Alma Mater Europaea Campus College
"REZONANCA"

Study Programme

BIOCHEMISTRY LABORATORY, BSc

Re-accreditation

REPORT OF THE EXPERT TEAM

June 13, 2025, Prishtina

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INTRODUCTION

Date of site visit: June 13, 2025

Expert Team:

- Professor ***Mladen Krajacic***, PhD
- ***Harry Williams***, PhD
- ***Elisa Knief***, Student-expert

Coordinator form Kosovo Accreditation Agency

- ***Lenda Hyseni*** (KAA Officer)***, Ilirjane Ademaj*** (KAA Officer)

Sources of information for the Report:

- Self-evaluation report by the Rezonanca College
- Syllabi Documents
- Teaching Staff CV Documents
- On-site visit and meeting with representatives of the institution and the study programme, students, graduates and employers

Criteria used for institutional and program evaluations

- Standards and performance indicators for external evaluation according to the KAA Accreditation Manual
- Compliance with the overall mission statement of the Faculty, and the University
- Consistency with the National Qualifications Framework
- Consistency with the Framework for Qualifications of the European Higher Education Area

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Site visit schedule

Programme Re-aAccreditation Procedure at Rezonanca College	
Programmes:	**Biochemistry Laboratory, BSc**
Site visit on:	**June 13, 2025**
Expert Team:	Professor ***Mladen Krajacic***, PhD ***Harry Williams***, PhD ***Elisa Knief***, Student Expert
Coordinators of the KAA:	Lenda Hyseni (KAA), Ilirjane Ademaj (KAA)

Site Visit Program

Time	Meeting	Participants
9:00 - 9:50	Meeting with the management of the faculty where the programs are integrated	Prof.asoc. Milazim Gjocaj, Dean; Prof. asoc. Nazim Dakaj, Vice-rector for QA; Nora Brajshori, Secretary
09:50 – 10:30	Meeting with quality assurance representatives and administrative staff	Jahir Gashi, Director; Prof.asoc. Jeta Kelmendi; Margareta Mustafa, administrative member; Olta Bajgora, Agnesa Ibrahimi and Sumeja Kosumi, student representatives
10:35 – 11:30	Meeting with the program holders of the study program	Zehadin Gashi, Fahri Gavazaj, Arlinda Jakupi Qenan Maxhuni, Valdrina Ajeti Imer Sadriu
11:30 – 12:30	Lunch break	
12:40 - 13:20	Visiting Facilities	
13:20 – 14:00	Meeting with teaching staff	Qendresa Hoti, Armend Jashari, Ismet Bajraktari, Klodeta Kabashi, Vildana Goga, Rujveda Ahmeti, Amra Merovci
14:00 – 14:40	Meeting with students	Dafina Tara, Ylleza Ademi, Blerina Elezaj, Erzana Rramanaj, Rujveda Ahmeti, Amra Merovci
14:40 – 15:20	Meeting with graduates	Mirlinda Bruqi, Erblin Maksutaj, Nora Alkazali, Rozafa Ukella
15:20 – 16:00	Meeting with employers of graduates and external stakeholders	Astrit Rexaj (Biohit), Driton Sopa (Analiza Lab), Floren Kavaja (Kavaja Hospital), 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

Rezonanca College was established in 2003. The institution is established in the accordance with the Law on Higher Education of Kosovo no.2003/14, initially as the University of Medical Sciences "Rezonanca" with a total of five Faculties: General Medicine, Dentistry, Pharmacy, Diagnostic Radiology and Physiotherapy. It is among first private colleges in Kosovo specialized in biomedical sciences. An important milestone for the college was agreement with *Alma Mater Europaea*, an institution by the *European Academy of Sciences and Arts*. The College offers studies at the bachelor level (BSc), three-year programmes (180 ECTS) in the following subjects: Laboratory Biochemistry; Community Pharmacy; Physiotherapy; Nursing; Midwifery; Diagnostic Radiology; as well as integrated programmes (300 ECTS) in Stomatology; Dental Assistant and Dental Hygienist; and Public and Environmental Health. The College currently has two second cycle master programmes (120 ECTS) in Pharmacy and Health Management. *The BSc Laboratory Biochemistry* study programme was initially accredited in 2011. In 2019 and 2022, it was successfully reaccredited for three years period for 50 students. Briefly, the programme is structured as a standardized Bachelor of Science programme of 180 ECTS and aims to provide fundamental education to students in the field of Laboratory Biochemistry in accordance with European standards.

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).

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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 curriculum of the Bachelor Study Programme in Biochemistry Laboratory reflects the institution's mission to deliver quality medical education and shape professional skills and academic competences of graduates. It is available on the College's website, as well as student handbook. The programme intends to promote scientific and professional excellence in biochemistry aligned with Bologna standards and other standards of the European Higher Education Area. The programme recognises the specifics of the institution and contribute to to the national development and prosperity.

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

The management, academic staff and students are committed to upholding ethical conduct in research, teaching and assessment. Properly developed and publicly available regulations related to ethical standards maintain academic integrity and prevent unethical behaviour. There are written procedures and mechanisms to address plagiarism and all forms of discrimination. The study programme has mechanisms for monitoring any potential unethical behaviour of students, lecturers and other stakeholders. Students are well informed about this issue.

Ethical conduct forms the foundation of trust, credibility, and excellence in academic endeavors, benefiting the entire academic community and contributing to the advancement of knowledge.

