



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

**UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”
FACULTY OF ECONOMICS**

Bachelor of Science in Marketing

REACCREDITATION

FINAL REPORT OF THE EXPERT TEAM

2 May 2023, Zagreb/Riga

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
1. INTRODUCTION	3
1.1. Context	3
1.2. Site visit schedule.....	7
1.3. A brief overview of the institution and program under evaluation	8
2. PROGRAM EVALUATION	9
2.1. Mission, objectives and administration.....	9
2.2. Quality management	12
2.3. Academic staff.....	16
2.4. Educational process content	18
2.5. Students	21
2.6. Research	23
2.7. Infrastructure and resources	25
3. OVERALL EVALUATION AND RECOMMENDATION OF THE EXPERT TEAM	27

1. INTRODUCTION

1.1. Context

Date of site visit: 30 Mar 2023

Expert Team members:

- *Dr Dražen Vrhovski (Chair)*
- *PhD candidate Asnate Kažoka (Member)*

Coordinator from Kosovo Accreditation Agency (KAA):

- *Mr Shkelzen Gërxhaliu, Senior Officer for Evaluation*

Sources of information for the Report:

- [1] *Self-Evaluation Report, University of Prishtina “Hasan Prishtina”, Faculty of Economics, Bachelor of Science in Marketing, Prishtina 2019,*
- [2] *Syllabi of the Study Programme,*
- [3] *CVs of the study programme academic staff: Besim Beqaj, Fatos Ukaj, Fitore Jashari, Nail Reshidi, Ramiz Livoreka, Saranda Kajtazi, Visar Rustemi, Vjosa Fejza Ademi,*
- *Self-Evaluation Report Appendices:*
 - [4] *Document entitled “Annex 6 Regulation for Student Academic Mobility in UP”,*
 - [5] *Document entitled “Annex 7 Book of First Conference” providing Proceeding of the 1st Scientific Conference “Knowledge Based Society as a Strategy for Faster Economic Growth”, 16-17 November 2017, Prishtina,*
 - [6] *Document entitled “Annex 8 Book of Second Conference” providing Proceeding of the 1st Scientific Conference “Knowledge Based Society as a Strategy for Faster Economic Growth”, 16-17 November 2017, Prishtina,*
 - [7] *Document entitled “Annex 9 Regulation on Selection Procedure of Staff” (in Albanian),*
 - [8] *Document entitled “Annex 13 Code of Ethics for Academic Staff” (in Albanian),*
 - [9] *Document entitled “Annex 16 - Budget 2023-2025 and realisation” (in Albanian),*
 - [10] *Statute of the University of Prishtina “Hasan Prishtina” (in Albanian, date of issuing unknown),*
 - [11] *Regulation on Disciplinary Procedure, University of Prishtina “Hasan Prishtina”, 11 April 2017 (in Albanian),*

- [12] *Document entitled “Annex 19 Sample completed by student assessment” (in Albanian),*
- [13] *Balkan Economic Review, online scientific journal, Vol.1, (date of publishing unknown),*
- [14] *Regulation on PhD Studies, University of Prishtina “Hasan Prishtina”, 2 September 2016 (in Albanian),*
- [15] *Document entitled “Annex 22_Staff Evaluation” (in Albanian),*
- [16] *B. Krasniqi, I. Hashi and A. Dula, Kosovo Skills Barometer 1.0, Developed by: Institute for Entrepreneurship and Small Business, Prishtina, 2022,*
- [17] *RIINVEST Institute for Development Research, Employment and Labour Market Analysis Kosovo, Municipal Competitiveness Index 2019 (date of publishing unknown),*
- [18] *B. Krasniqi, Labour Market and Skills Needs Analysis, Developed by: Institute for Entrepreneurship and Small Business, Prishtina, 2019,*
- [19] *Document entitled “Questionnaire for employers” providing feedback from employers on skills and employability of UP students and graduates,*
- [20] *CVs of the study programme academic staff: Berat Rukiqi, Granit Baca, Hykmete Bajrami,*
- [21] *Syllabi of the “Business Communication and Culture in Marketing”, “Management of SMEs”, “Marketing Basics”, “Mathematics for Economists”, and “Statistical Methods in Marketing” study modules of the evaluated study programme,*
- [22] *Document providing image and video evidence of the job fairs held by the University of Prishtina Faculty of Economics,*
- [23] *Cooperation agreements and memorandums of understanding closed by the University of Prishtina Faculty of Economics and Banka Kombetare Tregtare Kosova Sh.A. Prishtina, ELSIG Sh.A. Prishtina, Kosovo Chamber of Doing Business in Kosovo, Paysera Kosova Sh.P.K. and Procredit Bank SH.A. (in Albanian),*
- [24] *Document entitled “Prishtina-OTHRBWL” providing evidence on Erasmus+ Programme inter-institutional agreement closed between University of Prishtina and Ostbayerische Technische Hochschule (OTH) Regensburg, Germany,*
- [25] *Document entitled “Project-Tempus” providing a signed copy of the grant agreement closed by the University of Prishtina and the Education, Audiovisual and Culture Executive Agency on the realisation of the TEMPUS project “Modernising the 3rd Cycle at the University of Prishtina and Developing a PhD Program at the Faculty of Economics”,*
- [26] *Document entitled “Viadrina-UP” providing evidence on the Erasmus+ Programme inter-institutional agreement closed between University of Prishtina and the European University Viadrina Frankfurt, Germany,*
- [27] *Example of the summary report on student teaching and study course evaluation in English (blank),*
- [28] *Document entitled “Evaluation of academic staff” providing statistics on academic staff evaluations,*

