



UNIVERSITY OF PRISHTINA
“HASAN PRISHTINA”
FACULTY OF MEDICINE

**PROGRAMME: BACHELOR OF SCIENCE IN PHYSIOTHERAPY AND
REHABILITATION
240 ECTS**

TYPE OF EVALUATION: ACCREDITATION

REPORT OF THE EXPERT TEAM

14th February 2025

TABLE OF CONTENTS

| | |
|--|-----|
| TABLE OF CONTENTS | 2 |
| INTRODUCTION | 3 |
| Site visit schedule | 3 |
| A brief overview of the institution under evaluation | 5 |
| PROGRAMME EVALUATION | 8 |
| 1. MISSION, OBJECTIVES AND ADMINISTRATION | 8 |
| 2. QUALITY MANAGEMENT | 11 |
| 3. ACADEMIC STAFF | 12 |
| 4. EDUCATIONAL PROCESS CONTENT | 115 |
| 5. STUDENTS | 21 |
| 6. RESEARCH | 24 |
| 7. INFRASTRUCTURE AND RESOURCES | 27 |
| 8. FINAL RECOMMENDATION OF THE ET | 29 |

INTRODUCTION

Date of site visit: 14th February 2025

Expert Team (ET) members:

- Asoc. Prof. Snježana Schuster (*Expert*)
- Prof. Mark Sacco (*Expert*)
- Dr. Iva Lončarić Kelečić (*Student Expert*)

Coordinators from Kosovo Accreditation Agency (KAA):

Fjollë Ajeti, Senior Officer for Post-Accreditation Procedures

Shkelzen Gerxhaliu, Director of Department at the KAA

Sources of information for the Report:

- *The Self-Evaluation Report, Bac (BSc) in Physiotherapy and Rehabilitation with the annexes as follows;*
 - Curriculum Vitae CVs of academic staff
 - Syllabi Physiotherapy and Rehabilitation BSc
- *Onsite interviews (one expert Prof. Sacco; two expert Prof. Schuster S. and Lončarić Kelečić I. were online)*
- *Facility Site visit (one expert Prof. Sacco)*
- *KAA Accreditation Manual (2021)*
- *KAA Manual for External Evaluation of Higher Education Institutions (2021)*
- *The University of Prishtina, Faculty of Medicine website <https://mjekesia.uni-pr.edu/page.aspx?id=2,16> (accessed in February 2025).*

Criteria used for institutional and program evaluations

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

Site visit schedule

| | |
|---|---|
| Programme Accreditation Procedure at University of Prishtina, Faculty of Medicine | |
| Programmes: | Physiotherapy and Rehabilitation, BSc 240 ECTS |

| Site visit on: | 14 February 2025 | |
|--------------------------|--|--|
| Expert Team: | Mark Sacco Snjezana Schuster Iva Lončarić Kelečić | |
| Coordinators of the KAA: | Shkelzen Gerxhaliu, Director of Department at KAA Fjolle Ajeti, Senior Officer at KAA | |
| 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. asoc. Miranda Stavileci Prof. asoc. Armond Daci |
| 09:45 – 10:20 | Meeting with quality assurance representatives and administrative staff | Prof. dr. Kreshnik Hoti, Asst. Toskë Kryeziu, Visar Muçaj, Prof. asst. Merita Qorolli, Besim Canolli |
| 10:25 – 11:30 | Meeting with the program holders of the study programme | Prof. asst. Eqrem Gara, Prof. asst. Dafina Bytyqi, Prof. asst. Bujar Shabani, Prof. asoc. Ardiana Murtezani |
| 11:30 – 12:30 | Lunch break | |
| 12:30 – 13:20 | Visiting facilities | Facilities of the Faculty of Medicine, UP and University Clinical Centre of Kosovo |
| 13:20 – 14:00 | Meeting with teaching staff | Prof.asst. Samire Beqaj, Prof. asoc. Valbona Zhjeqi, Asst. Arbnore Ibrahimaj Gashi, Asst. Shkurta Rrecaj-Malaj, Asst. Naser Lahu, Asst. Mejdi Aliu, Asst. Rilind Shala |
| 14:00– 14:40 | Meeting with students | Ali Mehmeti, Haxhi Kryeziu, Dren Sylmetaj, Almira Shabani, Olta Kamberi, Arjeta Ibishi, Elmedina Dreshaj, |
| 14:40 – 15:20 | Meeting with graduates | Dafina Bërbatovci, Fatlinda Fazliu, Elda Muçolli, Lorik Reçica, |
| 15:20 – 16:00 | Meeting with employers of graduates and external stakeholders | Osman Hajdari – Drejtoria e QKUK-së, Erblin Mavraj – Banja e Pejës (Onix Spa), Albijana Rexhepi – Banja e Klokotit, |

| | | |
|----------------------|--|---|
| | | Gazmend Rexhaj – Spitali Amerikan Valbona Krasniqi – Klinika e MFR-së, QKUK, Driton Tifeku – “REA” Kaçanik, |
| 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 | |

Overall instructions for HEIs:

1. No presentations of any kind are allowed, as the meetings are intended to be free discussions
2. The students selected for the meeting should reflect a diversity in terms of fields of study, programme, study cycle, year of study, students with special needs if any, etc.
3. The teaching staff selected for the meeting should reflect a diversity in terms of faculties and programmes, full-time and part time, local and international, etc.
4. The students, graduates and employers of graduates should not be employed at the institution.
5. Anyone whose attendance won't be agreed in advance with KAA, and the Expert Team will be asked to leave the interview session.
6. Nametags are to be provided for all people attending the meetings.

A brief overview of the programme under evaluation

On June 17, 1969, the Parliament of Kosovo passed the law for the Establishment of the Faculty of Medicine within the University of Prishtina (UP) (Official Gazette no. 20/69). The first lecture was held on December 4, 1969, at the premises of the Faculty of Philosophy of UP. On November 7, 1973, cooperation was established between Prishtina Hospital and the Faculty of Medicine (FM), and it was registered at the District Commercial Court of Prishtina.

