ALMA MATER EUROPAEA CAMPUS COLLEGE REZONANCA

PRISHTINA

Master of Science in Health Care Management and Health Economics

Accreditation

REPORT OF THE EXPERT TEAM

Prishtina, 8th of April 2025.

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of enqa.

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Site visit schedule

Insert site visit schedule (as provided by KAA)

Programme Accreditation Procedure at Rezonanca College	
Programmes:	**Pharmacy, MSc** **Health Care Management and Health Economics, MSc**
Site visit on:	**19 March 2025**
Expert Team:	*Prof. Dr. Angelo Miguel Cardoso Jesus* *Prof. Dr. Joke Denekens* *Mr. Giorgi Gvenetadze*
Coordinators of the KAA:	*Fjolle Ajeti, KAA Officer* *Shkelzen Gerxhaliu, KAA Department Director*

Site Visit Program

Time	Meeting	Participants
9:00 - 9:50	*Meeting with the management of the faculty where the programs are integrated*	*1. Prof. asoc. Milazim Gjocaj – Dean of Faculty of Technical Medical Sciences.* *2. Prof. asoc. Nazim Dakaj – Vice Rector fpr Quality Assurance and International Relations* *3. Prof. asoc. Selvete Shuleta – Vice-Dean of Faculty of Pharmacy.* *4. Prof. ass. Nderim Kryeziu – Vice-dean of Faculty of Pharmacy*
09:50 – 10:30	*Meeting with quality assurance representatives and administrative staff*	*1. Jahir Gashi – Director of Office for QA* *2. Prof.asoc. Jeta Kelmendi – Member of OQA* *3. Margareta Mustafa – member of QA Committee from administration* *4. Olta Bajgora – Student representatives in OQA* *5. Agnesa Ibrahimi - Student representatives in QAC* *6. Sumeja Kosumi – student representatives in OQA*

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10:35 – 11:30	*Meeting with the program holders of the study program (separate meetings)* ***Pharmacy, MSc -*** *Angelo Miguel Cardoso Jesus & Giorgi Gvenetadze ONLINE* ***Health Care Management and Health Economics, MSc -*** *Joke Denekens*	***MSc Pharmacy Program:*** *1. Prof. asoc. Nita Kelmendi* *2. Prof. ass. Ermira Krasniqi* *3. Prof. asoc. Njomza Ajvazi* ***MSc Health Management and Health Economics:*** *1. Prof. ass. Isak Bërbatovci* *2. Prof. ass. Albiona Rashiti – Bytyçi*
11:30 – 12:30	*Lunch break*	
12:40 - 13:20	*Visiting Facilities*	
13:20 – 14:00	*Meeting with teaching staff*	*1. Prof. ass. Qenan Maxhuni* *2. Lecturer Ardian Ukmata* *3. Prof. ass. Blerta Pajaziti* *4. Lecturer Korab Ukella* *5. Prof. ass. Indrit Bimi* *6. Prof. asoc. Ismet Bajraktari* *7. Prof. asoc. Mimoza Maksutaj*
14:00 – 14:40	*Meeting with students*	*1. Elsa Ismaili* *2. Vlera Berisha* *3. Xhevrie Surdulli* *4. Dudie Rexha* *5. Ismet Bytyqi* *6. Blerim Berisha*
14:40 – 15:20	*Meeting with graduates*	*1. Flaka Rexha* *2. Dua Dana* *3. Tuba Agushi* *4. Hava Redenica* *5. Rijad Zhdrella* *6. Yllka Rama* *7. Besiana Shahini*
15:20 – 16:00	*Meeting with employers of graduates and external stakeholders*	*1. Shefqet Mehmetukaj – Sinorg* *2. Astrit Rexhaj – Biohit* *3. Visar Ademi – Chamber of Pharmacist of Kosovo)* *4. Prof.ass. Floren Kavaja – Kavaja Hospital* *5. Kreshnik Metushi – One Group* *6. Prof.ass. Fahredin Veseli – Vita Hospital*
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*	

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A brief overview of the programme under evaluation

College "Rezonanca" was established on May 12, 2003, by Dr. sc. Ramadan Idrizaj as the University of Medical Sciences.

On December 30, 2008, College "Rezonanca" merged with College "ILIRIA.

On July 13, 2015, the institution was accredited as College of Medical Sciences "Rezonanca" for a period of three years (October 1, 2015 - September 30, 2018).

On January 18, 2016, Rezonanca College became a member of the network Alma Mater Europaea. A network with 3 educational institutions in Austria, 3 in Germany, 1 in Italy, 1 in Slovenia and 1 in Kosovo. Alma Mater Europaea (AMEU) was founded by the European Academy of Sciences and Arts in 2010 with headquarters in Salzburg. The aim of AMEU is to educate a new generation of academics in various scientific fields, providing opportunities for cross-border studies in the spirit of tolerance, solidarity, and mutual respect.

The State Quality Council, in its 78th meeting held on September 27, 2019, approved the change of the name of the College of Medical Sciences "Rezonanca"" to "Alma Mater Europaea Campus Rezonanca.

With decision no 302/21 of May 14, 2021, the Ministry of education, Science, Technology and Innovation, through its Commission for review of Complaints, officially approved the name change to Alma Mater Europaea Campus College Rezonanca.

Alma Mater Europaea Campus College "Rezonanca" operates in compliance with the administrative structure prescribed for private university colleges under the Law on Higher Education in the Republic of Kosovo (Law No. 04/L-037, Article 10, Point 3).

Both businesses—College "Rezonanca" and Polyclinic "Rezonanca"—now operate under the same business certificate as Alma Mater Europaea Campus College Rezonanca.

The Master in Science of Health Care Management and Health Economics was accredited from 2021 to 2023 for the first time for 40 students. At the moment the College applies for accreditation of a new program in Health Care Management and Health Economics due to evolutions in the health care sector with the need for innovation and due to more alignment with the workfield demands. Aligned with the mission and strategic goals of Alma Mater Europaea Campus College 'Rezonanca,' the MSc Health Care Management and Health Economics program aims to: advance knowledge and leadership, promote research excellence, prepare competent professionals, align with European standards, enhance healthcare systems, support lifelong learning and professional growth.

Operational activities are automated with the Management Information System (student affairs, human resources, accounting, online learning management, assessment, library, etc).

The Quality Assurance system is solid and shows progress in quality over the past years, especially in tools and procedures.

The didactic concept of the new program is student - centered, research - based and incorporates workplace based learning in the frame of social service learning in the 3th pillar of responsibilities of universities to enhance health care systems and community.

The program meets European standards for teaching and learning in aligning with the ESG.

The program has defined learning objectives, teaching methods, and assessment criteria that promote active learning and critical thinking. The curriculum emphasizes practical and clinical training, ensuring that students acquire the competencies needed for their future roles as healthcare professionals. Academic staff are very dedicated and highly skilled in teaching. To develop more research capacity is the most important challenge as well as to realise top talent in staff formation and retention.

PROGRAMME EVALUATION

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 SER gives in 2 matrix tables a detailed overview of the alignment of the intended learning outcomes (advance knowledge and leadership, promote research evidence, prepare competent professionals, align with European standards, enhance healthcare systems, support life long learning.) of the study program with the institutional academic mission and strategic goals

(education, research, quality assurance, community service, infrastructure development, health population).

During the interview with heads of the program it became obvious that the curriculum (annex curriculum document (1, 1.1.1.) covers the intended outcomes as can be seen in the strategic plan alignment document (annex 2, 1.1.1.). Heads of the program were very enthusiastic and during discussion they gave several concrete examples how they see the implementation of community services. Documents are publicly available and the handbook for students (annex 3, 1.1.1.) shows the good practice that information about the study program is given to the students in a well elaborated format.

