

Bartësi Privat i Arsimit të Lartë
Private Bearer of Higher Education



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Evaluation of Academic Program MSc Pharmacy

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 Pharmacy program is to:

1. Advance the knowledge, creative ideas, and scientific skills of students in the field of Pharmacy, in line with European standards.
2. Enrich Kosovo's higher education system with a high-quality MSc Pharmacy program, developed according to international standards and tailored to meet the needs of the local, national, and regional markets for these profiles.
3. Fully integrate into the European Higher Education and Research Area in the field of Pharmacy.
4. Enable students to acquire sufficient knowledge, skills, and professional competencies by the end of the program, allowing for the independent practice of the pharmacist profession in Kosovo.
5. Prepare graduates for career development and further postgraduate education in pharmaceutical sciences.

To demonstrate the alignment of the MSc Pharmacy program's mission with the College's mission, the following matrix illustrates the relationship between the MSc Pharmacy program mission and the College's mission:

Matrix of Alignment Between Mission Components of the College and the BSc Biochemistry Laboratory Program

College Mission Components	MSc Pharmacy Program Mission Components
1. Development and implementation of new 21st-century medical education concepts in Kosovo.	X
2. Offering, promoting, and developing quality study programs across all three cycles of study, in accordance with international standards and societal needs.	X
3. Commitment to developing and implementing a formal and integrated quality assurance management system in all College processes.	X
4. Realizing and fostering scientific research in medical fields, through enhancing general capacities for research in higher education.	
5. Creating institutional infrastructure and intellectual capacities for academic and scientific research work.	X
6. Enriching the community healthcare system with quality services, especially addressing deficient medical services in Kosovo.	
7. Providing community services through promoting health and health education for the general population.	

This matrix highlights the alignment between the College's mission and the mission components of the MSc Pharmacy. It demonstrates how the program contributes to achieving institutional goals by promoting quality education, research, community services, and healthcare system enhancement.

FINAL PROGRAM OUTCOMES

The learning outcomes for the MSc Pharmacy program are:

- Enhance students' academic knowledge and skills to improve theoretical and methodological qualifications for graduates of a bachelor's program in Pharmacy, based on the highest research standards in the field.
- Provide students with a significant level of academic knowledge through the application of basic and advanced academic elements from pharmaceutical disciplines and methods.
- Qualify students to pursue doctoral studies in pharmaceutical sciences.
- Advance knowledge to the highest level in core academic disciplines of drug discovery, development, production, and application.
- Understand the key multidisciplinary processes and relationships between the main stages of drug development, based on knowledge from individual academic disciplines.
- Expand knowledge in the fields of pharmacology, physiology, medicinal chemistry, pharmaceutical formulation, and production, as well as related disciplines.
- Understand the mechanisms of drug action in patients and how complex biosystems influence drugs in a broader sense.
- Identify and address scientific challenges in the areas of drug discovery, development, production, and application in society.
- Gain knowledge of national and international regulatory requirements, as well as quality standards established for the overall drug development process.
- Master key scientific experimental methods related to academic disciplines: quantitative data analysis, complex mathematical calculations, scientific reporting (including evaluation and discussion of experimental or collected data), critical approaches to literature, quality assurance, and understanding of general scientific and ethical requirements for these methods in the context of drug development.
- Propose and find solutions to multidimensional problems in the areas of drug discovery, development, production, and application.
- Present, communicate, and discuss interdisciplinary knowledge and issues related to drugs with colleagues, other specialists, and non-specialists.
- Utilize high-quality laboratories to develop and enhance essential practical skills. Laboratories include analytical labs, pharmaceutical industry production labs, and research labs for microbiology, chemistry, and pharmacology.

PROGRAM DESCRIPTION/COURSES

Program Structure

The program is structured into a set of courses with varying credits, some mandatory and others elective.

Overview

- **Pharmaceutical Courses (PhC):** All mandatory.
- **Elective Courses (EC):** Represent 10% of the curriculum.

The study program is full-time, spanning 2 academic years, each consisting of two semesters, totaling four semesters. Each semester lasts 15 weeks, covering courses evaluated with credits according to the

European Credit Transfer and Accumulation System (ECTS). The number of courses per academic semester is four, while the fourth semester includes two courses and the master's thesis. Upon completion of the individual courses, students also pass a comprehensive final exam.

Upon completion of the program, graduates are awarded the title **Master of Science in Pharmacy**.