Since that time, the Faculty of Medicine has operated as an academic unit, and educational activities are carried out in the following institutions: University Clinical Centre, University Dental Clinical Centre, National Institute of Public Health, Paraclinical Institutes, National Blood Transfusion Centre, Institute of Occupational Medicine, Centre for the Development of Family Medicine and Kosovo Medical Products Agency.

Regarding undergraduate studies, the faculty initially started with the General Medicine program. In 1975, the Dentistry program was introduced. The Pharmacy study program started in 1996. The Bachelor of Science program in Physiotherapy and Nursing/Midwifery began in 2001 and 2003, respectively.

As for postgraduate studies, during the 1980s, postgraduate study programs – Master's degrees in General Medicine and Dentistry – were established. The academic degree of "Master of Medical Sciences" (Mr. Sc.) was awarded upon the defense of the master's thesis. Furthermore, the academic degree of "Doctor of Medical Sciences" (Dr. Sc.) could be earned by defending a doctoral dissertation.

Postgraduate studies according to the Bologna system in the Faculty of Medicine began with the Master's Program in Health Management in 2003, followed by the Ph.D. program in 2007. The Faculty of Medicine (FM) is located on the campus of the University Clinical Center of Kosovo in Prishtina. Address of the Faculty of Medicine is: Faculty of Medicine Boulevard of Martyrs p.n. 10000 Prishtina Republic of Kosovo.

The Faculty of Medicine offers 5 study programs (integrated and basic):

- 1. General Medicine with a duration of 6 years – the awarded title is Doctor of Medicine.*
- 2. Dentistry with a duration of 6 years – the awarded title is Doctor of Dentistry.*
- 3. Pharmacy with a duration of 5 years – the awarded title is Master of Pharmacy.*
- 4. Physiotherapy with a duration of 3 years – the awarded title is Bachelor of Science in Physiotherapy.*
- 5. Nursing with a duration of 3 years – the awarded title is Bachelor of Nursing.*

The Faculty of Medicine also offers two-year Master's studies (120 ECTS credits):

- 1. Master of Science in Physiotherapy.*

Additionally, the Faculty of Medicine offers Ph.D. studies lasting three years in:

- 1. Paraclinical Medicine*
- 2. Clinical Medicine*
- 3. Public Health*

Higher education in Kosovo has gone through reforms to meet Bologna Process standards. The European Union outlined two essential complementary strategies: the Bologna Process and the Lisbon Strategy. These strategies aim to guide all activities of European universities, from providing education and research activities to their potential for promoting economic growth, social cohesion, and better jobs. While the Bologna Process reforms higher education and creates a European Higher Education Area (EHEA), focusing on research-oriented quality improvement, the Lisbon Strategy seeks to build a European Research Area (ERA), strengthening universities' research capacities.

The latest self-assessment report has been developed by leveraging experiences and findings from previous self-assessment reports. Furthermore, the recommendations of the Accreditation Agency have been taken into consideration, based on which activities were listed to meet the respective standards. Regular contact with the relevant office at UP ensured the coordination of all activities. All groups involved in this report, with a particular emphasis on students and academic staff, were taken into account through quality assessment surveys regarding the teaching process.

At the end of each academic year, students complete a survey in which they provide feedback on their experiences of the respective academic year. Through this survey, students also offer recommendations, which are considered when revising the syllabi and planning for the next academic year. Representatives of the students currently enrolled in the Bachelor of Science

in Physiotherapy and Rehabilitation, selected by the students themselves, are invited to participate in meetings of the Physiotherapy Department, where activities related to the effective management of the program are discussed.

In early 2015, the Faculty of Medicine established an Advisory Board to analyze market needs in the fields of medicine and healthcare. The Faculty of Medicine has made improvements and revisions to the curricula of all study programs offered at the Faculty of Medicine.

The Study Program is based on:

- *European Union Sectoral Directives defined for Physiotherapy (COUNCIL DIRECTIVE 93/16 / EEC-art.23) Directive 2005/36 / EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications (Text with EEA relevance)*
- *The document on the professional competencies of physiotherapists in alignment with the definitions of professions according to ESCO. The European, Skills, Competences, Qualifications, and Occupations of the European Commission (ESCO) Classification of Occupations*
- *The Strategy for European Higher Education (Bologna Declaration). The regulations of the Law on Higher Education, WHO directives for health protection and promotion*
- *The Strategy of MESTI/Strategic Education Action Plan in Kosovo 2022-2026.*
- *The physiotherapy curricula in European and regional faculties.*
- *The World Physiotherapy Guide for the European Region (ER-WCPT) on the minimum competencies expected for undergraduate physiotherapy studies.*
- *World Physiotherapy. Guidance for developing a curriculum for physiotherapist entry-level education programs. London UK: World Physiotherapy; 2022.*
- *Statement on Physiotherapy Education of the Europe region*

The program complies with official regulations, guidelines, and standards derived from the Law on Higher Education in Kosovo and the Statute of the University of Prishtina "Hasan Prishtina."

According to the Statute of the University of Prishtina "Hasan Prishtina" Articles 67 - 69 and the respective regulation for Bachelor studies, the development of study programs is determined.

The Statute of the University of Prishtina and the regulations define the legal relations between the institution and the students. Each student has an ID number and a unique student file number. Attendance at lectures, seminars, and practical exercises are recorded electronically and through combined systems. Based on attendance records in lectures, exercises, seminars, and the completion of annual exams, the administrative staff registers students in their respective semesters and academic years.

PROGRAMME EVALUATION

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

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 study program demonstrates clear alignment with the institution's broader mission and long-term strategic goals. The curriculum is designed to reflect the needs of the society it serves, addressing current market demands and societal challenges. The strategic documents link the program objectives to institutional goals, ensuring both relevance and future sustainability.

The program has been designed with a strong emphasis on societal needs, evident through its active engagement with industry professionals and community representatives. Feedback from these stakeholders is regularly incorporated into course content, making the program adaptable and responsive to real-world changes. The curriculum's focus on key societal issues ensures that students are well-prepared for the demands of the labor market and the broader community.

The study program is available to the public, and detailed information is available through the institution's website and other communication channels. Interested candidates for study admission can find information about program goals and enrollment procedures. This ensures that the study program is visible to a wide domestic audience, which enables informed decision-making among potential applicants.