The SER stated that "the program acknowledges Kosovo's unique demographic, socio-economic, and healthcare landscape by preparing graduates to meet the increasing demand for qualified healthcare management professionals in local and regional healthcare systems". The heads of the program elaborated during the interview on this statement, especially the link with advanced health care research with community needs was highlighted. In the eyes of the ET this component of community engagement can make a difference in the health care sector in realizing the link of knowledge, research and social services. Evidence was also found in the documents. (annex 1, 1.1.2. Health care management profile in Kosovo, annex 2, 1.1.2. Regional research focus and annex 3, 1.1.2. curriculum highlights).

During interviews both with top management as with heads of the program the ET has been convinced of the alignment of the intended learning outcomes with the institutional mission and vision. Students will be prepared for leadership roles in health care by competences as critical thinking, research based practices in health care management and policy making in order to optimize health care in Kosovo.

Evidence was found in the list of intended learning outcomes linked with the program's curriculum and modules (annex 1, 1.1.3). Evidence that information has been made publicly available was found in the website and in the annex 2, 1.1.3. of public accessibility with screenshots or links to where the learning outcomes are published on line and finally in the handbook for students (annex 3, 1.1.1.)

The needs analysis (annex 1, 1.1.4) and the stakeholders feedback (annex 2, 1.1.4.) give a clear overview of the situation in Kosovo in the health care sector with a strong demand for expertise in health systems management, strategic planning and policy and last but not least innovation in health care delivery. This analysis and stakeholders feedback has guided the study program design ensuring alignment with the evolving needs in society.

Three documents (enrollment policy document annex 1,1.1.5, Labor market analysis, annex 2, 1.1.5, Faculty to student ratio data, annex 3, 1.1.5.) try to give evidence to enroll 100 students. Because the huge workload for research in order to achieve level 7 in the European

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Qualification Framework the ET finds that for the starting years maximum 50 students can be enrolled.

During the site visit the ET was convinced of the quality of the facilities with modern classrooms, access to clinical facilities and access to platforms and digital tools to support learning and research and collaborative projects. Teaching and learning in an interdisciplinary context needs in the future more spaces and small rooms for PBL sessions..
Annex 1, 1.1.6. Facility inventory focuses more on the Pharmacy program, but gives also an overview of classrooms and aula's and on e-learning tools. because more programs are using the facilities the ET is convinced that a start with 50 students is the maximum enrollment capacity for the moment.

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)

During interviews with top management it became obvious that structures (ethics committee), documents (code of ethics) procedures (monitoring reports) are in place. Code of ethics annex 1, 121, Ethics committee Charter annex 2, 121)
Anti - plagiarism policy document 2023 (annex 1, 1.2.2) is in place and outlines prevention, detection, promotion of ethical practices and outlines procedures for addressing violations inclusive the outcomes that have to be taken aligned with the severity of the violation. Report of resolved cases (annex 1, 1.2.4) and monitoring report (annex 2, 1.2.4) give evidence that procedures are followed in all study programs at the College. The system used for plagiarism detection in master theses is CrossPlag.
2 workshops for students have been given, with each time 8 students.
Overall the ET is convinced that more visibility and transparency of rules, procedures, and reporting is necessary. Although awareness has risen with 22%, more can be done as is mentioned in the conclusions of the monitoring report.
"Expand plagiarism prevention workshops to reinforce confidence in policy comprehension and academic writing skills.
   ○ Increase demonstration sessions on how plagiarism detection tools function to reduce uncertainty.
   ○ Develop additional citation resources, including examples of properly cited assignments.
   ○ Offer more interactive training methods, such as plagiarism case studies, to enhance student understanding."

The ET recommends to use CrossPlag not only for theses but for all written assignments.

The ET recommends to program training for implementation of the code of ethics part of the curriculum with assessment included and special attention to psychological and emotional aspects to enhance awareness and trust in the mechanisms of reporting and to be sure of implementation of the rules.

The ET commends the College for the comprehensive code of ethics, especially for the paragraphs of prevention.

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)

A digital Information Management System is used, which supports continuous program evaluation and improvement (Annex 1, 131, IMS reports).
Action plans (Annex 2, 131 are in place with concrete measures for change in order to monitor implementation. Key findings are shared with stakeholders with public reports and accessible platforms , ensuring transparency.

The SER mentions that the policy for data collection and management processes ensures confidentiality with access restricted to authorized personnel only. Moreover, policies for handling sensitive information are regularly reviewed to maintain compliance with national and international standards. Evidence was found during the interview with top management and in annex 1, 1.32 data protection policy document, annex 2, 1.3.2, Consent forms, annex 3, 1.3.2 Checklist from the information and privacy agency of Kosovo and annex 4, 1.3.2. Staff training plan on data protection and privacy. 4 trainings have been given (January and February 2025) with 27 attenders.

Students and staff are involved on a regular basis in the evaluation and management of the study program as we heard not only from staff but also from students. Tools used are surveys, focus groups, meetings with topics as teaching quality, curriculum relevance and resource availability.
Evidence was found in the following annexes: Program Review Student Survey-2022-2024 for MSc Health Care Management and Health Economics program: Results from recent surveys used to evaluate program effectiveness (Annex 1, 1.3.3) and in Evaluation of Academic Program MSc Health Care Management and Health Economics – 2024 (from staff). Results from recent surveys used to evaluate program effectiveness (Annex 2 , 1.3.3)

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 ET is convinced not only by the respective annexes but also by the information given during the interviews that as was mentioned in the SER a robust administrative framework, guided by institutional policies and subject to regular review is in place.
After the interviews the ET is not fully convinced about full implementation on all topics. The College has to find a "wise balance" between do ability and efficiency and effectiveness in order to go to full implementation that can lead to quality enhancement instead of a burden in administrative duties and regulations.
Annex 1, 1.4.1. about policies outlining the program review process and annex 2, 1.4.1. about budget allocation give evidence that a formal policy to review and evaluate not only the sufficiency but also the efficiency of administrative support. Budgetary allocations are reviewed annually.

The SER reports that processes are running smoothly for all program activities, including classroom management, examination organization, and student counseling, but during an interview with the top management we heard about the fatigue of administrative processes especially for accreditation and re-accreditation processes. This is also mentioned in the SWOT analysis. According to the SER the administrative team operates under clear job descriptions and guidelines to meet the needs of the program efficiently. Job description document gives job descriptions for rector and dean and for structural units, but not on the individual level for academic staff. Evidence was found in: organizational Chart: Structure of administrative support for the MSc Health Care Management and Health Economics program (Annex 1.4.2), Job Descriptions: Documents specifying the roles and responsibilities of administrative staff (Annex 2, 1.4.2), Student Feedback Surveys: Evidence of administrative effectiveness from student feedback (Annex 3, 1.4.2).

A professional development plan is in place (annex 1, 1.4.3)
This plan includes the following training sessions , customer service, educational support, and technology use. Staff are encouraged to participate in professional development activities, which are tracked and evaluated by the College's Human Resources department. Trainings are not obligatory. The ET misses transparency in evidence between the choices of topics and the needs of the staff. Overview of attenders was given in annex 2, 1.4.3. Expected outcomes are

1. Enhanced efficiency and professionalism in supporting services.

2. Improved satisfaction and retention of administrative staff.

3. Higher quality of service delivery to students and stakeholders.

4. Alignment of staff capabilities with institutional objectives.

The ET has not seen key performance indicators about implementation of what was learned during the training sessions.