Compliance with International Standards

The program complies with **EU Directive 2013/55/EC** and **Directive 2005/36/EC** on the recognition of professional qualifications. As such, the program is comparable to those in EU member states. It is designed in accordance with the Bologna Process, representing the second cycle of professional higher education, Level 7 according to KKK/EQF standards.

Curriculum Logic and Design

The individual components of the program are combined to best achieve the specified qualification objectives, providing appropriate teaching and learning methods.

- The disciplines within the curriculum are organized logically to meet the exact definition and determination of general and specific competencies, as well as compatibility with study programs and curricula submitted to ZEAL.
- The course content aligns with international programs in this discipline.

Workload Summary

The total workload components of the MSc Pharmacy study program are summarized as follows, ensuring comprehensive training aligned with the program's objectives and international standards.

Form of Workload	Number of Hours
Lectures	417
Laboratory Exercises	313
Projects	851
Report Writing	151
Self-directed Learning	1268
Master Thesis/Final Exam	600
Total	3000

The study program is conducted in the Albanian language.

Upon completion of the program, the degree of **Master of Science in Pharmacy** is awarded.

Table with information about the MSc Pharmacy program:

YEAR I											
Semester I			Hours per week								Academic staff
No	O/ E	Course	L	P	Proj.	RW	CH	IS	Total	ECTS	
1	O	Drug Discovery and Development	24	18	75		117	133	250	10.0	Ardian Ukmata Ardita Mekaj
2	O	Advanced Synthetic Organic Chemistry	24	45	0	24	93	82	175	7.0	Njomza Ajvazi Fatjonë Krasniqi
3	O	Pharmaceutics and Drug Development	24	20	45	30	119	131	250	10.0	Zehadin Gashi Ardian Ukmata Ardita Mekaj

4	E	ELECTIVE COURSE I	20	20	0		40	35	75	3.0	
Semester II											
1	O	Principles of Pharmacology	40	6	20	20	86	164	250	10.0	Nderim Kryeziu
2	O	Principles and Practice of Bioanalysis	30	55	0		85	165	250	10.0	Blerta Pajaziti Sulltane Havolli Ahmet Hoxha
3	O	In-vitro Techniques in Biochemistry and Pharmacology	15	45		27	87	88	175	7.0	Nderim Kryeziu Lindita Aliaga
7	E	ELECTIVE COURSE II	20	20	0		40	35	75	3.0	

YEAR II											
Semester III			Hours per week								Academic staff
No	O/E	Course	L	P	Proj.	RW	CH	IS	Total	ECTS	
1	O	Pharmacology: From Physiology to Therapy	60	0	40		100	100	200	8.0	Besim Memedi Nora Elshani
2	O	Pharmacokinetics and Pharmacodynamics	50			30	80	70	150	6.0	Blerim Krasniqi Flora Ramizi Armend Jashari Korab Ukella
3	O	Advanced Manufacturing of Pharmaceuticals	30	14	36	0	80	70	150	6.0	Ylber Qusaj Ardian Ukmata Ardita Mekaj
4	O	Research Methods in Pharmacy	40	30	35	20	125	125	250	10.0	Ermira Krasniqi Lindita Aliaga
Semester IV											
1	E	Elective course III	20	20	0		40	35	75	3.0	
2	E	Elective course IV	20	20	0		40	35	75	3.0	
3	O	Master Thesis			600		600	0	600	24.0	

ELECTIVE COURSES			Hours/week			ECTS	Academic staff
No	E	Course	L	P	S		
1	E	Biopharmaceutics	20	20	0	3.0	Ylber Qusaj
2	E	Advanced Spectroscopy	20	20	0	3.0	Imer Sadriu
3	E	Advanced Pharmacognosy	20	20	0	3.0	Nita Kelmendi
4	E	Dermatopharmacology	20	20	0	3.0	Krenar Dobroshi
5	E	Statistical Design and Analysis of Experiments	20	20	0	3.0	Blerim Krasniqi
6	E	Neuropharmacology	20	20	0	3.0	Besim Memedi Nora Elshani
7	E	Pharmacotherapy in Neurology	20	20	0	3.0	Nazim Dakaj
8	E	Drug and aging	20	20	0	3.0	Besim Memedi
9	E	Drug and Sport	20	20	0	3.0	Selvete Shuleta
10	E	Drug abuse and dependence	20	20	0	3.0	Nderim Kryeziu
11	E	Drug Management system	20	20	0	3.0	Ermira Krasniqi
12	E	Pharmacoeconomics	20	20	0	3.0	Blerim Krasniqi
13	E	Pharmaceutical Policy, Economics and Ethics	20	20	0	3.0	Ardian Rugova
14	E	Pharmacotherapy in praksis	20	20	0	3.0	Selvete Shuleta

