



Republika e Kosovës

**Republika Kosova - Republic
of Kosovo**

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



AAB College

**BA Professional
RADIOLOGY
TECHNICIAN
(180 ECTS)**

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

15 April 2025, Kosovo

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1. INTRODUCTION

1.1 Context

Sources of information for the Report:

- *The Self-Evaluation Report, BA Professional in Radiology Technician with the annexes as follows:*
 - 1) Syllabus of subjects along with Curriculum Vitae of academic staff
 - 2) Financial Plan for the BA Professional in Radiology Technician 2025-2030
 - 3) List of Activities of Faculty of Health Sciences
 - 4) List of Scientific Publications of Academic Staff involved in BA Professional in Radiology Technician
 - 5) Questionnaire conducted with academic staff
 - 6) AAB College Quality Assurance Office Semester Work Plan 2024/2025
 - 7) Survey Conducted with Graduates
 - 8) Survey Conducted with Industry
- *Onsite interviews with personnel, students, and stakeholders*
- *Website of the university*
- *Facility Site visit*

Criteria used for institutional and program evaluations

- *Regulation (KAA) No 04/2024*

Criteria used for program evaluation:

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

Additional information or documents requested:

ET asked for the following information and received it:

- List of academic staff by programme, with indication of whether they work full and part time
- Table with numbers of students enrolled and graduated for each year since first accreditation
- Cover letter
- Annual workplan in Albanian

1.2 Site visit schedule

Programme Accreditation Procedure at AAB College	
Programmes:	Radiology Technician, BP
Site visit on:	15 April 2025
Expert Team:	Prof. Dr. Imatullah Akyar Prof. Dr. Anto Cartolovni Ms. Nadia Manzoni
Coordinators of the KAA:	Shpresa Shala, KAA Olsa Ibrahim, KAA

Site Visit Program

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	Idriz Sopjani, Dean of the Faculty Edona Gara, Coordinator for Teaching
09:40 – 11:00	Meeting with the program holders of the study programme MSC Health Management	Fatime Qosaj Luan Jaha Blerta Haliti- Baruti
	Meeting with the program holders of the study programme BA professional in Radiology Technician	Ilir Bejtë Murat Murati Sehad Kadiri Daut Gorani Milaim Kosumi
11:00 – 11:30	Meeting with quality assurance representatives and administrative staff	Furtuna Mehmeti, Head of QA Office Mejreme Millaku, Head of Administration Leron Berisha, Head of IT Office
11:30 – 12:30	Lunch break	
12:40 – 13:20	Visiting facilities	
13:25 – 14:10	Meeting with teaching staff	Ilir Rexhepi Izet Sadiku Mybera Mustafa Mustafe Buzoku Fadil Sherifi Vlorjana Arifi
14:10 – 14:55	Meeting with students	Arjeta Saraqi Bekim Syla Pënar Jardash Sara Fazliu Qendresa Bunjaku Erjana Avdiu
14:55 – 15:40	Meeting with graduate	Kaltrina Gjoci Avdyl Pacolli Merita Hamiti Riad Latifi Dhurata Krasniqi Melos Delolli
15:40 – 16:20	Meeting with employers of graduates and external stakeholders	Bujar Gashi, Family Medicine Center Naser Krustemi, Chamber of Nurses University Clinical Center of Kosovo, Radiology Clinic Hospital “Fati Im” Ministry of Health of the Republic of Kosovo
16:20 – 16:30	Internal meeting of KAA staff and experts	
16:30 – 16:40	Closing meeting with the management of the faculty and program	Idriz Sopjani Edona Gara

A brief overview of the programme under evaluation

AAB College, located in Prishtina, non-public higher education institution in the Republic of Kosovo, founded in 2002. With approximately 14,000 students, it offers around 40 study programs across 14 faculties, including Health Sciences, Mass Communication, Dentistry, and Computer Sciences, at both bachelor's and master's levels.

The BA Radiology Technician program is held under the Faculty of Health Sciences. The Faculty has 68 members of academic staff, of whom 36 are full-time employees, while 32 are part-time employees. In addition to the academic staff, the Faculty of Health Sciences also counts 101 clinical mentors with a work contract with AAB College.