The ET is very pleased that "the College actively facilitates the involvement of administrative staff in professional development programs". Especially the topics mentioned in the annex are good practices: language training to support international students, IT training for efficient management, and workshops on academic and student service policies. Such initiatives are documented, and participation is regularly monitored to ensure staff are equipped to meet the program's administrative needs.

The ET recommends to program training sessions for professional development according to the needs of the administrative staff and to improve attendance. The personal development plan can be leading in the choices of topics that have to be followed by individual staff members.

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)

not applicable

ET recommendations:

The ET recommends
- to use CrossPlag not only for theses but for all written assignments (implementation in academic year 2025-2026).
- to make training sessions for implementation of the code of ethics part of the curriculum with assessment included and special attention to psychological and emotional aspects to enhance awareness and trust in the mechanisms of reporting and to be sure of implementation of the rules (implementation in acacdemic year 2025-2026).
- to program training sessions for professional development according to the needs of the administrative staff and to improve attendance. The basic modules can be compulsory. The personal development plan can be leading in the choices of topics that have to be followed by individual staff members as specialized modules (implementation in 1 to 2 years)

The ET commends the College for the comprehensive code of ethics, especially for the paragraphs of prevention.

2. QUALITY MANAGEMENT

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

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

Standard 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 College's internal quality assurance system is aligned with Kosovo's national regulations, the ESG, and international standards. Evidence is found in Quality Assurance Policy Document (Annex 1, 2.1.1) and Mapping Document aligning QA practices with ESG (Annex 2, 2.1.1). The QA Policy is covering all processes related to the delivery of the study program such as curriculum development, teaching, learning, assessment, and feedback mechanisms. The policy document is accessible on the College's website Evidence is also found in Quality Assurance Policy Document (Annex 1, 2.1.1)

The Quality Assurance Regulation and Quality Assurance Guidelines provide the framework for implementing, monitoring, and evaluating the study program as is outlined in Quality Assurance Regulation document in annex 2, 2.1.3

The coordinator does not have teaching obligations, allowing to focus exclusively on monitoring and improving program quality.

The ET is not totally convinced that all actions undertaken close the PDCA cycle.

The QA monitoring plan includes reviews, stakeholder consultations, and feedback mechanisms. The SER mentions that stakeholders such as students, faculty, and industry partners are involved in identifying areas for improvement and revising QA procedures to ensure their effectiveness. The QA monitoring plan is a detailed plan that outlines the review

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process. Evidence of stakeholder involvement was found in stakeholder feedback reports. During interviews with external stakeholders it was not so clear to what extent the stakeholders were involved in the QA processes and if the contacts were on a regular basis.

It is difficult to see the effectiveness of all actions undertaken over the years at an aggregated level in order to state that progress has been made. It is clear that over the past years QA system has been updated and that rules, regulations, procedures etc are better defined and QA documents are in place (many tools). The next step is full implementation in order to be capable to follow chosen KPI's and to measure in an objective way progress in Quality.

The ET commends the College with the progress made in the quality of the quality system with a lot of new tools and instruments and to work with concrete reports of monitoring in order to make progress more visible

The ET recommends
- to install a solid system of key performance indicators and to make sure follow up of data is realized in order to be capable to demonstrate progress in improvement on an aggregated level
- to create more and better communication channels with external stakeholders.
- to install procedures and mechanisms to organize every year surveys for external stakeholders and to organize at least 1 meeting per year to discuss with all stakeholders the conclusions of data analysis, the actions undertaken and the progress that has been made by means of a dashboard with an overview of progress in the KPI's. In this way full transparency is created for the efficiency and the effectiveness of the quality assurance system.

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

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

The development program process guideline (annex 2.2.3) supports the process of design and approval. Evidence for QA is found in Quality Assurance review reports and in the continuous improvement plan. Alignment of the intended learning outcomes of the program with the mission and vision of the College is given in the SER under the format of 2 tables.
The study program went through all levels in the institution: the Studies Commission, which drafts the curriculum in consultation with the Permanent Curriculum Evaluation Committee, the Program Council, and the Senate office.

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The document of the Studies Commission is reviewed by the Faculty Council and submitted to the Quality Assurance Committee. This committee ensures that the program meets institutional and external standards before recommending it to the Senate for final approval. External stakeholders, such as subject matter experts and industry representatives, are consulted to ensure the program's relevance to labor market demands and professional standards. According to the SER the Office of Quality Assurance organizes periodic reviews, including external input after the first cohort of graduates and every three years thereafter, to maintain the program's quality and relevance.

During an interview with the external stakeholders the ET heard that this involvement is not so intense as suggested in the SER. Moreover the stakeholders are not aware of the impact of their involvement in the proposal for the curriculum plan of the study program. In the SER and the annexes the ET has seen that comments of external stakeholders are taken into account in the new program that will be running for the first time in the academic year 2025-2026. Clinical practice is especially highlighted and also general skills such as entrepreneurship, leadership, critical thinking etc.

Key performance indicators are defined (n = 38) to monitor implementation and progress.(List of KPI's annex 2.2.4, and annual QA monitoring reports 2.2.4 follow the implementation). These key performance indicators are not followed over time. In this way progress is not visible.

The process complies fully with the European Standards and Guidelines (ESG 1.2)

Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)

The study program is periodically monitored (once in 3 years, the impression of the ET is that monitoring is done on the occasion of a re-accreditation process) in order to ensure objectives are achieved. The most important advice of external stakeholders is to align the program better with the demands of the labor market, especially the practical part of the program is very important. Students have to make their knowledge usable in the workplace. They need critical thinking and leadership competences to be able to transform the workplace with innovation based on new research findings. There is evidence that the study program has taken into account the advices of external stakeholders and graduates.(annex 2.3.1 employer survey and graduate feedback reports, stakeholder feedback reports (examples of recommendations implemented in the program annex 1 2.3.1) and curriculum updates, documentation of changes based on stakeholders input, annex 3, 2.3.1.)

Evidence for analysis of workload and outcomes is found in the document ECTS review reports (annex 1, 2.3.2)

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In the student feedback surveys information is found about workload and academic expectations annex 2 , 2.3.2) and examples of adjustments made to align with stakeholder input is found in annex 3,2.3.2.)

The ET heard during interviews that most of the employers couldn't remember that they had ever filled in a questionnaire. Neither graduates nor employers are aware of decisions taken to change the program (workload, graduate employment strategies etc) because of their input in questionnaires.

The ET recommends to give feedback to stakeholders about decisions taken to change the program because of remarks on the questionnaires of these respective stakeholders.

Examples of changes in the study program on the basis of comments of stakeholders

- Agreement on revising the MSc Health Management and Health Economics program to better align with stakeholder expectations and healthcare sector demands.
- Consensus on expanding practical training components and integrating digital health, leadership, and crisis management modules.
- Commitment to continuous monitoring and feedback to ensure the program remains responsive to evolving industry needs.

Processes for monitoring the quality of the practice part of the program include evaluations by students, mentors, and employers. Feedback is used to make improvements, such as better placement opportunities and enhanced mentorship programs. Evidence for improving quality is found in Student Practice Feedback Forms with completed evaluations from students and mentors (Annex 1, 2.3.5) and in Practice Improvement Reports that give documentation of changes made to enhance practice quality (Annex 2, 2.3.5).

Collected data from stakeholder feedback, surveys, and practice evaluations are analyzed regularly. This analysis informs concrete actions, such as revising curriculum content, updating teaching methods, and improving resources.