Legend: L=Lecture; P-Practice; Proj=Project; RW=Report writing; 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 Pharmacy program is led by:

1. Prof. ass. Ermira Krasniqi
2. Prof. assoc. Njomza Ajvazi
3. Prof. ass. Nita Kelmendi

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	%
Ass.	1	7.7	1	7.7	2	7.7
Lecturer	4	30.8	4	30.8	8	30.8
Prof.	0	0.0	0	0.0	0	0.0
Prof.asoc.	3	23.1	4	30.8	7	26.9
Prof.Ass.	5	38.5	4	30.8	9	34.6
Total	13	100.0	13	100.0	26	100.0

Indicators	No.	%
Full-time academic staff (FTE)	26	96.3
Part-time academic staff	1	3.7
Total academic staff	27	100.0
Number of academic staff with PhD (FTE)	16	61.5
Number of academic staff PhDcandidate (PhDc)(FTE)	8	30.8
Number of academic staff with MSc (FTE)	2	7.7
Number of academic staff with specialization (FTE)	13	50.0
Number of Full Professors (FTE)	0	0.0
STUDENTS		
Number of students	72	
EFFECTIVE MANAGEMENT INDICATORS		
Report Student : Academic staff (FTE)	2.8	

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.

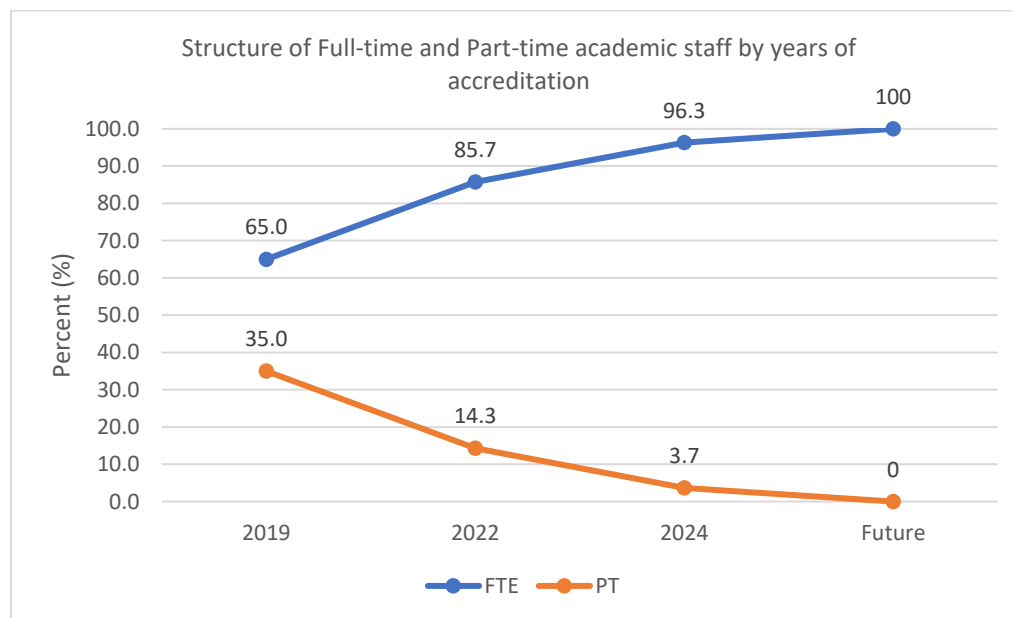
This issue is regulated by the Statute of the College, article 74, point 4, 2. According to which the staff in regular employment cannot have other full-time employment contracts inside or outside the College.

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 Pharmacy program we have a total of 27 teachers, of which 26 (96.3%) are in Full-time employment, while 1 (3.7%) are in Part-time employment. The ratio of Full-time to Part-time academic staff per program is 26 : 1. The full-time academic staff covers over 50% of the teaching hours of the study program (97.7%), 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	13	100.0	13	92.9	26	96.3	26.0	97.7
Part-time	0	0.0	1	7.1	1	3.7		2.3
Total	13	100.0	14	100.0	27	100.0		100.0

Staff	Teaching hours	%
Full-Time	3830	97.7
Part-Time	90	2.3
Total	3920	100.0



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 16 (61.5%).