The Faculty of Health Sciences was established to provide essential education for the nursing profession at the bachelor's level. In addition to the nursing track (since 2016-2017), the Faculty offers a professional bachelor's program in Radiology Technology (since 2017-2018) and a master's program (2019-2020) in Health Management.

The BA Professional Radiology Technician program at AAB College in Prishtina, Kosovo, is a three-year professional bachelor's degree within the Faculty of Health Sciences. Spanning six semesters and 180 ECTS credits, it trains students to meet Kosovo's demand for skilled radiology professionals, equipping them with expertise in imaging technologies, patient care, and radiation safety.

2. PROGRAMME EVALUATION

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

2.1 MISSION, OBJECTIVES AND ADMINISTRATION

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

The BA Professional Radiology Technician program at AAB College is designed to equip students with the knowledge and skills necessary to interpret and utilize modern medical imaging technologies. The program focuses on diagnosis and treatment through the use of specialized equipment such as X-rays, CT scans, magnetic resonance imaging (MRI), and ultrasound, structuring theoretical and practical content over three years.

The content and structure of the program support AAB's and the Faculty of Health Sciences' mission to prepare professionals with a student-centered approach, innovation, quality education, social contribution, and scientific research. The learning outcomes, formulated as knowledge, skills, and competences, support the university's strategic goals.

Re-accredited in 2022 for three years ending in 2025, the program uses feedback from students, graduates, employers, and partners for quality assurance and labor market analysis. It was found relevant and well-prepared for Kosovo's health sector, with a well-drafted and implemented curriculum. Graduates are expected to be proficient in operating radiology equipment, preparing patients for procedures, administering contrast agents, and knowledgeable in labor laws, radiation principles, diagnostic radiology equipment, and radiation protection.

Although the SER provides information about the implementation of the quality review/assurance process, the labor market needs analysis is not supported with data. The program sets institutional capacity through renowned experts in the area, the number and qualifications of academic staff, student-to-academic staff ratio, cooperation agreements, strong partnerships with clinical wards, and modern facilities, laboratories, and equipment.

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

AAB's regulations and policies, including the Code of Ethics, the Code of Ethics of Scientific Research, and the Regulation on Disciplinary Procedure, apply to all students, academic and administrative staff, and other parties. These documents are publicly available. Students are introduced to these policies in their first year of enrollment via the syllabus. The ethics committee is responsible for addressing all cases of ethical violations. The university and the program use Turnitin software to detect plagiarism, and the Code of Ethics outlines procedures for detecting and evaluating detected cases.

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

AAB College employs an advanced electronic system to collect, manage, and analyze data related to study programs. The main platform, E-service, integrates e-student and e-professor portals, recording student attendance, monitoring professor participation, exam participation, and student access to course materials. Other electronic platforms like e-Grants, e-Manager, e-Agreements, e-Agenda, e-Mobilities, e-Publications, e-Conferences, and e-Projects support the implementation of the BA Professional Radiology Technician program.

The data gathered through these platforms are monitored and reviewed by the Faculty Teaching Council, the relevant office, the Dean, and the Rectorate. The Faculty of Health Sciences follows a yearly plan aligned with AAB's strategic goals, focusing on teaching, research, partnerships, and international collaboration, all closely overseen by college leadership through real-time data.

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)

AAB College operates support systems at the institutional level through its development plan, using annual and semester work plans. The Faculty of Health Sciences has two administrative officers and central administrative units (Central Administration, Software Development Office, IT Support Office, Transfer Office, Career Office, Diploma Office, etc.) dedicated to supporting students and academic staff.

Administrative staff undergo professional development through the Center for Professional Development and Innovation (QAPI) and external training providers. This administrative system ensures smooth operations across academic, technological, and student support areas.

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 BA Professional Radiology Technician program developed an action plan to address the external evaluation in 2022. However, the program has not yet implemented fundamental issues, such as internationalization or improving the quality of scientific research. Besides that SER and additional documents lack information about the planned and / or actual activities on quality improvement from external and internal recommendations.