- [29] *Examples of summary reports on student teaching and study course evaluations for academic years 20/21, 21/22 and 22/23 (in Albanian),*
- [30] *Document entitled “1. Statistics” providing key data on number of enrolled, graduated and/or drop-out students,*
- [31] *Document entitled “2.3 student leaving the F.E.” (in Albanian, content difficult to get deciphered),*
- [32] *Strategic Plan of the University of Prishtina “Hasan Prishtina” 2020-22 (in English, date of publishing unknown),*
- [33] *Updated version of the Self-Evaluation Report, University of Prishtina “Hasan Prishtina”, Faculty of Economics, Bachelor of Science in Marketing, Prishtina 2022,*
- [34] *Document entitled “12. Budget 2023-2025 and realisation”,*
- [35] *Statute of the University of Prishtina “Hasan Prishtina” (in English),*
- [36] *Regulation on the Student Academic Mobility, University of Prishtina “Hasan Prishtina”, Prishtina, 2017,*
- [37] *Document entitled “16. Development Plan 2020-2022”,*
- [38] *Document entitled “18. statistics” providing information on the number of students registered in the BSc in Marketing study programme from 2018-22,*
- [39] *Document entitled “19. List of transfers” listing student transfers from/to alternative study programmes,*
- [40] *University of Prishtina “Hasan Prishtina”, Faculty of Economics, “History of the Faculty”, [online], available at: <https://ekonomiku.uni-pr.edu/page.aspx?id=2,8>, [Accessed 10 Apr 2023],*
- [41] *University of Prishtina “Hasan Prishtina”, Faculty of Economics, “Marketing”, [online], available at: <https://ekonomiku.uni-pr.edu/page.aspx?id=2,83>, [Accessed 10 Apr 2023],*
- [42] *University of Prishtina “Hasan Prishtina”, “Regulation on Quality Assurance and Evaluation at the University of Prishtina”, [online], available at: <https://mjekesia.uni-pr.edu/desk/inc/media/51D772F3-CDD0-4302-AD03-8E5B8B2DECE4.pdf> [Accessed 16 Apr 2023]*
- [43] *Kosovo National Qualification Authority, “National Qualification Framework”, Prishtina, 2020,*
- [44] *Kosovo Accreditation Agency, University of Prishtina “Hasan Prishtina”, Reaccreditation of the Bachelor of Science in Economics Study Programme, Report of the Expert Team, Vienna, 2020.*

Sources referenced from [1] to [15] were provided by the evaluated higher education institution prior to the interviews held, whereas the sources from [16] to [39] were requested and received upon the interviewing. The document [4] has been corrupted and hence not able to be opened and consulted. The documents [5] and [6] although different in their titles provide exactly the same content.

All other sources listed have been publicly available for general use.

Criteria used for institutional and program evaluations

- *Standards and performance indicators outlined in the Kosovo Accreditation Agency's Accreditation Manual, 2021.*
- *The European Qualifications Framework*
- *The Framework for Qualifications of the European Higher Education Area*
- *National Qualifications Framework, Kosovo National Qualification Authority, Prishtina, 2020.*

1.2. Site visit schedule

The on-site visit was conducted according to the agenda as shown in the table below.

Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated	Prof. Dr. Driton Balaj, dean Prof. Dr. Drita Konxheli, vice-dean for teaching Prof. Dr. Aferdita Berisha, vice-dean for research Prof. Ass. Dr. Alban Elshani, vice-dean for finance Valbona Zhubi, Secretary
09:50 – 10:50	Meeting with the heads of the study programme: Marketing BA	Prof. Dr. Fatos Ukaj Prof. Ass. Dr. Hykmete Bajrami Prof. Ass. Dr. Vjosa Fejza
10:50 – 11:30	Meeting with quality assurance representatives and administrative staff	Besnik Loxha Prof. Ass. Dr. Gentrit Berisha Prof. Ass. Dr. Saranda Kajtazi Gjylasfije Berisha Drita Zhushi
11:30– 12:00	Lunch break (provided at the evaluation site)	
12:00 – 12:40	Visiting tour to facilities and equipment	
12:40– 13:30	Meeting with teaching staff	Prof. Dr. Visar Rrustemi Prof. Dr. Nail Reshidi Prof. Dr. Ramiz Livoreka Prof. Dr. Besim Beqaj Ass. Berat Rukiqi Ass. Granit Baca Ass. Fitore Jashari
13:30 – 14:20	Meeting with students	Dea Krasniqi Edona Hoxha Sara Mucaj Led Mehmeti Ornela Hoxha Fjolla Cocaj Elsa Veselaj Drin Alihajdaraj Drilon Gajtani
14:20 – 15:00	Meeting with graduates	Zana Sherifi Anita Mehmeti Bardh Ahmeti Shkup Avdyli Florent Rrahmani

15:00 – 15:45	Meeting with employers of graduates and external stakeholders	Bind Reka Betim Humolli Alban Zogjani Besarta Tahiri
15:45 – 16:00	Internal meeting of KAA staff and experts	
16:00 – 16:15	Closing meeting with the management of the faculty and program	

1.3. A brief overview of the institution and program under evaluation

The Faculty of Economics (hereafter referred to as: the **FoE**) is a non-profit publicly owned higher education institution which has been a constitutive part of the University of Prishtina “Hasan Prishtina” (hereafter referred to as: the **UP**). The faculty started its operations in 1961 first as a joint academic undertaking with the Faculty of Law of the same university, and since the academic year 1971/72 as a single academic unit of the UP.

The FoE provides study programmes on three levels of study, namely three-year bachelor study programmes, two-year scientific master study programmes and three-year doctoral study programmes. The study programmes differ in their nature, objectives, scientific area and student interest. Nevertheless, the great majority of the programmes study disciplines such as banking, finance and accounting; management; marketing; and economics. As for the number of students, in 2021 there were, in total, 4002 registered students at the bachelor level, 1485 master level students and no students taking any of the doctoral study programmes available [33].

According to the UP Statute [35], the FoE as well as any other such organisational academic unit of the university, does not have the status of a legal person and as such is legally bound entirely by the provisions set forth by the UP. The key operations of the faculty are hence focused on providing education services and scientific research whereas critical strategic, financial and organisational planning and execution is all done at the university level.