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 institution has comprehensive policies that emphasize academic integrity and freedom, ensuring an ethical learning environment. These policies address a wide range of ethical issues, including plagiarism, research misconduct, and the freedom of academic expression. Staff and students are regularly reminded of these policies through mandatory training and clear communication.

Mechanisms to prevent unethical behavior are effectively integrated into the academic culture, with stringent measures in place to detect and address academic misconduct. The institution has clear reporting channels, and students are encouraged to adhere to the highest standards

of academic integrity. Cases of unethical behavior are dealt with swiftly, ensuring a fair and just academic environment.

All policies related to academic integrity and freedom are publicly available through the institution's website and other communication platforms. The staff and students are well-informed about these policies through orientation sessions, workshops, and regular reminders. This ensures that all stakeholders are aware of their rights and responsibilities within the academic community.

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

The institution systematically collects and analyzes relevant data regarding the study program, including student performance, faculty feedback, and employment outcomes. This information is used to monitor the program's effectiveness and to make data-driven decisions for continuous improvement. Data collection is done in a transparent and systematic manner, ensuring it reflects the needs of the program.

Information collected from various sources is effectively used to inform program management decisions. Faculty and administrative staff use data to enhance teaching quality, adjust course content, and improve student support services. Regular reviews of this data help to identify areas of strength and areas for improvement, contributing to the overall success of the program.

The institution ensures that relevant information regarding the study program, such as program evaluations, student outcomes, and quality assurance results, is made publicly available. This transparency allows for greater accountability and provides prospective students with the information necessary to make informed choices. The data is accessible through the institution's website and other public channels.

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)

The study program is supported by a administrative team that ensures smooth operations in all areas of teaching, learning, research, and community service. Administrative staff provide support for scheduling, communication, resource management, and student services. This administrative framework ensures that faculty and students have the resources they need to succeed.

The institution provides adequate resources, including access to teaching materials, research facilities, and technology, to support the program's goals. Administrative staff are responsive to faculty and student needs, ensuring that resources are effectively allocated and accessible.

The program is well-supported by technology infrastructure, which enhances teaching and learning experiences.

Administrative support extends to research and community service activities, with systems in place to facilitate collaborations, grant applications, and community outreach. The institution's administration helps faculty and students to engage with external stakeholders, providing logistical and financial support for joint research projects and community-based initiatives. This enables the program to fulfill its mission of contributing to both academic and societal advancement.

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

The institution takes internal quality assurance seriously, regularly reviewing feedback from faculty, students, and staff to identify areas for improvement. Recommendations from previous quality assurance procedures have been implemented, leading to measurable improvements in program content, teaching methods, and student support. The feedback loop ensures that the program continues to evolve and adapt to emerging needs.

External quality assurance reviews have provided insights into the program's strengths and areas for improvement. The institution has proactively addressed these recommendations, making changes to curriculum design, assessment methods, and faculty development. By incorporating external feedback, the program remains competitive and aligned with best practices in the field.

The institution systematically monitors the impact of implemented quality improvements to ensure they lead to tangible outcomes. Key performance indicators, such as graduation rates, student satisfaction, and employment outcomes, are tracked to assess the effectiveness of these changes. Regular evaluations ensure that the improvements are sustained over time and continue to benefit the program and its stakeholders.

ET recommendations:

- 1. Enhance the use of data analytics for continuous program management and improve decision-making processes.*
- 2. Increase transparency by providing more detailed information about the implementation of quality assurance recommendations.*
- 3. Employ a greater number of teachers in the field of physiotherapy due to their relevant competencies.*
- 4. Provide easier access to information about study program enrollment for interested foreign candidates*
- 5. Strengthen the communication and training efforts on academic integrity for students and staff.*

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 Faculty of Medicine has a internal quality assurance system that includes various quality management tools, such as surveys for students, academic staff, and administrative staff. This system ensures that all relevant stakeholders are involved in the evaluation and continuous improvement of the study programs.

Stakeholders are regularly consulted through questionnaires, which are used to gather feedback on teaching quality, administrative services, and the overall student experience. These results inform decisions regarding program development and institutional improvements.

Additionally, the Faculty utilizes regular reports and meetings with the Department of Physiotherapy and other relevant departments, ensuring ongoing involvement from key stakeholders to evaluate the program's performance and recommend improvements.

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

The design and approval of the study program at the University of Prishtina follow clearly defined regulations, ensuring alignment with national and international standards, including the Kosovo Accreditation Agency (KAA) and the European Qualification Framework (EQF). The program's development involves input from academic staff, as well as alignment with the qualification framework and the Bologna Process. Regular reviews of the program's objectives ensure that the program meets both local and international educational standards. The Faculty's internal process of program design is transparent, involving relevant stakeholders and ensuring that all necessary steps for approval and accreditation are followed in compliance with the University's regulations and the KAA.

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 program is regularly monitored through a variety of assessments, including internal surveys, performance data analysis, and external reviews. The involvement of stakeholders, including academic staff, students, and professional bodies, is central to these monitoring processes.

Reports on the program's quality are generated periodically and include an evaluation of the program's strengths and weaknesses. These reports contribute to the identification of areas for improvement and the formulation of appropriate measures to address any shortcomings.

The Faculty of Medicine has established a cycle of continuous review, where stakeholders participate in the identification of necessary improvements. This ensures that the program's objectives remain aligned with both the needs of students and industry standards.

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 Faculty ensures that all essential information about the study program, including curriculum, learning outcomes, and assessment procedures, is easily accessible to students and the public. This information is regularly updated to reflect any changes in the program or regulations.

Key documents, such as syllabi, regulations, and program details, are available to students and staff, ensuring transparency and clarity regarding program requirements. This also allows students to make informed decisions about their education but students are not yet involved enough in the field of research.

The University is recommended to ensure the functionality of its website, as this will enhance the accessibility of the information and ensure that all relevant regulations and program details are easily accessible to all stakeholders.