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

The BSc Biochemistry Laboratory study program ensures effective management through the collection, analysis, and use of relevant, updated, and reliable information. This information is systematically gathered using the *College's Information Management System* (IMS), which supports continuous program evaluation and improvement. Concrete action plans are in place to monitor the implementation of the study program, and key findings are shared with stakeholders through public reports and accessible platforms, ensuring transparency. Ethical norms and government policies regarding data protection and student privacy are strictly upheld. 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

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is collected regularly through surveys, focus groups, and formal meetings, providing valuable insights for planning follow-up activities and making data-driven decisions.

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 BSc Biochemistry Laboratory study program is fully supported by appropriate and sufficient administrative resources to achieve its goals in teaching, learning, research, and community service. A robust administrative framework, guided by institutional policies and subject to regular review, ensures that the program operates effectively and efficiently. Budgetary support is allocated strategically to maintain high standards of program delivery. The administrative staff dedicated to the program provide essential support to both students and academic staff, facilitating a seamless teaching and learning experience. These staff members are integral to ensuring operational efficiency and are actively involved in the planning and execution of program activities.
To enhance the skills and knowledge of the administrative team, the College has established a professional development plan. This plan includes structured training opportunities, such as language courses, IT proficiency programs, and workshops on educational support practices. Regular participation in professional development activities ensures that administrative staff remain competent and equipped to support the evolving needs of the study program.
As the college is complex and provides a number of study programmes its organisational structure is expected to encompass smaller constitutive units. Although a *Dean of the Faculty* (*of Technical Medical Sciences*?) took lead in representing the study programme during the onsite visit, the role of the faculty was insufficiently elaborated in related documents.

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

The Institution clams it complies with recommendations from previous internal and external quality assurance procedures, and develops a detailed action plans for addressing recommendations. However, the indicator from the previous accreditation report (*All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity*) that was considered not fulfilled, as well as the related recommendation (*All staff including visiting professors and external stakeholders should be involved in evaluation processes*) remains unaddressed. Outdated CV documents of the academic staff reveal that staff members were engaged in the accreditation process with insufficient commitment.

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ET recommendations:

1. *It is recommended to contribute more in presenting organisational structure of the college and elaborate the role of constitutive unit (Faculty/Department) in providing study programme.*
2. *All the academic staff should be involved in the evaluation process and contribute in preparing accreditation documents.*

2. QUALITY MANAGEMENT

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

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

The college has an established internal quality assurance system that aligns with national regulations and the European Standards and Guidelines (ESG). This sytem, which is documented in *Annex 2 QA Guidelines*, establishes a quality assurance structure and policy framework which seeks to ensure that "*institutional quality assurance processes align quality with the institution's mission and related objectives.*" Briefly, the college's approach to quality assurance can be considered in two parts: first, international quality assurance mechanisms ensure ongoing enhancement of programmes and, second, periodic external quality assurance strategies which ensure compliance and alignment to external regulatory bodies such as the Kosovo Accreditation Agency (KAA). A brief search of the college's website confirmed to the expert panel that a copy of this policy is publicly available.

This report is the culmination of the latest round of re-accreditation for the biochemistry programme. In the preparatory stages for the visit, the expert panel noted that several pieces of documentary evidence that were referenced in the SER were not included in the evidence base.

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Further, the expert panel noted that there were a significant number of inconsistencies within and between pieces of documentary evidence, where there should be none. Other pieces of documentary evidence, such as staff CVs, were out of date. The expert panel was able to piece together the evidence required to complete this review, however, the panel would request that the college put in place measures to address the shortcomings identified here for future accreditation activiaties.

Implementation of the college's quality assurance system is overseen by the Director of the Quality Assurance Office (QAO) who reports to the Vice Rector for External Relations, Development, and Quality Assurance (*Annex 2 QA Guidelines*). The QAO includes quality coordinators who do not have teaching obligations and can therefore dedicate their time to supporting academic colleagues implementing the college's quality policies (*Annex 1 QA Coordinator Job Description*). During the visit, teaching staff confirmed to the expert panel that where changes in policy were made, they are communicated in a timely manner.

There are internal quality assurance procedures for study programmes, including the biochemistry programme under review here, that include programme approval, monitoring and ongoing review (*Annex 2 QA Guidelines*). Programme approval is a multi-step process which starts with the college's Studies Commission, which is responsible for drafting new proposals. This proposal is considered by the college's Permanent Curriculum Evaluation Committee before being taken to the relevant Faculty Council. A check by the Quality Assurance Committee is then required before a new programme is approved by the college Senate. New programmes are then expected to undergo a review, including external input, after the first graduating cohort and every three years thereafter. The QAO has the responsibility for facilitating these reviews with oversight provided by the Permanent Program Evaluation Committee, Faculty Council, and Senate.

While the existing quality assurance framework is comprehensive, it could be improved by clarifying several important elements. First, make explicit the role of students in the design and development of new programmes. Second, clarify and make explicit the timelines expected in the programme development process. Third, introduce a flow-chart of some pictorial representation of the programme development and subsequent review processes to allow quality staff and academics a quickly and intuitively navigate the quality process. Further, while the college's quality guidelines implies action plans should be developed in response to review activity, there is no explicit reference to these action plans in the review templates themselves. The risk is that actions from prior reviews are missed in subsequent quality activities and the otherwise continuous quality cycle breaks down. The expert panel concluded that to further enhance the college's existing quality system, templates should be developed corresponding to action plans for programme review activities. The college may also wish to develop an institutional review and action plan that considers the outcomes of its programme-level reviews in a hollistic manner.

