



Alma Mater Europaea Campus Rezonanca

Prishtina

Master in Science in Pharmacy (120 ECTS)

REPORT OF THE EXPERT TEAM

10th of June, Prishtina

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INTRODUCTION

Sources of information for the Report:

- *Self-evaluation report*
- *Evaluation of Academic Program MSc Health Management and Health Economics Results of evaluation 2024 (staff and students)*
- *CV's of staff full time and part time*
- *Syllabi*
- *Anti plagiarism policy*
- *Agreements with international universities*
- *Agreements with institutions*
- *Research policy and guidelines*
- *College Credit Transfer Policies*
- *Framework for Calculating ECTS Credit System*
- *Guide for writing seminars at Rezonanca (in Albanian)*
- *Curriculum document*
- *Strategic Plan Alignment*
- *Student handbook*
- *Public accessibility (program overview, curriculum structure, admission criteria, learning outcomes)*
- *Needs Analysis Report*
- *Stakeholders feedback*
- *Enrolment Policy document*
- *Labor Market Analysis Program Review Student Survey*
- *Faculty to student ratio data*
- *Faculty inventory*
- *Code of Ethics*
- *Ethics Committee Charter*
- *Anti Plagiarism Policy*
- *Monitoring reports*
- *Reports of resolved cases*
- *IMS reports*
- *Action plan*
- *Data protection Policy*
- *Consent forms*
- *Checklist from the Information and Privacy Agency of Kosovo*
- *Staff training plan and privacy 2022-2024*

- *Program Process Review Policy Document*
- *Budget Allocation Documents*
- *Organizational Chart*
- *Job Descriptions*
- *Professional Development for administrative staff*
- *Training attendance records*
- *Mapping Document Aligning QA Practices with ESG Standards*
- *Quality Assurance Guidelines*
- *QA coordinator job description*
- *PDCA implementation reports*
- *Development Program process guideline*
- *List of KPI's for Program*
- *Annual QA Monitoring reports*
- *Employers survey 2024*
- *ECTS review reports*
- *Student Feedback Survey for workload – 2022*
- *Revised learning outcomes*
- *Stakeholder meetings minutes*
- *Student practice feedback form*
- *Assessment methods overview*
- *Content Review Reports for Publicly Available Information*
- *QA monitoring reports*
- *Evaluation Committee reports*
- *Evaluation Forms Used During the Selection Process*
- *Strategic goals alignment*
- *Position Descriptions - Sample Documents Provided to Candidates*
- *Employment contract*
- *Academic staff employment records*
- *Institutional monitoring reports*
- *Workload allocation records*
- *Staff Qualifications – Records of Doctoral Degree Holders*
- *Student-Staff Ratio Reports – Documentation of Current Ratios*
- *Course Allocation Records – Documentation of Staff-Course Assignments*
- *Mentor Assignment Records – List of Mentors and Their Responsibilities*
- *Student Feedback Reports – Evaluation of staff Performance*
- *Annual Operational Plan of Centre for Teaching Excellence*

- *Participation in workshops for faculty development records*
- *Workshop Records of Centre for Teaching Excellence*
- *Training certificates*
- *Guide for writing seminars at Rezonanca*
- *Mobility training records*
- *Induction Program Materials 3.4.6. te controleren of dit niet voor Pharmacy is?*
- *Mentoring Records Details of Mentoring Support Provided to New Staff*
- *Onboarding sessions records*
- *Research project records*
- *Examples of modules taught by external associates*
- *Course Syllabi Incorporating Industry Trends and Research*
- *Workload Allocation Records for external associates*
- *Mapping Document: Alignment of ILOs with the mission and strategic goals*
- *Mapping of Intended Learning Outcomes (ILOs) to Program Objectives*
- *Mapping of Intended Learning Outcomes (ILOs) to Program Objectives*
- *80. Benchmarking Analysis - Comparison of ILOs with EHEA Programs*
- *ILO Categorization Document*
- *Comparison with EQF Level 7: Validation of Alignment Master of Science in Pharmacy Program*
- *Alignment Document: Mapping of ILOs to EQF Level 7 and NQF Descriptors*
- *Program Syllabus with Categorized Intended Learning Outcomes (ILOs)*
- *Comparison Report on Learning Outcomes Between Undergraduate and Graduate Levels*
- *Undergraduate and Graduate Program Mapping*
- *Curriculum Review Report – Elimination of Overlap Across Study Programs*
- *Program structure comparison*
- *Course progression chart*
- *Curriculum Mapping Document*
- *Competency mapping document*
- *Course learning outcomes alignment*
- *Competency mapping report*
- *Syllabus document description*

- *Mapping Document - Alignment of MSc Pharmacy Program Content with EU Requirements*
- *Traineeship Syllabus for MSc Pharmacy Program*
- *Professional Chamber Opinion – Feedback from Professional Associations*
- *Licensure Preparation Materials*
- *Regulation for Practical Training in MSc of Pharmacy Program*
- *Practice Stage I: Introduction to Practical Training*
- *Mentorship guidelines*
- *cooperation Agreements for Advanced Pharmacy Practice Experience (APPE)*
- *Didactic Framework Document*
- *Curriculum Structure – Mapping of Teaching Methods to Learning Outcomes (ILOs)*
- *Mapping of teaching methods*
- *Examples of Pedagogical Methods Outlined in Course Descriptions*
- *Evaluations by students of teaching methods*
- *PBL sessions plans*
- *Research project guidelines*
- *Examples of applied research projects*
- *student participation in research projects*
- *Inclusive teaching guidelines*
- *Technology usage reports*
- *Learning outcomes mapping document*
- *Module descriptions : courses syllabi detailed descriptions*
- *Assessment mapping document*
- *Examples of assessment tasks*
- *Course Syllabi with Assessment and Grading Criteria*
- *Grading Rubrics for the MSc Health Management and Health Economics Program*
- *Moderation methods*