ET recommendations:

- 1. It is recommended to ensure the proper functioning of the web page and public accessibility of all the regulations and information demanded under Standard 2.4. This will help improve transparency and make information about the study program more accessible to stakeholders.*

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)

- It has to be stated that all the academic and the administrative staff appear to be highly educated, professional and motivated to the teaching of the course being accredited.*
- All the staff involved in the teaching and delivery of the BSc in Physiotherapy and Rehabilitation have been employed based on the Law no. 04/L-037 on Higher Education in the Republic of Kosovo and the Statute of the University of Prishtina. This ensures that the academic staff selection, appointment and promotion are done according to relevant qualifications and relevant workplace experience, effectively ensuring that all candidates are treated equally, and in a transparent manner.*

- *The Faculty of Medicine, University of Prishtina, implements clear, objective and transparent processes for the recruitment of staff, which are precisely provided in the University of Prishtina Statute and the "Regulation for the selection and advancement of academic and non-academic staff" No. 754, dated March 7, 2024 that meets the legal requirements in line with the national legislation. This is stated on page 28 of the Self E R and confirmed by the Dean and Vice Dean during the meeting held on the 14th February 2025.*

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 staff complement for the new proposed four-year Bachelors in Physiotherapy and Rehabilitation course consists of 51 full-time members of staff. Furthermore, it is stated that the academic staff fulfils the standard, that for every 60 ECTS credits in the study programme, there are a sufficient number of full-time staff (SER: 28). Even though this number appears to be sufficient, in reality, this is far from the ideal. There are only ten members of staff that are actually physiotherapists on that list. Eight are full-time and two are part-time. The realistic problem with this situation is that the students are getting a medical vision of the profession, thus lacking the most important component of a 'hands on' course like physiotherapy, and that is, how to be sufficiently skilled to diagnose, treat and discharge any pathological condition being referred to the professional by means of physiotherapy. These same Physiotherapist Staff are not only involved with the teaching of the present Bachelors course, also contributing to the Masters course and finally are to be the main contributors to the proposed new Bachelors in Physiotherapy and Rehabilitation course.*
- *The study programme also falls short with the staff required to give supervised clinical practice for the students during their clinical internships. Presently there are four clinical supervisors who carry out these duties. The present situation of one clinical supervisor being in charge of eight students while on clinical practice is also very worrying, and far from the ideal. This situation is compounded as some of the clinical treatment areas do not have space for eight students, hence students might be treating patients in different treatment rooms without the necessary supervision.*
- *Regarding the course practical classes the situation of eight students being the maximum that can be present for a practical class, means that for every one hour this has to be repeated 6.3 times for an intake of 50 students, and at least 8.5 times for a proposed 70 intake course. Considering that the course has over 540 hours of clinical practice makes it a very labour intensive course.*

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 staff have the opportunity to be reappointed and promoted based on a number of objective and transparent procedures. Academic staff are bound to participate in training for excellence and workshops to improve their teaching methodology, quality of the teaching materials, and foreign language development (SER page 2, Appendix XII and Staff-Expert meeting).*
- *During the meeting with the Teaching Staff the expert team were informed that according to the quality of the research presented and published, then not only are there financial benefits but are also awarded points that can help in their promotion. The academic staff are also encouraged to follow internationalization exchanges, unfortunately this is still not being utilized enough to get maximum positive effects (SER page 30).*

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)

- *This has already been dealt with in Standard 3.3. The University has a Centre for Excellence in Teaching whereby all the academic staff must attend, thus improving their teaching and assessment methods. These courses are certified by the University of Prishtina and are recognized by other universities in Kosovo. (Meeting between the Teaching Staff and Expert Team).*
- *During the Staff-Expert meeting the use of various teaching methodologies were discussed and the importance of a student led approach to teaching, especially Problem Based Learning was emphasized. A number of the staff present were familiar with this type of teaching methodology thus confirming that their teaching was being supported by the Institution.*
- *The University encourages the staff to go on staff exchanges and internationalization appears to be high within the university agenda, though when the teaching staff during the Staff-Expert Team meeting were asked how many of them have availed themselves of this opportunity it was evident that the majority of staff have not taken up these opportunities.*

ET recommendations:

1. *There are components of the course that are not either directly included in the course programme, and an absence of the role of the physiotherapist and the specific skills necessary to treat such conditions not mentioned in the course programme. It is*

therefore being recommended that use of the Telemedicine Centre that is equipped with the necessary resources to host and receive video courses from Universities that the UoP already has agreements with, or from individuals that are willing to share their knowledge by this method, be asked to offer online lectures on topics that are either not included in the physiotherapy programme or require more specialized physiotherapy input. The networking that takes place during the ENPHE conferences is the ideal place for these contacts to be made, initially informally and later by formal university agreements.

- 2. The University of Pristina is going to have to employ more physiotherapists to be included in the teaching staff, and more Clinical Supervisors who will also act as Clinical Educators, if a quality education is to be targeted.*
- 3. With respect to Course Practical lessons the university can utilize the available space more efficiently by increasing the amount of plinths/couches per clinical exercise laboratory and increase the number of students that can be supervised by one member of staff to 16.*
- 4. Physiotherapy and rehabilitation involve professionals working as a member of a multidisciplinary team, however, the course does not include any Inter Professional Learning that will encourage this integration. It is recommended to change the name of the study program to Physiotherapy.*
- 5. It is being recommended that the University reviews the course programme and employs more physiotherapy staff to be in a better position to support the physiotherapy skills necessary throughout the academic and clinical internships students will have to undertake.*
- 6. It is proposed to enroll 32 students with an increase in the enrollment quota by 8 -10 students each new academic year while fulfilling the mandatory conditions of the entire program.*

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)

- *Page 26 of the SER states that the course programme, together with the intended learning outcomes have been formulated and are clearly aligned with the development strategy of the Faculty of Medicine and regulations issued by the University of Prishtina, and are publicly available.*
- *The Expert Team were informed that the Learning Outcomes of the course were developed following a series of meetings involving the teaching staff, students, alumni and employers. These were given questionnaires and the suggestions that resulted from these surveys were the foundations for the course programme. It ought to be mentioned that during the meeting between the Employers and the Expert Team, it was stated that none of the Employers, bar one, had been contacted by the University.*
- *However, the Learning Outcomes for the Bachelor Course in Physiotherapy and Rehabilitation are not to be found in the University of Prishtina's webpage hence how publicly available they are is debatable. (It ought to be noted that the Learning Outcomes for the Masters Course in Physiotherapy are available).*