ET recommendations:

- *Develop more structured methods for informing students, faculty, and administrative staff about ethical policies beyond the syllabi.*
- *Conduct a comprehensive needs analysis every 3–5 years to identify and address gaps effectively.*
- *Clearly demonstrate the specific changes implemented after external and internal quality recommendations by documenting actions taken, tracking progress, and communicating updates to stakeholders.*

2.2. QUALITY MANAGEMENT

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

The Faculty of Health Sciences has an internal quality assurance system that aligns with local legislative requirements, such as the Law on Higher Education and the Accreditation Manual. The study program adheres to university regulations, policies, and strategies for quality assurance. AAB College's Quality Assurance Regulation and Guidelines serve as the governing documents. The regulation outlines internal quality assurance procedures, the scope of internal assessments, assessment mechanisms and instruments, and the responsible bodies for quality assurance. The guidelines provide detailed descriptions of the quality assurance processes and procedures for both internal and external evaluations. Quality assurance operations are managed by the quality assurance office at the central level and coordinated by the quality assurance coordinator at the faculty level. The quality assurance officer and coordinator work based on semester and annual work plans, which include regular assessments through questionnaires, meetings with various stakeholders, monitoring of quantitative indicators, and oversight of compliance with formal criteria of KAA. Quality assurance processes follow the PDCA cycle: planning, implementation, control, and action.

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

The BA Professional Radiology Technician program at the Faculty of Health Sciences undergoes an annual review process, as mandated by the Faculty Statute, incorporating feedback from both internal (academic staff and students) and external stakeholders (graduates and employers). After its re/accreditation in 2022, the program was reviewed in accordance with the Statute, Quality Assurance Regulation, and Quality Assurance Guidelines, receiving formal approval from the Faculty's Teaching Council and the Senate.

Consultative meetings with students, graduates, and industry representatives resulted in significant curriculum changes. Key modifications included reclassifying certain mandatory subjects as electives and introducing new courses in research skills, health education, artificial intelligence, and interprofessional communication.

The Faculty of Health Sciences, in collaboration with the Quality Assurance Office, has established KPIs to monitor performance in teaching, learning, student services, student progress, and academic success. Even though it is stated in the SER as data collection aligned with these KPIs is ongoing and informs internal reporting processes, the KPIs and their performance is not provided.

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 accredited programs at the Faculty of Health Sciences undergo regular and systematic monitoring to ensure they remain relevant to societal and labor market needs. This involves assessing whether the programs meet their objectives in terms of graduates' knowledge, skills, and competencies. Stakeholder participation is crucial in this process. Every two years, surveys are conducted with employers and industry representatives to evaluate graduates' competencies and their applicability in professional settings. These stakeholders also suggest new content for study programs through surveys or formal consultative meetings, ensuring alignment with labor market demands.

Students are actively involved through regular surveys and formal meetings, focusing on workload manageability and course content appropriateness. The Quality Assurance Office plays a key role in collecting qualitative data by organizing focus group meetings with academic staff, graduates, employers, and other stakeholders. Insights from these discussions are analyzed, and recommendations are submitted to Faculty Management for consideration in program design and revision. Even though the SER reports surveys for graduates and students, during site visits conflicted information on actualization of surveys was shared.

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

AAB College ensures transparency by publishing all regulations and institutional policies governing the study program on its official website. The Public Relations Office, staffed by at least five professionals, is responsible for regularly updating information on the website and social media platforms. However, the program's website has not been recently updated with new subjects related to Artificial Intelligence in Imaging, clear Intended Learning Outcomes (ILOs), admission criteria, and detailed, updated CVs of academic staff.

ET recommendations:

- *Develop specific quality assurance indicators for research and international cooperation areas.*
- *Expand the use of digital platforms for real-time data analytics and reporting.*
- *Continue embedding key performance indicator (KPI) data into strategic and operational decision-making at the Faculty level.*

- *Formalize the process for gathering and documenting stakeholder feedback from students, graduates, and employers to ensure systematic use of input for continuous curriculum improvement.*
- *Update the program-related website to include new subjects like Artificial Intelligence in Imaging, clear Intended Learning Outcomes (ILOs), admission criteria, and detailed, updated CVs of academic staff.*
- *Establish a formal alumni network for ongoing engagement with the program.*

3. ACADEMIC STAFF

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

The employment of academic staff at the Faculty of Health Sciences strictly adheres to national legislation, including the Labor Law, institutional Statute, Regulations for the Selection, Re-selection, and Advancement of Academic Staff, and the Kosovo Accreditation Agency (KAA) Accreditation Manual. According to the Accreditation Manual, for every group of students and each 60 ECTS, the Higher Education Institution (HEI) must employ at least one full-time academic staff member with an MA degree and a minimum of five years of professional experience. There is no publication requirement for professional study programs.