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 Pharmacy 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 Pharmacy Program (2022–2024)

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

	2022	2023	2024
Total Revenues	409.500	409.500	409.500
<i>Expenses</i>			
Salaries and Benefits	121.859	121.859	121.859
Research	116.000	116.000	116.000
Academic support	34.000	34.000	34.000
Student Services	6.000	6.000	6.000
Operation and Maintenance of Equipments	24.360	24.360	24.360
Scholarships	1.800	1.800	1.800
Diploma thesis	24.600	30.000	30.000
Total Expenses	328.619	334.019	334.019
Net Profit	80.881	115.981	115.981
Net Profit after Tax	72.792,9	104.382,9	104.382,9
Net Profit coefficient	17.8	23.2	23.2

No.	Specification	2022	(%)	2023	(%)	2024	(%)
1	Revenues						
1.1	Total Student Income	409500	100	450000	100	450000	100
1.1.1	▪ No. of students	91		100		100	
1.1.2	▪ Fees	4500		4500		4500	
1.2	Health Care Services		0		0		0
1.3	Sales and Services		0		0		0
1.4	Gifts		0		0		0
1.5	Grants and Contracts		0		0		0
1.6	Investment Income		0	0	0	0	0
1.7	Total Revenues	409500	100	450000	100	450000	100
2	Expenses						
2.1	Salaries and Benefits	121859	29.8	121859	27.1	121859	27.1
2.1.1	§ Full-time staff (professors)	70128	17.1	70128	15.6	70128	15.6
2.1.2	§ Full-time staff (assistants)	19753	4.8	19753	4.4	19753	4.4
2.1.3	§ Part-time staff (professors)	11578	2.8	11578	2.6	11578	2.6
2.1.4	§ Part-time staff (assistants)	0	0.0	0	0.0	0	0.0
2.1.5	§ Technician	5400	1.3	5400	1.2	5400	1.2
2.1.6	§ Visiting Professors	15000	3.7	15000	3.3	15000	3.3
2.1.7.	§ Clinical rotation	0	0.0	0	0.0	0	0.0
2.3	Research	116000	28.3	116000	25.8	116000	25.8
2.3.1	§ publication	32400	7.9	32400	7.2	32400	7.2
2.3.2	§ simposiums	3600	0.9	3600	0.8	3600	0.8
2.3.3	§ research activities	80000	19.5	80000	17.8	80000	17.8

2.4	Academic support	34000	8.3	34000	7.6	34000	7.6
2.4.1	§ staff development support	24000	5.9	24000	5.3	24000	5.3
2.4.2	§ libraries	10000	2.4	10000	2.2	10000	2.2
2.4.3	§ course and curriculum development	0	0.0	0	0.0	0	0.0
2.4.4	§ clinic	0	0.0	0	0.0	0	0.0
2.5	Student Services	6000	1.5	6000	1.3	6000	1.3
2.5.1	§ Student Financial Aid	5000	1.2	5000	1.1	5000	1.1
2.5.2	§ intellectual, cultural, and social dev	1000	0.2	1000	0.2	1000	0.2
2.7	Operation and Maintenance of Equipm	24360	5.9	24360	5.4	24360	5.4
2.7.1	§ Energy	1400	0.3	1400	0.3	1400	0.3
2.7.2	§ Marketing, Tel.,internet, web page	960	0.2	960	0.2	960	0.2
2.7.3	§ Substances	18000	4.4	18000	4.0	18000	4.0
2.7.4	§ Funksionimi i Zyres për Sigurimin e C	1500	0.4	1500	0.3	1500	0.3
2.7.5	§ Maintenance of equipments/facilitie	2500	0.6	2500	0.6	2500	0.6
2.8	Scholarships	1800	0.4	1800	0.4	1800	0.4
2.9	Diploma Thesis	24600	6.0	30000	6.7	30000	6.7
2.11	Total Expenses	328619	80.2	334019	74.2	334019	74.2
	Net Profit	80881	19.8	115981	25.8	115981	25.8
	Tax on Profit (10%)	8088.1	2.0	11598.1	2.6	11598.1	2.6
	Net Profit after Tax	72792.9	17.8	104382.9	23.2	104382.9	23.2
	Gross Profit coefficient	100%		100%		100%	
	Net Profit coefficient	17.8		23.2		23.2	

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.

