better financial support, flexibility and curriculum windows for mobility would definitely support achieving this goal.

The faculty makes relatively modest efforts to attract foreign students, and the internationalisation of staff could also be better supported, with 14 international staff involved in mobility or cooperation projects over five years. As such, the ET recommends revamping the internationalisation efforts through a dedicated internationalisation strategy that makes best use of internationalisation at home activities as well.

The Faculty of Medicine offers comprehensive services year-round from 08:00 to 17:00, including academic support, IT, finance, logistics, and diploma services, coordinated by the Dean Office and Student Services. Information packages, study regulations, and internal organization details are publicly accessible via the faculty website and SEMS platform, which

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students confirmed during the site visit. Academic staff allocate sufficient consultation time (both in person and through email), and the entire faculty is equipped with wireless internet, enhancing accessibility. Guidance on study and career opportunities is provided through tutors and advisors, with additional support from the university-level Career Centre, where professional administrative personnel are available, though specifics on its impact were unclear.

Extracurricular activities are limited, with students unable to cite many examples during discussions, and funding for student initiatives (e.g., sports, cultural events) appears constrained. Cooperation agreements with the Pharmaceutical Industry and Kosovo Agency for Medicinal Products support practical training, but a lack of Albanian-language literature for some subjects and limited financial resources for additional staff were noted as challenges. KPIs focus on student satisfaction with learning outcomes and retention rates, but not on service satisfaction, missing a key feedback loop.

ET recommendations:

- Establish regulations for recognizing prior non-formal and informal learning.
- Implement a functional system to regularly collect and analyse progression data, linked to KPIs and to student support measures for students at risk
- Develop a Student Rights Charter to centralize student rights and obligations and improve the communication on the activity of student representatives .
- Create a curriculum mobility window, boost information and financial support to increase student mobility numbers.
- Pursue an "internationalization at home" dedicated component within a wider, more comprehensive internationalization strategy
- Expand extracurricular activities for students and offer dedicated funding.
- Continue addressing shortages of academic literature in Albanian
- Include student satisfaction with support services as a KPI and monitor the impact of the Career Centre

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

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

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

The mission of the institution is to conduct scientific research and provide educational and professional activities at both graduate and postgraduate levels in the field of biomedical and health sciences. This mission aims to contribute to societal progress and the development of a knowledge-based economy. The study program in Pharmacy has defined scientific and applied research objectives that align with and are reflected in the research development plan of the institution. The program emphasizes the importance of increasing the quality of scientific activities and research, particularly in diploma topics. During the interview and across the supplemental documents it was easy to acertain that the program emphasizes the importance of increasing the quality of scientific activities and research, particularly in diploma thesis topics.

During the meeting with management, we were introduced to the research strategy that focuses on the continuous improvement of research capacities and the promotion of interdisciplinary collaborations. This strategic plan prioritizes the engagement of faculty and students in significant research initiatives.

Information available on the SER and during the meeting with management confirmed that the Faculty has a dedicated budget allocated for scientific research and the acquisition of necessary equipment. The institution ensures that all necessary infrastructure is in place (in the same campus), including equipped laboratories and access to clinical and practical units. The academic staff includes qualified professionals, with a significant number of Ph.Ds and active involvement in research.

The institution also includes policies regarding the definition and conduct of research, ensuring that all activities adhere to internationally recognized standards. This involves the evaluation of scientific output and the promotion of best practices in research methodologies.

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.

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The regulations governing the promotion and evaluation of academic staff place significant emphasis on research output, including the requirement for publications in reputable journals. This framework motivates faculty to engage in high-quality research work as their professional advancement is closely linked to their academic contributions. Although the SER was not clear on this matter, additional information provided by the institution in terms of KPI, Publications and Projects, showed a significant improvement since the last evaluation period. Publications have increased in number and quality (measured by journal metrics), and the institution has secured international funding for a research lab that is already fully operational and has collaboration with several international institutions. This will strengthen even more their research output.

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 institution promotes involvement in international research and educational projects, enabling staff to collaborate with peers from other institutions. There are connections to several foreign institutions derived from PhD scholarships or thesis, as well as projects with third party funding. These connections grant access to networking with professionals from various fields within the health sciences. The projects "Nanoparticles in Environment and Medical Research – NanoKos" and "Potential of Natural Products from Fungi in producing new bioactive compounds for medical purpose applications ", both funded by the EU, are two good examples. There is also evidence of participation in international conferences, seminars, and workshops that focus on pharmaceutical sciences and health-related topics. In terms of local partners, the evidence provided is limited to practical placements of students and some activities coordinated by the lecturers in their capacity as licensed pharmacists. There is no mention of technology transfer initiatives with the industry and public sector although the institution maintains close connection with the Hospital and with the Kosovo Medicines Agency.

