

Bartësi Privat i Arsimit të Lartë  
Private Bearer of Higher Education



ALMA MATER EUROPAEA  
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# Evaluation of Academic Program MSc Health Management and Health Economics

## Results of evaluation

### 2024

## Framework for the Evaluation of Academic Programs

In order to guide the development process and approval the following framework needs to be followed. This framework is based on identification of characteristic of primary importance when evaluating Academic Programmes. An academic Programme should:

- Be of high quality,
- Be in demand by students and the public,
- Be resource efficient.

In addition to the three primary characteristics related to quality, demand and resource, for some programs it is also important to consider:

- The unique features of a programme, and
- The relevance of the programme.

## The Report Draft: Office for Quality Assurance

Working Groups:

- Commission for Permanent Evaluation of Curricula
- Commission for Academic Studies
- Program Coordinators
- Office for Quality Assurance (OQA)

## MISSION OF THE PROGRAM

The mission of the MSc Health Care Management and Health Economics program is to provide advanced education and training that equips students with the knowledge, skills, and professional competencies necessary to excel in independent health management practice, research, and healthcare innovation.

Aligned with the mission and strategic goals of Alma Mater Europaea Campus College 'Rezonanca,' the MSc Health Care Management and Health Economics program aims to:

- **Advance Knowledge and Leadership:** Provide a comprehensive curriculum that integrates European standards, fostering critical thinking, innovation, and leadership in health management to address contemporary and future challenges in healthcare systems.
- **Promote Research Excellence:** Empower students to engage in high-impact research that advances health management practices, addresses healthcare inequities, and contributes to the improvement of healthcare delivery at local, regional, and global levels.
- **Prepare Competent Professionals:** Develop socially responsible, culturally competent, and technically skilled graduates who are equipped for leadership roles and independent practice in diverse healthcare environments.
- **Align with European Standards:** Ensure full integration with the European Higher Education Area (EHEA), contributing to Kosovo's higher education system through internationally recognized and market-relevant health management education.
- **Enhance Healthcare Systems:** Equip graduates with the skills to improve healthcare delivery through evidence-based management practices, health policy development, and interdisciplinary collaboration.
- **Support Lifelong Learning and Professional Growth:** Prepare students for ongoing professional development and impactful careers, fostering a commitment to lifelong learning and continuous improvement in health management.

## Intended Learning Outcomes (ILOs) for the MSc Health Management and Health Economics (MSc HMHE) program, organized into Knowledge, Skills, and Competencies:

### Knowledge

Graduates of the MSc Health Management and Health Economics program will be able to:

1. Demonstrate a comprehensive understanding of the principles underpinning health systems and services.
2. Analyze the concepts and frameworks of strategic planning, change management, and health service leadership.
3. Understand financial management principles and health economics as applied to healthcare organizations.
4. Critically evaluate evidence-informed decision-making processes and health policy development.

5. Explore clinical governance, risk management, and innovation strategies within healthcare systems.

### **Skills**

Graduates of the MSc Health Management and Health Economics program will be able to:

1. Apply advanced problem-solving and decision-making skills to address complex issues in healthcare management.
2. Lead and manage healthcare teams effectively, fostering collaboration and communication.
3. Develop and implement strategic and operational plans to improve healthcare services.
4. Utilize financial and economic tools to assess and manage resources within healthcare organizations.
5. Conduct rigorous evidence-based research to inform health policy and organizational improvement.

### **Competencies**

Graduates of the MSc Health Management and Health Economics program will be able to:

1. Provide effective leadership in diverse healthcare settings, addressing service, team, and system challenges.
2. Adapt to and manage organizational change within dynamic healthcare environments.
3. Develop and implement clinical governance frameworks to ensure quality and safety in healthcare.
4. Advocate for and contribute to the development of innovative and improvement strategies in healthcare.
5. Operate autonomously and collaboratively in professional roles, demonstrating cultural competence and ethical responsibility.

### **Program Highlights**

#### **Program Highlights**

The **MSc Health Management and Health Economics** program at **Alma Mater Europaea Campus College "Rezonanca"** is designed to provide students with **advanced knowledge, critical thinking skills, and practical expertise** in the fields of healthcare management and health economics. This program prepares graduates for leadership roles in healthcare organizations, public health institutions, and policy-making bodies by equipping them with the necessary competencies to address complex healthcare challenges.

#### **Key Features of the Program:**

- **Comprehensive Curriculum:** Covers essential topics such as health economics, healthcare systems management, financial planning in healthcare, health policy analysis, and research methodologies.

- **Practical Training and Internships:** Students gain hands-on experience through **Practice Stage I: Introduction to Practical Training** and **Practice Stage II: Advanced Practical Training**, ensuring real-world application of knowledge.
- **Research and Innovation Focus:** Encourages students to engage in **evidence-based decision-making, policy evaluation, and applied research projects** under faculty mentorship.
- **Student-Centered Learning:** Utilizes interactive teaching methods, including **problem-based learning (PBL), case studies, and research-based projects**, fostering critical thinking and leadership skills.
- **Internationally Aligned Education:** Structured in accordance with the **European Qualifications Framework (EQF Level 7)** and **European Higher Education Area (EHEA)** standards, ensuring **ECTS credit transferability and global recognition**.
- **Expert Faculty:** Taught by **highly qualified academic staff and industry professionals** with extensive experience in healthcare management, health economics, and policy development.
- **Modern Learning Resources:** Access to **licensed software** such as SPSS, online databases, research tools, and **IT-supported learning platforms** like Moodle.
- **Career-Oriented Approach:** Prepares students for **leadership roles in healthcare institutions, governmental agencies, research organizations, and international health bodies**.
- **Supportive Learning Environment:** Provides **mentorship programs, academic advising, and career guidance** to help students achieve their academic and professional goals.

This program ensures that graduates are well-prepared to **analyze healthcare systems, design economic policies, and contribute to the sustainable development of the healthcare sector** at both national and international levels.