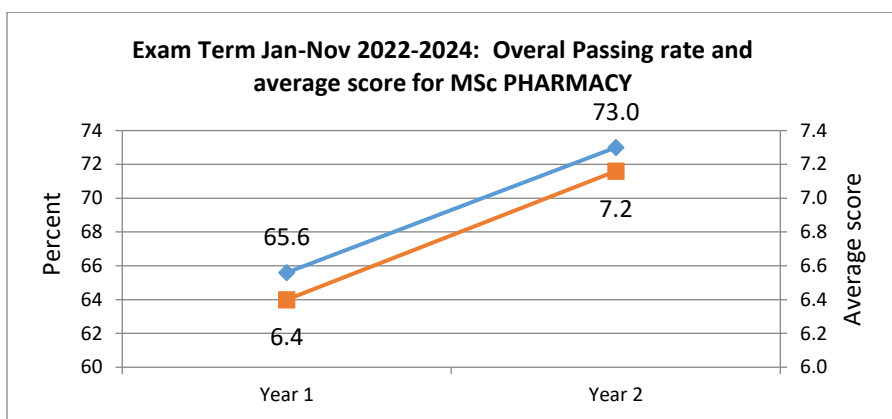
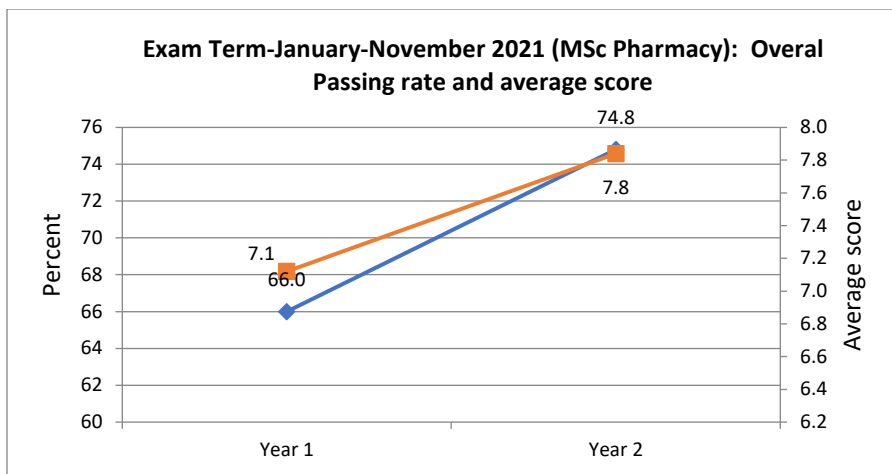
Student Outcomes and Competency Levels

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:

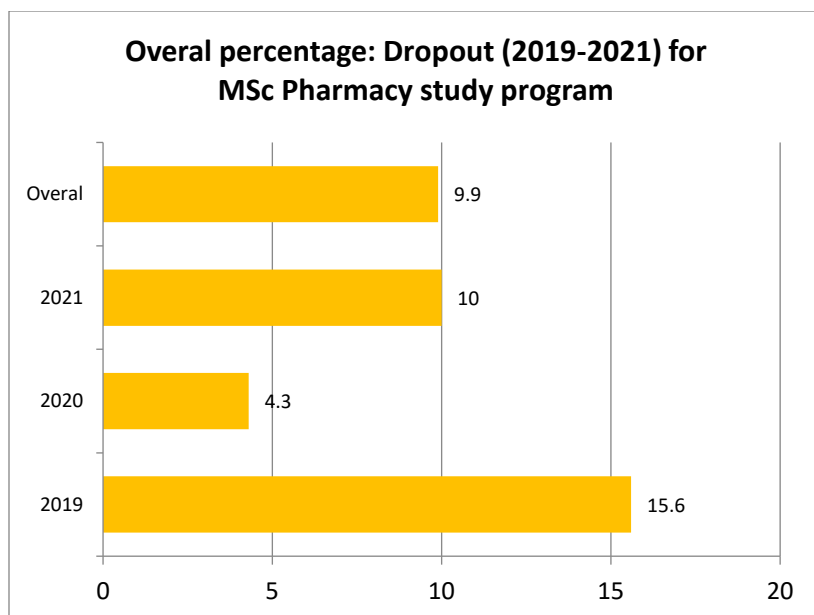


Analysis:

From the presented results, it is observed that the overall pass rate in exams for all examination periods is lowest for first-year students (overall: 66%, for 2021, and 65.6% for 2022-2024), with an increase in the pass rate in the second year of studies (74.8% for 2021, and 73% for 2022-2024). This trend is consistent across individual examination periods as well.

The same trend applies to the average grade in exams: the lowest average grade is observed for first-year students (average = 7.1 for 2021, and 6.4 for 2022-2024), with an increase in the average grade for second-year students (average = 7.8 for 2021, and 7.2 for 2022-2024). This trend also holds across individual examination periods.

The average dropout rate in the MSc Pharmacy program for the period 2019-2021 is 9.9% (by year: 15.6% in 2019, 4.3% in 2020, and 10% in 2021).