Evidence is found in Data Analysis Reports: Examples of analyzed feedback and resulting actions (Annex 1) and Program Revision Documentation: Records of updates based on feedback (Annex 2).

The ET recommends to update the formats and tools in order to make the switch to workplace based learning with concrete learning outcomes per period of practice, with dedicated time slots for practical teachers/employers and with workplace based assessment.

The results of the monitoring processes and the resulting action plans are communicated to all stakeholders and published on the HEI website.

Description: Monitoring results and action plans are shared with stakeholders through newsletters, meetings, and the College's website. This transparency ensures all stakeholders are informed and engaged in the program's continuous improvement.

Evidence is found in Published Monitoring Reports: Screenshots or links to reports on the website (Annex 1) and in Stakeholder Communication Records: Examples of updates shared with stakeholders (Annex 2).

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 policies, regulations, and guidelines related to the MSc Health Care Management and Health Economics study program are published on the College's official website and are also accessible in the student handbook. These include policies on academic integrity, assessment, student services, and quality assurance. (Website Screenshots: Links to publicly available policies and guidelines (Annex 1). and Student Handbook: Copies of handbooks distributed to students (Annex 2).

Comprehensive details on admission criteria, recognition of prior qualifications, enrolment quotas, and other program elements are available on the College's website. Information on syllabuses, learning outcomes, ECTS credits, and assessment methods is included in program brochures and course guides.

Evidence is found in Admission Guidelines: Documentation of admission criteria and enrolment quotas (Annex 1), Syllabus Samples: Examples of course outlines and learning outcomes (Annex 2), Assessment Methods Overview: Information on how student performance is evaluated (Annex 3), Assessment Methods Overview: Information on how student performance is evaluated (Annex 3).

The College publishes objective data on the program's pass rates, dropout rates, and graduate employment statistics. These metrics are presented in annual program reports and are accessible to stakeholders through the College's website.

Evidence is found in Program Performance Reports: Annual reports including pass and dropout rates (Annex 1.

The College employs a systematic review process to ensure the accuracy and reliability of publicly available information. Updates are made regularly to reflect changes in policies, regulations, and program offerings. A dedicated team verifies all content before publication to ensure it is objective and consistent.

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Evidence is found in Content Review Reports: Records of periodic reviews and updates (Annex 1), Website Update Logs: Evidence of recent changes to online information (Annex 2), QA Monitoring Reports: Documentation of checks ensuring information reliability (Annex 3).

The ET commends the College with the progress made in the quality of the quality system with a lot of new tools and instruments and to work with concrete reports.

ET recommendations: the ET recommends:
- to install a solid system of key performance indicators and to make sure follow up of data is realized in order to be capable to demonstrate progress in improvement on an aggregated level (implementation in academic year 2025-2026).
- to create more and better communication channels with external stakeholders (implementation in academic year 2025-2026).
- to install procedures and mechanisms to organize every year surveys for external stakeholders and to organize at least 1 meeting per year to discuss with all stakeholders the conclusions of data analysis, the actions undertaken and the progress that has been made by means of a dashboard with an overview of progress in the KPI's. In this way full transparency is created for the efficiency and the effectiveness of the quality assurance system (implementation in academic year 2025-2026).
- to give feedback to stakeholders about decisions taken to change the program because of remarks on the questionnaires of these respective stakeholders (implementation in academic year 2025-2026).

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

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

Standard 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)

In the SER it is mentioned that academic staff vacancies are advertised nationally and internationally through the College's official website, relevant job boards, and official gazettes. During an interview with top management this was confirmed. Evidence was also found in annex 3.1.1. and annex 2 copies of advertisements published nationally and internationally.

The Regulation on the Appointment, Reappointment, and Promotion of Academic Staff guides the recruitment procedures and the evaluation committee. This regulation is publicly available and makes processes transparent and objective. Selection is based on criteria as academic qualifications, teaching excellence, and professional experience, with all decisions documented in evaluation reports. (Recruitment Procedures: Documentation of the recruitment process (Annex 1, 3.1.1), Evaluation Committee Reports: Completed reports with candidate assessments (Annex 2, 3.1.2,), evaluation forms annex 1, 3.1.3.).

The Strategic Goals Alignment document (annex 2, 3.1.3) demonstrates how recruitment decisions at Alma Mater Europaea Campus College Rezonanca align with the strategic goals of the institution and support the academic and professional objectives of the study program.

The position descriptions give an outline of responsibilities, qualifications and expectations for the academic position that candidates apply for in order to ensure transparency and understanding of the role requirements (annex 1, 3.1.4). An example of the employment contract is in the annexes , but unfortunately it is in Albanian. The SER states that the Code of Ethics and employment contracts are shared with candidates to ensure transparency.

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)

During interviews with top management and with heads of the program qualification of staff and numbers in each range were discussed. The academic staff profile for the MSc Health Care Management and Health Economics program is as follows: PhD holders: 6 (85.7%) , MSc holders: 1 (14.3%) , Specialized staff: 4 (57.1%)
Evidence is confirmed in staff CV's full time and part time and in academic staff employment records annex 2 , 3.2.1.)

The employment contracts and institutional monitoring reports give evidence that staff do not exceed one full-time and one part-time teaching position. (annex 3.2.2)

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The workload for staff is defined at 40 hours per week, comparable with European norms and is distributed as follows: Teaching and preparation: 24 hours, Research: 12 hours , Administrative duties: 4 hours. Evidence was found during interview with heads of the program and in annexes workload guidelines and workload allocation records (annex 2,3.2.3)

Although the SER gives information of 8 academic staff members, 7 (87.5%) who are full-time employees, exceeding the minimum requirement of 50%. (annex 3.2.1.), the SWOT analysis reports under weaknesses that no full professors are currently engaged in the MSc Health Care Management and Health Economics program, which could limit leadership in research and curriculum development. For every 60 ECTS there is at least 1 full time staff with PhD.

Annex 3.2.5 gives an overview of Staff Qualifications – Records of Doctoral Degree Holders This annex provides records of academic staff holding doctoral degrees, highlighting their qualifications and contributions to the academic programs.

The current student-to-staff ratio is 1:14.3

Academic staff qualifications match the courses they teach at the level 7 of the EQF (research -based), ensuring relevance and expertise in program delivery. (annex 3.2.7). A relatively small proportion of staff actively participate in high -impact international research projects.

Annex 3.2.5. and 3.2.9 gives evidence that academic staff 's workload is aligned with not only teaching, research and social services duties and also with administrative tasks and with mentoring hours for students. The SWOT analysis reports possible gaps during leaves or transitions.

The ET recommends some flexibility according to the experience and engagement of staff in a way that 100% workload can be differentiated into a flexibel distribution over the divers categories of work according to the opportunities of staff members (researchers with international grants for research can do more research and vice versa for staff with excellence in teaching and coaching students or with huge projects in social services.

The annex about mentor assignment records shows that this topic needs an action plan to realize a better balance of distribution across departments (Unbalanced Distribution Across Departments).
Some mentors have not sufficient time for their mentorship responsibilities.. Difficulties in conflicting schedules or insufficient coordination are reported. Sometimes mentorship is required in highly specialized topics whereas the availability of suitable mentors is limited. Heads of the programs have to follow up these trends in order to align workload and content

specificity with the demands of the master in Health Care Management and Health Economics. Ratio is 1:10.

Limited engagement of external associates in certain areas may overburden internal staff, impacting teaching quality.
Competition for talent may have an impact on the College ability to recruit and retain top talent.