### Curriculum Layout

The MSc Health Management and Health Economics program is structured into four semesters (two years). Below is the semester-wise breakdown:

*The overview of the programme, should be filled out as following:*

Semester I

No	O/ E	Course	L	P	CH	IS	Total	ECTS	Academic staff
1	O	Principles of Health Economics	45	45	90	85	175	7	Prof.asoc. Demir Limaj MSc Arbiola Kryeziu
2	O	Health Care and Health Care Systems	45	45	90	85	175	7	Prof.ass. Albiona Rashtiti-Bytyqi
3	O	Principles of Management in Health Care	45	45	90	85	175	7	Prof.ass. Isak Bërbatovci
4	O	Research Methods and Biostatistics	30	60	90	60	150	6	Prof.asoc. Ismet Bajraktari Prof.asoc. Blerim Krasniqi
5	E	Elective Course	30	15	45	30	75	3	
		Subtotal	195	210	405	345	750	30	

## Semester II

No	O/E	Course	L	P	CH	IS	Total	ECTS	Academic staff
1	O	Economic Analysis in Health Care	30	45	75	100	175	7	Prof.asoc. Demir Limaj MSc Arbiola Kryeziu
2	O	Accounting for Health Care Organizations	30	45	75	75	150	6	Prof.asoc. Demir Limaj MSc Arbiola Kryeziu
3	O	Financial Management in Health Care Organizations	30	45	75	100	175	7	Prof.asoc. Mimoza Maksutaj
4	E	Elective Course	30	15	45	30	75	3	
5	O	Practice Stage I: Introduction to Practical Training	0	150	150	25	175	7	
		Subtotal	120	300	420	330	750	30	
		Total	315	510	825	675	1500	60	

## Semester III

No	O/E	Course	L	P	CH	IS	Total	ECTS	Academic staff
1	O	Human Resource Management in Healthcare	30	45	75	100	175	7	Prof.ass. Albiona Rashiti-Bytyqi MSc. Jahir Gashi
2	O	Managerial Tools in Health Care Organizations	30	45	75	100	175	7	Prof.ass. Ramadan Halimi
3	O	Health Informatics and Digital Health	30	45	75	75	150	6	Prof.ass. Isak Bërbatovci
4	E	Elective Course	30	15	45	30	75	3	
5	O	Practice Stage II: Advanced Practical Training	0	150	150	25	175	7	
		Subtotal	120	300	420	330	750	30	

## Semester IV

No	O/E	Course	L	P	CH	IS	Total	ECTS	Academic staff
1	O	Master Thesis	0	90	90	410	500	20	
2	O	Quality Assurance and Risk Management	30	45	75	100	175	7	Prof.asoc. Milazim Gjocaj
3	E	Elective Course	30	15	45	30	75	3	
		Subtotal	30	150	180	540	750	30	
		Total	150	450	600	870	1500	60	
		Grand Total	465	960	1425	1545	3000	120	

ELECTIVE COURSES			Hours/week					ECTS	Academic staff
No	E	Course	L	P	CH	IS	Total		
1	E	Global Public Health	30	15	45	30	75	3.0	Prof.ass. Albiona Rashiti-Bytyqi
2	E	Health Care System and Health Insurance	30	15	45	30	75	3.0	Prof.ass. Valdet Hashani
3	E	Legislation and Bioethics in Health	30	15	45	30	75	3.0	Prof.asoc. Ramadan Halimi
4	E	Health Management and Leadership	30	15	45	30	75	3.0	Prof.ass. Isak Bërbatovci
5	E	Marketing in Health	30	15	45	30	75	3.0	Prof.ass. Indrit Bimi
6	E	Crisis Management and Emergency Planning in Health	30	15	45	30	75	3.0	Prof.asoc. Milazim Gjocaj
7	E	Strategic Planning	30	15	45	30	75	3.0	Prof.asoc. Mimoza Maksutaj

Legend: L=Lecture; P-Practice; CH=Contact hours; IS=Independent study; O=Obligatory course; E=Elective course

## **Policies**

### **Criteria and Processes for Course Approval**

The study programs are developed by the Study Committee, with final approval by the Senate (Article 20 of the Statute).

In the College's Quality Assurance Policy Framework 2021, Chapter 8 defines the policies and procedures for the approval, monitoring, and re-evaluation of study programs (Quality Assurance Policy Framework).

The approval of programs is based on the identification of primary characteristics during the evaluation of Academic Programs. An academic program must:

- Be of high quality,
- Be in demand by students and the public,
- Be resource-efficient.

In addition to the three primary characteristics related to quality, demand, and resources, some programs must also consider:

- The unique characteristics of the program, and
- The importance of the program.

New programs are developed by the Study Committee. The Committee for Permanent Program Evaluation, together with the Department Head and the Study Committee, collaborates with the Office for Quality Assurance early in the process to ensure that the program is developed in alignment with the College's formats.

The Committee for Permanent Program Evaluation and the Office for Quality Assurance review the proposed program to ensure the program format is accurate, then recommend it for the next step. The Program Performance Report must be submitted to the Faculty Council for discussion.

The Faculty Council considers the proposed program and submits it to the Quality Assurance Committee.

The Quality Assurance Committee will review the proposal and determine:

1. Whether the Department proposing the program has the mandate to manage it, and
2. Whether the proposed curriculum meets the required standards.

The Quality Assurance Committee recommends the program to the Faculty Council, which then recommends it to the Senate for final approval.

Regular evaluations of programs are conducted every three years by the Committee for Permanent Evaluation of Study Programs under the Office for Academic Affairs. This process involves the Study Committee that originally developed the program. Proposed changes are approved by the College Senate (Article 98 of the Statute).

The College continuously reviews and improves the learning process based on evidence of achieving intended learning outcomes (exam results, seminars, presentations, etc.).