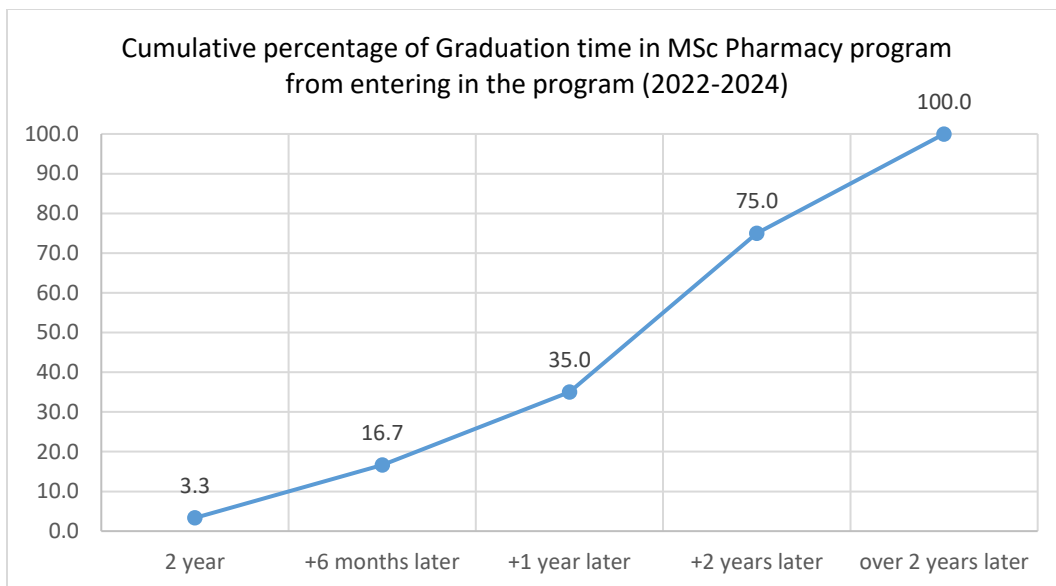
Graduates for the Period 2019-2024:

The total number of graduates for the period 2019-2021 is 67, distributed as follows: 32 (47.8%) in 2019, 21 (31.3%) in 2020, and 14 (20.9%) in 2021.

Year	Number of Graduates	Percentage (%)
2019	32	19.5
2020	21	12.8
2021	14	8.5
2022	30	18.3
2023	41	25.0
2024	26	15.9
Total	164	100.0

Study Duration:

MSc Pharmacy		2022		2023		2024		2022-2024				
Graduation	Nr	%	Cumulativ	Nr	%	Cumulativ	Nr	%	Cumulativ	Nr	%	Cumulativ
2 year	0	0.0	0.0	2	4.9	4.9	0	0.0	0.0	2	3.3	3.3
+6 months	6	20.0	20.0	1	2.4	7.3	1	3.8	3.8	8	13.3	16.7
+1 year late	1	3.3	23.3	6	14.6	22.0	4	15.4	19.2	11	18.3	35.0
+2 years late	7	23.3	46.7	12	29.3	51.2	5	19.2	38.5	24	40.0	75.0
over 2 years	6	20.0	66.7	7	17.1	68.3	2	7.7	46.2	15	25.0	100.0
Total	20	66.7		28	68.3		12	46.2		60	100.0	



MSc Pharmacy Program Statistics (2022-2024):

- The average study duration for the MSc Pharmacy program (120 ECTS) during the 2022-2024 period was **3.5 years**.
- The total average grade for all graduates of the MSc Pharmacy program during this period was **7.9**.