- *Exam Feedback – Sample*
- *Appeals procedure document*
- *Appeals records*
- *Course Syllabi - Specification of Assessment Criteria and Alignment with Learning Outcomes*
- *Assessment examples*
- *Workload calculation methodology*
- *ECTS allocation summary*
- *College website screenshots*
- *Student Monitoring System Documentation*
- *Annual progression records*
- *Meeting minutes Documentation of faculty discussion about student progression*
- *Information about mobility program*
- *Office for International Cooperation Logs*
- *ECTS recognition policy*
- *Admission Guidelines for International Students*
- *Albanian Language Course Syllabi*
- *Staff Records: List of professional, administrative, and technical staff*
- *Information packages: Orientation Materials Distributed to New Students*
- *Examples of Resolved Student Complaints*
- *Extracurricular Activity Reports*
- *Research Development Plan of the MSc HMHE Program*
- *Program-Specific Research Objectives Outlined in the Curriculum*
- *Academic Staff Research Profiles*
- *Examples of International Research Collaborations*
- *List of staff publications*
- *Indexed journal publications*
- *Academic staff qualifications*
- *Records of academic staff community contribution*

- *MoU with national and international HEI's*
- *Documentation of technology transfer projects*
- *Course Syllabi Indicating Research-Based Content*
- *Facility Layout Plans*
- *Laboratory inventory*
- *Software licenses*
- *Enrollment Data vs. Capacity Analysis*
- *Accessibility Audit Reports*
- *Library Layout Plans*
- *Library Schedule and Usage Statistics*
- *Room booking locs*
- *Health care management in Kosovo*
- *Program-Supported Research Addressing Regional Healthcare Challenges*
- *Curriculum Highlights of MSc Health Management and Health Economics Study Program*
- *Internal Regulations on Staff Workload*
- *Manual for creation a Moodle workshop*
- *Manual for Creating Questions on the Moodle Platform*
- *Manual for Organizing Teaching at Winter Semester 2023-2024.*
- *Manual for Organizing Teaching at Winter Semester 2023-2024*
- *Manual for the Knowledge and Skills Catalogue*
- *Manual for the Moodle Platform - Adding Activities and Resources in Moodle*
- *Program Review Student Survey, Results of analysis for MSc Pharmacy Program 2022-2024*
- *Student structured feedback sessions*
- *Student Satisfaction Survey for the Administrative Services - MSc Health Management, Results of evaluation, 2023*
- *Training certificates*

Criteria used for institutional and program evaluations

- *CAA Standards and Guidelines (cfr ESG)*

- *Dublin descriptors*
- *National and European Qualification Framework*

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 QQA 3. Margareta Mustafa – member of QA Committee from administration 4. Olta Bajgora – Student representatives in QQA 5. Agnesa Ibrahim - Student representatives in QAC 6. Sumeja Kosumi – student representatives in QQA
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 ONLINE	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 Pharmacists 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	

A brief overview of the programme under evaluation

Insert general information about the programme

The College "Rezonanca" was established on May 12, 2003, by Dr. sc. Ramadan Idrizaj, in accordance with the Law on Higher Education in Kosovo, nr.2003/14. Initially, it operated as the University of Medical Sciences "Rezonanca" with five faculties: General Medicine, Dentistry, Pharmacy, Diagnostic Radiology, and Physiotherapy. The College is headquartered in Pristina, at St. Zog, no. 1, and operates the "Rezonanca" General Hospital within its Faculty of General Medicine.

On December 30, 2008, College "Rezonanca" merged with College "ILIRIA," becoming part of its academic units.

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, the College became member of Alma Mater Europea, a network of academic institutions founded in 2010, with headquarters in Salzburg (3 campus in Austria, 3 campus in Germany, one in Italy, one in Slovenia and One in Kosovo).

The general goal of Alma Mater Europea 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".

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

MSc in Pharmacy (120 ECTS) was first accredited in 2015 (nr.820/15, dt. 31.08.2015)

Subsequent accreditations: 2018 (nr.452/18D, dt. 18.05.2018) - Accreditation extended for one year, 2019-2022 (nr.1366/19D, dt. 29.07.2019) (1 October 2019 - 30 September 2022), 2022-2025 (nr.928/22D, dt. 15.07.2022) (1 October 2022 - 30 September 2025)

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).

The focus of the College is on medical programs which is one of the strongest points in strategic management of the institution. The Pharmacy study program aligns with national and international standards (NQF and EQF, ECTS system). The didactic concept is student centered, research based and based on analyses of the labor market with focus on practice in the workfield in order to prepare students better on their future workplaces. Many agreements with clinical facilities are signed. The ultimate goal is to educate graduates as "changing agents in society" in order to improve health care for patients. Most of the College's operational activities are automated.

Students come from various socio-economic backgrounds, reflecting the diversity of Kosovo's regions. The QA system aligns with European Standards and Guidelines. and is robust and has to find the balance between administrative burden and efficiency and effectiveness of actions. The ultimate goal for the College is to create a system of quality assurance that constantly improve and innovate the programs in normal daily practice of all stakeholders without the feeling of administrative overload for accreditation procedures.

PROGRAMME EVALUATION

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

1. MISSION, OBJECTIVES AND ADMINISTRATION

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

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

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

A mapping table in the SER gives evidence of the alignment of the program mission with the institutional mission and strategic goals for education, research and social services.