The ET recommends to attract an international top talent professor as visiting professor in order to stimulate research and research - based teaching and learning.
The ET recommends to attract more mentors and external associates.

The numbers of enrolment should be limited to maximum 50 in order to be sure the study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program.

Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)

The SER highlights the existence of a transparent and objective process for the promotion of academic staff. Criteria are well defined as teaching performance, research output, and contributions to the institution. Vacancies and promotion opportunities are publicly announced through the College's website and national platforms, ensuring fairness and inclusivity. An Evaluation Committee conducts thorough reviews of candidates based on these criteria.
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Promotion decisions are based on the following criteria: Publications in WoS and Scopus-indexed journals, participation in international scientific projects, supervision of final theses and contribution to curriculum development, development of textbooks and other teaching materials, feedback from students, peers, and management.
Annex 3.3.2. gives an example of student feedback on teaching performance of the staff.
Research evidence is found in publication records, in records of international research collaboration, in contributions of social services projects and thesis supervision.
Criteria are documented and applied by the evaluation committee during the evaluation process. The ET has not found information about the composition of the selection committees. The ET has found enough evidence that multiple sources for making a balanced , transparent and objective decision are used into the advancement and reappointment processes. Student evaluations are conducted regularly, and the results are analyzed to identify areas of strength and improvement. Management feedback and self-assessments are also considered in the evaluation of academic staff. Annex 3.3.1, 2 and 3 Feedback Analysis Reports, Reappointment Records, Self-Evaluation Reports

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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)

An annual operation plan is delivered by the Center of Excellence in Teaching (annex 1, 3.4.1.) Participation records are listed up in this plan (annex 2, 3.4.1).

The ET is not convinced that "all" academic staff is involved in the training sessions of the Center of Excellence in teaching (cfr numbers on the participation lists. Even if the operation plan says that focus is on promoting professional growth through tailored development plans and mentoring.

The ET recommends to install a basic professional development module, compulsory for all teachers and specialized modules for innovation in teaching and research in order to meet the "needs of the individual teachers", written in self-evaluations, peer-evaluation and evaluation at departmental level. In this way every teacher will be involved in training sessions without the burden of too much compulsory training sessions. This will make faculty development more efficient and effective.

The SER establishes that the College encourages and supports academic staff participation in international activities, including mobility programs, research collaborations, and conferences. Financial and logistical support is provided to ensure staff engagement. Despite the promotion and the logistic and financial support only one example of international collaboration is in the annexes. (3.4.4. mobility program record(s).

The ET recommends to prioritize mobility as a top goal in the strategic plan and to invest more financial support and other incentives to realize more effectiveness.

Workshops are organized about teaching and assessment. Learning outcomes for the program are defined and alignment with courses can be seen in syllabi. Still the system is not yet steering the learning of the students. More has to be done to inform students about competence-based learning and teaching and to make that students work with learning outcomes in order to reach competence levels as defined for the program. Especially at the level of assessment, more training in working with integrated assignments (knowledge, skills and attitude) can be of benefit for teachers and students, especially in interdisciplinary topics.. ECTS system is well elaborated and implemented and used in workload metrics and changes if necessary.

New teachers are well supported to learn how the College works. A system of mentorship is installed for new teachers (seminars, mentoring, peer support), with adequate onboarding as the ET heard during the interview with heads of the program and as the ET has seen in annexes 1 and 2 3.4.6.

The onboarding process also includes training on QA standards, institutional policies, and the Code of Ethics. New staff are introduced to institutional practices through workshops and one-on-one sessions. Evidence can be found in annex Onboarding Guidelines: Documents outlining the onboarding process (Annex 1) and in Onboarding Session Reports: Participation records and feedback from new staff (Annex 12).

For research a mentoring system exist (young researcher is coupled with a senior one, project teams are installed, assistance in writing research proposals in order to publish in high - impact journals and extra funding is for hand for the projects as the ET heard during interview with top management and has read in the SER and annexes (annex 3.4.8. research projects records) Evidence also in research Grant Records: Examples of successful funding applications (Annex 1) and in mentorship records : Details of senior mentorship programs (Annex 2).

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)

Annex 3.5.1. gives an overview of modules that are teached by external associates. These associates have high valuable expertise in specialized fields with labor market know-how and are competent to integrate the latest research in their field into the teaching process.
The ET heard a certain proud during the interview with the top management that the college works with this system of external associates. These people are well supported and the management ensures that they meet the qualification requirements of the college and the ESG 1.5 standards. Training sessions for external associates are organized with topics as teaching methodologies, higher education regulations, and assessment practices. These sessions include topics such as ECTS alignment, writing learning outcomes, and modern teaching strategies as is mentioned in the SER.
The external associates also can take up co-supervising of final and graduation thesis. (annex 3.5.3.Thesis Supervision Records, 3.5.4 Feedback from Students.

Contract agreements give an overview of workload and responsibilities for external associates (annex 4.5.4).

The ET recommends to extent this system because in the opinion of the ET it is a good practice

ET recommendations: the ET recommends
- some flexibility according to the experience and engagement of staff in a way that 100% workload can be differentiated into a flexible distribution over the divers categories of work according to the opportunities of staff members (researchers with international grants for research can do more research and vice versa for staff with excellence in teaching and coaching students or with huge projects in social services (implementation in 2 years at least).
- to install a basic professional development module, compulsory for all teachers and specialized modules for innovation in teaching and research in order to meet the "needs of the individual teachers", written in self- evaluations, peer-evaluation and evaluation at departmental level. In this way every teacher will be involved in training sessions without the burden of too much compulsory training sessions. This will make faculty development more efficient and effective (implementation in 1 to 2 years).
- to install systematic support to apply for external grants (implementation of a strategic plan with allocation of budget in academic year 2025-2026).
- to support academic staff in going for PhD (implementation of a strategic plan with allocation of budget in academic year 2025-2026).
- to support academic staff in writing articles for high - impact international journals (implementation of strategic plan in academic year 2025-2026)
- to prioritize mobility as a top goal in the strategic plan and to invest more financial support and other incentives to realize more effectiveness (immediately and full implementation over the coming 5 years).
- to train more (new) teachers as mentors (implementation in academic year 2025-2026).
- to attract an international top talent professor as visiting professor in order to stimulate research and research - based teaching and learning (as soon as possible).
- to extent the system for external associates because in the opinion of the ET it is a good practice (implementation in academic year 2025-2026).

4. EDUCATIONAL PROCESS CONTENT

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

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

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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 program's intended learning outcomes are clearly formulated and alignment with the institutional mission and strategic goals is made evident by 2 tables in which the reader can check the contribution of the program to the strategic goals of the College (SER and annex 4.1.1). Annex 4.1.2 gives the mapping of the ILO and the program objectives (knowledge, skills and competences)

The program intended learning outcomes are not fully written from a student perspective. They give content of the courses but not the competences students will be able to perform at graduation. The ILOs are published on the College's website and in the program brochure.

Heads of the program were very proud during the interview to show the alignment with ECTS guide 2015 and especially the alignment with other HMHE programs in Europe as for example Erasmus in the Netherlands, Karolinska Sweden and FAU Erlangen-Nürnberg (annex 4.1.4)

ILO's are divided in knowledge, skills and competences. In comparison with other programs in EHEA level the study program alignment is similar and can reach level 7. Especially for research a lot of efforts have to be made to realize level 7. (4.1.5, annex 1 and 3)

The clear and precisely defined learning outcomes as what the student will be able to do (active verbs) is not yet reached in all courses. Learning outcomes are not yet steering the learning and teaching process of students.