The FoE has got its seat in the city of Prishtina and runs all its operations from the UP university campus at downtown Prishtina.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

According to the self-evaluation report (hereafter referred to as: the **SER**) [33] and [40], the mission of the FoE has been focused around establishing a competitive academic institution oriented at capacitating “*generations that contribute to the overall economic and social progress of Kosovo and beyond*”. The mission of the Bachelor of Science in Marketing study programme assessed (hereafter referred to as: the **Study Programme**) has not been clearly stipulated in the documentation made available however, it may be drawn from sources such as [41]. In this regard, although it may be deemed the Study Programme has been aligned with the FoE mission, it needs to be said the mission formulations of both instances are rather generic and as such fit for a variety of possible academic societal and/or business outcomes. The mission of the Study Programme thus does not formulate nor imply any comparative advantage or unique discriminators which would differentiate the programme from similar competitive programmes taught in Kosovo and the neighbourhood. Moreover, the feedback gained in the undertaken interviews suggests setting up the Study Programme had not been guided by a clear vision on which strategic objectives targeting FoE’s geographic area of interest, research focus or target academic relevance/market share should mostly be addressed in the Study Programme. Furthermore, given that in the globalised world any study programme of today must enable graduated students “*...to communicate in the most professional way with business actors, recognizing environmental factors as determinants of business success...*”, the mission of the Study Programme is hence applicable to any contemporary higher education programme. As such, even though it may be deemed that the Study Programme has indeed been aligned with FoE/UP mission, the programme’s mission does not suggest in any way what current and future specific strategic needs of the institution and the local community are expected to be serviced by the Study Programme, neither it recognises any of the specific critical trends of the 21st century’s industry/economy.

Although the FoE prides itself to have been seeking relevant academic and professional advice when setting up the Study Programme and its learning outcomes, the outcomes may hardly be found matching the standards of the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. Thus, for instance, even though the National Qualification Framework [43] clearly states that a level 6 graduated student should be capacitated to “*...to demonstrate mastery and innovation to solve complex and unforeseen problems in the specialized field of work or study...*”, the learning outcomes of the Study Programme have almost entirely been set rather generically. Moreover, some of the outcomes are even hard to be fully understood being defined as vaguely as, for instance, the “*Ability for interdisciplinary interconnection of knowledge*”. As such, it is hard to expect both the students

and the academics to have a clear understanding of the didactic concept behind the Study Programme. This, in a way, has been demonstrated in the undertaken interviews with students and graduates which both struggled to articulate Study Programme's strongholds and rationale. Hearing them using rather shabby paradigms such as "*marketing is everything, and everything is marketing*" in advocating the Study Programme and their participation in it suggests a lot is to be done to argument soundly the general idea behind the programme.

In addition to the questionable overarching concept behind the Study Programme, the programme may also be hardly seen as to have been done according to the needs of the local or regional economy. Even though both the SER and the feedback from the interviews held claim otherwise, the proofs presented (eg. [16], [17] and [18]) do not provide a clear indication which critical needs of the economy the Study Programme actually addresses and in which concrete manner. Quite opposite! For instance, if the [18] is consulted, it is more than clear that the most critical bachelor level needs of the Kosovo labour market correspond predominantly to disciplines and sectors other than marketing (Table 18, p.36).

Being part of the UP, the FoE enjoys the position of being able to share the key policies and regulations with other constitutive members of the university. As such, all relevant procedural and academic issues may be deemed to have been properly addressed. Nevertheless, despite their obvious existence, some of the regulations are difficult to be accessed from outside the university. Thus, for instance, if a prospective non-Albanian speaking student would be interested to find out more on the regulations governing the FoE and the Study Programme, the path to take on the UP website is far from straightforward.

Compliance level: Partially compliant

ET recommendations:

1. *Undertake more refined analyses of the specifics of businesses and economy in the target geographic area(s) and identify which industry/business niche is reasonable to be treated as key/strategic for Study Programme/FoE future development. Take into account the current dependence on digital ways of doing business and steer the findings towards state-of-the-art business/tech paradigms and concepts such as neural marketing, generative AI, energy efficient business and others.*
2. *Update the key strategic documents, mission and vision according to the findings explained under (1). If needed, hire external consultants to undertake such surveys and analyse feedback.*
3. *Set up processes aimed at closer involvement of the external stakeholders in the planning and development activities which is not going to rely solely on voluntarily informal communication but rather be a clear goal-driven undertaking. Meetings with*

the stakeholders should be held on regular basis and substantiated by not merely the typical protocolar means such as meeting minutes and similar but also by dedicated agendas, summary reports and action plans reflecting the targeted objectives.

- 4. Update the FoE website such that to ensure straightforward paths to content most important for regulating FoC academic processes. Same level of visibility needs to be ensured for both Albanian and non-Albanian speaking interested parties.*

2.2. Quality management

The ET would like to make an observation that the overall quality of the section "Quality management" in the SER is poor. The information is scarce, does not address the respective standard fully and some information provided in the SER is inaccurate or outdated, for example, the initially provided SER stated that the next revision of quality assurance questionnaires will take place in 2020 and, in fact, the SER itself dated back to 2019. With additional information, a revised SER was provided but at least the section on quality management was not changed and still contained a reference to the next revision of questionnaires in 2020. Although it does not affect the assessment directly, it certainly does affect the ET impression on the internal quality assurance system.

The ET is aware that the quality assurance system, regulations and processes are designed at the institutional level and are supposed to function in a similar way across the whole institution. However, in this particular assessment, the ET is looking specifically at the FoE and BSc Marketing and how the quality assurance mechanisms function in regard to the Study Programme. It must be noted that both the general and the programme-specific information provided in the SER and additional documentation is very scarce. The ET has tried to make use of the UP website to the extent that was possible. The Quality Policy and Quality Assurance handbook are not easily accessible on the UP website. The latest publicly available Regulation on Quality Assurance and Evaluation at the University of Prishtina dates back as far as 2016 [42]. The ET has used it as a reference for making conclusions on the nature and regularity of quality assurance processes. However, as the main source of information in external quality assurance is the SER, a number of standards have been judged exclusively according to what FoE has presented either in writing or orally during the site visit.