The study program is aligned with EHEA standards and addresses local and regional health care needs. The learning objectives of the program are clearly defined, not yet as competences of graduates but rather from the viewpoint of the program content. In the student handbook information is more tailored for the student and learning outcomes are better formulated in the perspective of students, especially for skills and competences. Information is publicly available on the website.

A needs analysis is executed and gives information about employment perspectives, and demand for the program by potential students.

The enrollment capacity policy document is transparent and clear and maximum numbers are defined based on an overview of the Pharmacy sector in Kosovo and the employment opportunities in community pharmacies, hospitals, pharmaceutical industry and public health. Furthermore, on regional and global trends and on skills (technical and soft) and competences (research and innovation) demands. Challenges and opportunities have been defined:

challenges: Limited clinical pharmacy integration in healthcare facilities, Insufficient practical training opportunities in hospital and industrial settings. Opportunities: Expanding the MSc Pharmacy program to address the skills gap, strengthening partnerships with the pharmaceutical industry for internships and research collaborations, enhancing the role of pharmacists in public health initiatives. The ET is very pleased with this document about the needs analysis.

During the site visit the ET has seen the facilities, big (2) and smaller lecture halls (14), auditoria for guest lectures, computer rooms, laboratories, IT lab, library etc., and equipment in library (reading rooms, electronic resources and book collection) and laboratories (24), 3 clinics with 8500 square meter for implementation of the program.

The College has per year 100 enrolled students and foresees for 2025 120 students, 26 staff members, with a ratio of 4.6. The facilities and the state of the art equipment are compliant with requirements set by the Ministry of Education, Science and Technology of Kosovo and says to be capable to educate these intended numbers of students. The internal concurrence of other programs, especially of new programs for the locations raises the question what the optimal numbers for enrollment will be for the different programs.

Evidence is found in annexes: curriculum document, strategic plan alignment, the student handbook, the pharmaceutical profile in Kosovo, regional research focus, needs analysis report, stakeholder feedback not readable because in Albanian), enrolment policy document, labor market analysis, faculty to student ratio data, facility inventory and the website.

The ET recommends to take into account that with the installation of new study programs in the near future more small study rooms and more library facilities will be necessary. Also research capacity has to be extended and strengthened in order to realize that all students reach level 7 of the EQF.

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)

The Code of ethics is an extended and comprehensive document of 29 pages with definitions, procedures, mechanisms and defined penalties for academic integrity, academic freedom, plagiarism, dishonesty and other forms and types of discrimination. An ethics committee is in place and act according to the Ethical Committee Charter. The software system to prevent plagiarism used for theses is Cross Plag. The ET recommends to use the software program for all written assignments. The report of resolved cases gives for each case the nature of the violation, the resolution of the process and the outcome (penalty). Only 2 cases are reported. During interview students didn't know any case. Workshops for students have been undertaken 2 times with a total of 34 students.

Evidence was found in the following annexes: Code of Ethics, Ethical Committee Charter, anti-plagiarism policy document, reports of resolved cases, monitoring reports summarizing the implementation of the Code of Ethics.

The ET recommends

- to use the software for plagiarism not only for the master theses but for all written assignments.
- to make procedures and mechanisms more efficient and effective.
- to make trainings for implementation of the code of ethics mandatory for students and staff in order to raise the level of awareness and trust of students and staff when a case has to be reported.

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)

The information management system ensures the collection and analysis in a systematic way in order to get information to evaluate, update and improve the study programs.

Concrete actions plans are in place. Because KPI's (n = 38) are mainly defined for the student evaluation of courses and for the program. This data collection is not yet at the level to give evidence of effectiveness and efficiency of all actions undertaken for quality assurance in a systematic way.

As is mentioned in the SER the College complies “with national and international standards for data security, ensuring that sensitive information is safeguarded in all program-related activities. Students and staff actively participate in the program’s evaluation and management processes. Feedback is collected regularly through surveys, focus groups, and formal meetings, providing valuable insights for planning follow-up activities and making data-driven decisions”. During interviews with students, graduates and external stakeholders the ET heard that the efforts of the College to realize quality improvement in the program were not really visible for stakeholders because there is no feedback of the results of the surveys to the stakeholders.

Evidence was found during interview with top management and in annexes: IMS reports, action plans, data protection policy document, consent forms, checklist from the information and privacy agency of Kosovo, staff training plan on data protection and privacy, Program review student survey 2024, evaluation of academic program MSc Pharmacy 2024 from staff.

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.

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 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 about the support of the administrative staff as has been heard during the interview with top management, teachers and students and has been seen in the human resource allocation and in the policy document. The Job descriptions document gives information of the responsibilities of rector and dean and of administrative and academic structures but not of individual administrative staff members. The reviews conducted show good collaboration between the program management team and the administrative staff in order to safeguard efficiency. This is a good practice. Student feedback surveys give evidence that administrative support is mostly appropriate and sufficient. During interviews students testified that they are satisfied with information and the way problems are handled. (academic scheduling, examination organization, student counseling). They mentioned depending on the kind of problem, problems are mostly solved between 1 and 7 days.

In the professional development plan for administrative staff are 11 workshops listed up, only the target group is mentioned for attendance, not individual staff members.

Evidence was found in: program review policy document, budget allocation document, organizational chart, professional development plan for administrative staff, training attendance records.

The ET commends the College for the good collaboration between academic and administrative staff.