The employment procedure mirrors that of other programs. Article 59 of the Statute requires faculty proposals to initiate public competitions for staff recruitment, overseen by the Senate to ensure transparency and competitiveness. Public announcements for academic positions demonstrate the institution's commitment to an open and fair hiring process. The selection process involves multiple levels of review, with review commissions established by the Teaching Councils evaluating applicants and preparing reports. These reports are approved sequentially by the Faculty Teaching Council, the Studies Committee, and the AAB Senate. Each academic staff member, whether part-time or full-time, receives a detailed description of their work duties and employment conditions at the time of application and upon employment. This information is clearly communicated in public job announcements and formalized in employment contracts (Article 4 of each contract).

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 Faculty of Health Sciences employs 68 academic staff members, with 36 holding full-time contracts and the rest part-time to support program delivery. Among the full-time staff, 15 professors have a Doctor of Science (Dr. Sc.) degree, while others are pursuing doctoral studies. This structure ensures over 50% of academic staff are full-time, exceeding national and accreditation standards. The Faculty complies with the Administrative Instruction for Accreditation, which limits academic staff to contracts with no more than two accredited higher education institutions. Apart from clinical engagements, none of the regular academic staff are

employed at more than one additional institution, as confirmed by the Kosovo Accreditation Agency (KAA).

In the BA Professional Radiology Technician program, 9 full-time academic staff members cover 80% of the curriculum requirements. For the three-year BA program (180 ECTS), five full-time academic staff with a minimum Dr.med. degree are assigned. The SER reports a student-to-academic staff ratio of 1:20. Academic responsibilities are balanced, with each staff member teaching 6 to 8 hours across the program and engaging in mentoring, advising, research, and administrative tasks.

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 Faculty of Health Sciences follows the Regulation on Election, Reelection, and Academic Advancement, which aligns with the Ministry of Education, Science, and Technology (MEST) and Kosovo Accreditation Agency (KAA) standards. Academic staff are promoted based on their contributions to research (publications in SCOPUS or Web of Science indexed journals), teaching (pedagogical skills and positive evaluations), and community service (academic and local contributions). To achieve an academic title at AAB College, staff must meet specific publication thresholds, ranging from one to five papers as the first or corresponding author in SCOPUS or WoS. Additionally, candidates must demonstrate effective teaching abilities through positive evaluations from students or peer reviews. This comprehensive evaluation process ensures promotions are awarded to faculty members who excel in both academic and pedagogical performance.

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 Faculty of Health Sciences provides substantial institutional support for the professional development of its academic staff. This includes a robust framework of training programs, mentorship, and resources tailored to the diverse needs of staff members at various career stages. The Center for Professional Training and Innovation (QAPI) is a key component, organizing certified programs to enhance competencies in research, higher education, and management at basic, professional, and advanced levels.

New academic staff, especially those new to teaching, receive targeted training on teaching methodologies and institutional procedures from the IT Office and General Secretary's Office. Academic staff are also supported in their scientific research endeavors by the Vice Rector's Office for Scientific Research and the Scientific Commission, which provide resources and guidance. The Office for Projects assists with research proposal preparation and submission, offering training on research funding and project management.

Additionally, the Faculty encourages participation in international exchanges, including Erasmus+ programs and collaborative projects.

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 Faculty of Health Sciences ensures that all academic staff meet the minimum academic criteria as outlined by AAB's internal regulations. SER reports conflicted information on external associates, reporting contracted clinical mentors and external associates doesn't apply the program.