## **LEADERSHIP/ORGANIZATION**

### **Program Leadership**

The MSc Health Management and Health Economics program is led by:

1. Prof. ass. Isak Bërbatovci
2. Prof. ass. Albiona Rushiti - Bytyçi

## ACADEMIC STAFF

All personnel employed at the institution (academic, scientific, and administrative) have appropriate qualifications in accordance with international standards, Administrative Instruction No. 15/2018 on the Accreditation of Higher Education Institutions in the Republic of Kosovo, and Law No. 04/L-037 on Higher Education in the Republic of Kosovo. This ensures they can effectively manage educational, scientific, research, creative, and administrative processes.

The selection of academic staff is conducted transparently through a public announcement published by the College Senate. All appointments are made after a review of candidate applications by the Professional Evaluation Committee, formed by the Faculty Council.

Table of Full-Time Academic Staff (FTE) by sex and academic degree

Academic degree	Female	%	Male	%	Grand Total	%
Prof.	0	0.0	0	0.0	0	0.0
Prof.asoc.	1	25.0	3	50.0	4	40.0
Prof.ass.	2	50.0	2	33.3	4	40.0
Ass. (MSc)	1	25.0	1	16.7	2	20.0
<b>Grand Total</b>	<b>4</b>	<b>100.0</b>	<b>6</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>

<b>MSc Health Management and Health Economics</b>	2024	
Indicators	No.	%
Full-time academic staff (FTE)	10	83.3
Part-time academic staff	2	16.7
Total academic staff	12	100.0
Number of academic staff with PhD (FTE)	8	80.0
Number of academic staff PhDcandidate (PhDc)(FTE)	0	0.0
Number of academic staff with MSc (FTE)	2	20.0
Number of academic staff with specialization (FTE)	5	50.0
Number of Full Professors (FTE)	0	0.0
<b>STUDENTS</b>		
Number of students	100	
<b>EFFECTIVE MANAGEMENT INDICATORS</b>		
Report Student : Academic staff (FTE)	10.0	

Academic staff does not cover within an academic year more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they perform their activity in accordance with Administrative Instruction No. 15/2018 on Accreditation of Institutions of Higher Education Republic of Kosovo, dated 28.09.2018.

This issue is regulated by the Statute of the College, article 74, point 4, 2. According to which the staff in regular employment cannot have other full-time employment contracts inside or outside the College.



According to the legal provisions in force at least 50% of the academic staff in the study program are full-time employees and constitute at least 50% of the study program classes.

In the MSc Health Management and Health Economics program we have a total of 12 teachers, of which 10 (83.3%) are in Full-time employment, while 2 (16.7%) are in Part-time employment. The ratio of Full-time to Part-time academic staff per program is 5 : 1. The full-time academic staff covers over 50% of the teaching hours of the study program (90.9%), according to article 26, point 5.3.3 of Administrative Instruction No. 15/2018 on Accreditation of Higher Education Institutions in the Republic of Kosovo, dated 28.09 .2018.

Academic staff	F	%	M	%	Total	%	Report FT:PT	% of teaching hours covered
Full-time	4	100.0	6	75.0	10	83.3	5	90.9
Part-time	0	0.0	2	25.0	2	16.7		9.1
Total	4	100.0	8	100.0	12	100.0	5	100

Staff	Teaching hours	%
Full-Time	2850	90.9
Part-Time	285	9.1
Total	<b>3135</b>	<b>100.0</b>

The College has fulfilled the criterion according to this standard by employing an even larger number of full-time academic staff with the academic title of Doctor of Science. The number of academic staff with a PhD is 8 (80%).

### **Responsibilities of Academic Staff**

The academic staff, during the educational process, is obliged to fulfill the following duties:

1. Prepare and deliver lectures, seminars, practical exercises, and other forms of teaching.
2. Develop university-level textbooks and suitable study materials within the course structure.
3. Supervise seminar papers, graduation theses, and other student research projects.
4. Implement a feedback system for student evaluations.
5. Regularly monitor and supervise student progress.
6. Ensure the uninterrupted organization and administration of exams during the designated exam periods.
7. Participate regularly in meetings of governing bodies and committees where they are appointed.
8. Provide community service.

**Funding**

A financial plan for the MSc Health Management and Health Economics program has been established for the 2022–2024 period, demonstrating the sustainability of the study program for the planned three years.

**Financial Plan for the MSc Health Management and Health Economics Program (2025–2029)**

(The detailed financial plan should follow, outlining revenues, expenses, and allocated resources for program support.)