The ET recommends

- to program trainings 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)

The SER gives an overview of all recommendations of the previous accreditation round (p.88-103) with defined appropriate measures to improve the respective recommendations (resources, assignments, means of verifications, time frames, indicators for monitoring). the last column about indicators for monitoring are defined, but the ET has not found an overview of the measured KPI's.

Examples of closing PDCA cycles are given in the SER and in annexes that are aligned with recommendations of external quality assurance procedures. The curriculum was revised to include modules emphasizing pharmaceutical research and innovation. Increased Practical Training and additional hands-on training sessions are integrated to enhance students' readiness for the labor market. Stakeholder engagement is also mentioned but the ET is not convinced about progress and efficiency because feedback mechanisms are not systematically (only every 3 year or when an accreditation procedure starts). The ET has not found evidence for monitoring and evaluation in a systematic way of the defined KPI in the overview table of the recommendations.

Evidence was found in action plans and in the curriculum revision document.

The ET recommends

- to work with well - defined KPI's that can be followed in a systematic way in order to make progress more visible.
- to make stakeholders engagement much more efficient, especially external stakeholders as industrial partners, hospital pharmacists because in these branches of Pharmaceutical care much more can be done for society and the country.

ET recommendations: the ET recommends:

- to take into account that with the installation of new study programs in the near future more small study rooms and more library facilities will be necessary (process of implementation starting in 2025-2026, full implementation 2027-2028)
- Also research capacity has to be extended and strengthened in order to realize that all students reach level 7 of the EQF (Implementation process starting immediately and realized at least in 2028).
- to use the software not only for the master theses but for all written assignments (implementation in academic year 2025-2026).
- to make the trainings for implementation of the code of ethics compulsory especially on the level of awareness and of trust in the reporting system and the mechanisms to protect persons who want to report a case. In this way implementation becomes more efficient and effective (implementation in academic year 2025-2026).
- 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 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 the progress in the KPI's.

In this way full transparency is created for the efficiency and the effectiveness of the quality assurance system (implementation I academic year 2025-2026).

- to create more and better communication channels with external stakeholders in order to make stakeholders engagement much more efficient, especially external stakeholders as industrial partners, hospital pharmacists because in these branches of pharmaceutical care much more can be done for society and the country(implementation in 1 to 2 years)
- to program trainings 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 (implementation in 1 to 2 year).
- 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.
- The ET commends the College for the comprehensive code of ethics and especially for the paragraph of prevention.
- The ET commends the College for the good collaboration between academic and administrative staff.

2. QUALITY MANAGEMENT

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

The College's internal quality assurance system is aligned with Kosovo's national regulations and international standards(ESG). 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.

The Quality Assurance Regulation and Quality Assurance Guidelines provide a clear framework for implementing, monitoring, and evaluating the study program.

Key responsibilities of the QA coordinator are defined.

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

The SER mentions that the QA system is based on the PDCA cycle.

Annex 1, 2.1.5 PDCA implementation reports is 1 example of this PDCA cycle. The ET is not totally convinced that all actions undertaken close the PDCA cycle. 38 KPI are defined according to the evaluation of students about the study program.

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. 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 that 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 striving for efficiency and effectiveness of all actions by following the chosen KPI's in a way progress in quality can be measured.

Evidence is found in annexes: Quality Assurance Policy Document, Mapping Document aligning QA practices with ESG, Quality Assurance Policy Document, Public Access Proof: URL link for QA Policy on the website, Quality Assurance Regulation, Quality Assurance Guidelines, Quality Assurance Regulation, coordinator Job description, PDCA Implementation Report, Program Review Reports, QA Monitoring Plan.

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 process of design and approval is supported by the development program process guideline (annex 2.2.3). Evidence for QA for the program is found in Quality Assurance review reports and in the continuous improvement plan.

The SER and interview with top management give evidence that the study program aligns very well with the institution's mission and strategic goals.

The renewed study program went through all levels of structure in the institution. It started with the Studies Commission, which drafts the curriculum in consultation with the Permanent Curriculum Evaluation Committee, the Program Council, and the Senate office.

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 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 new curriculum plan of the study program.

Key performance indicators are defined (n = 38) to monitor implementation and progress. The process complies fully with the European Standards and Guidelines (ESG 1.2)

Evidence is found in annexes: Strategic Alignment Document, Quality Assurance Review Reports, Continuous Improvement Plan, Development Process Guidelines, Stakeholder Consultation Reports and Professional Association Reviews, List of KPIs and Monitoring Framework, QA Monitoring Report

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 and reviewed in order to be ensured that objectives are achieved. Stakeholder involvement is important to prepare graduates for the workplaces. The most important advice of external stakeholders is to align the program better with the demands for labor market, especially the practical part of the program is very important. Students have to transfer their knowledge into competences that are needed to be

faster integrated into the workplace as employees. Also competences as critical thinking, entrepreneurship, crisis management, leadership are important for labor market. The ET has seen evidence that the study program has taken into account these advices of external stakeholders and graduates. (annex 2.3.1 employer survey and graduates feedback reports, stakeholder feedback reports (examples of recommendations implemented in the program annex1 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). Tools to measure the real workload of students are not used. Students are not complaining about workload during interview.

In the student feedback surveys information is found about workload and academic expectations annex 2 , 2.3.2). According to survey workload is acceptable.

Examples of adjustments made to align with stakeholder input is found in annex 3,2.3.2.) It is not possible for the ET to see if these tools are used on a regular basis.