When providing evidence for the standards 2.1 and 2.2, FoE refers exclusively to staff evaluation by students. The SWOT states that all department staff has participated in self-evaluation, designing, organizing, implementing and reassessing of the BSc Marketing. However, no other written evidence of this can be found in the SER.

It must be noted that quality assurance and accreditation was listed as one of the strategic areas of focus in the actual UP Strategic Plan [32]. Eight specific objectives of strategic initiatives were defined, by indicating specific activities, timeline, costs, responsibilities. However, from the information provided in the SER and additional documentation, it is not clear how the FoE contributed to achievement of these objectives.

Overall, according to the SER and the Quality Assurance Regulation, the quality assurance processes cover a number of issues – teaching quality, services for students, scientific activity, international cooperation and resources. The evaluation process is administrated at the central level but executed on the faculty level. The UP Statute [35] states that the evaluation of

teaching, scientific research, and artistic work of staff shall be conducted in the following manner - internal evaluations through self-evaluation, questionnaires and self-evaluation conducted by academic staff, anonymous questionnaires of evaluation by students, analysis of parameters based on performance reports. However, the ET was provided only the template for the student evaluation for the subject and teaching. According to the additional documentation provided, such evaluation has been performed since 2020. During the site visit the programme representatives also mentioned the peer assessment by the council (board) of professors who assesses the work of other colleagues and that there is a special manual designed for this purpose. The ET did not find any evidence of mechanisms for surveying the quality of services for students, scientific activity, international cooperation and resources.

In the SER, UP states that after every evaluation activity an improvement plan is produced by the dean and this plan reflects the actions that need to be taken into account when planning the annual budget. According to the SER, the evaluation data are used for annual and strategic planning of UP and prioritization of development activities. When asked to provide the annual improvement/ development plans of the faculty/ programme since 2019, a one-page document titled "Implementation of the Development Plan 2020/2022, University of Prishtina "Hasan Prishtina" by the Faculties in the identification of activities that address the fields" was provided. It lists the strategic objectives including the "Quality assurance and accreditation" and names two activities - *Evaluation of the course and professors* and *Evaluation of students, general results*. In the view of the ET, this cannot be considered a fully developed and functional improvement plan as the goals, timeline and specific actions to be taken are missing.

While the UP claims that the quality assurance processes ensure that both the required standards are met and there is continuing improvement in performance, it is not clear what standards have been defined. The UP Strategic Plan 2020 – 2022 includes "Design and implementation of Key Performance Indicators (KPIs)" as one of the activities to be completed by March 2022. However, the SER does not include any references to the work completed within this strategic planning period and any information about the actual monitoring of any KPIs. The SER refers to some data from faculties for students' performance – the percentage of passes in exams, the tests' organization, duration of studies – that are collected. SER also mentions graduated students' perceptions for the quality of studies and employers' perceptions for the graduated students' quality, however, it is not clear what mechanisms are used for collecting them and where and how are these data analysed. The SER states that based on the results of the internal quality assurance system, the size of student groups has been adjusted. However, it is not fully clear whether this change has happened due to internal procedures or is it just the natural result of student dropout. During the site visit, the ET found some evidence of certain informal work with performance indicators. learned that FoE is proactive in finding the reason of students planning to leave and convincing them to stay at the UP. Also, the programme heads mentioned that the dropout rate is an issue of concern.

The standard 2.6 of the external evaluation report requires that survey data is being collected from students, graduates and employers and the results of these evaluations are made publicly available. In the SER FoE states that actually, the survey data are gathered only from students, where results of these evaluations have never been published in public yet. According to the SER, the results of student surveys are regarded as a tool that helps the teaching staff to self-improve and sanctions are foreseen in cases when there is no willingness to improve. In the SWOT analysis FoE recognises the lack of conditions for surveying the graduated students and their potential employers as one of main weaknesses.

In regard to the time for carrying out evaluations, the SER states that the evaluation for program accreditation is in line with the dynamics of programme accreditation and should be done at least once every five years. Also, the assessment of quality improvement needs fits the dynamics of institutional accreditation. No other reports on the overall quality of the programme are foreseen by the regulation. While the five-years period certainly shows cyclicity, the ET suggest that a shorter period should be defined for internal reports on the programme quality. These reports should be produced in order to identify possible improvements and inform the management rather than for accreditation purposes only. The expert team did not find evidence of any internal quality assurance reports that would be produced on the level of study programme or department, except the summary report on student feedback that cannot be considered a comprehensive report on the quality of the study programme.

Regulation of Quality Assurance and Evaluation at the University of Prishtina is in place, approved by the Senate. It defines the mechanisms and procedures of quality assurance and assessment. While there are some attempts to continuously improve, most of the inputs for improvement, except the student surveys, seem to be of a rather casual nature and therefore a more rigorous approach for constant revision of the quality assurance arrangements should be considered.

Compliance level: Partially compliant

ET recommendations:

- 1. To initiate the revision of the UP website to ensure that the actual version of the quality assurance regulation and supporting documentation is published on the UP website.*
- 2. To ensure that the internal quality assurance system at the FoE and BSc Marketing fully reflects the requirements foreseen by the UP Quality Assurance Regulation and corresponds to the annual planning processes.*
- 3. To clearly demonstrate that FoE follows the UP strategic objectives related to quality assurance by developing faculty-level action plans and progress reports of the achievement of the objectives.*

4. *To develop and introduce regular survey mechanisms for all parties involved in the study process – students, academic and administrative staff, graduates, employers.*
5. *To ensure that the survey for students includes questions about the quality of resources and services provided both by the FoE and other parts of the UP.*
6. *To define KPI on the study programme level by following the general UP policy on KPI.*
7. *To develop and publish programme and/or department level annual reports resulting from the internal quality assurance processes.*
8. *To ensure that the quality assurance reports, including the ones for accreditation purposes, reflect the status and intentions of the UP and FoE - are comprehensive, analytical rather than descriptive and written in appropriate language.*