No.	Specification	2025	(%)	2026	(%)	2027	(%)	2028	(%)	2029	(%)
<b>1</b>	<b>Revenues</b>										
1.1	Total Student Income	250,000.00	100.00	250,000.00	100.00	250,000.00	100.00	250,000.00	100.00	250,000.00	100.00
1.1.1	▪ No. of students	100.00		100.00		100.00		100.00		100.00	
1.1.2	▪ Fees	2,500.00		2,500.00		2,500.00		2,500.00		2,500.00	
1.2	Health Care Services	30,000.00	-	30,000.00	-	30,000.00	-	40,000.00	-	50,000.00	-
1.3	Sales and Services		-		-		-		-		-
1.4	Gifts		-		-		-		-		-
1.5	Grants and Contracts		-		-		-		-		-
1.6	Investment Income	50,000.00	-	100,000.00	-	100,000.00	-	150,000.00	-	150,000.00	-
1.7	<b>Total Revenues</b>	<b>330,000.00</b>	<b>100.00</b>	<b>380,000.00</b>	<b>-</b>	<b>380,000.00</b>	<b>-</b>	<b>440,000.00</b>	<b>-</b>	<b>450,000.00</b>	<b>-</b>
<b>2</b>	<b>Expenses</b>										
<b>A.</b>	<b>Salaries and Benefits</b>	<b>133,600.00</b>	<b>40.48</b>	<b>136,272.00</b>	<b>35.86</b>	<b>138,997.44</b>	<b>36.58</b>	<b>141,777.39</b>	<b>37.31</b>	<b>144,612.94</b>	<b>38.06</b>
A.1	§ Full-time staff (professors)	115,200.00	34.91	117,504.00	30.92	119,854.08	31.54	122,251.16	32.17	124,696.18	32.81
A.2	§ Full-time staff (assistants)	-	-	-	-	-	-	-	-	-	-
A.3	§ Part-time staff (professors)	-	-	-	-	-	-	-	-	-	-
A.4	§ Part-time staff (assistants)	14,400.00	4.36	14,688.00	3.87	14,981.76	3.94	15,281.40	4.02	15,587.02	4.10
A.5	§ Technician	-	-	-	-	-	-	-	-	-	-
A.6	§ Visiting Professors	4,000.00	1.21	4,080.00	1.07	4,161.60	1.10	4,244.83	1.12	4,329.73	1.14
A.7	Clinical rotation (payment for academic)	-	-	-	-	-	-	-	-	-	-
<b>B.</b>	<b>Research</b>	<b>81,500.00</b>	<b>24.70</b>	<b>92,200.00</b>	<b>24.26</b>	<b>98,464.00</b>	<b>25.91</b>	<b>105,229.12</b>	<b>27.69</b>	<b>112,535.45</b>	<b>29.61</b>
B.1	Budget for Research Projects	50,000.00	15.15	54,000.00	14.21	58,320.00	15.35	62,985.60	16.58	68,024.45	17.90
B.2	Research Equipment Expenses	5,000.00	1.52	5,400.00	1.42	5,832.00	1.53	6,298.56	1.66	6,802.44	1.79
B.3	Research Materials	5,000.00	1.52	5,400.00	1.42	5,832.00	1.53	6,298.56	1.66	6,802.44	1.79
B.4	Support for Scientific Publications	5,000.00	1.52	5,500.00	1.45	5,500.00	1.45	5,500.00	1.45	5,500.00	1.45
B.5	Participation in Scientific Conferences	4,000.00	1.21	8,400.00	2.21	8,400.00	2.21	8,400.00	2.21	8,400.00	2.21
B.6	Expenses for International Research C	5,000.00	1.52	5,400.00	1.42	5,832.00	1.53	6,298.56	1.66	6,802.44	1.79
B.7	Honoraria for Scientific Advisors	7,500.00	2.27	8,100.00	2.13	8,748.00	2.30	9,447.84	2.49	10,203.67	2.69
<b>C.</b>	<b>Expenses for Training and Professional</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
C.1	Training for Academic and Administrat	-	-	-	-	-	-	-	-	-	-
C.2	Workshops and Curriculum Developme	-	-	-	-	-	-	-	-	-	-
<b>D.</b>	<b>Student Services and Support Expense</b>	<b>16,850.00</b>	<b>5.11</b>	<b>20,100.00</b>	<b>5.29</b>	<b>21,100.00</b>	<b>5.55</b>	<b>24,800.00</b>	<b>6.53</b>	<b>26,250.00</b>	<b>6.91</b>
D.1	Student Support Programs	3,300.00	1.00	3,800.00	1.00	3,800.00	1.00	4,400.00	1.16	4,500.00	1.18
D.2	Services for Students with Disabilities	2,000.00	0.61	3,000.00	0.79	4,000.00	1.05	5,000.00	1.32	6,000.00	1.58
D.1.	Health and Wellness Services	2,475.00	0.75	2,850.00	0.75	2,850.00	0.75	3,300.00	0.87	3,375.00	0.89
D.3	Financial Aid and Scholarships	4,125.00	1.25	4,750.00	1.25	4,750.00	1.25	5,500.00	1.45	5,625.00	1.48
D.1.	Student Extracurricular Activities	3,300.00	1.00	3,800.00	1.00	3,800.00	1.00	4,400.00	1.16	4,500.00	1.18
D.4	Student Union Support Infrastructure:	1,650.00	0.50	1,900.00	0.50	1,900.00	0.50	2,200.00	0.58	2,250.00	0.59
<b>E.</b>	<b>Equipment and Infrastructure Expense</b>	<b>16,896.00</b>	<b>5.12</b>	<b>21,888.00</b>	<b>5.76</b>	<b>24,320.00</b>	<b>6.40</b>	<b>30,976.00</b>	<b>8.15</b>	<b>34,560.00</b>	<b>9.09</b>
E.1	Maintenance of Teaching and Laborat	7,920.00	2.40	10,260.00	2.70	11,400.00	3.00	14,520.00	3.82	16,200.00	4.26
E.2	Purchase of New Equipment	1,056.00	0.32	1,368.00	0.36	1,520.00	0.40	1,936.00	0.51	2,160.00	0.57
E.3	Software and System Costs	7,920.00	2.40	10,260.00	2.70	11,400.00	3.00	14,520.00	3.82	16,200.00	4.26
<b>F.</b>	<b>Expenses for Teaching Materials and S</b>	<b>4,752.00</b>	<b>1.44</b>	<b>16,872.00</b>	<b>4.44</b>	<b>17,480.00</b>	<b>4.60</b>	<b>20,944.00</b>	<b>5.51</b>	<b>22,140.00</b>	<b>5.83</b>
F.1	Laboratory and Practical Work Materia	1,782.00	0.54	2,052.00	0.54	2,280.00	0.60	2,904.00	0.76	3,240.00	0.85
F.2	Library Literature and Subscriptions	2,970.00	0.90	3,420.00	0.90	3,800.00	1.00	4,840.00	1.27	5,400.00	1.42
<b>G.</b>	<b>Operational Expenses</b>	<b>13,200.00</b>	<b>4.00</b>	<b>11,400.00</b>	<b>3.00</b>	<b>11,400.00</b>	<b>3.00</b>	<b>13,200.00</b>	<b>3.47</b>	<b>13,500.00</b>	<b>3.55</b>
G.1	Utilities Costs: Water, electricity, heat	3,960.00	1.20	4,560.00	1.20	4,560.00	1.20	5,280.00	1.39	5,400.00	1.42
G.2	Office Supplies: Paper, toner, folders, s	2,640.00	0.80	3,040.00	0.80	3,040.00	0.80	3,520.00	0.93	3,600.00	0.95
G.3	Security and Cleaning Services: Costs f	3,300.00	1.00	3,800.00	1.00	3,800.00	1.00	4,400.00	1.16	4,500.00	1.18
G.4	Functioning costs of the Quality Assura	3,300.00	1.00	3,800.00	1.00	3,800.00	1.00	4,400.00	1.16	4,500.00	1.18
<b>H.</b>	<b>Expenses for Promotion and Public Re</b>	<b>1,650.00</b>	<b>0.50</b>	<b>1,683.00</b>	<b>0.44</b>	<b>1,716.66</b>	<b>0.45</b>	<b>1,750.99</b>	<b>0.46</b>	<b>1,786.01</b>	<b>0.47</b>
H.1	Marketing and Advertising:	990.00	0.30	1,009.80	0.27	1,030.00	0.27	1,050.60	0.28	1,071.61	0.28
H.2	Communication and Relations with Stu	660.00	0.20	673.20	0.18	686.66	0.18	700.40	0.18	714.41	0.19
<b>I.</b>	<b>Diploma thesis</b>	<b>20,000.00</b>	<b>6.06</b>	<b>20,000.00</b>	<b>5.26</b>	<b>20,000.00</b>	<b>5.26</b>	<b>20,000.00</b>	<b>5.26</b>	<b>20,000.00</b>	<b>5.26</b>
<b>3</b>	<b>Total Expenses</b>	<b>288,448.00</b>	<b>87.41</b>	<b>320,415.00</b>	<b>84.32</b>	<b>333,478.10</b>	<b>87.76</b>	<b>358,677.50</b>	<b>94.39</b>	<b>375,384.40</b>	<b>98.79</b>
<b>4</b>	<b>Net Profit</b>	<b>41,552.00</b>	<b>12.59</b>	<b>59,585.00</b>	<b>15.68</b>	<b>46,521.90</b>	<b>12.24</b>	<b>81,322.50</b>	<b>18.48</b>	<b>74,615.60</b>	<b>16.58</b>
<b>5</b>	<b>Tax on Profit (10%)</b>	<b>4,155.20</b>	<b>1.26</b>	<b>5,958.50</b>	<b>1.57</b>	<b>4,652.19</b>	<b>1.22</b>	<b>8,132.25</b>	<b>1.85</b>	<b>7,461.56</b>	<b>1.66</b>
<b>6</b>	<b>Net Profit after Tax</b>	<b>37,396.80</b>	<b>11.33</b>	<b>53,626.50</b>	<b>14.11</b>	<b>41,869.71</b>	<b>11.02</b>	<b>73,190.25</b>	<b>16.63</b>	<b>67,154.04</b>	<b>14.92</b>
<b>7</b>	<b>Gross Profit coefficient</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>	
<b>8</b>	<b>Net Profit coefficient</b>	<b>11.33</b>		<b>14.11</b>		<b>11.02</b>		<b>16.63</b>		<b>14.92</b>	