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

According to its strategic plan, the college's mission is to provide innovative, high-quality programs that align with international standards and societal needs (*Annex 2 Strategic Plan Alignment*). There is a documented lack of trained biochemistry professionals in Kosovo capable of working in a laboratory environment. Herein lies the motivation for the biochemistry laboratory program, which seeks to prepare students for "*scientific inquiry, diagnostic laboratory practice, and biomedical innovation*" (*Annex 2 Program-specific Research Objectives…*) and, in doing so, fill a gap in the Kosovo labour market. In this case, the expert panel concluded that the development of the biochemistry program aligns nicely with the institutions mission and strategic goals.

The biochemistry programme itself underwent an internal quality assurance process and was formally approved in line with college policy when first proposed. An evaluation of *Annex 1 Development Program Process Guideline* confirms that this approval process included consultation with internal and external stakeholders including industry representatives and alumni.

The expert panel concluded that while there is evidence showing consultation of a broad range of stakeholders, the programme could benefit from having explicit input from subject-experts running similar programmes at other higher education institutions. It may be the case that said insights were collected at the time, however, this is not reflected in the documentary evidence, which is a limitation. The expert panel recommends therefore that going forward the college ensure that external subject-matter experts are involved in the programme approval process and that the feedback gathered from internal and external stakeholders is appropriately and fulsomely recorded in an appropriate manner for downstream quality activities.

Following internal approval, the programme was then accredited by KAA in 2011 for the period 2011-2012 (KAA decision no. 291/11). Subsequent re-accreditations have taken place covering the periods 2012-2014 (KAA decision no.459/12), 2013-2016 (KAA decision no. 492/13), 2014-2019 (KAA decision no. 558/14), 2015-2018 (KAA decision no. 641/15), 2018-2019 (KAA decision no. 452/18D), 2019-2022 (KAA decision no. 1366/19D), and finally 2022-2025 (KAA decision no. 928/22D).

Key performance indicators that cover a range of areas (e.g. teaching and learning, teaching resources, academic staff, and research) have been introduced to monitor the quality of the programme (*Annex 1 List of KPIs for Program*). In total, there are 38 different KPIs for the biochemistry programme under review here. The report contained within *Annex 2 Annual QA Monitoring Reports (KPIs)* demonstrates that progress against these KPIs is monitored. While the current arrangements are extensive, the expert panel noted that a recommendation from a

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prior KAA review of this programme, the introduction of a KPI against the number of academic staff self-evaluations, has still not been implemented. The expert panel concurs with the previous panel that such a KPI would be helpful and therefore this recommendation should be actioned as soon as possible.

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)

There are established processes in place ensuring that the biochemistry programme is periodically monitored and reviewed to ensure its objectives are achieved. The stated objective for the biochemistry programme is to "*prepare students for scientific inquiry, diagnostic laboratory practice, and biomedical innovation*" (*Annex 2 Program-specific Research Objectives…*). This includes regular questionnaires to students and student representatives, which invite reflections on their experience of the college's teaching and learning facilities (*Annex 1 Student Practice Feedback Form*). While the expert panel was confident that the college did invite student feedback that was subsequently used in programme review processes, evidence showing specific changes made to programmes and these changes being communicated back to students (i.e. closing the feedback loop) were limited.

To assess the biochemistry programmes relevance to the local labour market, the college conducts regular monitoring by way of employer surveys. The results of a recent survey from 2024, shown in *Annex 1 Employer Surveys*, demonstrate that employers are largely satisfied with the current iteration of the biochemistry programme. Though, areas for development are also highlighted including strengthening applied training, expanding internship opportunities and further integrating emerging laboratory techniques. All of which this expert panel would agree with and wholeheartedly endorse.

The biochemistry programme undergoes regular checks to establish whether the estimated workload allocation, which for this programme is 5400 hours (over 3 years) leading to 180 ECTS, and the defined learning outcomes are achievable, realistic and adequate. A recent ECTS review conducted by the college, which included student consultation, identified several courses where students reported and "excess workload" (*Annex 1 ECTS Review Reports; Annex 2 Student Feedback Survey for Worload*). In response, the college made several changes to the curriculum rebalancing the workload experienced by students. Overall, the expert panel concluded that the current iteration of the biochemistry programme is broadly aligned with European standards, and that the college's mechanisms for ensuring this compliance work well in practice.

The results of these monitoring processes and the resulting action plans should be communicated to all stakeholders in an accessible format on the college's website. However, a search of the college's website by the expert panel did not locate, for example, the most recent

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internal programme monitoring report. Using the search function of the college website did not supply this information either leaving the panel to conclude that this information was not published.

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 college publishes information about itself and its programmes online via its website. A brief search of the college's website confirmed to the expert panel that relevant policies, regulations and guidelines pertaining to the biochemistry programme are publicly available. The college has a specific website dedicated to the biochemistry programme which outlines course content, credits, and the final qualification. A review of this page by the expert panel did not yield any specific information on enrolment quotas, comprehensive (i.e. course-level) syllabi, assessment methods which is a requirement of KAA. This information should be provided and the college should update the webpage to include this level of information. Information on admission criteria and information on the recognition of qualifications is provided in a separate area. While the SER submitted to the expert panel indicated that the college published information on pass rate, drop-out rate, and graduate employability on their website, it is not clear where this information is actually held. Using the search function of the college website did not supply this information either. The panel concluded that while the college does publish a significant amount of information about itself and its higher education activities, further enhancements to the website are necessary to ensure external stakeholders can find all relevant information in an accessible format.