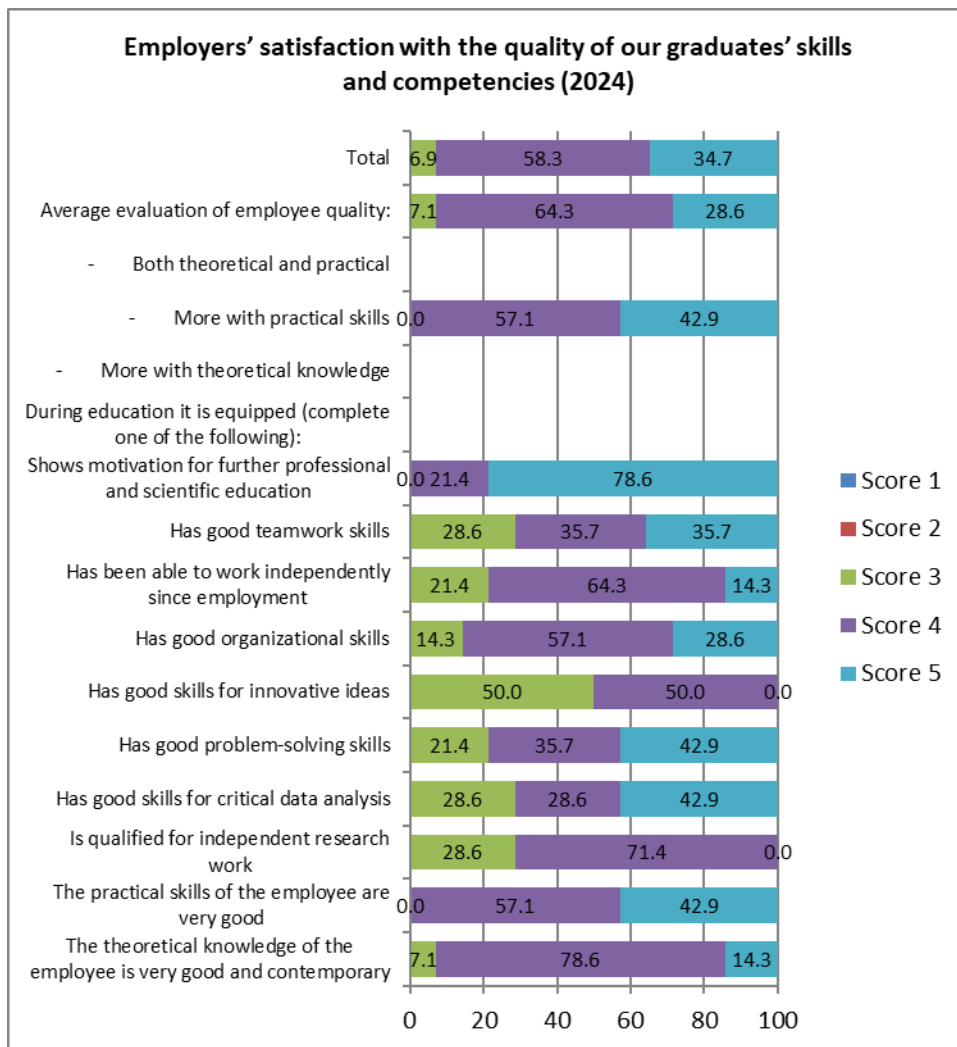
Year	Average duration of studies	Average grade
2022	3.6	7.8
2023	3.5	7.9
2024	3.4	8.2
Total	3.5	7.9

Graduation Timeline for the MSc Pharmacy study program (2022-2024):

- Approximately **16.7%** of students graduate within 6 months of completing their final semester.
- **75%** of students graduate within a period not exceeding twice the program's standard duration (i.e., within 4 years in total).

The evaluation of graduates from the Employer Survey conducted in 2024 indicates that the overall employer satisfaction with the quality of skills and competencies achieved by graduates is **93.1%**, with an average rating of employee quality at **4.2 ± 0.6**. We aim to increase our target to **5.0** and will work towards achieving this goal through collaboration between the College staff and administration.

1 = Totally disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Totally agree										
Statements	Score 1	Score 2	Score 3	Score 4	Score 5	Total	Mean	SD	Answers with score 4 and 5	
The theoretical knowledge of the employee is very good and contemporary	0.0	0.0	7.1	78.6	14.3	100.0	4.1	0.5	92.9	
The practical skills of the employee are very good	0.0	0.0	0.0	57.1	42.9	100.0	4.4	0.5	100.0	
Is qualified for independent research work	0.0	0.0	28.6	71.4	0.0	100.0	3.7	0.5	71.4	
Has good skills for critical data analysis	0.0	0.0	28.6	28.6	42.9	100.0	4.1	0.9	71.4	
Has good problem-solving skills	0.0	0.0	21.4	35.7	42.9	100.0	4.2	0.8	78.6	
Has good skills for innovative ideas	0.0	0.0	50.0	50.0	0.0	100.0	3.5	0.5	50.0	
Has good organizational skills	0.0	0.0	14.3	57.1	28.6	100.0	4.1	0.7	85.7	
Has been able to work independently since employment	0.0	0.0	21.4	64.3	14.3	100.0	3.9	0.6	78.6	
Has good teamwork skills	0.0	0.0	28.6	35.7	35.7	100.0	4.1	0.8	71.4	
Shows motivation for further professional and scientific education	0.0	0.0	0.0	21.4	78.6	100.0	4.8	0.4	100.0	
During education it is equipped (complete one of the following):										
- More with theoretical knowledge										
- More with practical skills	0.0	0.0	0.0	57.1	42.9	100.0	4.4	0.5	100.0	
- Both theoretical and practical										
Average evaluation of employee quality:	0.0	0.0	7.1	64.3	28.6	100.0	4.2	0.6	92.9	
Total	0.0	0.0	6.9	58.3	34.7	100.0			93.1	