During interviews with top management and quality assurance and in the SER it was mentioned that the program actively involves stakeholders in its monitoring processes through questionnaires, focus group discussions, and regular consultations. Stakeholder feedback informs decisions on student workload, academic resources, and graduate employment strategies. Annex 1, 2.3.3 shows the stakeholders meeting minutes which gives evidence of the involvement of stakeholders.

Examples of changes in the study program on the basis of comments of stakeholders with implementation in academic year 2025-2026:

- 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.

The ET has seen evidence that the study program has taken into account the advices of external stakeholders and graduates. (annex 2.3.1 employer survey and graduates feedback reports, stakeholder feedback reports (examples of recommendations implemented in the program annex1 2.3.1) and curriculum updates, documentation of changes based on stakeholders input, annex 3, 2.3.1.)

The ET heard during interviews with employers that most of them 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) on the basis of their input in questionnaires.

Student practice becomes more and more important in the study program. Processes for monitoring its quality 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 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).

The SER mentions that all monitoring results, action plans, and updates are shared with stakeholders through regular meetings and publications on the College's website. During meeting with the stakeholders the ET heard that this was not the case.

Evidence has been found in annexes:

Employer Survey Stakeholder Feedback Reports: Examples of recommendations implemented in the program, Curriculum Updates, ECTS Review Reports, Analysis of workload and outcomes (Annex 4), Student Feedback Surveys, Responses on workload and academic expectations, Revised Learning Outcomes, Stakeholder Meeting Minutes: Record of consultation and discussion, Questionnaire Reports, Stakeholder Questionnaire Results, Reports summarizing feedback trends, Action Plans, Student Practice Feedback Forms, Completed evaluations from students and mentors, Practice Improvement Reports, Data Analysis Reports, Examples of analyzed feedback and resulting actions (Annex 13), Program Revision Documentation.

The ET recommends

- to give feedback to stakeholders about decisions taken to change the program because of suggestions and remarks on the questionnaires of the respective stakeholders. In this way external stakeholders, especially from industry, will be more motivated to fill in yearly surveys and commitment to the study program will improve.
- 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.

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 Pharmacy 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.

The SER gives information about the availability of relevant information about program policies, regulations, admission criteria, and learning outcomes for students (handbook, logbook) and for the public (website and promotional material. Information on syllabuses, learning outcomes, ECTS credits, and assessment methods is included in program brochures and course guides.). These sources are yearly updated according to the changes based on the results of the QA surveys about policies, regulations and program offerings and documented in annual progress reports

Evidence was found in annexes: Website Screenshots, Student Handbook, Admission Guidelines, Syllabus Samples, Assessment Methods Overview, Program Performance Reports, Website Publications, Content Review Reports, Website Update Logs, QA Monitoring Reports.

ET recommendations: the ET recommends:

- to give feedback to stakeholders about decisions taken to change the program because of suggestions and remarks on the questionnaires of the respective stakeholders. In this way external stakeholders, especially from industry, will be more motivated to fill in yearly surveys and commitment to the study program will improve (implementation in academic year 2025-2026).
- 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 (implementation in 1 to 2 years).

The ET commends the institution with the solid system of quality assurance that has been realized over the past years.

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)

In the SER is mentioned that academic staff vacancies are advertised nationally and internationally through the College's official website, relevant job boards, and official gazettes. During 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. The College has objective and transparent processes in place for recruitment of staff and employment conditions. (Annex 1, 3.1.2 Vacancy Announcements and Selection Committee Reports 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 rang were discussed. The academic staff profile for the MSc Pharmacy program is as follows: PhD holders: 16 (66,7%), PhD candidates: 7 (29,2%) MSc holders: 2 (14.3%), Specialized staff: 12 (50%)

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)

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)

Of the 25 academic staff members, 24 (96 %) are full-time employees, exceeding the minimum requirement of 50%. (annex 3.2.1.) 97 % of teaching hours are done by full time academic staff.

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. For every 60 ECTS there is at least 1 full time staff with PhD.

The current student-to-staff ratio is 1:2,1

By comparing course allocation with publications and research the ET is convinced that academic staff qualifications match the courses they teach, ensuring relevance and expertise in program delivery. (annex 3.2.7)

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 but also with administrative tasks and with mentoring hours for students.

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.

The annex about mentor assignment records shows that this topic needs an action plan to realize a better balance of 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. (annex Unbalanced Distribution Across Departments). Heads of the programs have to follow up these trends in order to align workload and content specificity with the demands of the different study programs in order to prevent too much concurrence and unbalanced distribution. Ratio is 1:10.

The ET recommends to make more transparency about the policy of staff allocation for each program. It is not clear how staff is allocated and how much % of the mandate is dedicated to Pharmacy or to other study programs. Especially for mentors is this the case.

When the allocation is taken into account, different staff/student ratios are the case.

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. 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. For 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 (annexes Feedback Analysis Reports, Reappointment Records, Self-Evaluation Reports) that multiple sources for making a balanced, transparent and objective decisions about career advancement and reappointment processes are used.

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 trainings 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 go more for alignment between innovation in teaching and research and 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 trainings without the burden to make every training compulsory for everybody and to make faculty development as a whole more efficient and effective.

In the attendance lists and in the overview of the operations plan the ET has seen that on a regular basis trainings are organized in the development of skills related to testing and assessment, such as the creation of objective tests, grading systems, and preparation of multiple-choice questions.

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 finally 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. ECTS system is well elaborated and implemented and used in workload metrics and changes in workload 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 of 3.4.6.

The onboarding process includes also training on QA standards, institutional policies, and the Code of Ethics. New staff members 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)

The system to work with external associates is very much appreciated by the ET. Because they have high valuable expertise in specialized fields and labor market know-how and they can integrate innovation on the basis of 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 commends the College with the system to work with external associates.