ET recommendations:

1. *Ensure that all documentary evidence referenced is provided in an accessible format for accreditation activities.*
2. *Ensure that review activities lead to clearly articulated action plans, and that there is a system of monitoring the implementation of actions.*
3. *Consider implementing an institutional review and action plan that considers the outcomes of programme-level reviews in a hollistic manner.*
4. *communicated to all stakeholders in an accessible format on the college website.*
5. *Ensure that all relevant programme information, including information on enrolment quotas, comprehensive (i.e. course-level) syllabi, assessment methods, pass rate, drop-out rate, and graduate employability is available on the college website.*

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

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processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

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

The procedures for the selection, employment, and advancement of academic staff at College Rezonanca are transparent and governed by the Institution's Statute, as well as by additional internal regulations aligned with national legislation—most notably the *Regulation on the Appointment, Re-appointment, and Promotion of Academic Staff*.

The recruitment process includes the formation of an *Evaluation Committee* responsible for reviewing applications based on clearly defined criteria, such as academic qualifications, teaching experience, and research achievements. Candidates are evaluated through structured forms and interviews, ensuring a merit-based selection process.

Comprehensive job descriptions—detailing roles, responsibilities, and terms of employment—are made available to all applicants. Calls for applications are publicly advertised through the university website and daily newspapers. Evaluation reports for all candidates are also made publicly accessible, reinforcing the institution's commitment to transparency.

The College has established appropriate procedures to ensure the selection of the most qualified candidates. Final decisions on academic appointments are made by the Senate, based on recommendations from a commission composed of at least three subject-matter experts and preliminary proposals submitted by *Faculty Councils*. Employment contracts for selected candidates are formally signed by the Rector.

All applicants are provided with detailed position descriptions during the application process.

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)

Accessing essential information regarding the number and qualifications of academic staff proved to be particularly challenging. While the Self-Evaluation Report (SER) presents numerical data, calculates percentages, and concludes that standards are met, it does not provide a clear list of staff members holding PhD degrees and professor positions. Although it

is a general practice within the European Higher Education Area to appoint professors to deliver course lectures, the SER does not specify the names of these lecturers.

A list of academic staff is eventually found in Annex 1, titled *"Academic Staff Research Profile"*, where teaching staff are linked to specific courses. However, their names are not indicated in the *Curriculum Document* itself, which hinders transparency. Additionally, there are inconsistencies across core accreditation documents, particularly regarding mandatory standard components. Several CVs are outdated—some staff members are identified as assistants, yet they simultaneously appear on official lists as professors. Furthermore, CVs for a few academic staff members are missing entirely.

Despite these shortcomings, which the Institution is expected to address more rigorously in future accreditation preparations, the onsite visit and detailed inspection enabled the evaluation team to confirm the following findings:

The *Bachelor Study Programme in Biochemistry Laboratory* is supported by a sufficient number of permanently employed and adequately qualified academic staff. Out of 51 academic staff members, 98% (50 individuals) are full-time employees. Among them, 44% (22 individuals) hold a doctoral degree in a field relevant to the study programme and the specific courses they teach. All PhD holders are appointed to professor-level positions, including *Assistant Professor* and *Associate Professor* ranks.

The ratio of full-time academic staff to students is 1:2.46. This favorable ratio, which also meets the required standards per student group and 60 ECTS workload, ensures an individualized approach to students and effective supervision of final theses.

A number of academic staff members hold an additional (but limited to one) part-time position, as permitted by national legislation. This is closely regulated and transparently managed through institutional policies. According to the Institution, the teaching workload assigned to academic staff does not pose a burden and allows for adequate time to engage in research activities.

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 procedures for the advancement and re-appointment of academic staff are governed by objective and transparent processes, fully aligned with both national legislation and the institution's strategic goals. Internal regulations ensure that decisions related to promotion and re-appointment are merit-based and oriented toward fostering academic excellence.

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Academic staff are evaluated with a focus on several key areas: research achievements, teaching quality, academic excellence, and contributions to community service. Specific criteria include the publication of peer-reviewed articles indexed in international databases such as *Web of Science* and *Scopus*, participation in national and international research projects, teaching effectiveness, including supervision of student theses, and feedback from students.

The institution asserts that these procedures reflect its commitment to maintaining high academic standards and promoting the continuous professional development of its academic personnel. Encouragingly, several early-career professors show significant promise. For instance, one faculty member earned a PhD from the *University of Orléans* (France). However, his CV lists him as a lecturer for five courses, none of which appear within the *Biochemistry Laboratory* study programme, raising concerns about the documents' consistency.

Several academic staff members have published in high-impact journals, including at least one professor with eight citations, who holds a PhD from the *University of Tirana* (Albania). However, inconsistencies persist: a prominent-group member is listed in institutional documents as an associate professor, while her CV presents her as an assistant and PhD candidate (PhD from the *Near East University,* Cyprus). Her CV appears outdated and was only reviewed through incidental discovery and onsite discussions. Such cases highlight the need for systematic updates to documentation and more rigorous institutional oversight.

Staff with international academic backgrounds and publication records are expected to maintain their international contacts to develop fruitful long-term collaborations. Their presence has the potential to inspire other colleagues and enhance the institution's research culture and educational environment.

Conversely, a notable portion of the academic staff lacks meaningful international experience and has limited engagement in scholarly research. This disparity underlines the need for a more strategic approach to academic development, aimed at fostering broader participation in research activities and enhancing the overall academic profile of the institution.

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

The *BSc Biochemistry Laboratory* study programme is well supported by the institution's framework for academic staff development, particularly in regard to enhancing educational and pedagogical skills. The *College's Centre for Teaching Excellence* plays a central role in this area. In accordance with the annual operational plan, the Centre organizes a broad range of professional development activities aimed at fostering innovative teaching methodologies. These activities include comprehensive training designed to strengthen teaching competencies, familiarize academic staff with institutional practices, and uphold standards related to quality assurance and academic ethics. Additionally, specific training sessions are held to improve

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assessment methods. Newly appointed academic staff undergo a structured *induction programme* that facilitates their integration into the academic environment.