2.3. Academic staff

According to the SER and additional information provided, the Study Programme is delivered by 11 academic staff members, namely Mr Ramiz Livoreka, Mr Nail Reshidi, Mr Fatos Ukaj, Mr Besim Beqaj, Ms Hykmete Bajrami, Mr Visar Rustemi, Ms Saranda Kajtazi, Ms Vjosa Fejza Ademi, Mr Berat Rukiqi, Ms Fitore Jashari, and Mr Granit Baca. Three of the academic staff members – Mr Fatos Ukaj, Ms Hykmete Bajrami and Ms Vjosa Fejza Ademi – have been appointed as the Study Programme heads. The SER includes a table with the following information on the academic staff – name, engagement (full time/part time), qualification, academic title, duration of contract, workload for teaching, exams, consulting, administrative activities, research. According to the SER, all academic staff members are employed on a full-time basis. However, the teaching, administrative and research workload of the staff is not specified, except that Mr Visar Rustemi is the head of department and Ms Fitore Jashari who serves as the secretary of department. Also, while the ET is convinced that the announced staff is currently employed by the FoE, a number of the attached CVs are outdated and do not list a current work position at the FoE.

All staff members have been elected as professors, associate professors or assistants. Eight staff members hold a doctoral degree, and three staff members hold a master's degree. As the Study Programme is offered at bachelor level, the ET considers that the composition and qualification of the academic staff is appropriate for a level 6 study programme. There is a Regulation on the selection on academic staff. According to the SER and this regulation, the evaluation procedures for appointment in academic title are based on criteria drawn from the educational, research, scientific, professional and service activities.

As mentioned above, all academic staff members are employed on full time basis at the FoE and they do have the right to have a second – part-time job. During the interviews, the ET learned that a significant number of the academic staff members are business owners. While this certainly can contribute to topicality of the study content that they deliver, there is a need to establish and implement clear guidelines to make sure that all their duties of the primary employment, being the academic environment in this case, are properly executed.

As the study programme amounts to 180 ECTS, three full time staff members with a PhD title have been appointed as the permanent personnel for the study programme – Fatos Ukaj, Hykmete Bajrami, Vjosa Fejza Ademi.

According to the SER, the academic staff members at UP are obliged to have at least two teaching trainings, which can be attended at the Center for Teaching and Excellence (CTE) of UP or in other training centres in Kosovo or abroad. CTE offers training both at basic and advanced levels. However, no detailed information about these training opportunities was presented to the ET.

Each teaching staff member is expected to provide consultations to students, amounting to 4 hours per week for the full and associate professors and 6 hours per week for assistants. However, the SER does not include any information on the expectations in regard to community service and engagement in the academic community. It can be assumed that the responsibility to engage in the academic community is fulfilled through research work and publications together with other staff members. However, the expectations in regard to community service are still not clear.

According to the SER, the academic staff is assessed through evaluation by students that takes place at the end of each semester and evaluation by supervisors that is conducted through monthly evidence reports. No other assessment tools, including the self-evaluation and peer evaluation, were mentioned. Also, the results of staff assessment are not published, except from the summaries of student surveys that were presented to the ET as additional information.

As for the teaching strategies, the teaching staff undergoes basic and advanced trainings at the CTE. A number of teaching strategies envisioned by the programme can be seen as resulting from those trainings. During the meetings, the teaching staff members emphasised that they try to improve their teaching skills and this is reflected in the programme.

According to the SER, the academic staff in the marketing department retires at age limit of 65 years old. This was confirmed during the interviews.

Compliance level: Substantially compliant

ET recommendations:

- 1. Ensure that the CVs of academic staff members involved in the BSc Marketing are updated in order to include their current positions within the UP and FoE.*
- 2. Ensure that the development needs of the academic staff members are regularly surveyed, and appropriate actions are taken.*
- 3. Ensure that the expectations in regard to community service are clearly defined, communicated to the staff and the performance is assessed.*
- 4. Introduce the self-evaluation and peer evaluation of the academic staff and include the results in publicly available quality assurance reports.*
- 5. Establish and implement clear guidelines for the full time academic staff in regard to combination of several job positions, to ensure that their primary job is executed up to the highest quality standards.*

2.4. Educational process content

As discussed earlier in Section 2.1, the Study Programme follows major determinants of the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area combining and harmonizing the theoretical part of the courses/subjects with their practical implementations. However, by its learning outcomes, the programme may not be seen as matching the expected outputs of level 6 studying. Moreover, as discussed earlier, it would be somewhat expected from a study programme focusing on modern business undertaking to explore and exercise far more advanced concepts and critical understanding of the given study field going beyond mere perception of marketing as a “capacity to sell”. Even if the feedback received from the interviewed academics would be found genuine and confirming the Study Programme to have been addressing contemporary concepts and paradigms such as, for instance, neural marketing, it is beyond any doubt that this has been predominantly done on theoretical level only and graduated students leave the FoE virtually without any substantial hands-on experience in dealing with the matter. This has also been implicitly confirmed by the fact the Study Programme has been run with internship being an optional undertaking despite its undisputed importance.

Content wise, the Study Programme also demonstrates some general inconsistencies. Thus, for instance, in the interviews held, the Study Programme heads suggested student competences upon admission are rather low, hence the need for generic computer literacy-focused modules such as the 1st semester compulsory module “Informatics” covering mere basics of Microsoft Office and Windows. At the same time, in only 2 years of studying, the same students which allegedly struggle with fundamentals of Microsoft Excel are supposed to leapfrog the gap and deal with subjects of rather complex nature such as, for instance, those covered in the modules like “Marketing Decision Making” or “Marketing Research”. Interestingly, with respect to the latter, although the corresponding syllabus states explicitly that students are taught on instruments utilised for data collection, it remains unclear which advanced (it is reasonable to expect IT) tools are taught and exercised with for that matter.