## Assessment of Learning and Program Effectiveness

The assessment of students is carried out based on a point accumulation system that encompasses all teaching activities during the course. It is expressed through points and corresponding percentages (%) specified in the syllabus of each subject. The accuracy of the implementation of this assessment system is overseen by the Office for Quality Assurance (OQA) and the Academic Units of the College.

At the beginning of each course, students are informed by the course coordinator about the course objectives, learning outcomes, course outline, and assessment methods. These elements are part of the course programs, which are made available to students by being uploaded to the electronic learning management system (Moodle Rezonanca). The system is accessible to students of the relevant year/semester of study.

The course programs in the disciplines of the study program include diverse elements for controlling and evaluating student knowledge, such as midterm and final exams, course assignments, active participation in lectures, seminars, or laboratory work, quizzes, projects, participation, practical assessments, etc.

The evaluation of the student's academic preparation is based on the principle of continuous assessment throughout the teaching period, covering all aspects of knowledge control and evaluation.

The components of continuous assessment during the academic year are as follows:

- Course attendance and active participation: 5–10%
- Completion of assignments (course assignments, homework): 10–20%
- Midterm assessments: 10–30%
- Projects, seminars, presentations, etc.: 10–20%
- Practical exams: 10–30%
- Final exam: 30–70%

The College utilizes an electronic assessment and testing system (via Moodle platform test management), implementing a question bank system developed by course instructors. The platform randomizes question selection for tests and performs automatic corrections, minimizing the potential for misuse in evaluations. For professional subjects, assessments may also include oral exams.

To enhance transparency in evaluations, every instructor submits, along with the official grade report, a format of continuous assessment for each student. This format details attendance and participation, the quality of course assignments (essays), and midterm exam performance (tests).

The passing threshold is determined according to the following system:

### Grading System and Evaluation Scale

#### Grading Scale for Academic Performance

Points (Percentage)	Grade	ECTS Grade	Definition
91–100	10	A	Excellent – outstanding knowledge with only minor errors
81–90	9	B	Very Good – above-average standard with some errors
71–80	8	C	Good – generally good performance with noticeable errors
61–70	7	D	Satisfactory – adequate but with considerable deficiencies

50–60	6	E	Sufficient – performance meets the minimum criteria
<50	5	F	Poor – significant improvement required to earn credits

### OSCE and OSLE Examination Evaluation Scale

Grade	Clinical Skills	Participation	Initiative and Enthusiasm
A: Excellent	Outstanding	Attends all teaching sessions and engages in additional clinical work	High
B: Good	Good	Attends all teaching sessions	Some
C: Conditional Pass	Fails in certain areas	Misses some sessions	Minimal
D: Fail	Unsatisfactory	Misses a significant number of sessions	Lacking

This grading system ensures clarity, transparency, and fairness in evaluating students' theoretical and practical performance while aligning with international standards.

### Examination Periods and Procedures

The regular examination periods are January, June, September, and October. Each regular examination period lasts a minimum of four weeks. If classes extend beyond June 15, the June examination period is extended accordingly. An extraordinary examination period is held in April. For courses organized in rotations, the summative exam conducted at the end of the course is considered an extraordinary examination period. For graduating students, April and November are considered extraordinary examination periods.