According to the *Self-Evaluation Report*, the institution also provides support for the development of research competencies. Staff members benefit from mentorship provided by senior colleagues, assistance in grant writing, access to institutional research funding, and resources to support research programme development. Training in *English language proficiency* is also a regular component of the institution's professional development agenda.

The expert team acknowledges that the College demonstrates a clear commitment to supporting academic staff in developing research skills and engaging in international academic activities, including mobility programmes, study visits, and research collaborations. However, it is important to note that this support has not resulted in consistent research output across the academic body. Despite institutional affiliation for over five years, several assistants and lecturers have not published a single scientific paper. This lack of research activity is not in alignment with the institution's stated commitment to fostering a culture of academic excellence and research productivity. While institutional support mechanisms are in place and generally appreciated, they may fall short without a *strategic framework* that includes accountability measures. In some cases, passive support is not sufficient – academic staff may require proactive encouragement or incentives to engage in research.

In this context, the College's stated partnership with *Alma Mater Europaea* appears largely declarative, lacking clear, demonstrable benefits for institutional development or academic output. To maximize impact, this affiliation must be underpinned by active collaboration and measurable outcomes.

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)

Currently, there is only one full-time academic staff member teaching within the BSc Biochemistry Laboratory study programme.

However, the institution emphasizes that external associates receive the same level of support for professional development as internal staff. They are offered targeted training sessions focused on effective teaching methodologies, course design, and compliance with higher education regulations, including the ECTS system, learning outcomes, and assessment methods. The *Centre for Teaching Excellence* is responsible for delivering this training and ensuring that external lecturers are fully informed about institutional expectations and pedagogical standards. External associates are also encouraged to participate in the co-supervision of students' final theses, thereby contributing to the academic mentoring process and enhancing the learning experience. Teaching workloads for external staff are defined

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through clear contractual agreements and aligned with the programme's academic quality standards.

ET recommendations:

1. *The institution is advised to recognize that* a chain is only as strong as its weakest link. *While acknowledging the presence of several well-qualified staff members, it is essential to reduce the proportion of academic staff who make insufficient contributions to research or lack a verifiable academic track record.*
2. *It would be necessary that the* Self-Evaluation Report (SER) *include a comprehensive list of academic staff, detailing their academic titles, field of PhD specialization, course responsibilities, and total teaching workload. This would significantly enhance transparency and facilitate the evaluation of staff qualifications and alignment with the study programme.*

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.

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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 biochemistry programme has clearly articulated overall intended learning outcomes focussed on knowledge, skills and competencies. The document, *Annex 1 Assessment Mapping Document*, helpfully demonstrates how individual courses and their assessment methods allow students to meet the overarching intended learning outcomes of the biochemistry programme. For example, upon successful completion of the biochemistry programme, graduates should have knowledge relating to "*general and clinical biochemistry, including molecular and metabolic processes*" as well as knowledge of "*professional and ethical standards, including*

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European directives and national regulations governing laboratory medicine" (*Annex 1 ILOs Categorisation Document*). Thus, the expert panel could confirm that intended learning outcomes include the development of both generic and specific competencies, and are divided into ILOs covering knowledge, skills, and competences. Further mapping showing how individual assessment tools, e.g. written examinations and case-based assignments, contribute allow students to address the expectations of the student learning outcomes (*Annex 2 Examples of Assessment Tasks*).

To confirm that the college's chosen ILOs for its biochemistry programme were in-line with similar programmes, the panel reviewed *Annex 3 Benchmarking Analysis Comparison…*, which evidences that benchmarking against several EU institutions (University of Helsinki, Bachelor's in Molecular Biosciences; University of Glasgow, Bachelor's in Biomedical Sciences [biochemistry-focus]; Radboud University, Bachelor's in Biomedical Sciences) has taken place.

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

To determine compliance of the biochemistry programme with national and international guidelines, the expert panel analysed *Annex 1 Alignment Document … Level and NQF Descriptors*. This mapping document helpfully compares the biochemistry programme with the expectations of the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF) in Kosovo allowing the expert panel to conclude that the biochemistry programme in question is fully aligned with these national and international frameworks.

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 biochemistry programme is delivered over 3 years. Evaluating documentary evidence provided during this re-accreditation activity, including *Annex 1 Course Progression Chart*, *Annex 2 Curriculum Mapping Document…*, and *Annex 3 Competency Mapping Document*, allowed the expert panel to conclude that the curriculum is structured to ensure a logical and well-reasoned progression across the programmes six semesters. This is in-line with similar courses delivered at other universities, including those which the college has chosen to benchmark its biochemistry programme against, specifically those in Finland, the UK, and the

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Netherlands (*Annex 3 Benchmarking Analysis Comparison…*). Having said that, the expert panel did raise with the college the general lack of subject-specific electives. The panel recommends that the college explore options to introduce further electives allowing students to specialise in a particular area of interest.

Students meeting the programme and course-level intended learning outcomes can progress from one semester to the next as per the college's academic regulations, which are publically available online. These intended learning outcomes are appropriate for the course in question because they include knowledge, skills, and competencies that are required by biochemists and biomedical scientists working in laboratory environments.

The mapping of the biochemistry programme onto the European Qualifications Framework (EQF) would enable graduates, if they should desire, to move and seek employment outside of Kosovo (*Annex 1 Alignment Document … Level and NQF Descriptors*).