Even though the programme syllabi are condensed and provide basic information on the course contents [2][21], it may still be concluded that the Study Programme offers rather standard set of knowledges and practices, with only marginally addressing some cutting-edge business paradigms and/or technology. Examples of this are abundant. Thus, for instance, in describing either the content of a module, its objectives or learning outcomes, many modules use narrative such as “...offer basic knowledge...”, “...preparing and enabling students to understand...”, “...based on the basic principles...” and similar. Furthermore, in addition to focusing on the basics, the modules also target a rather broad area of marketing applications. Out of 51 study courses in total (both elective and mandatory), 19 of them refer to some area of applied marketing ranging from retail industry to tourism. Given that it is reasonable to assume that in

many such applications basic marketing principles would remain the same, concerns may be raised as to the potential course overlapping. Unfortunately, when asked what mechanism have been put in place to prevent content redundancy, the feedback received suggests such risks are tried to be mitigated by academic staff daily briefings only. The ET however does not see this as an appropriate and sufficient measure able to tackle the immanent threat of repeating content.

The rather basic IT-indifferent approach to the realisation of the Study Programme is visible in the learning outcomes of individual modules as many of them rely solely on subject matter theory with virtually no practical exercises aimed at providing much needed hands-on experience. Thus, for instance, if the syllabus of the Service Marketing study module is consulted, it may be seen that the module has got very generic, tech-indifferent and theory-focused learning outcomes such as to "*Identify the competitive advantages and disadvantages of enterprises that compete with different market activities*", "*Discuss the global processes and importance of the international marketing*" or "*Understand the evolution of economic developments with an emphasis on service activities*". At the same time, in the course description it is clearly stated that information technology and innovation are to be seen as key drivers of success and competitiveness. Indeed, it may be speculated that dealing with these paradigms (innovation and IT) is irrelevant for the given module or the corresponding discipline, or is somewhat hidden in the rather generic descriptions used, nevertheless, it is more than obvious that further work needs to be done to complement the Study Programme with new technology-driven paradigms of the 21st century business and bring them closer to the students in ways other than mere theoretical discussing.

From the interviews undertaken it is clear the student-teacher relationship forms a good partnership. Both the students and the graduates interviewed spoke highly about their teachers, however, when asked about the learning outcomes and to which extent they feel the outcomes have been met, they all struggled to provide conclusive answers. Even though the students confirmed the outcomes do get explained in the introductory phases of teaching, some of them suspect misunderstood outcomes are even to be blamed for student dropouts later in the process. Given the significance of the matter and its possible adverse effects on the entire academic process, the ET requested evidence on how the reasons behind student leaving the faculty are analysed. Unfortunately, very poor-quality supporting documentation has been provided in response (eg. [31]), hence serious concerns may be raised as to the assessment mechanisms used. Moreover, when asked on the metrics used to quantify levels of learning outcome achievement, the interviewed academics made fairly clear the assessment process very much relies on the discretion rights of the teacher, which by all means may not be considered a fair and objective mechanism for student assessment.

The above commented focus on marketing theory reflects on the teaching strategies and practices used in the programme too. Although there are indeed a number of comparable study programmes exercising the same teaching methods which rely heavily on rudimentary PowerPoint presentation of rather static content, still it would be somewhat expected that a

level 6 study programme supposed to have been designed to address the needs of local economy focuses more on capacitating students to jump right onto the “mundane” job tasks upon employment rather than to only be able to theorise on the importance of marketing as a scientific discipline. Room for such improvements are visible virtually in any study module of the programme, especially in those taught in the later phases of the study. Thus, for instance, in the Customer Relationship Management module, it would indeed be expected that the realisation of the module also includes practical assignments utilising digital CRM tools available, especially given the abundance of such tools as open sourced freely available on the market.

Finally, with moving away from COVID-19 related ways of doing business the need for distance learning has gradually lost its importance. Still, the complete lack of e-learning and online teaching capabilities is rather striking. Despite that in the Study Programme physical presence of the student is particularly valued and credited both in formal and informal ways, it is highly recommended that extra efforts are taken to setup capacitated distant learning infrastructure too and value remote student engagements and accomplishments equally fair.

Compliance level: Partially compliant

ET recommendations:

- 1. Thoroughly revise the content of the Study Programme and make adjustments according to the strategic changes suggested in Section 2.1.*
- 2. Consider merging study modules focusing on providing basic marketing knowledge in a single module.*
- 3. Consider merging study modules dealing with applied marketing.*
- 4. Introduce modules focused on studying and gaining hand-on experience in using dedicated IT tools in the curriculum and make sure student practical assignments have concrete business applicability.*
- 5. Introduce modules dealing with generating marketing content.*
- 6. Set up training programmes for teaching staff aimed at excelling their IT literacy or marketing-specific IT tools.*
- 7. Make internship a mandatory programme feature with clearly defined learning outcomes and processes set to evaluate results achieved.*
- 8. Introduce processes aimed at analysing thoroughly reasons behind students discontinuing their studies. Use evaluation methods and concepts other than seeking mere questionnaire-cantered feedback.*

2.5. Students

The admission procedure is described in the Regulation for undergraduate studies – bachelor. All applicants must have passed the secondary school exam (matura) and are subject to the university entrance examination. Although subject-specific, the entrance examination is based on the secondary school programme.

The total number of students in 2021 in the Study Programme was 94 for all semesters [30]. Compared to other study programs taught by the FoE, the student number in the Study Programme is relatively large. Nevertheless, a trend may be seen demonstrating a steady decline in student numbers in the past five years. The SER states that previously student groups were large but currently, because of the decreasing student number, the student groups are small and could become even smaller in the future. The students interviewed by the ET thought that the size of groups is appropriate as in the second year there are 50-60 students in a lecture group and two groups for practical exercises but in the third year of studies there are usually 45-50 students for lectures and 20 students for practical exercises.

The feedback mechanisms are personalised, the direct feedback is provided upon request and the formal grades are inserted in the SEMS system according to an internally agreed procedure, and are later part of the study transcript.