ET recommendations: the ET recommends:

- to work with 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 make more transparency about the policy of staff allocation for each program. It is not clear how staff is allocated and how much % of the mandate is dedicated to pharmacy or to other study programs. Especially for mentors is this the case (implementation start academic year 2025-2026).
- to go more for alignment between innovation in teaching and research and 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 trainings without the burden to make every training compulsory for everybody and to make faculty development as a whole more efficient and effective (implementation in 2 years at least with a basic program compulsory and an advanced program according to the individual needs).

- to prioritize mobility as a top goal in the strategic plan and to invest more financial support and other incentives to realize more effectiveness (in academic year 2025-2026).

The ET commends the College with the system to work with external associates.

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)

Considering the SER and the annexes (ECTS Guide; Mapping of ILOs to Program Objectives as well as the program handbook) we can verify that the program's intended learning outcomes (ILOs) are formulated in a clear and precise way reflecting what graduates should, know, understand, and be able to do. They are aligned with the institution's mission and strategic goals. They are publicly available. It is noticeable that not every lecturer has the same proficiency in writing the ILO and further attempts should be made to guarantee a continuous improvement by the faculty. The ILOs include the development of generic and specific competencies, and are divided in knowledge, skills, and competences. They are also comparable with similar study programs in EHEA as stated in the annexes "Comparison with EQF-7 and Benchmarking report.

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

The study program's learning objectives are designed to align with both the National Qualification Framework and the European Qualifications Framework, as detailed in its syllabus and curriculum. When offered at the graduate level, these objectives differ significantly from those at the undergraduate level. The program ensures that its learning outcomes match the qualification level and profile, avoiding duplication across different programs. The only situation where a review is needed is the subject of Principles of Pharmacology, which should not be offered at a Master Level, when the applicants all are from the Bachelor of Pharmacy. This subject should be reviewed in terms of name and content.

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 study program is coherent and well-structured (Exception being made for the subject of Principles of Pharmacology) and enables students to achieve the intended learning outcomes and progress through their studies. The program's content and course sequencing promote a logical flow of learning. The curriculum covers the core disciplines essential for achieving the ILOs and acquiring competencies required for professional practice as a Pharmacist. Mapping of course-level competencies against program-level ILOs has been performed and is available in the annexes. The program also aligns with similar accredited study programs in the European Higher Education Area (EHEA), as required.

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)

The study program is a continuation of the BPHarm degree offered in the same institutions, and when considered together, are in harmony with EU Directives and fulfills the stipulated conditions for regulated professions, as specified in Directive 2005/36/EC. It ensures that its curriculum, organization, and implementation satisfy the requirements for educating pharmacists, equipping graduates with the essential knowledge, abilities, and competencies to practice pharmacy in line with European and national professional norms. This alignment enhances students' qualifications for professional certification and their capacity to pursue careers in regulated professions both domestically and throughout the European Union.

In order to facilitate the recognition of the professional title, to maximize the output of students and be more in line with European Standards, it would be advisable that the study cycle was offered as an Integrated Master.

The program's content and delivery also incorporate suggestions and guidelines from pertinent national and international professional organizations.

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)

In accordance with the SER, the interviews with students and employers we could assert that there is a regulatory framework that outlines the desired learning outcomes for the student practice period

has been established by the program. Students, academic mentors, and external supervisors are among the stakeholders whose roles, responsibilities, and rights are outlined in this framework. The practice period, a crucial part of the curriculum, gives students the chance to obtain real-world experience in a variety of healthcare settings.

Each student is paired with an academic mentor who keeps track of his/her progress in order to support him/her during this phase. Activity reports and employer feedback are used to assess the practice period's efficacy. When combined, these measures ensure that everyone involved understands and communicates the learning outcomes of the student practice period, allowing students to acquire the critical skills necessary for their professional development.

The expert team was surprised to know that students could not operate with some level of autonomy during their practice, because of national laws. It would be beneficial if future pharmacists could have more autonomy in patient counselling in the future, to strengthen their training and competences and to make the practice experience more aligned with the European Standards.

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

The SER and its annexes for standards 4.6.1 to 4.6.6, provide a detailed analysis of the teaching and learning practices. Further information was retrieved from the interviews with teachers and students. A variety of teaching methods are employed, including interactive lectures, case studies, research-based projects, report writing, and group discussions. These methods are designed to align with the program's intended learning outcomes and cater to the advanced level of studies. There is reference to problem-based learning (PBL), however the documents provided, seem to be more in line with case based learning. Nevertheless, this strategy is also student centered and has extensive literature that focus on its use in Pharmacy teaching. There is also evidence of regular evaluations of teaching methods and surveys from students. The SER also refers to strategies to accommodate mature students, like evening classes, and international students with tutors and language support.

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 assessment processes align with the intended learning outcomes of the program, ensuring a systematic evaluation of students' knowledge, skills, and competencies across the modules. The expert team was informed of a wide range of assessment methods, including written examinations, oral presentations, practical evaluations, research projects, and case studies. This diverse approach ensures that all areas of knowledge and skills are thoroughly addressed. The criteria and methodologies for assessments are defined in the course syllabi and are communicated to students at the start of each module. Students confirm that they receive timely

feedback on their performance. The team of experts was informed that there is an option whereby the student can reject the grade they have been awarded, even though it was a positive grade, and that the student can request an alternative form of assessment. Although these options may seem advantageous at first glance, it is our understanding that they jeopardize fairness and accountability. There should be a mechanism that allows for grade improvement, but limits should be placed on the number of attempts (e.g. 1 grade improvement). What's more, alternative forms of assessment should not be provided without clear indications of disability, because then students will not be on an equal basis in terms of assessment.