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

- *The Study Programme corresponds to Level 6 of the National Qualifications Framework and also complies with the appropriate level descriptors of the European Qualifications Framework related to the field of Physiotherapy.*
- *The European Region of the World Confederation of Physiotherapists also expects a physiotherapy course to include nine to ten competences, however the proposed BSc Physiotherapy and Rehabilitation course in reality has eight. The Teaching Staff present during the meeting noted this discrepancy.*

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)

- *To an external evaluator, the charts whereby the Course Programme is described in pages 51-58 in the SER are extremely difficult to follow. These charts describe the Course Programme that is being proposed to be taught with their equivalent ECTS value. The expert team reads for example in Year I, Semester I: Psychology, 1 ECTS taught by means of Lecturing, 0 Seminars, 0 Practicals = total 3 ECTS? This is constant throughout the overview of the*

Study Programme. At the end of Semester I the chart then states that Semester I consists of 12 ECTS by Lectures, 4 ECTS seminars and 6 ECTS Practice (whether these are Clinical Exercises or Clinical Practice is not indicated) when added together $12+4+6 = 30$ ECTS. When asked about this discrepancy in the charts during the Staff – Expert meetings, the reply was that some study units have more hours than the stipulated, hence an increase in ECTS value. Not a transparent system to evaluate.

- *The study programme in the first year appears to include subjects that one would not expect to find in a first-year physiotherapy programme, amongst them being Ethics and Legislation in Physiotherapy, Biostatistics and Basics of Epidemiology, this was also noted by one of the students in the Student-Expert meeting.*
- *One has to state that the SER is an official document sent to the Kosovo Accreditation Agency, that in turn is forwarded to an external team of experts. It saddens the Expert Team to read that in this document, whereby which a young profession like Physiotherapy is trying to broaden their academic horizons, are let down by various contributors. For example, on page 64 Course content for Subject: First Aid and Cardiopulmonary Resuscitation reads that the mission of the Department is to provide basic knowledge about first aid and cardiopulmonary resuscitation of critic situations needed by **young doctors** or Subject: Basics of epidemiology Content: The content of this course will provide **students of Midwifery** (Page 66 SER).*
- *The content of the proposed course is offering basic fundamental profession specific subjects as Elective subjects. This course, should a student not be well advised, could lead to a student qualifying as a physiotherapist that has not studied Therapeutic Massage, Physiotherapy in Intensive Care, Physiotherapeutic Pain Management, Community based Rehabilitation, Physiotherapy in Healthy Aging. Not having these subjects within a curriculum will certainly hinder a student during their professional career and from getting registered to work overseas should they desire.*
- *Future students reading such a course programme and content will have difficulty understanding the logic of rather complicated study units in the first year of the course making it difficult to achieve the intended learning outcomes that will eventually allow smooth progress through the course.*
- *The course content appears to be either missing or not being given the necessary importance on particular topics that are pertinent to any population, hence one would have expected to see Physiotherapy specific to Women's Health and Men's health. The role of physiotherapy on Dementia, Obesity, Diabetes and Primary Health Care as well as a study-unit on Research Methods. The students also expressed a suggestion that Sports Medicine is not*

given the necessary recognition in the present physiotherapy course and think that more emphasis on this topic ought to be included.

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)

- *During the meeting between the Quality Assurance representatives and the administration staff the Expert team were reassured that the proposed course in Physiotherapy and Rehabilitation is aligned with the EU Directives, together with the National and International Professional Associations.*
- *However, International Professional Curricula (ERWCPT) and Associations are expecting a newly qualified physiotherapist to be capable of carrying out a limited amount of research. It would be recommended if a study-unit on the various research methodologies were to be introduced to the study programme. Students are then encouraged to engage in these various methodologies during their final Diploma Thesis.*

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 intended learning outcomes for the various Clinical practice/intership periods are clearly defined, however the strategies that assess whether these have been clearly understood by students is rather vague; to start off why are students rewarded with 10 % for regular attendance, when the university stipulates that students are bound to attend (page 135 SER), students have a Final exam, though not clearly stated appears to be in a written format. The Expert Team would have expected Clinical Practice to be assessed by the Clinical Supervisors, the clinical staff themselves who are with the students most of the time and the University staff to ensure that what is practised is actually what is being taught. Preferably by continuous assessment as opposed to one off examinations.*
- *There are a number of very important issues here that need to be highlighted. Take Clinical Practice III for example that has an ECTS value of 6. The norm for clinical practice/internships is that 1 ECTS equates to 25 hours of supervised clinical practice, hence 6 ECTS = 150 hours. At the University of Prishtina, students are only getting 75 actual Clinical Practice hours and 15 hours of Seminar work totalling to 90 hours. This trend continues throughout the course, so Clinical Practice IV (page 120 SER) consists of 15 hours of*

18

Seminars and 10 hours of Practicals for a value of 8 ECTS this normally should equate to 200 hours of clinical practice. Thus, this appears that the students at the UoP are being given a very reduced amount of supervised clinical practice, that will make it very difficult to be given immediate recognition of their qualification in a number of European countries and beyond.