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

Annex 1 and 2 , 4.2.1, 4.2.3 annex 1 and 2 give the theoretical alignment with the EQF and the NQF. Study program shows alignment and curriculum mapping gives an overview.

There is no bachelor in Health Care Management and Health Economics at the College. Annex 1. 4.2.2. outlines the distinct Intended Learning Outcomes (ILOs) of the MSc Health Management and Health Economics (HMHE) program.

This analysis emphasizes the advanced, research-oriented capabilities and professional competencies that define the graduate-level curriculum. Enrollment criteria and procedures are clearly defined and decisions will have to be made at individual level for each student.

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Annex 2 4.2.2. gives evidence of the graduate level by a comparison of a health management program at undergraduate level with the graduate level at the College.

Overlap with other study programs is avoided by courses such as advanced health systems management, financial planning for healthcare organizations, health policy analysis, and health economics modeling. Furthermore the research based component in the program will make the real difference.(annex 1 and 2, 4.2.3)Curriculum Review Report: Documentation of efforts to eliminate overlap across study programs (Annex 1).Program Structure Comparison: Demonstration of distinctiveness in content and focus (Annex 2).

The curriculum document gives an overview of course sequencing and rationale for a logical flow, with first the basics in health economics, healthcare systems, and management principles ,later the focus is on specialized topics such as financial management, advanced research methodologies, and health policy analysis. This structure ensures compatibility with European Higher Education Area (EHEA) standards and supports students in achieving both general and specific competencies required for professional practice in healthcare management and health economics.

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

The content and the structure of the program will allow students to go through the planned program. Example in annex 4.3.3. annex 2 shows well formulated LO. Some syllabi are further in implementing these LO, others are underway. To give students more insight into their study process, learning outcomes have to be better formulated as activities graduates will be able to perform. Training of academic staff and faculty development have to be organized for all academic staff involved in this program. Course Progression Chart: Overview of course sequencing and rationale for logical flow (Annex 1, 4.3.1).
Curriculum Mapping Document shows alignment of program content with EHEA-compatible study programs (Annex 2, 4.3.2). Competency mapping gives mapping of general and specific competencies with EHEA (Annex 3.4.3.2).
Horizontal and vertical mobility can be realized and employability in European Area countries is possible.

The ET recommends to organize more training sessions in writing learning outcomes for the academic staff and to make these training sessions obligatory.

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)

Annex 4.1.1. ensures that graduates are fully prepared to meet the professional demands of healthcare management and health economics roles across Europe and globally.
The program content has been mapped against the relevant EU directives related to healthcare management, professional qualifications, and public health. Key directives considered include: Directive 2005/36/EC on the recognition of professional qualifications, Directive 2013/55/EU amending Directive 2005/36/EC, Directive 2011/24/EU on the application of patients' rights in cross-border healthcare. Comprehensive coverage of essential areas such as health economics, financial management in healthcare, health policy analysis, and advanced research methodologies is done as well as inclusion of mandatory practical training, such as a six-month internship or practice stage in healthcare institutions, public health organizations, or hospital administrative departments, fulfilling practical training requirements for professional development and integration of legal and ethical aspects.

Annex 4.4.2.annex 1 and 2 Professional Chamber Opinion – Feedback from Professional Associations is for the study program in MSc in Pharmacy. Stakeholders feedback (annex 1. 1.1.4,2 is in Albanian.

The ET has seen that the study program ensures that students possess the necessary knowledge and skills before advancing to higher-level courses

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)

Traineeship Syllabus for MSc Health Management and Health Economics (HMHE) Program defines clearly learning outcomes, teaching and learning activities and assessment. It will be the challenge to implement these educational settings into the workplace.

The program foresees a structured mentorship to foster a collaborative learning environment in order to ensure the successful achievement of the program's objectives.
The College wants to assign a mentor from the academic staff for each student.
Mentors maintain regular communication with students and external supervisors to monitor progress, provide support, and address any challenges that may arise during the practice period. Evidence in is found in Mentor Assignment Records: Documentation of mentor-student assignments (Annex 1) and Mentorship Guidelines: Roles and responsibilities of mentors (Annex 2).

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This didactic concept is good practice. In reality it is very difficult to implement structured teaching and learning activities in clinical practice. With the rather limited academic staff, the numbers of enrolled students per year should be limited to 50.

2 periods of a practical stage of 150 hours are implemented in the program with each 7 ECTS points. The focus of the first period in the first year is on Introduction to healthcare institutions, administrative processes, and health policy frameworks and the second period in the second year focuses on In-depth engagement in project management, policy analysis, health economics evaluations, and strategic healthcare leadership.
The Cooperation Agreements for Advanced Pharmacy Practice Experience (APPE) (annex 4.5.3.) exist but are not specified at the level of learning outcomes, teaching and learning activities and assessment formats and are not available and specified for the study program of the Master in Science in Health Care Management and Health Economics.

The ET recommends to start with training sessions for clinical teachers in order to prepare them for their specific role as a teacher.

The ET recommends to put didactic requirements into the cooperations agreements.

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

The didactic concept of the study program is student-centered with teaching and learning activities that foster active engagement, critical thinking, and personalized learning.
A variety of pedagogical methods are employed such as interactive lectures, problem-based learning (PBL), case studies, research-based projects, report writing, and group discussions.
The Moodle learning management system and advanced tools for data analysis and simulation, support the delivery of the program, fostering an inclusive learning environment. The program's teaching methods are continually reviewed and enhanced to ensure alignment with the principles of the European Higher Education Area (EHEA) and the European Qualifications Framework (EQF) Level 7 standards. (annex 4.6.1. Didactic Framework Document: Overview of the program's teaching strategies (Annex 1), Curriculum Structure: Mapping of teaching methods to learning outcomes (Annex 2).Evaluation Reports: Summaries of teaching method evaluations (Annex 1).

Teaching methods can support a diverse student population on demand (part-time students, mature students, international students, students with learning difficulties and disabilities, etc.) with flexible schedules, additional resources and academic support, inclusive teaching

methods. (annex 4.6.Inclusive Teaching Guidelines: Institutional policies on accommodating diverse student needs (Annex 1).

Students are very satisfied with the Moodle Platform, the simlation skills lab and the access to databases and e-library.

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)

Assessment tools are diverse in order to evaluate knowledge, skills and competences. The College evaluates systematically in all courses the achievement level of the intended learning outcomes for each student

Guidelines on assessment methodologies, criteria, and grading are in place and communicated to students at the start of each module, fostering transparency and reliability in the evaluation process.

The ET commends the academic staff with the practice explained in the annex Moderation records where teachers in discussion compare the gradings they have given.

The ET recommends to install this methodology in a systematic way in order to align judgements of teachers.

The ET recommends to work not only for gradings with rubrics but for each assignment in a way the student knows at what level he or she has to reach the learning outcomes.

The SER describes that "students receive timely feedback on their performance, highlighting strengths and identifying areas for improvement, with personalized guidance provided to support further learning". The annex with feedback samples is unfortunately in Albanian.