ET recommendations:

- *Provide specific focus / pathways to support academic staff of the study program.*
- *Ensure clarity on external associates' roles.*
- *Establish a formalized system to track and assess the impact of external associates on student learning outcomes.*
- *To enhance the employability of graduates in the European labor market and to ensure their competitiveness across EU countries, the Radiology Technologist program is strongly recommended to be offered at the BSc level.*

4. EDUCATIONAL PROCESS CONTENT

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

The Self-Evaluation Report (SER) outlines the educational process, including curriculum structure, teaching methods, and the program's Intended Learning Outcomes (ILOs). The ILOs for the Radiology Technician program are developed in line with AAB College's internal regulations, Kosovo Accreditation Agency (KAA) standards, and international best practices. The SER shows alignment between the program's ILOs and the missions of AAB College and the Faculty of Health Sciences, focusing on preparing skilled radiology professionals, innovative teaching, practical skills, and addressing healthcare challenges through research.

The ILOs are publicly accessible on the program's website, though only partially presented. The SER includes a comparability analysis with two European universities to ensure curriculum alignment with the European Higher Education Area (EHEA) and enhance graduate employability. However, the site visit revealed that student mobility, a key argument for this benchmarking, does not exist.

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

The program is structured as a professional bachelor's degree, aligning with Level 6 of the EQF. At this level, the EQF descriptors emphasize advanced knowledge, practical skills, and competences. The learning outcomes of the BA Professional Radiology Technician program meet these expectations by focusing on advanced knowledge in radiology, ensuring students gain a deep understanding of the field, practical skills, enabling graduates to perform radiology-related tasks competently, and ethical responsibility, preparing students to uphold professional standards in their practice. Furthermore, the program adheres to European standards, incorporating relevant EU directives and professional guidelines into its structure and content. It also undergoes continuous review and integrates feedback from stakeholders, ensuring that it remains compliant with both the NQF and EQF frameworks while staying relevant to professional needs. The SER does not explicitly document measures to avoid overlap with other undergraduate Radiology programs, relying on the program's specialized nature, which might be considered a minor gap requiring formal evidence of distinctiveness.

Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)

The BA Professional Radiology Technician program is designed to progressively develop students' knowledge and skills in radiology. It begins with foundational sciences and basic imaging techniques (e.g., X-ray, CT, MRI), advances to specialized modalities and clinical practice, and concludes with clinical placements. The curriculum ensures students master imaging technologies, understand patient care, and apply ethical practices effectively. This well-rounded education combines theoretical learning, hands-on skills, and clinical experience, equipping students to excel in diagnostic imaging, patient care, and professional practice. The inclusion of clinical placements and preparation for certification or licensure ensures the curriculum aligns with healthcare industry expectations, reinforcing its coherence and effectiveness in preparing students for professional practice.

Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)

Although the radiology technician profession is not regulated according to EU Directives, the Self-Evaluation Report (SER) confirms that the BA Professional Radiology Technician program aligns with EU Directives (e.g., Directive 2005/36/EC, Directive 2013/59/Euratom), international professional associations (e.g., EFRS guidelines), and national regulations in Kosovo. Additionally, it confirms alignment with similar study programs at faculties in the region.

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

The Self-Evaluation Report (SER) emphasizes the expected learning outcomes, competencies of specific subjects, and clinical practice defined in the curriculum but fails to present the relations between ILOs and clinical practice divided across semesters and how ECTS are calculated and balanced. It provides only a description and breakdown of the clinical practice across six semesters without connecting it to ILOs. Additionally, the SER states that each student receives individual supervision and guidance from two instructors at AAB College and a mentor from the clinical center, who regularly monitor students' progress. Supervisors assess students' progress in all phases of professional practice development, including self-assessment methods with "reflection" on strengths and weaknesses, but without explicit details on the criteria for assessment and monitoring.