The UP Statute states the cases that a student can be allowed to sit an early examination in case he/she is taking part in an international exchange study programme, or is conducting practical study abroad during the prescribed period of examination. No other cases for earlier or later examination for any other personal reasons (e.g. medical or private) have been foreseen by the Statute. It would be recommended to broaden the definition of special cases (for example, in any specific and urgent circumstances) in order to allow the Dean for flexibility. Also, it should not be the case that a student who has not participated in the scheduled exam due to serious personal reasons is not entitled to a scholarship or any other benefits.

The information about completion rates is collected through the SEMS system, though formally this information is not among the quality indicators for the programme.

The ET learned that there are significant efforts to ensure that the work submitted by students would not be plagiarised. The automatic mechanisms for academic integrity have been acquired within the framework of Research Cult project and each teaching staff member is obliged to verify the authenticity of student work through this software. However, the students interviewed by the ET were hesitant about the plagiarism mechanisms applied as most of them considered it to be an issue of senior students who work on their graduation thesis.

The UP website provides a wide range of different information, mostly in Albanian language. As the study programme is offered only in Albanian, the ET assumes that it is possible to find

the information one is looking for. However, the ET would like to note that, from the viewpoint of an external user, the website is difficult to navigate and the different information on regulations, including the rights and responsibilities of students that would be a part of the UP Statute, are difficult to find.

However, there is a Student Handbook that is updated yearly and disseminated directly to the students in the FoE and the handbook includes a collection of the most relevant information, including the information on student rights and obligations.

As for the student transfer, the possibility of transfer is regulated in the Article 142 of the UP Statute. There are certain prerequisites for transfer, for example, it can take place only starting from the second year of studies. According to the additional information provided by the FoE there have been a number of transfer cases. However, they all have taken place between the programmes offered by the FoE therefore the ET questions whether transfer to or from another institution would be possible, too.

According to the Regulation each teaching staff member is obliged to provide two appointments of consultations with a duration of one hour each. Based on the information provided in the SER, each staff member with doctoral degree provides 4 hours of consultations per week and the staff members with master's degree provide 6 hours of consultations per week.

During the site visit the students confirmed that the teaching staff is formally available for consultations of four hours a week, but it is possible to contact staff members individually for additional consultations. The same was confirmed by the teaching staff members themselves.

Compliance level: Fully compliant

ET recommendations:

1. *In consultation with the students review the website of the University of Prishtina and the faculty in order to make it more user-friendly.*
2. *To broaden the definition of special cases in The University of Prishtina Statute regarding the cases in which a student may be allowed to sit an early examination.*
3. *To include the records of student completion rates for all courses and for the program as a whole as a quality indicator.*

2.6. Research

Majority of the Study Programme-related research undertaking done by the FoE is administered via a separate institutional unit of the FoE and UP, the so-called Institute for Economic Research. According to [44], the institute was set up in 2018 with the aim to promote and advance scientific research work of the FoE and further motivate FoE academics to increase their teaching and capacities based on scientific research. Nevertheless, taking into account that academic units of the UP do not have status of individual legal persons as per the UP Statute [35], and given the feedback received in the undertaken interviews, setting up the institute may also be seen as a means to secure an additional independent revenue source. The ET compliments such an undertaking and considers it to be sound economically justifiable conduct.

Given the fact that the institute has been a constitutive part of the UP, its operations are governed by the corresponding UP's regulations. These include regulations like the Regulation on Selection Procedures for Appointment, Reappointment and Advancement of Academic Staff, the Regulation for the Financing of Research, Scientific, Artistic and Sports Activities and similar which are accessible from the UP's online documentation repository (<https://dokumente.uni-pr.edu/>). The content of these regulations could not however been evaluated by the ET as it has mostly been provided in Albanian or missing. Thus, for instance, even though the former above-mentioned regulation has been referred to in the SER, the search facility of the UP online repository yielded no results when searched for the given regulation. Nevertheless, given the reputation of the UP as a renowned and well governed academic institution, it is reasonable to assume the missing documentation is related to content inconsistencies of the digital repository rather than to serious voids in the university governing process.

Despite the relatively good regulatory framework, the feedback received suggests there are no clear guidelines as to what is considered Marketing/Study Programme-relevant research. As such, academics are widely driven by general omni applicable academic policies which steer research interest towards publishing-happy areas.

According to the SER, the academics present their work via relevant channels typical for academic/research findings dissemination and, given the information provided in the syllabi and CVs presented [2][3][20][21], it is reasonable to conclude their research corresponds closely with their teaching activities. Nevertheless, it remains unknown in which ways they get encouraged by the FoE to include the research findings into their teaching.

The academics are stimulated to practice research only to secure their academic advancements and, according to information provided in [3] and [20], all but Mr Nail Rashidi and Mr Berat

Rukiqi produced at least one scientific work in the three years preceding the year in which the given reaccreditation process started.

All research is published under the name of FoE/UP. Both UP and FoE fail to provide a regulatory framework through which the intellectual property rights of the research outputs would be regulated and safeguarded. Also, according to the feedback received from the students and graduates interviewed, only marginal student participation in research done by the FoE may be observed.

Compliance level: Partially compliant

ET recommendations:

1. *Define clear policies and/or guidelines on what will be considered the FoE/Study Programme-relevant research. Make sure the changes in Study Programme's strategic orientation (if any) are addressed in the guidelines.*
2. *Ensure all regulations governing the research-related processes and designated as available for public use are available on the online documentation repository.*
3. *Encourage academics to practice research for reasons other than their academic advancement.*
4. *Encourage students to participate in research projects in ways other than those related to their final thesis.*

2.7. Infrastructure and resources

The FoE (UP) is a publicly funded institution and as such enjoys the comfort of – to a certain extent – secured long-term financial stability through public funds. However, as argued earlier in Section 2.6, the FoE management has still demonstrated awareness of the importance of securing self-generated income needed to support a certain level of financial independence from the UP-led funding processes and financial allocations. Nevertheless, although the Study Programme has been well advocated by all the parties interviewed, the FoE has failed to provide assurances for its long-term sustainability, or, alternatively, proofs of a well thought-off phase out plan. On the other hand, long-term sustainability planning would indeed be somewhat expected to have taken place, especially in circumstances with volatile and often declining number of students.