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.

Faculty members actively engage in research that directly correlates with the subjects they teach. A significant number of faculty members have a robust portfolio of research publications in reputable journals that reflect their teaching areas. They are encouraged to publish in journals indexed in Scopus and Web of Science. According to the SER, the information from the teachers and students meeting , it was clear that faculty members typically

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mentor students in research projects, including internships abroad. Although we should point out that it's not feasible for the institution to maintain a significant number of students in research projects (laboratory based) at any given time.

ET recommendations:

1. *The majority of the research is laboratory based, which can be compromised by temporary lack of funding, or materials. expand the research focus to include pharmacy practice, pharmacovigilance and social and administrative pharmacy to strengthen your research outputs.*
2. *Expand partnerships and joint projects to dental medicine, environmental sciences or even non-health-related faculties to leverage diverse expertise.*
3. *Offer workshops on advanced research methodologies (e.g., machine learning applications in pharmacy) and grant-writing skills;*
4. *Give incentives to teachers and students to use the English language for Master Thesis writing so that it can be more easily published;*
5. *Expand partnerships with local partners in health services and industry.*

7. INFRASTRUCTURE AND RESOURCES

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

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

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

The institution maintains dedicated lecture halls, laboratories, and other rooms specifically designed for the Pharmacy program. Moreover there are shared spaces with other faculties within the same campus. The expert team was also informed that the construction of a new

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building for the pharmacy program has been proved by the government. The spaces are adequate for the number of students that enter the program each year. However it is expected that the new facilities will permit an increase in students' admission. The faculty of pharmacy also has a fully functional e-lab and access to the Telemedicine Center from the faculty of Medicine. The Labs used for classes and their equipment require some updating, however they fulfil their purpose. The newest research lab contains state-of-the-art equipment and is fully functional.

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

The libraries associated with the Faculty of Medicine - to which the students of the Faculty of Pharmacy have access - house a comprehensive collection of books, journals, and electronic resources specifically related to the fields of medicine and pharmacy. This collection enables students and faculty to access relevant literature necessary for their studies and research. In addition to physical resources, the Faculty provides access to several digital science platforms, including databases and online journals like Science Direct. The library resources are aligned with the curriculum requirements of the Pharmacy program. The institution assures that the library building, and reading rooms are sufficiently equipped for the current number of students.

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

The SER makes reference to the financial plan and during the management team meeting , the expert team was able to explore the funding procedures. The Faculty prepares an annual financial plan dedicated to covering necessary expenses, including consumables, reagents, solvents, and equipment essential for the Pharmacy program's teaching and research activities. This planning ensures that the program is adequately funded to meet its operational needs. The university provides a regulated budget that is allocated specifically for scientific research equipment and educational resources. The institution also participates in several research projects, which are often supported by funding from entities such as the Ministry of Education, Science, and Technology (MEST), the European Union and other educational or scientific bodies. These projects provide financial resources to support research initiatives and educational activities within the Pharmacy program

ET recommendations:

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1. *Expedite the update of existing laboratory equipment to align with modern educational and research needs;*
2. *Implement feedback mechanisms for students and faculty to identify gaps in library resources.*
3. *Increase efforts to secure additional external funding through partnerships and grants.*
4. *Foster the hiring of technical staff for for maintenance of equipment and laboratories;*

Overall evaluation and judgments of the ET

According to the KAA Accreditation manual, in order to be granted a positive decision for institutional accreditation, every education provider has to demonstrate at least a substantial compliance level in the overall judgment. Therefore, failure in meeting at least an overall substantial compliance level entails delaying, withdrawing, suspending or denying accreditation.

University of Prishtina, MaScience of Pharmacy 300 ECTS demonstrated an overall compliance, with 4 substantially and 3 fully compliant area of evaluation including the mandatory areas. According to the Manual requirements, the Expert Team recommends to accredit the study programme for 5 year , number of enrolled students 75

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	*Substantially Compliant*
6. RESEARCH	*Fully Compliant*
7. INFRASTRUCTURE AND RESOURCES *Mandatory	*Fully Compliant*
Overall Compliance	***Substantially Compliant***

Expert Team

Prof. Angelo Jesus

Member   **08.04.2025**

Prof. Joke Denekens

Member _____ **08.04.2025**

Member   **Horia-Șerban Onița** _____ **08.04.2025**

    (Print name)   *(Signature)*   *(Date)*

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