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 college's biochemistry programme is designed to fill a gap in the Kosovo labour market. This is a general shortage of trained laboratory-proficient biochemists. It is important therefore that the college ensure alignment with relevant EU Directives and national professional associations. At the EU-level, the expert panel confirmed that the biochemistry programme has been mapped against several directives, including: 2005/36/EC and 2013/55/EU (on the recognition of professional qualifications), 2010/32/EU (on health and safety matters), and 2011/24/EU (on cross-border healthcare) (*Annex 1 Alignment of Programme with…)*.

In terms of national and international professional associations and subject-specific bodies, the panel saw evidence that the biochemistry programme had also been mapped against guidelines published by the European Centre for Disease Prevention and Control (ECDC) as well as the Kosovo Chamber of Biomedical Scientists (*SER pg. 46; Annex 1 Alignment of Programme with…).* However, the panel does recommend that more explicit references be made to these national and international bodies in student-facing documents.

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

The college has adopted clear regulations concerning practical training in the biochemistry programme (*Annex 1 Regulation Document for Practice*). Practical training in this programme is split into three courses: basic, intermediate, and advanced laboratory practice. These three courses are delivered

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sequentially starting in semester four and correspond to a total of 840 supervised practice leading to the award of 28 ECTS.

During the practice periods, students will typically work off-site in a commercial or industry setting. They will have two primary supervisors: an institutional supervisor who is based on-site at the diagnostic laboratory or clinic where the placement is taking place, and an academic coordinator, who is typically the course leader for the course in question (*Annex 2 Mentorship Guidelines*). During the visit, the expert panel heard from students who reported that they both enjoyed and found enriching their experiences working in industry as part of their programme. The panel was clear that this element of the programme was a particular strength of the biochemistry programme at the college.

All providers accepting students will be expected to agree to standard "*Cooperation Agreements*" which clearly outline the roles and responsibilities of the college, the student, and partner organisation (*Annex 1 Cooperation Agreement…).* However, what remains unclear is the role the college plays in approving mentors/supervisors in industry. The panel was clear that while students remain enrolled, they are the colleges responsibility. Therefore, the college should have a mechanism by which it assures itself that its students are being supervised off-site by suitably qualified individuals with good standing in the subject area.

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

The college has adopted a student-centred approach to teaching, learning and assessment. According to the SER, this is defined by "*active student engagement where learners take active responsibility for their academic progress through independent study, participation in research, and practical laboratory work.*" To support teaching staff in the implementation of this approach, the college has developed a didactic framework which outlines how teaching strategies such as lectures and laboratory practical sessions can be implemented in a student-centred way (*Annex 1 Didactic Framework Document*).

During the re-accreditation process, the expert panel was able to confirm that faculty utilise a range of teaching methods to encourage student interaction and support attainment. For example, interactive lecture-based sessions provide students with a theoretical foundation in core subjects such as biochemistry and clinical diagnostics. Laboratory-based training sessions then allow students to apply said theoretical knowledge while developing all-important practical skills. The implementation of further strategies, such as problem-based learning, the integration of so-called "real-life projects" and peer-to-peer learning enables students to further hone their skills in preparation for entering a competitive workplace after graduation. All of this is supported by the college's physical and virtual learning resources, which the expert panel concluded was sufficient.

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)

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In terms of course-level assessment, the expert panel found that the criteria for assessment are published. However, the panel did consider that the grading criteria contained within the supplied course syllabi vague. Grading criteria will naturally differ based on the assessment tool in question, reflecting that the skills demonstrated during a written essay will not necessarily be the same as those demonstrated in a presentation. According to *Annex 1 Course Syallbi Examples detailing Assessment*, to achieve an "*A*", students could be "*Excellent – excellent knowledge with only a few minor mistakes.*"

A separately provided *Annex 1 Grading Rubric Standardised Criteria* demonstrates that staff are asked to assess against knowledge, skills and competencies which map nicely onto the course intended learning outcomes. Specific assessment rubrics have been designed for different types of assessment. These tools for marking should ensure a standardised approach to assessment on the part of the academic. Post-marking moderation exercises, evidence of which is provided in *Annex 2 Moderation Records*, ensure that staff approach assessment in a consistent and thorough manner and allow the college to assure itself that academic standards are maintained.

Feedback provided to students is structured appropriately and would, if followed, allow students to improve their performance in subsequent tasks (*Annex 1 Feedback Sample*). Where students are not satisfied with the outcome of an assessment task, the college's regulations allow for an academic appeal. *Annex 1 Appeals Procedure Document* outlines the conditions in which an appeal can be submitted, the process after the fact, and the possible outcomes.

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

A review of assessment criteria for the biochemistry programme demonstrate that they express what students should know (and can do) as a result of demonstrating the learning outcomes. For example, upon successful completion of the Biochemistry course, students are expected to be able to "*apply biochemical techniques to analyse cellular material*" and "*use scientific literature, databases, and digital tools for problem-solving and academic presentation*" (*Annex 1 Course Syllabi Documents…; Annex 2 Assessment Examples [this evidence is empty]*). While this information is provided in the course syllabi referenced in the SER, what is not explicitly clear is the workload calculation for the Biochemistry course, in particular the ECTS calculation against any learning activity. The college should amend its course syllabi to ensure that the workload calculation is properly recorded and assigned to all learning activities that lead to the program learning outcomes, including the learning outcomes of the program components.