To support the given evaluation procedure, the FoE has provided documents [9] and [34] claimed to have been devised by the faculty such that to secure Study Programme sustainability for the forthcoming years. The two documents seem to have been providing the same content translated from Albanian [9] to English [34], organised such that to offer a rather odd combination of cost breakdown and a rather simple budget plan. With respect to the former, even though the costs listed do provide some evidence of the cost structure and volumes by different cost categories, still there is a considerable number of inconsistencies and questionable entries difficult to find justification for. Thus, for instance, costs such as the “1440 SHPENZIME-VENDIMET EGJYKATAVE” (Expenses-Court Decisions) and “1326 PAGESA-VENDIME GJYQESORE” (Payment-Court Decisions) which are, in ET’s view, of the same nature are accounted for separately under different IDs. Moreover, another entry of the same name (PAGESA-VENDIME GJYQESORE) is ID-ed separately (2230). The ET indeed appreciates the given entries might be allocated to different cost centres and as such needed to be accounted for differently, nevertheless, from the documents presented and feedback gained this has not been made clear enough.

In addition to the questionable way of accounting, the financial planning document(s) also include categories which, by their nature, are very much likely to be redundant (eg. cost item 2310 SUBVENCION PËR FERMER → Subsidy for Farmers). The ET does appreciate such a cost breakdown structure might have been inherited from the UP, nevertheless, if so, the ET sees no reasons why the FoE would not exercise an individual more straightforward way of financial planning necessary in any sound enterprise management.

As said earlier, the budget part of the financial document(s) supplied provides rudimentary budgeting corresponding to the 2023-25 timeframe, which include very coarse budget entries only. Thus, for instance, even though the lack of capacitated IT infrastructure (HW, SW and data) has repeatedly been identified as critical by almost all the stakeholders interviewed, the

presented budget plan provides only a single IT-related entry (entry ID 135013) difficult to understand the real content of. Given that in the undertaken on-site tour around the facilities it was made clear the teaching process struggle even with the rather petty challenges such as to secure mere Microsoft Office licenses, such a rather unrefined planning may not be deemed adequate and capacitated to address these and other IT-related challenges.

Although the library features very large reading area, the book fund is extremely poor. The FoE management did point out efforts were taken to secure access to e-library resources, nevertheless it is still rather unexpected the number of hardcopies not to have been building up with every year of FoE operation.

Even though some evidence of adjustments made in the physical infrastructure aimed at easing access to the FoE premises to people with disabilities may be observed (eg. access ramps, elevators and similar), the SER explicitly claims the infrastructure is still rather inappropriate for such a use.

Compliance level: Partially compliant

ET recommendations:

- 1. Increase the book stock related to the programme, especially the topics that are part of the syllabi and related disciplines. Identify the most important teaching material according to disciplines and attempt to enrich the library with economic titles.*
- 2. Alternatively to 1), make clear strategic objectives to move focus from relying on own (FoE) library to utilising university-level library resources.*
- 3. Introduce new or update the current financial planning and accounting process(es) such as to be able to provide quick, straightforward and management-savvy reporting. Refine cost categories such that avoid redundancies and entries of unclear nature.*
- 4. Sort out licenses for SW used in the Study Programme and at FoE as a whole.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE EXPERT TEAM

The ET would like to point out that the University of Prishtina “Hasan Prishtina” and the Faculty of Economics both seem to be well organised institutions and enjoy a good reputation within the local community and regional businesses. As such, the ET finds it rather surprising that both the documentation supplied, and feedback provided have demonstrated fairly modest quality. Examples proving this are simple overwhelming. To start with, the FoE first provided a faulty SER providing obsolete data (eg. data on number of students) and was even dated back in 2019. Furthermore, the provided documentation set was missing some rather important parts (eg. CVs of all the academics involved in the Study Programme evaluated), or they were provided as non-searchable scanned copies in Albanian only (eg. student feedbacks on reasons for discontinuing their studies, FoE budget plan etc.). Finally, it still remains unclear how come that the very strategic development plan the FoE operates with is by all means obsolete as it corresponds to the 2020-22 period. At the same time, in the undertaken interviews, some of the feedback received may even be found condescending and definitely not demonstrating any intention to compensate for the mis happenings with the badly prepared documentation.

Despite the above shortcomings, the ET has still made every effort to make the conclusions sound, substantiated by concrete evidence and not a result of speculation or misjudgement. In this regard, in every section a set of recommendations has been given to address the issues raised through the evaluation process. The ET emphasises all these recommendations should be seen only as guidelines aimed at improving the overall quality of both the Study Programme evaluated and the institution as a whole. In this regard, it rest with the FoE management and staff members to decide whether these recommendations would be seen as affirmative and hence put into practice or disregarded.

Taking into consideration the content of the SER and its annexes and documentation made available, along with the information gained through the undertaken interviews, the Expert Team finds the Study Programme evaluated to have met the KAA reaccreditation requirements with the following level of compliance:

Standard	Compliance level
1. Mission, objectives and administration	Partially compliant
2. Quality management	Partially compliant
3. Academic staff	Substantially compliant

4. Educational process content	Partially compliant
5. Students	Fully compliant
6. Research	Partially compliant
7. Infrastructure and resources	Partially compliant
Overall compliance	Partially compliant

In conclusion, the Expert Team considers that the Bachelor of Science in Marketing study programme offered by The Faculty of Economics of the University of Prishtina “Hasan Prishtina” is **partially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends the above study programme **not to be accredited**.

Expert Team

Chair

02.05.2023

(Signature) Dr Dražen Vrhovski (Date)

Member

02.05.2023



(Signature) Asnate Kažoka (Date)