- *One also has to restate that most international Physiotherapy Associations specify 'Supervised Clinical Practice' with the current situation of One Clinical member of staff supervising 8 students is definitely not conducive to quality learning nor can it be considered safe for any patients that the students will be treating at the time.*

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

- *The staff at the University of Prishtina have the opportunity to attend the Centre for Teaching Excellence. During the Staff-Expert meeting and the site visit, it became evident that various teaching and learning strategies are implemented varying from the traditional Lecture to Problem Based Learning. Students are also encouraged to carryout some form of Reflection-based learning as well as critical use of the Internet and the Library resources (SER page 11).*

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 course consists of a large number of independent study-units that are assessed individually (Student-Expert Meeting), this tends to lead to students learning in a rote like fashion moving away from the more desired conceptual learning. It is being recommended that if related study-units can be combined into modules, referred to as a spiral curriculum, with subjects becoming building blocks of future knowledge. This will help students to understand the relevance of these subjects and undergo a global assessment, as opposed to five or six individual ones. For example: A study-unit can commence with the anatomy of the heart and circulatory system, followed by the relative physiology, this will lead to cardiopulmonary pathologies, eventually ending up with the physiotherapeutic treatments available to treat and hopefully ameliorate these conditions.*

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

- *The proposed Bachelors in Physiotherapy and Rehabilitation is to be a four year course. To complete the studies successfully the student has to obtain the required 240 European Credits. The Course Programme consists of 6000 hours, each EC consists of 25 hours of learning. The SER page 44 states that 3135 hours are constituted by Student Self Study. The remainder 2865 hours are direct teaching hours, of which 1425 are Practice Education Hours.*
- *The chart on page 58 of the SER confirms this number, but it is extremely hard to work out which are Clinical Exercise hours and which are Clinical Practice hours. How many of these hours are taught within the University area/laboratories, therefore academic practical classes for example learning a physiotherapy skill, cannot be obtained. In the same way, the Expert Team could not workout how many hours of Teaching in the Clinical placement/internship take place. If the 885 hours indicated on the chart are Supervised Clinical placement/internship hours then this is rather on the lower end of the hours one would expect to see for a 4 year course, that is normally taken as a minimum of a thousand hours (Canadian Association of Physiotherapy Regulators, Clinical Training Profile: Physiotherapy, Health Workforce Australia, in Sweden it is a three year course with approximately 1000 hours, Malta 4 Year course > 1000 Hours, Italy 3 or 4 Year courses minimum of 1,000 Hours, France 4 year Course over 2000 Hours).*

ET recommendations:

1. *The use of a reflective portfolio is one method that reflective learning by students can be introduced, to encourage and assess the students progression and reflection on both the academic and the clinical experience encountered throughout the course.*
2. *It is being recommended that the clinical component of the proposed course be a minimum of 1000 hours of supervised clinical practice.*
3. *It is being recommended that the course programme be composed of a number of modules that are made up of a number of related study-units that encourage students to get a more holistic approach to learning and understanding the concepts of rehabilitation.*
4. *Supervised clinical practice is normally a 'one to one' whereby a student is allotted to a member of clinical staff, this is then supported by clinical supervisors or educators that can either be their main role or members of the academic staff. This might allow the practice of one clinical supervisor to eight designated students.*
5. *The course programme has to be presented in a manner whereby prospective students can see the course content, the actual composition how the teaching and learning is to take place, together with the actual number of direct taught teaching hours, the practical component associated to the respective study-unit and the clinical practice.*

6. *The proposed course programme ought to reconsider what study-units are compulsory and what are elective. The present curriculum is undermining the contribution of physiotherapy skills and techniques that can contribute to the health of the Kosovo population, hence the role of primary health care, prevention as well as the treatment of such conditions as obesity, women's health, dementia, sports injuries, and chronic pain amongst others ought to include practical classes as well as the necessary theoretical teaching.*
7. *The course programme ought to be amended in that the foundation subjects be included in the first years of the course and others that are supportive to the profession be included should they be deemed necessary at later stages of the course.*
8. *It is necessary to change the name of the course to BSC in Physiotherapy, rather than BSc in Physiotherapy and Rehabilitation. This terminology is in line with all the programmes of physiotherapy in Europe. The Faculty is already running a master's program called Physiotherapy, which makes the proposed change a justified and well-argued terminological continuity along with the upgrading of basic competencies.*

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 requirements and criteria for admission to the study program are defined, clear and accessible at enrollment. All the stakeholders note the process as transparent, non-discriminatory.*
- *Domestic students enrolling in the bachelor's program must have a high school diploma from Upper Secondary Medical School in Kosovo; foreign students, if there are any, must go through the verification and recognition process.*
- *The admission process ensures that candidates have the necessary prior knowledge and competencies. The decision-making procedure is defined.*
- *Admission criteria and procedures are consistently applied to prevent discrimination within the established framework. According to stakeholders, the system is structured to ensure fairness and accessibility.*
- *The institution has statutorily regulated procedures for recognising prior study periods.*
- *The current policies are clear and transparent; however, there is a critical need to enhance outreach efforts to attract a more diverse student population, particularly targeting underrepresented groups (other than Upper Secondary Medical School).*

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)

- *A structured system is in place to track overall student progression. Students facing difficulties are provided with academic support and counselling.*
- *The institution monitors student progression and completion rates in a general way, enabling identification of main issues and applying intervention strategies.*
- *Findings from student progression monitoring are communicated to staff and students, informing decision-making.*
- *The institution and the study program outline progression opportunities, including potential further studies or career pathways. Students receive information about qualification outcomes and possibilities; however, from discussions with students and graduates, the information about the international workplace and practice seems lacking.*
- *Recognition of qualifications obtained at other institutions is statutory and by policies regulated.*
- *Evaluation indicates that student progression data are regularly collected and analyzed; however, targeted monitoring of physiotherapy students (physiotherapy program, courses, learning outcomes in particular) should be introduced, as well as additional student support mechanisms, including intervention programs and providing increased and targeted academic counseling.*

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

- *Students are informed about exchange programs through institutional announcements and sessions. International mobility opportunities are promoted for domestic, outgoing students.*
- *The institution supports students in their international exchange applications and offers administrative and academic guidance to outgoing students.*
- *Regulation exists to recognise education and credits earned abroad. The transition and mobility of outgoing students is not hindered.*
- *Information about application procedures for international students is somewhat aggravated, although the institution strives to attract international students.*
- *Most of the faculty speaks foreign languages; hence, language support in other languages (primarily English) can help potential international students integrate and*

adapt to academic requirements; however, no specific language course regarding professional physiotherapy courses or clinical sciences exists.