Rationale of the Program for the Labor Market

To improve the pharmaceutical profile of Kosovo, it is necessary to address standards related to the average number of pharmacists per 1,000 inhabitants, as these indicators in Kosovo are lower than the average values within the European Union. For this reason, and considering the limited capacities of public universities, there is a clear need for organizing studies within this program.

REVIEW RESULTS OF THE ACADEMIC PROGRAM

Executive Summary of Program Effectiveness Findings

Characteristics	Components	Comments
High Quality	Curriculum	<ol style="list-style-type: none"> 1. The MSc Pharmacy program is designed to meet qualification objectives, addressing academic competencies, employment readiness, and theoretical/practical integration. 2. Course content aligns with the program's profile and international standards. 3. Disciplines are organized logically to meet competency requirements. 4. The program is full-time, 2 academic years with ECTS credit allocation. 5. The curriculum reflects changes in the discipline and exceeds national accreditation standards.
Academic Staff		<ol style="list-style-type: none"> 1. Adequate staff are available to support the program. 2. Staff hold appropriate academic and professional qualifications. 3. Staff maintain updated skills through engagement in academic organizations. 4. Staff are recognized nationally and internationally for their scholarly work. 5. Staff are committed to enhancing teaching skills.
Learning and Environment		<ol style="list-style-type: none"> 1. The program uses diverse teaching methods and accommodates different learning styles. 2. Teaching reflects responsiveness to developments in the field and includes practical experiences. 3. Teaching approaches reflect equity in education. 4. Teaching aligns with program objectives. 5. Staff research enhances the learning environment.
Infrastructure		<ol style="list-style-type: none"> 1. The program provides necessary facilities and equipment. 2. Library resources are appropriate. 3. Program organization and administration are effective and supportive.
Outcomes		<ol style="list-style-type: none"> 1. The program achieves its educational objectives. 2. Students are satisfied with program support for personal/professional goals. 3. Graduates succeed in employment or postgraduate education. 4. Workload does not hinder timely program completion. 5. Graduates' qualifications are recognized by licensing bodies/employers. 6. Students perform well in licensing exams. 7. Employers are satisfied with graduate performance and preparation.
Needs	Student Demand, Market Needs, and/or Social Necessities	<ol style="list-style-type: none"> 1. Student interest is sufficient to maintain the program. 2. Labor market demand justifies program size. 3. The program attracts both domestic and international students. 4. High demand for graduate services sustains academic programs.
Efficient Use of Resources		<ol style="list-style-type: none"> 1. The program is cost-effective compared to similar programs. 2. Low student demand for the program is offset by high demand for course services, justifying program continuation. 3. Research and academic opportunities align with postgraduate education prospects.

Uniqueness	The program is unique in content and approach at the national/regional level.
Relevance	1. The program supports social development and economic growth. 2. Staff provide unique expertise and services unavailable elsewhere.

Summary Rating of Program

1. Quality of the Program:

The MSc Pharmacy program is designed based on qualification objectives. It addresses academic competencies, the ability to secure adequate employment to meet labor market demands, integrates theoretical and practical aspects, and fosters the personal development of students in specialized fields. The course offerings within the MSc Pharmacy program provide a satisfactory level of alignment with the program's profile and scope. The course titles are comparable to international programs in this discipline.

2. Demand by Students and the Public:

To improve Kosovo's pharmaceutical profile, it is necessary to meet standards related to the average number of pharmacists per 1,000 inhabitants, as these indicators for Kosovo are lower than the EU average. For this reason, and given the limited capacity of public universities, there is a clear need for organizing studies within this program.

3. Efficient Use of Resources:

The program is offered cost-effectively, similar to other comparable programs. Laboratory, clinical, and academic equipment is utilized effectively across related programs.

4. Unique Features of the Program:

The program is unique in content and approach at the national and regional level as it focuses on the professional development of graduates in the field of pharmacy. In Kosovo, it is the only pharmacy program offered in the 3+2 format according to the Bologna Process.

5. Relevance of the Program:

The program supports and contributes to the social development and economic growth of the country by improving pharmaceutical services with competent professionals in this field.