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

The BA Professional Program in Radiology Technician adopts a student-centered teaching approach, blending theoretical knowledge with hands-on clinical experience. It employs diverse teaching methodologies to enhance learning outcomes and develop both technical expertise and critical thinking skills. These methodologies include theoretical lectures, practical exercises, interactive student engagement, demonstrations and hands-on training, workshops and guest lectures, and clinical and lab sessions. The program emphasizes patient care, ethical decision-making, and interdisciplinary collaboration, preparing graduates for the dynamic healthcare environment. Practical internships in hospitals, clinics, and diagnostic centers are essential, allowing students to apply their knowledge in real-world settings and bridge the gap between theory and clinical practice. This combination of theoretical instruction, practical training, clinical experience, and individualized support ensures students are actively engaged and well-prepared for their careers. Although the SER emphasizes student-centered learning approaches, the site visit revealed that this approach is implemented even in large groups of 60 students, which might completely undermine its purpose.

Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)

The Self-Evaluation Report (SER) states that the BA Professional Program in Radiology Technician assessment methods are designed to evaluate both theoretical knowledge and practical competencies, ensuring students are well-prepared for professional practice in imaging. It presents a combination of summative and formative assessment methods used to measure learning outcomes effectively.

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

The program likely features a curriculum map detailing each course and its ECTS credits without clearly associated ILOs. The SER emphasizes that regarding student's workload students take five subjects per semester, and ECTS credits of these courses' ranges from 3-8 ECTS where 1 ECTS is equivalent to 25 hours. The SER states that this ECTS workload includes the time to complete all planned learning activities, such as attending lectures, seminars, independent and private study, project preparation, examinations and other required activities within a specific course. Without providing clarifications about the clinical practice, and how the ECTS are credited and calculated for the clinical placements. Nor does the SER provide a clear and convincing confirmation of how the ILOs are evaluated in terms of student workload in ECTS.

ET recommendations:

- *Update the website to reflect the stated ILOs and HEI's mission objectives.*
- *Establish a correlation between the ILOs and clinical practice, and clearly demonstrate how their weight is balanced across semesters.*
- *Outline clear criteria for evaluating, assessing, and monitoring clinical practice.*
- *Provide clear and transparent calculations of ECTS credits allocated to clinical practice.*
- *Design a course-based matrix that outlines student workload and its associated Intended Learning Outcomes (ILOs).*

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 BA Professional Radiology Technician program enrolls 100 students per year, with a large majority being working students. Previously it enrolled 30 students between 2017 and 2019, which was increased to 80 students between 2019 and finally 100 in the last 2022 accreditation. The number of applicants has grown from 155 in 2022, 130 in 2023, to 184 in 2024, though the number of eligible applicants is not specified. The college offers a limited number of scholarships annually, with high interest shown by 184 applications for 5 scholarships.

The Regulation for Bachelor Studies (Art. 5) outlines admission requirements, including completed secondary education, the National Matura exam, successful completion of the "selection procedure," and provision of formal documentation as defined by MEST. However, the previous evaluation report highlighted a lack of policies and internal regulations ensuring transparency and fair treatment in the "selection procedure." No evidence has been provided to indicate changes in this area. It is recommended that publicly available information about the "selection procedure" and precise requirements for selection be made available.

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)

Data shows that around 80% of students graduate, though no information is provided on the time taken to complete their studies. Students can take up to 6 years to finish this 3-year program. They can enroll in the 2nd year if they have achieved half of the ECTS (30 ECTS) of the first year, and similarly, half of the first and second year ECTS to enroll in the third year. Although the SER states regular monitoring of student progress, data on year-to-year progression has not been provided to the expert team. A policy exists for semester reports on student success to be discussed in governing bodies, and results are allegedly included in the Faculty's KPIs. Quality assurance staff acknowledge the need for further efforts to use this data strategically. Positive examples include academics responding to students' demands for additional lectures and efforts to improve teaching and learning to enhance student progression and retention. More work is needed to create an environment where data, statistics, and evidence on student learning and progress are used for quality improvement purposes.

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

AAB College was granted the Erasmus Charter for Higher Education in June 2023, marking the early stages of its internationalization efforts. Currently, there are no outgoing or incoming international students in the BA Professional Radiology Technician program, partly due to the program being taught in Albanian, which limits incoming mobility to Albanian speakers. The absence of outgoing mobility suggests that students may face institutional, academic, and financial barriers, along with personal challenges such as employment, care, or family responsibilities.