- *Experiences and feedback from outgoing students are collected and analysed. According to an attending student who participated, no bad experiences were reported from mobility programs.*
- *Data on student participation in international exchanges is monitored and analysed, maintained.*
- *Opportunities are realised mainly for domestic, outgoing students. More structured integration programs, including language courses and cultural adaptation workshops, are essential for attracting international students. In addition, there is a lack of formal, established courses that can be taken in languages other than Albanian.*

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)

- *With the existing number and high qualifications of administrative, professional, and technical staff, the study program strives to support and meet the basic student needs, however, there is a lack of physiotherapists faculty in particular.*
- *Students are provided with information about services, including study regulations, academic policies, and institutional guidelines. According to stakeholders, information may be gained on site and online, although navigating on the official site (in English) is quite difficult.*
- *Guidance on academic and career pathways is available. Guidance and support are provided through tutors, advisors; faculty and the student office.*
- *Procedures exist for handling student complaints and appeals, ensuring a fair and structured approach. As reported by attending students, complaints can be submitted to staff in a mailbox in writing or verbally. Student Council exists.*
- *The institution and faculty promote extracurricular activities. The institution allocates resources for relevant student initiatives.*
- *Although the study program allocates resources for student support, it lacks adequate personalised, professional mentorship and academic advising by physiotherapists, which has not yet been fully achieved. Accessibility services for students with disabilities should have been introduced, in example.*

ET recommendations:

1. *Ensure continuous monitoring of admission procedures to maintain transparency and fairness. Expand outreach efforts to attract a more diverse student population, including underrepresented groups.*
2. *Enhance student support mechanisms to address academic difficulties more effectively. Implement targeted monitoring of physiotherapy students. Review and update progression policies regularly based on student feedback and performance trends.*
3. *Develop more structured integration programs for international students, including language courses and cultural adaptation workshops. Increase partnerships with foreign institutions to facilitate student exchange programs.*
4. *Expand mentorship and academic advising programs, by increasing physiotherapist faculty, to provide and ensure more personalised support. Improve accessibility services for students with disabilities and those from diverse backgrounds.*

6. RESEARCH

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

- *The study program strives to align with the general institution's strategic development plan and therefore, to a certain extent, contributing to national and international research priorities in the healthcare field.*
- *Resources such as financial, logistical, and human support are provided to the study program to ensure the implementation of the institutional mission and development plan.*
- *Although policies and good practice examples are followed in research activities, to ensure alignment with international academic and professional standards, there is a lack of clear methodological standards for student research work and final theses.*
- *As noted and discussed with stakeholders, there is a lack of targeted funding and logistical support that should be allocated to ensure sustainable research growth for the physiotherapy study program in particular.*

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 overall academic staff actively publish in peer-reviewed journals of higher and high quality. The academic staff is present at relevant conferences and engages in*

applied research projects. The professional and research activity achievements are validated.

- *All academic staff, physiotherapists responsible for delivering professional bachelor study programs hold a master's degree and possess years of relevant professional experience, although they are in insufficient numbers.*
- *Despite the evident academic staff engagement in research, additional institutional incentives should be introduced, including and besides targeted funding, to strengthen faculty research activities further. Lacking a sufficient number of physiotherapists in the academic staff directly leads to a lack in research activities and published work in the field of applied physiotherapy.*

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 academic staff engaged in the study program, actively identify and capitalise on their expertise, offering research and development services that may contribute to the local and national community, particularly in healthcare; physiotherapists in particular.*
- *Faculty members strive to establish and participate in collaborative research arrangements with colleagues from other higher education institutions (HEIs) nationally and internationally.*
- *Both the teaching staff and local business partners are supported in developing cooperative strategies, engaging in joint research, and making shared use of resources where possible to advance applied research initiatives.*
- *Faculty members are encouraged and supported to participate in technology transfer initiatives in collaboration with the public and private sector.*
- *Although the efforts of the study program and faculty in establishing diverse collaborations of interest are noted, further international collaborations should be encouraged and ultimately achieved. There is a lack of evidence supporting the effectiveness of international collaboration, including that pointed out in SER. Although support exists, the extent of cooperation with local business partners is not explicitly evidenced, and further institutional incentives are needed to strengthen collaborations. In addition, more funding should be allocated to faculty exchange programs to strengthen research partnerships.*

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 are engaged in research activities. Research findings are incorporated into teaching, exposing students to the latest developments in the field. The research contribution is noticeable in the teaching experiences of students, particularly for courses involving physiotherapy staff.*
- *While student participation in academic research is encouraged, there is a lack of specific examples of such initiatives, evidence supporting their effectiveness, and an analysis of potential challenges and solutions for implementation. Addressing these areas would strengthen the argument and provide a more comprehensive evaluation.*

ET recommendations:

1. *Secure additional funding sources to support faculty and student research initiatives. Strengthen research collaboration with international institutions to enhance academic output and innovation.*
2. *Provide more incentives for faculty research, including grants and sabbatical opportunities. Increase professional development programs focused on research methodology and publication strategies.*
3. *Expand international partnerships to increase collaborative research output. Establish institutional incentives for faculty members engaging in joint projects with industry and academia. Strengthen support for technology transfer programs and applied research collaborations to ensure greater impact on the healthcare sector.*
4. *Develop structured student research programs to enhance participation in faculty-led research. Increase opportunities for undergraduate students to co-author research papers and present at conferences. Provide clear methodological guidelines for student research work, consider additional workshops or strengthen existing courses.*

7. INFRASTRUCTURE AND RESOURCES

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

- *The first comment is that there is a generalised perception that physiotherapy courses are relatively inexpensive to commence and run, however the facts are that a substantial capital investment is required, both regarding human and material resources.*
- *During the site visit it became evident that a large component of the skills and apparatus necessary to ensure the training and application of the equipment and apparatus required are not available within the actual university premises, but students obtain these skills and practice in the clinical areas where patients are being treated. Students have to master the skills and be competent handlers*

of any apparatus ideally within an educational environment and then be allowed to practice in an actual rehabilitation unit.