The examination schedules are published in the examination map, prepared by the Academic Affairs Office and made public at the start of the academic year. The examination map includes detailed information, such as:

- Day and date of the exam,
- Time of the exam,
- Practical exams (with details about the room and the examiner),
- Summative exams (with details about the room and the examiner), and
- Consultation dates post-exam for discussing student performance.

Courses are identified by semester using color-coded labels.

### Learning Objectives and Assessment Methods

The learning outcomes of a course are evaluated based on student achievements in tests, seminars, presentations, and final exams. At the beginning of each semester, learning outcomes and evaluation methods are clearly described. To prepare students for the labor market upon graduation, they are offered multiple opportunities to engage in professional practice through internships (clinical practice),

seminars, and bachelor or master theses. Through these activities and mentorship, students interact with field experts.

The syllabus outlines the evaluation criteria, final assessment methods, and conditions for qualifying or failing the exams. Syllabi are uploaded to the College's Moodle platform, are publicly accessible, and are available in Albanian.

### **Measures to Enhance Teaching Quality and Student Competence**

To improve the quality of teaching, enhance student knowledge, and develop professional skills, the College has implemented the following measures since the academic year 2021/2022:

- Developing a catalog of knowledge and skills (competencies) for each course in the program,
- Evaluating student competencies acquired through practical/clinical teaching,
- Assessing competencies through OSCE and OSLER exams,
- Involving international experts in final exams where feasible,
- The Academic Quality Office (ZSC) overseeing competency achievement for each course based on syllabi,
- The College Quality Committee (ZKC) analyzing the academic competence of staff based on academic ranks,
- Ensuring participation in training courses by all teaching staff, not just newly hired faculty,
- Evaluating program effectiveness through employer feedback,
- Utilizing the College's ECTS Guide when reviewing credit allocation across courses,
- Requiring academic staff to design their teaching methodology prior to implementation.

### **Student Outcomes and Competency Levels**

Over the years, student outcomes, professional competencies, and skills have been satisfactory, meeting the current labor market demands for qualified graduates. This demonstrates that the College graduates professionally capable students ready to serve at any level of healthcare, both domestically and internationally.

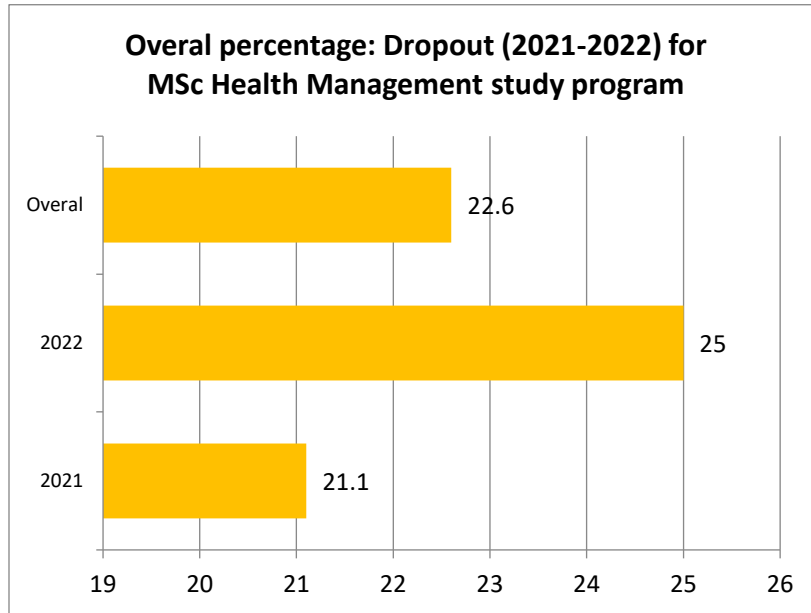
Deficiencies in student competencies and skills caused by pandemic-related disruptions are addressed through the Improvement Program and re-evaluated through OSCE and OSLER exams. This ensures that graduates meet the expected professional standards.

### **Evaluation of Student Achievements and Levels of Attainment of General Learning Objectives:**

The overall pass rate of students in exams and the average grade by academic year are as follows:

### Analysis:

The average dropout rate in the MSc Health Managements program for the period 2021-2022 is 22.6% (by year: 21.1% in 2021, and 25% in 2022).



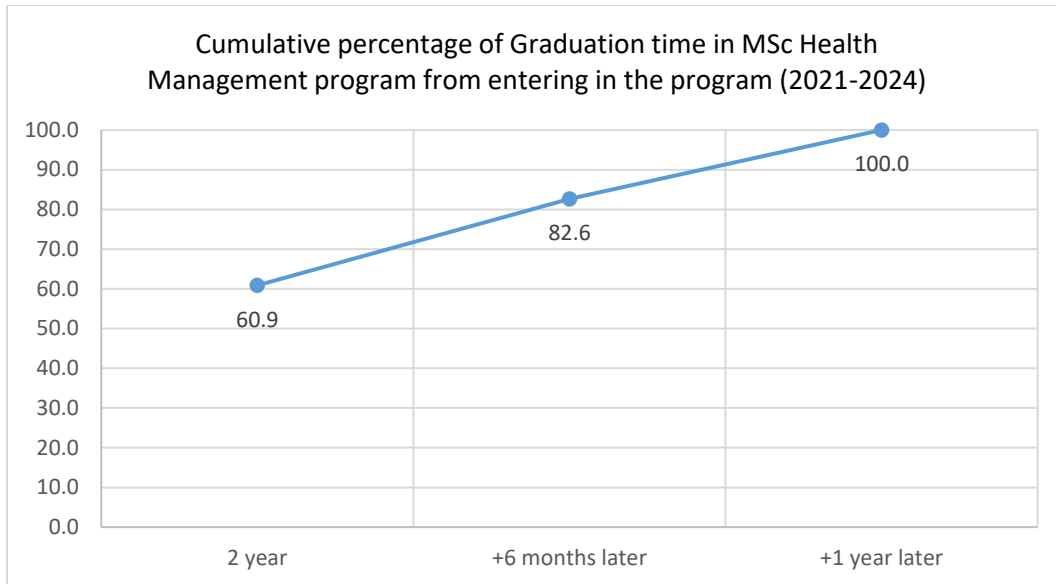
### Graduates for the Period 2021-2024:

The total number of graduates for the period 2021-2024 is 23, distributed as follows: 12 (52.2%) in 2023, and 11 (47.8%) in 2024.