To address these issues, there is a need for targeted support for students, especially in their final years, to facilitate studying abroad. This support should include language training, assistance with applications and selecting mobility destinations, preparation for mobility, and ensuring the recognition of credits earned abroad upon return. Although the university has increased the number of interinstitutional agreements, it is unclear if any pertain to the Faculty of Health Sciences. Additionally, the website advertising Erasmus+ calls for applications does not list any opportunities for students of the Faculty of Health in 2025, and relevant agreements for Radiology technicians are not mentioned. Therefore, the current conditions and support for internationalization are deemed inadequate.

Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)

Administrative support for students is adequately provided through two dedicated staff members accessible in the lobby of the college building. The dean's office and student services

department are also located in the same lobby, ensuring easy access to administrative services. It is unclear to the expert team whether specific measures exist to support different groups of students facing various learning barriers, and whether data on these students is available. Financial advice and assistance are mentioned, particularly for students struggling to pay tuition fees at this private college.

The digitalization of student services is very high, with live attendance tracking via card scanning machines and access to schedules, academic data, and communication through the "E-Service" software. While some extracurricular activities are offered, such as "tuberculosis day" and "thyroid scanning action day," the culture of student clubs, societies, and sports associations is lacking. The student union is active, primarily representing student voices in rescheduling lessons and exams, showing flexibility towards working students. However, further awareness and activism in student rights and responsibilities are needed.

ET recommendations:

- *Make the exact requirements of the admission "selection procedure" publicly available.*
- *Regularly collect and compile data on student progression by cohort and study program to improve teaching quality, reduce dropout rates, and expedite graduation.*
- *Implement measures to reduce barriers to outgoing international mobility for Bachelor students in Radiology Technician programs, including internships and study abroad opportunities.*
- *Encourage and institutionalize student association and agency through incentive measures.*

6. RESEARCH

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

The SER emphasizes that all study programs of the Faculty of Health Sciences are subject to the Regulation on Research and Scientific Activities. This regulation stipulates that scientific research at AAB College aims to advance, create, and disseminate knowledge to improve the well-being and health of the population, as well as promote cultural, social, and economic development. The SER explains that the Faculty of Health Sciences has set three main research priorities: Sustainable Practices in Healthcare in the Digital Age, Transforming Health Systems in the Digital Age, and Using Technology to Improve the Performance of Healthcare Organizations.

The program corresponds to these priorities by exploring the role of advanced imaging and treatment techniques in improving diagnostic consistency and effectiveness, examining the impact of innovations in digital imaging and artificial intelligence in improving diagnostics and reducing radiation exposure, and exploring the impact of patient experience and the use of advanced imaging technology on treatment outcomes and improving safety.

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 SER emphasizes that, according to internal regulations, the development of research and scientific inquiries at AAB College involves thematic research conducted by faculties, culminating in scientific conferences and research efforts led by the Research Centers and faculties, as well as individual research and scientific contributions from the academic staff. However, it doesn't provide concrete details apart from the list of publications. This list includes 55 publications for the entire faculty, with 50 indexed in Scopus and 40 in Web of Science. Out of these, only 19 are related to radiology, and very few align with the three main research priorities.

Unfortunately, two out of five program holders do not have any publications, and one program holder last published ten years ago, unrelated to radiology. The SER emphasizes that the participation of academic staff in research and scientific activities is considered during the advancement process, regulated by the Regulation for the Selection, Re-selection, and Advancement of Academic Staff at AAB College. Additionally, involvement in research work is considered in the performance review process as stipulated by the Regulation for the Evaluation of Academic Staff Performance. However, no concrete examples have been provided to show how these have been implemented, with specific examples of projects or research collaborations.

The SER mentions only one international conference entitled "Radiologists and Radiography in Support of Patients," organized by the Faculty of Health Sciences at AAB College on World Radiology Day in October 2024. A table of activities confirms this, as most of the activities organized in previous years are related to nursing and public health, with not much related to the program topic.

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 Office for Projects at AAB College organizes regular training sessions to equip academic staff with skills for participating in cooperative projects. Specific examples include project planning workshops and an info session on Erasmus+ and Horizon programs. These training initiatives show proactive institutional support to prepare staff for national and international cooperation, encouraging their involvement. However, apart from the Erasmus+ Jean Monnet project entitled "Towards European Union Legal Framework: Health Acquis" related to the MSc Healthcare Management program, no other international cooperations are evident.