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

The program complies with ECTS guidelines to ensure the calculation of student workload, encompassing all types of learning activities. A methodology is applied to calculate workload, taking into account direct contact hours and time spent on independent study. Additionally, the SER includes detailed documentation that maps ECTS credits to specific components of the curriculum. These documents illustrate how each part of the program contributes to achieving the overall learning outcomes, ensuring coherence and clarity in the educational design. The expert team did notice that there is an imbalance between the mandatory and elective subjects.

ET recommendations:

1. Enhance Faculty Training by providing workshops or training sessions for lecturers to improve their proficiency in formulating Intended Learning Outcomes. This would ensure consistency and clarity across all courses (implementation academic year 2025-2026).
2. Revise "Principles of Pharmacology" Course. Rename and redesign the course content to better suit the graduate level, ensuring it aligns with the advanced competencies expected in a Master's program (implementation academic year 2025-2026).
3. Transition to Integrated Master's Program. Consider offering the study cycle as an Integrated Master's degree to align more closely with European standards for regulated professions, enhancing recognition of professional qualifications (implementation as soon as possible, the latest in academic year 2026-2027).
4. Clearly differentiate between problem-based learning (PBL) and case-based learning (CBL) in program documentation, ensuring alignment with best practices in pharmacy education (implementation academic year 2025-2026).
5. Introduce policies that limit grade improvement attempt per module to maintain fairness while offering students an opportunity for performance enhancement (implementation academic year 2025-2026).

6. Ensure alternative forms of assessment are reserved for cases involving documented disabilities (process to start in academic year 2025-2026 and fully implemented the latest in academic year 2026-2027)..
7. Review the distribution of mandatory and elective subjects to address any imbalance, ensuring that students have sufficient flexibility while meeting core requirements (implementation together with the switch to the integrated master in Science of 300 ECTS in order to have also more electives in the first 3 years).
8. Advocate for changes in national laws or regulations to allow students greater autonomy in patient counseling during practice periods. This would enhance their practical skills and align their training more closely with European standards (process to start immediately, will take time to make legislation, implementation within 3 years!).

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 admission policies for the MSc Pharmacy program at Alma Mater Europaea Campus College “Rezonanca” are clearly defined, transparent, and accessible to all prospective students. 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.

The admission process is regulated by internal institutional documents and publicly available on the college’s official website. Candidates are required to hold a relevant Bachelor’s degree in Pharmacy. 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 Pharmacy program at Alma Mater Europaea Campus College “Rezonanca” has implemented an effective and structured system for monitoring student progression and academic performance. The institution regularly collects and analyzes data related to student achievement, retention, and 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. Based on feedback gathered through student satisfaction surveys, the program has recently introduced a formal mentorship component to strengthen individualized support and improve student outcomes.

The teaching approach is diverse and student-centered, employing a combination of interactive lectures, case studies, group discussions, report writing, and research-based projects. As a direct response to student feedback, the program has expanded its use of practice-based learning to better prepare students for real-world pharmaceutical settings.

Students are 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 Pharmacy 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 MSc Pharmacy 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 Pharmacy 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.

Graduate feedback indicates strong career alignment, with the vast majority of alumni working within their field of study. This highlights the program's relevance and effectiveness in preparing students for employment in the pharmaceutical sector

ET recommendations: the ET recommends:

1. Strengthen awareness and promotion of Erasmus+ and other programs (implementation academic year 2025-2026).
2. Develop a strategic plan for internationalization within the Pharmacy 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

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

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The study program aligns with the institution's mission and research strategic goals by aiming to high-quality research that can contribute to the advancement of pharmaceutical sciences. The program has defined research objectives (annex: Research Development Plan of the College) that integrate with the institutional research strategy, emphasizing innovation, applied research, and interdisciplinary. There is research dedicated facilities, however no projects seem to be taking place this time in these labs. Moreover, it would be beneficial to update some of the equipment.

The institution is working to establish policies and guidelines that research standards and align with international norms, ensuring that the program's research activities maintain the highest quality. The data on research productivity is given, however the expert team notices that there isn't a consistency in publication trends across all covered years, especially since 2022. Nevertheless, considering the dimension of the institution the research effort is notable. During the interviews we were informed of specific procedures to promote publication efforts and support participation in international research collaborations. The College has established mandates ensuring that every academic staff member can publish. These mandates align with legal provisions and accreditation standards, focusing on publications indexed in academic databases such as Web of Science and Scopus

There is also a list of international partners and funded projects (through the institution) taking place, which foster research efforts and promotes the integration of students. No third party funded (for example Erasmus + or Horizon) project are currently active. There a notable exception for a project funded by the Kosovo and Albanian ministries.

The study program itself has Program-Specific Research Objectives Outlined in the Curriculum is several disciplines, and of course during the Master Thesis. Over the several interviews it was possible to ascertain that students were slightly involved in research projects (outside the Master Thesis). During the Master thesis, students were allocated according to the teachers research topics, and were given a research based project for their thesis.

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.

There is sufficient evidence that shows that the academic staff is teaching in their own research area and a significant portion is currently involved in research work through publications, participation in conferences and projects. There is a mix of younger generation with older generation lecturers which is important for the institution longevity and collaboration between the peers. 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 (Academic Staff Qualifications and CVs - Annex 15 and Professional Activity Records -Annex 16). There is also evidence of academic staff

involved in relevant community contributions which are relevant to professional activity and foster connection with the members of the community (Records of Academic Staff Community Contributions). It would be advisable that students could also participate.

Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.

The academic staff maintains connections with foreign institutions where they conducted their PhD. There are Memorandums of Understanding with several international institutions and there are policies in place so that the academic staff is obliged to publish and conduct research. The teaching staff also collaborates with local businesses and industry partners on joint initiatives. These partnerships include shared access to research facilities and resources, cooperative strategies for pharmaceutical development, and training programs for industry professionals.

A more defined research strategy and network between the pharmacy academic staff and staff from other degrees or institutions would greatly benefit their research outputs.

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 are encouraged to include research findings and scholarly activities in their teaching. The SER gives us some examples (Course Syllabi Indicating Research-Based Content - Annex 1; Examples of Research Findings Incorporated into Teaching Materials - Annex 2; Faculty Publication Records and Their Alignment with Course Topics - Annex 3). 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. However, these examples are often motivated by the academic staff itself and not by an institutional policy. Nevertheless, the existence of the subject of Research Methods in Biostatistics provides a great opportunity for integration of research based - learning.

ET recommendations:

1. Increase research activity in dedicated facilities, by activating the research labs initiating new projects and collaborations with external stakeholders, such as pharmaceutical companies or academic institutions, to ensure the facilities are utilized effectively (process to start in academic year 2025-2026, with realization of the defined goals in 2030).

2. Allocate funding to update outdated laboratory equipment, ensuring that research activities meet current technological standards and attract more researchers (to start immediately with a strategic plan over 5 years).
3. Encourage applications for international funding programs such as Erasmus+ or Horizon Europe to diversify funding sources and enhance research opportunities (to start immediately with defining strategic goals and attract experienced international staff over the coming 2 to 3 years. In this way the output can be much higher within 5 years).
4. Develop initiatives to involve students in ongoing research projects beyond their Master Thesis, fostering a stronger connection between academic learning and practical research (start in academic year 2025-2026).
5. Foster collaboration between pharmacy academic staff and peers from other disciplines or institutions to enhance innovation and broaden research outputs (start in academic year 2025 – 2026 and enroll full strategy in 2030).

7. INFRASTRUCTURE AND RESOURCES

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

The institution maintains well-equipped classrooms and laboratories that are appropriate to the educational and research needs of the pharmacy program in its several areas. These facilities are optimized to support various teaching and learning methodologies. Laboratories for classes are equipped with equipment necessary for coursework in pharmaceutical sciences. Research labs will require an update on the equipment. The college has invested in IT-enabled classrooms and has provided licensed software relevant to the pharmacy curriculum, ensuring compliance with academic standards and supporting the technological needs of students and faculty, the college premises accessible for all students, including those with disabilities. Facilities include specific adjustments like ramps and specialized workstations. The fact that the facilities are divided in different buildings in different parts of the city may be a disadvantage if students from the same year need to use the facilities on the different buildings. The fact that the college has other degrees in health sciences allows that the different classrooms and laboratories can be used for several subjects. The college did request an authorization for enrolling more students. However, it is the expert team's opinion that 120 admissions (with the current infrastructure) would put in jeopardy the educational experience. An upgrade of 50 more students (a total of 100) would be a better approach at this time.

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. The library maintains a collection of books that align with the course offerings in the pharmacy program. However, it would be beneficial to increase and diversify the physical books, including newer editions, or facilitating the access to e-books. 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 e-books 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 developed a detailed financial plan (Annex 2. Budget Allocation Documents) that outlines the sources of revenues and expenses, including tuition income, operational costs, faculty salaries, and investments in infrastructure and research initiatives. This financial plan intends to show the program's sustainability over the next five years. The fact that REZONANCA group has medical facilities associated, is a great opportunity in terms of revenues. The funding information provided shows support not only for educational activities but also for human and logistic resources for research, maintenance and upgrading of facilities, laboratories, and equipment that are essential for the curriculum and research activities, ensuring that the program meets high educational standards. There is a lack of revenues from external grants and contracts. The institutions should apply efforts to secure more contracts and grants, specifically for research purposes.

ET recommendations: the ET recommends:

1. Optimize Facility Usage Across Buildings - Develop a scheduling system to minimize disruptions caused by the division of facilities across multiple buildings. This could include clustering classes or activities for the same cohort in one location whenever possible (as soon as possible).
2. Infrastructure and resources have to be scaled up to accommodate larger numbers of students in the future without compromising educational quality.
3. Diversify and update 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).
4. 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).

5. Actively apply for external grants and contracts, particularly through international programs like Erasmus+ or Horizon Europe, to diversify funding sources and support research initiatives (start immediately with professionalization of library staff to be competent to fulfill this recommendation).

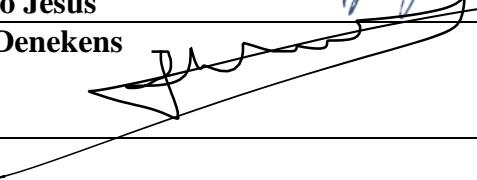
Overall evaluation and judgments of the ET

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

Alma Mater Europaea Campus College Rezonanca, study program Master in Science of Pharmacy 120 ECTS 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 for 5 years Master in science in Pharmacy at the Alma Mater Europaea Campus College Rezonanca.

The number of enrolled students can be increased to 100 per academic year.

Expert Team

Member	Prof. Angelo Jesus 	10.06.2025
Member	Prof. Joke Denekens 	10.06.2025
Member	Giorgi Gevnetadze <i>(Print name)</i>	10.06.2025 <i>(Signature)</i>