A functional appeals procedure is in place to address any concerns regarding assessment outcomes, ensuring fairness, accountability, and student satisfaction. Students reported that the procedure is well known and used and that they are satisfied with the system. Evidence is found in Learning Outcomes Mapping Document: Mapping of module contributions to program-level outcomes (Annex 1), Module Descriptions: Course syllabi detailing learning outcomes and module objectives (Annex 2) , Assessment Mapping Document: Linking assessment methods to intended learning outcomes (Annex 1), Examples detailing assessment and grading criteria (Annex 1), Grading Rubrics: Standardized criteria used for grading assignments and exams (Annex 1)., Moderation Records: Documentation of calibration meetings among instructors (Annex 2), Student Information Handbooks: Guidelines provided to students (Annex 2), Examples of Assessment Tasks: Documentation of various assessment activities (Annex 2), Feedback Samples: Examples of feedback provided to students (Annex 1), Appeals Procedure Document: Description of the appeals process (Annex 1), Appeals Records: Examples of resolved student appeals (Annex 2).

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

The College adheres for all study programs to the European Credit Transfer and Accumulation System (ECTS) guidelines. This means that workload is calculated for all learning activities, direct contact hours, independent study and assessment. This exercise has to be made for the master in Science in Health Care Management and Health Economics., because most of the annexes are for the study program master in Pharmacy.
Existing methodology can be easily be transferred to the Master in Science in Health Care Management and Health Economics.

The ET appreciates the honest SWOT analysis with attention for the quality in the practice settings, the heavy workload, the limited engagement of external stakeholders, and the rather limited elective courses, retention of academic staff, addressing student diversity needs.

The implementation of the practice stage will be a real challenge in order to come to robust monitoring and feedback mechanisms to enhance the quality and consistency of student experiences.
The collaboration with external stakeholders as professional associations, industry and health care organizations has to be strengthen in order to improve curriculum relevance and alignment with labor market needs.
The ET is worried about the heavy workload for academic staff.
Addressing the needs of part-time, mature, and international students while maintaining academic rigor is a challenge for all study programs, not only for the Master in Science in Health care Management and Health Economics.

The ET commends the College and the academic staff with
  - the well elaborated didactics for the practice stages as the ET has read in the SER in the meantime is the ET worried about the realization of the implementation in the clinical settings
  - the practice explained in the annex Moderation Records where teachers in discussion compare the gradings they have given.

ET recommendations: the ET recommends

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- to organize more training sessions in writing learning outcomes for the academic staff and to make these training sessions obligatory (implementation in academic year 2025-2026).
- to start with training sessions for clinical teachers in order to prepare them for their specific role as a teacher (as soon as possible, with full implementation in academic year 2025-2026).

- to strengthen the collaboration with external stakeholders as professional associations, industry and health care organizations in order to improve curriculum relevance and alignment with labor market needs (implementation in academic year 2025-2026).
- to work more with external associates (implementation in academic year 2025-2026).
- to attract international staff to support research based teaching and learning and build more research capacity (implementation on the basis of a strategical plan and appointments as soon as possible).
- to monitor workload for academic and administrative staff (implementation start academic year 2025-2026)..
- to put didactic requirements into the cooperations agreements (next coming months, implementation on the work floor in academic year 2025-2026).

- to install the methodology of moderation records in a systematic way in order to align judgements of teachers(implementing in a systematic way in academic year 2025-2026).
- to work not only for gradings with rubrics but for each assignment in a way the student is well informed about how to reach the learning outcomes (implementation in courses for academic year 2025-2026).
- to go for a robust monitoring and feedback system for all assignments of students to enhance the quality and consistency of student experiences in order to reach the intended learning outcomes (implementation in academic year 2025-2026).

5. STUDENTS

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

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Standard 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 admission policies for the MSc Health Management and Health Economics program at Alma Mater Europaea Campus College "Rezonanca" are clearly defined, transparent, and accessible to all prospective students. Candidates must hold a bachelor's degree equivalent to 180 ECTS in a relevant field such as healthcare management, health economics, or a closely related discipline. Graduates from other countries must submit diplomas certified by the Ministry of Education, Science, and Technology of Kosovo to ensure equivalence.

The institution has developed comprehensive and inclusive admission criteria in line with national regulations and European standards, ensuring that entry into the program is fair, consistent, and based on academic merit. (Academic Success at Bachelor Level: Maximum of 60 points for the average grade achieved. Scientific and Professional Engagement: Up to 10 points for publications, congress participation, and other research-related activities. Additional Certifications and Training: Up to 20 points for completing relevant training or professional courses. English Language Proficiency: Up to 10 points for certified proof of English language skills (e.g., certificates or diplomas).

The admission process is regulated by internal institutional documents and publicly available on the college's official website. The institution also applies standardized procedures to ensure objectivity and non-discrimination in the admission of both national and international applicants.

In addition, the institution has established clear procedures for the recognition of prior learning and credit transfer, supporting academic mobility and flexibility. These mechanisms are implemented in a structured and transparent manner, enabling applicants to build upon their previous education and integrate smoothly into the program.

Based on the documentation reviewed and the feedback received during the site visit, it is evident that the admission policies and criteria are well-communicated, fair, and consistently applied.

Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)

The MSc in Health Management and Health Economics program at Alma Mater Europaea Campus College "Rezonanca" will implement the effective and structured system for monitoring student progression and academic performance that is used for all programs. The institution regularly collects and analyzes data related to student achievement, retention, and

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course completion, ensuring that timely and informed actions are taken to support student success.

Academic staff play an active role in the monitoring process and are consistently available to provide support. Lecturers maintain open communication channels with students and offer regular consultations to address academic challenges.

The teaching approach will be diverse and student-centered, employing a combination of interactive lectures, case studies, group discussions, report writing, and research-based projects.

Students will be well informed about their academic progression and have access to clear procedures for grade appeals and academic complaints.

In terms of academic integrity, the institution uses a plagiarism detection program called CrossPlag, which functions as an alternative to Turnitin due to language limitations in Albanian. The software is actively used in practice to detect plagiarism, and individual cases have been identified and addressed. However, a unified document or formal registry for tracking and analyzing these cases is not currently maintained.

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

While Alma Mater Europaea Campus College "Rezonanca" has formal affiliations and opportunities through Erasmus+ and other mobility programs, the MSc in Health management and Health Economics program currently lacks active participation in international exchange. During the site visit and based on the self-evaluation report, it was confirmed that no students from the program have participated in outgoing exchange programs, and no international students are currently enrolled in the program.

The academic process is primarily delivered in the Albanian language, which limits the accessibility of the program for incoming international students. Although some teaching materials are available in English, not all content has been fully adapted for non-Albanian speakers. This creates an additional barrier for the inclusion of international students and restricts the institution's capacity to internationalize the program effectively.

While the university has general structures and partnerships in place to support mobility—such as an International Office and formal procedures for credit recognition (based on ECTS)—these resources are underutilized in practice. As such, students enrolled in the program are not

currently engaging with the mobility opportunities available, and there is little evidence of institutional efforts to promote or incentivize such participation specifically within the program.

Although the regulatory framework for mobility exists, the current implementation and student involvement remain limited. These weaknesses suggest that the program has yet to fully integrate internationalization as a meaningful part of the student experience.

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

The MSc Health Management and Health Economics program at Alma Mater Europaea Campus College "Rezonanca" is supported by a qualified and committed team of academic, administrative, and technical staff who provide continuous assistance to students throughout their academic journey. The institutional infrastructure ensures that students have access to both academic and non-academic services needed to successfully complete their studies.

Students are regularly informed about available support services, institutional regulations, and program-specific requirements. This information is communicated clearly via the institution's website, digital platforms, and student handbooks. Orientation sessions and ongoing academic advising further reinforce student awareness and access to support structures.

The institution offers a range of student-centered services, including academic mentoring, career guidance. Faculty advisors and mentors are available to guide students in both academic planning and professional development. These services are well-integrated into the program structure and are positively perceived by students.