Moreover, the SER emphasizes the participation of lecturers within this program at the European Congress of Radiology in 2025, but no previous frequent participation has been evident. This was highlighted during the site visit as one of the essential changes needed to stay up to date with relevant changes in the field. This is particularly important if the Faculty and the HEI want to fully implement the three research priorities related to digital technologies

and the digitalization of healthcare. However, cooperation with other national HEIs is lacking, and no industry-related projects have been presented, either in the SER or during the site visit.

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

The SER emphasizes that the teaching staff include their research work of the staff in the teaching content such as their publications in the syllabus. The scientific research and publication developed by the academic staff through the project are applied to the syllabus and serve to realize a topic within the syllabus. In addition to individual research engagements, staff also engage in collective research projects in collaboration with other AAB programs, promoting interdisciplinary research, mostly focusing on public health initiatives. The involvement of students in the research initiatives although it might be better defined as public health promotion of Blood pressure and Glycemia and not related much to the radiology technician programme. In addition, SER seriously lacks the presentation of research results related to radiology and how they have been included in the teaching activity.

ET recommendations:

- *Develop clear research strategies that should be implemented for all academic staff.*
- *Provide structural and financial support for research activities in radiology.*
- *Develop clear research endorsing mechanisms that will stimulate research initiatives and engagement among academic staff.*
- *Establish fruitful collaborations with industry and other higher education institutions in Kosovo.*
- *Encourage and systematically support academic staff to explore international research collaborations.*
- *Integrate student-driven research, including capstone projects and research internships, related to radiology.*

7. INFRASTRUCTURE AND RESOURCES

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

The Faculty of Health Sciences at AAB College is located on the Pristina campus, which spans 50,000 m² and features modern facilities, including lecture halls, seminar rooms, IT laboratories, conference rooms, administrative offices, and academic staff offices. The program also utilizes specialized laboratories such as the Anatomy and Physiology lab, Ultrasound lab, X-ray lab, and six nursing labs.

AAB College is dedicated to inclusivity, providing accessible facilities for students with special needs. This includes designated parking spaces, flat entrances, elevators, and accessible library services with resources available in Braille and audio formats through a partnership with a governmental organization.

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

AAB College offers two libraries for students, open six days a week from morning until evening. These libraries feature reading rooms, group work rooms, and individual study rooms. Additionally, academic staff have access to selected SCOPUS- and WoS-indexed journals from Taylor & Francis and Elsevier publishers.

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

The SER states that a five-year financial plan has been drafted, ensuring the program's financial sustainability. The plan's detailed projections (2025-2030) demonstrate proactive planning to cover salaries, equipment, and operational costs while maintaining positive balances. As a professional program, the Radiology Technician program requires significant investment in clinical training and laboratory equipment. The financial plan's focus on equipment (e.g., €155,280 in 2027/28-2029/30) ensures these needs are met, supporting educational quality and research in imaging technologies. The SER emphasizes research support through grants and journal access, and the financial plan's project funding and equipment investments enable staff to conduct high-quality research, aligning with research program priorities. The financial plan does not detail specific research project budgets or individual staff allocations, but the consistent €15,000 for projects and positive residues suggest a small amount to cover the actual research needs. The sustainable funding model, evidenced by a five-year financial plan with positive gross residues and diversified revenue sources, ensures long-term delivery of the program's objectives.

ET recommendations:

- *None*

FINAL RECOMMENDATION OF THE EXPERT TEAM

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

Overall evaluation and judgments of the ET

According to the Manual requirements, the Expert Team recommends to re-accredit the study programme for 3 years (the recommendations to be implemented in one year), with the optimal number of 100 students per year to be enrolled in the program.

Expert Team

Member



 (Signature)

(Imatullah Akyar)

(15.04.2025)

Member



 (Signature)

(Anto Čartolovni)

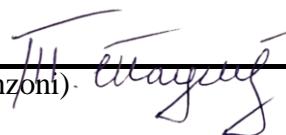
(15.04.2025)

Student Member



 (Signature)

(Nadia Manzoni)



(15.04.2025)