Year	Nr	%	Average Study Duration (years)	Average Grade
2023	12	52.2	2.0	9.7
2024	11	47.8	2.1	9.3
Total	23	100.0	2.0	9.5

### Study Duration:

Graduation	Nr	%	Cumulative percentage
2 year	14	60.9	60.9
+6 months later	5	21.7	82.6
+1 year later	4	17.4	100.0
Total	23	100.0	



**MSc Health Management Program Statistics (2021-2024):**

- The average study duration for the MSc HM program (120 ECTS) during the 2021-2024 period was **2.0 years**.
- The total average grade for all graduates of the MSc HM program during this period was 9.5.

**Graduation Timeline for the MSc Health Management study program (2021-2024):**

- Approximately **60.9%** of students graduate in the time, 82.6% of all students graduated within 6 months of completing their final semester, and all of graduated student completed their studies one year after completion of final semester.



## **Rationale of the Program for the Labor Market Current Status of the Health Sector in Kosovo**

The health sector in Kosovo is a crucial component of the country's social infrastructure, providing healthcare services through both public and private institutions. The **Kosovo Agency of Statistics (KAS)** released the **Health Statistics for 2023**, offering insights into healthcare workforce distribution, disease prevalence, health infrastructure, and institutional capacity.

**1. Healthcare Workforce and Employment** The total number of employees in the public health sector in 2023 was 13,894, including:

- 3,258 specialist doctors
- 376 dentists
- 77 pharmacists
- 52 physiotherapists
- 7,714 nurses
- 174 health associates
- 2,243 non-medical staff

Additionally, data from professional chambers indicate a total of 26,636 licensed health professionals in Kosovo, of whom:

- 5,287 are doctors
- 16,134 are nurses
- 2,448 are dentists
- 1,221 are physiotherapists
- 1,546 are pharmacists
- 15,097 are female professionals, while 11,539 are male professionals

**2. Increase in Cancer Cases** A significant increase in new cancer cases has been observed. In 2022, there were 3,110 newly diagnosed cases, whereas in 2023, this number rose to 4,165, indicating a growing public health concern. The rise in cases highlights the need for enhanced cancer screening, early diagnosis, and improved treatment facilities in Kosovo's healthcare system.

### **3. Healthcare Institutions and Services**

- The number of licensed private health institutions in Kosovo reached 2,217, including:
  - 29 private hospitals
  - 2,187 other health institutions such as ambulances, polyclinics, laboratories, and medical cabinets
  - 439 dental clinics, making them the largest group among private health facilities
  - 171 gynecological clinics and 167 diagnostic centers
- Public healthcare services are provided at various levels:
  - Main Centers of Family Medicine (MCFM)

- General Hospitals
- University Clinical Center of Kosovo (UCCK)
- Pre-clinical services
- Specialized care for tuberculosis (TB), infectious diseases, and COVID-19
- Mental health services, including Professional Mental Health Centers
- Dental care services

#### 4. Public Health Challenges and Priorities

- **Workforce Shortages:** Despite the number of licensed health professionals, challenges persist in the distribution and retention of skilled personnel, particularly in rural areas.
- **Infrastructure and Resource Allocation:** While Kosovo has a growing number of private health institutions, public healthcare facilities require further investment in medical equipment and digital health technologies.
- **Healthcare Access and Equity:** There is a need to strengthen healthcare accessibility, particularly in remote regions, to ensure comprehensive service coverage.
- **Non-Communicable Diseases (NCDs):** The increase in cancer cases and other NCDs emphasizes the need for preventative healthcare measures, improved early detection programs, and specialized treatment centers.
- **Health Insurance and Financial Sustainability:** The current healthcare financing model requires further development to ensure universal healthcare coverage and improved patient affordability.

The health sector in Kosovo continues to evolve, with significant workforce growth, increasing private healthcare participation, and expanded public health services. However, challenges remain in resource allocation, infrastructure development, and addressing the rise in chronic diseases. Strategic investments in healthcare management, policy reform, and disease prevention will be crucial in ensuring a sustainable and effective healthcare system for Kosovo's population.

##### A. Workforce Demand in Healthcare Management

- Kosovo faces a shortage of trained healthcare management professionals, particularly in hospital administration, health policy, and financial management in healthcare.
- There is an increasing need for health economists who can analyze and optimize healthcare funding models.
- Employers in hospitals, government health agencies, NGOs, and private healthcare organizations highlight the need for graduates with expertise in healthcare systems management, strategic planning, and quality improvement.

##### B. Healthcare System Challenges in Kosovo

- Limited efficiency in healthcare delivery due to administrative and financial constraints.
- Need for innovation in healthcare management practices, including digital health and evidence-based policymaking.
- Insufficient expertise in health economics, impacting cost-effectiveness and resource allocation in healthcare institutions.

### C. Student Interest and Enrollment Potential

- Surveys indicate strong interest among undergraduate students and working professionals in pursuing advanced education in health management and economics.
- The program is expected to attract a diverse student base, including individuals from medical, business, and public administration backgrounds.

**5. Alignment with the MSc Health Care Management and Health Economics Program** Based on these findings, the program has been structured to include:

- Core courses on health systems management, financial planning, policy analysis, and strategic leadership.
- Practical training components through Practice Stage I and II, ensuring real-world experience.
- Research-focused modules to equip students with analytical skills relevant to healthcare management and economic modeling.
- Elective courses addressing emerging trends such as crisis management, global public health, and health insurance systems.