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ET recommendations:

1. *Explore options to introduce further electives allowing students to specialise in a particular area of interest.*
2. *Ensure that formal agreements are in place with all external partners particularly those involved in teaching, research, and placement/internship activities.*
3. *Develop a mechanism by which the college can assure itself that its students are being supervised off-site by suitably qualified individuals with good standing in the subject area.*
4. *Amend its course syllabi to ensure that the workload calculation is properly recorded and assigned to all learning activities that lead to the program.*

5. STUDENTS

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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 requirements and criteria for the study program, along with all related procedures, are comprehensively outlined. This information is made accessible to prospective students through the institution's official website and printed informational materials. Applicants to the BSc in Laboratory Biochemistry program must fulfill specific eligibility requirements and undergo both academic and non-academic evaluations. To ensure the selection of candidates with the necessary qualifications, the institution additionally assesses communication and psychomotor skills, personal attitudes and characteristics, as well as overall personality traits. The institution upholds non-discriminatory practices and guarantees the consistent application of admission criteria and procedures. Furthermore, it facilitates access for applicants holding international qualifications by recognizing prior periods of study and ensuring the equivalency of foreign degrees.

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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)

Alma Mater Europea Campus College "Rezonanca" has an effective system in place for monitoring student progress. Students experiencing academic difficulties are provided with targeted counseling sessions and structured support interventions. Monitoring is conducted on a regular basis, and the institution implements appropriate measures to address any identified challenges. Outcomes of the monitoring process are shared during departmental meetings, and individualized progress reports are distributed to students through the College's intranet platform. Additionally, the Biochemistry Laboratory study program provides students with clear and transparent information regarding opportunities for academic progression at the doctoral level, as well as the recognition and transfer of credits earned at other institutions.

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

According to the Self-Evaluation Report, the HEI actively promotes student participation in mobility programs and seeks to attract international students through promotional activities, partnerships with foreign institutions, and digital outreach efforts. The institution reports that it regularly informs students via announcements, workshops, and the College's intranet. Additionally, it asserts the existence of a clear policy for the recognition of ECTS credits. However, at the time of the evaluation procedure, there were no national or international students participating in any mobility or exchange programs. During the site visit, it became evident that while the institution is in the process of developing a strategy to increase international student recruitment, this strategy has not yet been implemented. A foundational step toward this goal would be to publicly and transparently publish detailed information regarding application procedures and requirements on the College's official website, both in English and other relevant languages.

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 study program provides satisfactory and appropriate resources to support students. The number of academic advisors, career counselors, and IT support personnel is adequate, and staff are appropriately qualified. During the site visit, it became evident that students value the support they receive and feel well accommodated within the institution. New students are

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provided with comprehensive information packages, including key guidelines, and receive personalized support from assigned tutors. Additionally, students have open access to their professors for academic guidance. To further promote student success, the institution regularly organizes workshops and counseling sessions. Transparency in student support services is notable, with clearly communicated procedures for filing complaints. Furthermore, students are informed about available extracurricular activities, and the institution allocates specific resources and facilities to support sports, recreational, and cultural engagement.

ET recommendations:

1. *Identify and implement effective strategies to further promote student mobility opportunities.*
2. *Ensure that information on mobility procedures is publicly and transparently available on the College's official website in English and other applicable languages.*

6. RESEARCH

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

At the institutional-level, the college aspires to "*foster research excellence by expanding institutional capacity and intellectual resources to contribute meaningfully to medicine and healthcare*" (*Annex 2 Strategic Plan Alignment*). This aligns with the stated mission of the biochemistry programme part of which is to "*contribute to the scientific community through meaningful research that supports health sicence progress at the local and international levels*" (*Annex 1 Research Development Plan – Research Strategy*). Underpinning this are several research objectives operationising this mission, for example, "*support research that addresses biomedical, environmental and public health challenges.*" The implementation of the biochemistry programme is supported by sufficient numbers of appropriately-trained administrative and teaching staff, and the facilities used for teaching are good. However,

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research continues to be a challenge for the college. There remains a lack of funding for research available to faculty, and efforts by the college to build a research culture are naturally hampered the continued exit of graduates and skilled persons from local job markets to other countries. This means that while the expert panel are broadly-speaking satisfied with the quality and standard of the programme of teaching, the current research programme does not meet the very clear expectations outlined in the college's strategic plan and programme research development plan.

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.

Nevertheless, staff remain interested in conducting research in their areas of expertise and, according to teaching staff with whom the expert panel met during the visit, there is time allocated in their contracts allowing them to pursue a programme of research. Evaluation of *Annex 1 List of Staff Publications* demonstrates that many staff attend meetings and conferences in their subject-area. During the visit, the expert panel heard that some financial support is available to staff wishing to attend conferences. However, the expert panel considered that further support could be provided for meeting attendance, perhaps targeted at staff towards the start of their research career. Ultimately, this would have the effect of further internationalising the college and its biochemistry programme while also supporting staff to develop as active researchers in this area.

Looking at the research outputs outlined in *Annex 1 List of Staff Publications*, the panel noted several concerning factors. First, one staff member (out of a total of 48) was responsible for 31% of all recorded publications (which was reported to be 110). This staff member and one other was responsible for just over half of all research outputs. Where research is published, it is usually published in national rather than international journals. Strikingly, over two-thirds of faculty were found to have zero publications at all. In coming to an overall view on the state of research produced by the college the panel would agree with the college's own analysis which summarizes the research culture as being highly concentrated in a small number of faculty, and effectively absent elsewhere. This calls into question whether the college can be said to have a critical mass of faculty involved in the biochemistry programme that engages in research. The expert panel concluded that, at this time, this was not the case.

The expert panel also considered the question of research leadership. At the time of the visit, the panel was surprised to learn from senior staff and management that the college did not have any full professors contributing full-time towards the biochemistry programme. The appointment of senior research staff in this subject area would add an element of research leadership which is currently lacking. Given the applied nature of the biochemistry programme, these research leaders not necessarily be theoreticians but perhaps senior leaders of practice in industry. In the latter case, this may actually support greater collaboration between the college and industry partners, which are key stakeholders in the biochemistry programme.