In terms of inclusivity, while the program currently does not enroll international students, the institution has mechanisms in place to support students who require additional academic assistance, particularly through mentoring and regular consultations with faculty.

Students are well informed about their academic progression and have access to clear procedures for grade appeals and academic complaints. The appeal system is known among the student body, and site visit interviews confirmed that students not only understand the process but also make use of it effectively, with outcomes deemed fair and satisfactory.

ET recommendations:

1. Strengthen awareness and promotion of Erasmus+ (implementation academic year 2025-2026)

2. Develop a strategic plan for internationalization within the program, including measures to increase participation in mobility programs and to attract international students in the long term (process to start immediately with full implementation of defined goals in 2030).

3. Gradually increase English-language delivery of teaching materials and select modules, making the program more accessible to potential international students (ongoing process to start academic year 2025-2026 and delivery of one or 2 semesters in English or order to create mobility windows with other international study programs)..

4. develop a centralized and structured document for recording plagiarism cases (implementation in academic year 2025-2026).

6. RESEARCH

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

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

The program is designed to align with the institution's mission and strategic research goals. The research objectives that focus on advancing healthcare management, health economics, and public health. These objectives are integrated with the institution's research strategy, emphasizing innovation and collaboration across disciplines as stated in the SER (Research

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Development Plan of the College; Annex 1; Program-specific research objectives outlined in the curriculum - Annex 2) and also reviewed and discussed in the meetings with the management team. There is evidence that adequate financial, logistical, and human resources are provided to ensure the successful implementation of these research objectives. This includes access to dedicated facilities, technologies, and collaboration opportunities with national and international organizations. Nevertheless, more funding opportunities with external stakeholders should be sought in order to sustain research activity. In the meeting with management and staff (as well as in the SER), it was possible to ascertain that the College has also established policies that define recognized research practices, aligning with international standards and ensuring ethical considerations in research.

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 profile of the academic staff is diverse and although there is an extensive list of publications, the expert team noticed that very few fall under the scope of Health Management and Economics (although most of them are in health related subjects). This is a point that would require an additional effort for significant growth in the next few years. The staff is motivated by internal policies to secure at least one publication in scientific journals per year and one in Scopus/WoS every three years. The academic staff involved in delivering the study program possess at least a master's degree and have relevant professional experience.

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.

Although applied research is not very well developed yet , the teachers of the program are involved in community-focused projects. They use their expertise to help solve local health problems and improve public policies. They offer advice, organize public health workshops, and work with healthcare providers to improve how healthcare is managed. This helps the program make a positive difference in the community and turn research into real-world solutions (Annex 1: Records of Academic Staff Community Contributions). The academic staff keeps ties with international institutions where they earned their PhDs. The program has agreements with several foreign institutions, and there are policies requiring faculty members to publish and conduct research. There is a list of agreements with local institutions, but these are not specific for this study program. Further efforts are necessary by the college to expand their role with local and international institutions in this field of study. There is a list of

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Technology transfer projects, with very relevant topics but no information is given about the role of the college, or of each individual lecturer

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

The academic staff is qualified in their respective health related area, with some lectures being more specialized in marketing, and health management and health economics.The academic staff is encouraged to include research findings and scholarly activities in their teaching. The SER give us some examples (Course Syllabi Indicating Research-Based Content - Annex1). During the interviews, the academic staff also shared information and strategies on how they introduce into coursework research-based learning, with case studies, recent publications, and real-world applications.

ET recommendations:
1. To sustain and enhance research activities, the institution should actively seek partnerships with external stakeholders, including government agencies, private organizations, and international research bodies (ongoing process to start immediately and to realize the strategic goals in 2030 fully)).
2. Motivate academic staff to increase publications specifically within the fields of health management and health economics to align better with the program's focus (to start immediately and to realize the strategic goals in 2030 fully)
3. Establish formal partnerships tailored to the study program with local and international institutions to strengthen applied research efforts (ongoing process to start immediately and to realize the strategic goals fully in 2030).
4. Involve students and academic staff in a more defined role in technology transfer projects (start immediately and realize the strategic goals fully in 2030).
5. Guide the master thesis development so it has the possibility of publication and /or direct impact on health organizations(start immediately with strategic goals to fully realize in 2030).

7. INFRASTRUCTURE AND RESOURCES
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In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are

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essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

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

The institution offers well-maintained classrooms equipped with IT tools and multimedia systems. These facilities are designed to help interactive learning and practical training, thus supporting the academic needs of students. There are dedicated areas for practical and research activities, including laboratories equipped with the necessary technology required for courses involving health data analysis, economic modeling, and policy evaluation. Availability of licensed software, such as SPSS and advanced data analysis tools, is ensured for both students and faculty. This access is crucial for research, enabling comprehensive studies and problem-solving in healthcare management and health economics. It is our understanding however that the premises will not be sufficient for the 100 new students that the college wishes to admit. We would propose a maximum number of 70 students per year.

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

The library is equipped with reading rooms and group work spaces that facilitate both individual study and collaborative learning among students. There is no information about physical books dedicated to health management and economics. There is information on the webpage for links to several significant open access journal websites, but it was not provided (nor is it available on the website) information about access to ebooks and e-journals through institutional or editor databases like ELSEVIER and others. The library operates extended hours on weekdays, providing students and faculty access to resources beyond regular class schedules

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

The institution has established a comprehensive financial plan (Annex 2: Budget Allocation Documents) detailing revenue sources and expenses, such as tuition fees, operational costs, faculty salaries, and investments in infrastructure and research. This plan aims to ensure the program's sustainability over the next five years. The association with REZONANCA medical facilities provides significant revenue opportunities. The funding supports not only educational activities but also the necessary human and logistical resources for research, facility maintenance, and upgrades to laboratories and equipment essential for the curriculum and research activities. However, there is limited income from external grants and contracts. Efforts should be made to secure more external funding specifically for research purposes.

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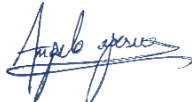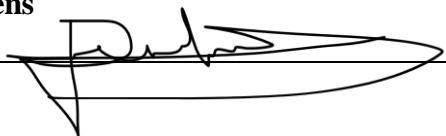
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ET recommendations:

1. Evaluate the capacity of existing laboratories and invest in additional equipment or space if necessary to support the growing number of students (immediately).
2. Diversify the library's collection of physical books, including acquiring newer editions that align with the latest developments in pharmaceutical sciences (process to start academic year 2025-2026 and working on a strategical plan over the coming accreditation period).
3. Secure institutional subscriptions to major academic databases such as Elsevier, Springer, or Wiley, providing access to eBooks and e-Journals for students and faculty (implement immediately).
4. Actively seek external grants, research contracts, and partnerships with government agencies, private organizations, and international institutions to increase funding for research purposes (start immediately with professionalization of library staff to be competent to fulfill this recommendation).

Overall evaluation and judgments of the ET

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

Alma Mater Europea Campus College Rezonanca study programme Health care Management and Health Economics demonstrated an overall fully compliance of evaluation including the mandatory areas. According to the Manual requirements, the Expert Team recommends to accredit the study program Master in Science in Health Care Management and Health Economics at the institution Alma Mater Europaea Campus College Rezonanca for 3 years. Numbers of enrolled students n= 50 per academic year.

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Member	Prof. Angelo Jesus		08.04.2025

Member	**Prof. Joke Denekens**		08.04.2025

Member	Giorgi Gevnetadze		08.04.2025
	(Print name)	*(Signature)*	*(Date)*

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