## REVIEW RESULTS OF THE ACADEMIC PROGRAM

### Executive Summary of Program Effectiveness Findings

#### MSc Health Management and Health Economics

Characteristics	Components	Comments
High Quality	Curriculum	<ol style="list-style-type: none"> <li>1. The MSc Health Management and Health Economics program is designed to equip students with essential competencies for healthcare administration, economic decision-making, and policy analysis.</li> <li>2. The curriculum aligns with national and international educational standards, ensuring professional readiness.</li> <li>3. Disciplines are structured logically to meet key competency requirements in management, leadership, and health economics.</li> <li>4. The program follows a full-time, two-year structure, adhering to the European Credit Transfer and Accumulation System (ECTS).</li> <li>5. The curriculum is periodically updated to reflect evolving industry trends and accreditation requirements.</li> </ol>
	Academic Staff	<ol style="list-style-type: none"> <li>1. The program has an adequate number of faculty members with expertise in healthcare management, health economics, and policy-making.</li> <li>2. Faculty members possess strong academic credentials and professional experience in healthcare institutions.</li> <li>3. Continuous professional development ensures faculty expertise remains current.</li> <li>4. Faculty members contribute to national and international research, enhancing the program's credibility.</li> <li>5. Faculty engage in active mentorship and support for students.</li> </ol>

	Learning and Environment	<ol style="list-style-type: none"> <li>1. The program incorporates diverse teaching methods, including case studies, problem-based learning, and interactive discussions.</li> <li>2. The curriculum integrates theoretical knowledge with practical experiences, preparing students for leadership roles.</li> <li>3. Teaching approaches promote inclusivity and accommodate various learning styles.</li> <li>4. Faculty research in healthcare policy and management enhances the learning experience.</li> <li>5. The program ensures students have opportunities for interdisciplinary learning and collaboration.</li> </ol>
	Infrastructure	<ol style="list-style-type: none"> <li>1. The program has access to modern classrooms, IT-equipped facilities, and relevant educational resources.</li> <li>2. Library resources support research in health economics and healthcare management.</li> <li>3. Administrative processes are well-organized, ensuring smooth program operations.</li> <li>4. Digital learning platforms and IT infrastructure are available to support remote and hybrid learning models.</li> </ol>
	Outcomes	<ol style="list-style-type: none"> <li>1. Graduates successfully transition into leadership roles within the healthcare sector.</li> <li>2. Students report high satisfaction with the program's ability to support their academic and professional goals.</li> <li>3. The program contributes to workforce development by supplying competent healthcare administrators, policy analysts, and economic specialists.</li> <li>4. The workload is manageable, ensuring students can complete the program within the expected timeframe.</li> <li>5. Graduates' qualifications are recognized by employers and institutions in Kosovo and abroad.</li> <li>6. Students are equipped with skills to work in both public and private healthcare institutions.</li> </ol>
Needs	Student Demand, Market Needs, and/or Social Necessities	<ol style="list-style-type: none"> <li>1. There is strong demand for skilled professionals in health management and economics.</li> <li>2. The program attracts students interested in leadership roles within healthcare organizations, health policy development, and financial management in healthcare.</li> <li>3. The demand for graduates with expertise in healthcare economics and policy analysis justifies the program's expansion.</li> <li>4. The healthcare sector in Kosovo and the region requires more professionals with management and economic competencies.</li> <li>5. The program prepares graduates for both local and international employment opportunities.</li> </ol>
Efficient Use of Resources	Resource Allocation and Sustainability	<ol style="list-style-type: none"> <li>1. The program utilizes resources effectively, with shared access to faculty, research, and healthcare training facilities.</li> <li>2. The program remains financially sustainable while maintaining high academic standards.</li> <li>3. Research and academic opportunities within the program align with the professional needs of the healthcare sector.</li> </ol>

		4. Digital learning tools and library resources ensure accessibility and convenience for students.
Uniqueness	Distinctive Features of the Program	<p>1. The MSc Health Management and Health Economics program is the only specialized program in Kosovo that integrates healthcare administration, policy, and economic principles.</p> <p>2. The program provides a unique blend of management, financial, and healthcare-specific knowledge.</p> <p>3. It incorporates interdisciplinary approaches, giving students access to a wide network of healthcare professionals and policymakers.</p>
Relevance	Alignment with Societal and Economic Needs	<p>1. The program supports healthcare system improvements and economic growth by training competent healthcare administrators and policy analysts.</p> <p>2. Faculty provide expertise that contributes to institutional reforms and policy development.</p> <p>3. The program aligns with Kosovo’s strategic goals for strengthening healthcare infrastructure and economic sustainability.</p> <p>4. Graduates contribute to policymaking, financial sustainability in healthcare, and efficient healthcare system management.</p>

**Summary Rating of the Program**

1. **Quality of the Program:**  
 The MSc Health Management and Health Economics program is structured to meet professional and academic standards. It equips students with the necessary skills in healthcare administration, leadership, and policy-making. The program ensures that graduates are prepared for managerial roles and health policy development. Course offerings align well with international standards in health management education.
2. **Demand by Students and the Public:**  
 The program addresses a critical need for skilled professionals in healthcare administration and health economics. Kosovo’s healthcare sector requires competent managers and policy experts to drive efficiency and reform. Given the increasing complexity of healthcare financing and management, demand for graduates remains high.
3. **Efficient Use of Resources:**  
 The program is designed to be cost-effective, utilizing shared facilities, academic resources, and faculty expertise across related disciplines. The efficient use of infrastructure and faculty collaboration ensures program sustainability.
4. **Unique Features of the Program:**  
 The MSc Health Management and Health Economics program is unique in Kosovo and the region due to its interdisciplinary approach, integrating health policy, economics, and management. It provides students with specialized knowledge and practical skills necessary for leadership roles in healthcare systems.
5. **Relevance of the Program:**  
 The program directly contributes to the healthcare sector’s improvement by developing professionals who can implement effective management strategies, optimize healthcare spending, and support policy development. It aligns with national priorities for strengthening healthcare services and economic planning.