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The expert panel considered several further changes that the college could put in place to better support teaching staff to become (and remain) research active. Staff not currently research active should be supported by the college through professional development opportunities and mentorship. While research mentorships are mentioned the college in *Annex 1 List of Staff Publications*, they remain aspirational at this stage. This is one clear example where the appointment of more senior researchers could benefit more junior colleagues already in place. To summarise, this area therefore remains an area of development for the college that should be addressed with some urgency particularly given the colleges plans to expand its higher education offer in this area, potentially through the addition of higher-level programmes where impactful research is even more important.

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.

Looking more broadly, the expert panel noted that the college was in the process of building and expanding its collaborative networks. A good example of this was the relatively recent decision of the college to join the Alma Mater Europaea network of academic institutions. During the visit, the expert panel heard from management, programme leaders, and teaching staff who supported greater internationalisation both the college itself and the biochemistry programme. The nature of the biochemistry programme is that it is designed to serve a specific gap in the Kosovo labour market with respect to professionally trained biochemists. There remain however opportunities for international collaboration and cooperation in the delivery of the biochemistry programme and the college's programme of research. Examples of recent international projects include one looking at the impacts of the antimicrobial resistance crisis run in collaboration with Albanian University in Tirana. During the visit, the expert panel heard several examples of initiatives to further develop collaborative research arrangements, for example, a joint project in the field of physiotherapy is currently being explored. Management suggested that exchange of professors between Alma Mater Europaea sites is also a possibility that will be explored more fully. The expert panel was clear in its support for the college in this area but again, would encourage the college to go further faster.

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 college does encourage faculty to include recent discoveries and the results of their own research in the courses they teach. As outlined above, while the majority of staff are not research active, the expert panel identified pockets of activity which, if supported, could develop supporting the college's aspiration to "*foster a research-oriented educational environment*" (Annex 1 Research Development Plan – Research Strategy). Further enhancing the college's and in particular the research culture around the biochemistry programme would

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support the student educational experience. During the visit, the expert panel heard evidence of student involvement in faculty research activities through standalone projects and third-year theses. These efforts are to be commended; however, the expert panel encourages the college to go further in this area with a view to fully integrating students into research projects.

ET recommendations:

1. *Ensure that research staff are appropriately research active in line with college expectations.*
2. *Seek to attract senior research leaders to the college to contribute to the biochemistry programme while contributing towards research leadership.*
3. *Expand professional development activities to include support for faculty in finding, obtaining, and managing extra-mural funding.*
4. *Implement a research mentorship scheme that allows junior faculty to develop their skills professionally while contributing to the delivery of the biochemistry programme.*
5. *Continue to develop and expand the college's and programmes international footprint leading to opportunities for international research collaboration and cooperation.*

7. INFRASTRUCTURE AND RESOURCES

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

The infrastructure at Alma Mater Europaea Campus College "Rezonanca" meets requirements regarding support of the Bachelor Study Programme in Biochemistry Laboratory.

The premises include technologically advanced classrooms with integrated IT tools, along with laboratories properly equipped for general chemistry, biochemistry microbiology and microscopy. Practicums located in the main campus satisfy needs for general courses hands-on students' activities within the lower semesters. More specific practical work with students within the higher semesters' courses (Clinical Chemistry, Laboratory Clinical Diagnosis,

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Citodiagnosis, Professional Practice, Bachelor Thesis…) is supported by adequate laboratories located at Rezonanca clinics. The premises enable practical work with students, as well as research activities, using professional-grade instruments and software. The equipment is fully licenced, regularly serviced and updated in accordance with national regulations and international standards. It is aligned with the programme's intended learning outcomes and ensures research-conductive environment in the related field.

Having in mind the peculiarity of the study programme, and strong demand on developing students' practical skills and as much as personalised approach, it would be informative to provide a plan/schedule of organising practical work with students within properly sized groups.

All facilities are accessible and inclusive, with accommodations made for students with disabilities.

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

The institution ensures adequate library resources to support the study programme in Biochemistry. The library is equipped with reading rooms; group workspaces and a comprehensive literature aligned with the study programme courses. It also provides extended hours of access and wide range of electronic resources, including Albanian and English specialised literature. Subscriptions to local and international periodicals contribute to adequate educational environment for students, as well as research environment for the academic staff.

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

The institutional funds appropriately support successful delivery of the study programme. Sustainability over the next five years is demonstrated by a comprehensive financial plan that covers tuition income, operational costs, staff salaries and investment in infrastructure and research. Additional funding is provided through participating in national and international funding initiatives securing grants for research and academic projects. Furthermore, the programme is supported through cooperation with business partners and local community. The financial resources are systematically reinvested to ensure continuous development and improvement of the study programme in accordance with the institutional goals and quality standards.

ET recommendations:

No recommendations.

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

In conclusion, the ***Bachelor Study Programme in Biochemistry Laboratory***, offered by the College "Rezonanca", is considered **substantially compliant** with the standards included in the KAA Accreditation Manual. Therefore, it is recommended **to be accredited** for a duration of **3 years** with a number of **50 students** to be enrolled in the programme.

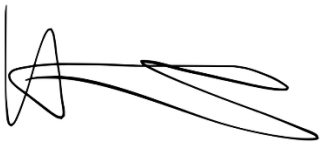
Expert Team

Chair

Mladen Krajacic	**June 13, 2025**
(Print Name)	(Date)

(Signature)

Member



Harry M. Williams	**June 13, 2025**
(Print Name)	(Date)

(Signature)

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Member

Elisa Knief	**June 13, 2025**
(Print Name)	(Date)

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