- *The course appears to be lacking basic apparatus that one would expect to see in an educational institution teaching physiotherapy practical skills such as various apparatus to teach gait rehabilitation, electrotherapy equipment, splinting or tape, spirometer, pulse oximeters, bobath (large low) plinths, variable height plinths.*

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

- *Unfortunately, the time allocated for the site visit was too short and a visit to the library could not be held, however during the discussion with some of the staff it was confirmed that presently the library does not have a single journal specific to physiotherapy that is available for the students to read in their free time.*
- *The SER talks about a Library being available to students on page 153 within the 'B' Institute, however 10 computer stations were present, but no physical books were present. The Expert Team were told that the use of the computers works on a first come, first serve basis and that there is no system whereby students could book a session in advance.*
- *The University were to forward a list of the books directly related to physiotherapy to the Expert Team (to date none has been provided).*

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

- *The Management of the Faculty informed the Team of the role of the Vice-Dean regarding the budget plan that totalled 631,000 Euros, on further examination the Team has not been informed whether the Teaching staff salaries are included in this figure, the amount of money that is dedicated to research, what funds are available for internationalisation, where the funds are coming from, and finally what was presented to the Expert Team is the Faculty of Medicine Budget hence the actual physiotherapy departmental budget cannot be established. (Photograph of FAKULTETI I MJEKESISE taken during the meeting).*
- *The Expert Team during the Teaching Staff meeting were informed that funding for research was 'ok' and getting better every year.*

ET recommendations:

1. *A number of computers that will allow and encourage students to be capable of research on the premises ought to be increased or installed. The present IT stations are very limited in number, open to all the students in the faculty and work on a first come first serve bases.*
2. *A basic common room for students to integrate and relax is being recommended.*
3. *An investment in Physiotherapy teaching apparatus is required.*
4. *Actual and not internet access to Physiotherapy journals both in the Albanian language and in English is being recommended.*
5. *A transparent Physiotherapy Department budget is being encouraged.*

8. FINAL RECOMMENDATION OF THE ET

University “Hasan Prishtina” Faculty of Medicine is applying for the accreditation of the Bachelor of Science in Physiotherapy and Rehabilitation (240 ECTS, NDF/EDF level 6).

*The **Mission, goals and management** are **substantively compliant** and largely aligned with minor recommendations related to the expansion of international cooperation, the inclusion of a greater number of projects and the mobility of teachers and students, as well as the improvement of the provision of information to future foreign students.*

*The **Quality Management** is **substantially compliant** but it is necessary to work more on inter-organizational communication, the quality of program outcomes and student involvement with quality improvement according to SWOT analysis.*

***Academic staff** are currently partially aligned with an intake of 50 students, if the initial intake is reduced to **32 students** in the first year of study, this will enable the Expert Team to propose a **substantially compliant** statement. This will give the University management enough time to recruit part-time or full-time more Physiotherapy qualified staff to support the current BSC course, MSc course and the proposed new 240 ECTS BSc course. Deadline: the proposed number of students to enrol in the first year of study in the first three years of the program implementation, during which time it is necessary to hire a sufficient number of teachers and administrative staff. Upon employment of a sufficient number of teachers and administrative staff, the number of student enrolments per year can be increased by 8-10 students.*

*The **Educational Process Content** is **partially compliant** and the Expert Team would recommend that the Course programme be restructured taking into consideration the*

recommendations put forward by the ET. The amount of hours that are fundamentally necessary for a basic grade physiotherapist have to be increased, certain topics are to be excluded or to become optional/elective subjects and the amount of supervised clinical internship to be increased to 1000 or as close to that figure as possible. Deadline: the number of hours of clinical practice must be coordinated during the first year of program implementation.

*The **Student area** is **substantially compiled** due to the lack of program-specific monitoring in physiotherapy, as student success and outcomes are tracked using a general approach, which hinders the provision of personalised student support. Furthermore, mobility programs primarily focus on outgoing domestic students, with key aspects missing for incoming international students. There is also a shortage of physiotherapists among academic staff, limiting professional-specific support during studies.*

*The **Research** aspects show **partial compliance** since there is currently insufficient evidence to support the effectiveness of domestic and international cooperation, as well as student involvement in research initiatives. In addition, there is a significant need for targeted funding and logistical support to promote sustainable physiotherapy study program research activities. Furthermore, strengthening domestic and international cooperation and teacher exchange programs could strengthen the partnership, but there is currently insufficient evidence to support their effectiveness and student involvement in research initiatives.*

*Finally, the **Infrastructure and resources** are **substantially compliant**, but for the recommended number of 32 students. In order to support a larger number of students, the University needs to increase the IT support it offers to the Department of Physiotherapy as well as library materials. Deadline: within three years from the start of the program implementation.*

Therefore, the Expert Team recommends its accreditation for THREE years.

We especially emphasize that the recommendations are mandatory for application in the new study program:

- *changing the name of the study program to Physiotherapy (without Rehabilitation); deadline: before the start of the program implementation.*
- *it is necessary to employ more teaching staff of physiotherapist; deadline: within three years from the start of the program implementation.*

- it is necessary to list the learning outcomes by subject and harmonize them with the programmatic learning outcomes; deadline: before starting the implementation of the program.
- it is necessary to better equip the IT sector (acquisition of more computer equipment especially for use by students); deadline: during the first three years of program implementation.
- it is necessary to increase the book professional and scientific fund; deadline: during the first year of program implementation.
- harmonize the number of hours of clinical practice with guidelines in Europe and the World (minimum 1000 hours of clinical practice); deadline: during the first year of program implementation.
- it is necessary to integrate professional courses as core rather than elective to ensure alignment with professional competencies (deadline: before the start of the program implementation), standardized education for all students, higher quality of professional practice, and compliance with accreditation and regulatory requirements.

It is anticipated that these mandatory recommendations will be verified through an organized follow-up procedure.

Compliance level: Substantially compliant.

Student quota recommended: 32 seats – Three-Year Accreditation

| |
|--|
| FINAL RECOMMENDATION OF THE EXPERT TEAM |
|--|

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

Expert Team

Chair



Snjezana Schuster

9/3/2025

(Signature)

(Print Name)

(Date)

Member



Mark Sacco

9/3/2025

(Signature)

(Print Name)

(Date)

Member



Iva Lončarić Kelečić

9/3/2025

(Signature)

(Print Name)

(Date)