



UNIVERSITY OF PRISHTINA

**MARKETING MSc
PROGRAMME RE-ACCREDITATION**

REPORT OF THE EXPERT TEAM

30 May 2023, PRISHTINA, BUCHAREST, ZAGREB

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1. INTRODUCTION

1.1. Context

Date of site visit: 30 May 2023

Expert Team (ET) members:

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- *Domagoj Svirgic, Student Expert (Online)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Ilirjane Ademaj (replacing Leona Kovaçi), KAA Officer*

Sources of information for the Report:

- *Self-evaluation report (SER) of Marketing Programme, MSc, Faculty of Economics, University of Prishtina;*
- *Appendices to SER: Annex 1 List of Evidence; Annex 6 Regulation for Student Academic Mobility in UP; Annex 7 Book of First Conference; Annex 8 Book of Second Conference; Annex 9 Regulation on Selection Procedure of Staff; Annex 13 Code of Ethics for Academic Staff; Annex 14 CV-s of academic staff; Annex 15 Course Syllabuses; Annex 16 Budget and realization; Annex 17 Statute of UP; Annex 18 Regulation on Disciplinary Procedure; Annex 19 Sample completed by student assessment; Annex 20 Scientific Journal Balkan Economic Review; Annex 21 Regulation on PhD studies; Annex 22 Staff evaluation;*
- *Additional documents received after requested by the ET (in different combinations of documents): All quality assurance questionnaires / surveys and reports (the latest ones) and the link to all of this publicly available (students, graduates, employers etc); The latest report for internal quality assurance and the link to it; All questionnaires (surveys) used for academic staff evaluations and reports (students, peers and superiors) and the link to all of this publicly available; Number of students that enroll and graduate every year from each of the Marketing master programmes, during 2018-2022; List of scientific publications of staff engaged in the Marketing programme (the appendix 10 is missing) and the link to it, if available; 1-2 minutes of any body discussing issues related to programme development Marketing master programme; Any evidence about consultation with the stakeholders related to the mission and programme development; Regulation on Master studies (in English preferable); Latest 3 Memorandum of understanding with local stakeholders and 3 with foreign universities; Teaching strategy; Teacher Training program to develop their teaching methods (teacher mentioned about this); List of training*

for staff – academic and administrative; Regulation on students transfer, if any; List of books in the library received in the last 10 years and link to e-data base if any; 2 syllabus of the same subject/course that has been improved (before and after the improvement); Research strategy; List of online platform or tools that are used in teaching; Link to the students' rights and obligations; A message on how internship is promoted to students;

- University webpage and Faculty webpage: <https://uni-pr.edu/page.aspx?id=2,1>, <https://ekonomiku.uni-pr.edu/page.aspx?id=2,8>.

Criteria used for institutional and program evaluations

- KAA-Accreditation-Manual, including the Standards and performance indicators for external quality assurance for Re/accreditation of bachelor and masters study programs

1.2. Site visit schedule

Time	Meeting
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated
09:45 – 10:30	Meeting with quality assurance representatives and administrative staff
10:45 – 11:45	Meeting with the heads of the study programme
11:45 – 12:45	Lunch break (provided at the evaluation site)
12:45 – 13:30	Meeting with teaching staff
13:35 – 14:20	Meeting with students
14:30 – 15:15	Meeting with graduates
15:20 – 16:00	Meeting with employers of graduates and external stakeholders
16:00 – 16:10	Internal meeting of KAA staff and experts
16:10 – 16:20	Closing meeting with the management of the faculty and program
16:20 – 16:40	Visiting Facilities

1.3. A brief overview of the institution under evaluation

As an introduction to the brief overview, ET expresses the satisfaction of many aspects observed in documents and during the site visit, but also the disappointment generated from minor issues at a first glance, but of highly importance, from a quality point of view: the SER is poor and not evidence based in many cases; appendices are absent although in the list they appear to be submitted; date of birth in a CV declared as Kosovar; standard 3 in the SER is copy/paste in Albanian; Code of Ethics was provided in Albanian, although ET found it in English; standards that have nothing in the content as description (for example standard 3.3); different size of the font used in different paragraphs etc. This looks like quality is a secondary objective and not a priority for continuous development, like declarative things can replace

effective measures. ET wants to ensure all the programme responsible staff that the documents are seriously taken into consideration and that they have a collegial approach in the entire process, acting professionally.

Faculty of Economics within the University of Prishtina “HASAN PRISHTINA” (UP) was launched in the 1961/62 academic year as a joint academic unit with Faculty of Law. Since the academic year 1971/72, the Faculty of Economics started to operate as a single academic unit of the University of Prishtina “HASAN PRISHTINA”. Faculty of Economics is an institution acting for the preparation of students to gain leadership roles in the community through teaching, research and practice in the field of economy. The mission of the Faculty of Economics is to prepare generations of graduates that contribute to the overall economic and social progress of Kosovo and beyond, in connection to the advancing global knowledge in the field of economy. This mission is consistent with the mission of the University of Prishtina as a public institution of higher education in Kosovo.

The Faculty of Economics is the academic unit of the University of Prishtina "Hasan Prishtina" which organizes studies in Bachelor, Master and Doctoral programs. Study programmes accredited for 3 years are listed in two sections of the introduction (SER, page 4 and page 6) referring to the year of 2015 and 2016 (generating inconsistency). The current programme submitted for re-accreditation is MASTER OF SCIENCE IN MARKETING, of 2 years of studies, generating 120 ECTS, being full time and of level VII of qualification according to NQF.

2. PROGRAM EVALUATION

The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.

2.1. Mission, Objectives and Administration

According to SER (page 8), the Marketing department has a mission to prepare generations that contribute to the overall economic and social progress of Kosovo and beyond to advance global knowledge in the field of marketing. This mission is considered to be in compliance with the mission of the Faculty of Economics, which is an institution devoted to the preparation of individuals to gain leadership roles in the community through teaching, research and practice in the field of Economics. There is no clear statement on the study programme mission; moreover, the dialog with the heads of the study programme revealed their main focus on the department. Therefore, ET considers that the study programme mission is not clearly expressed in the submitted documents.

The Master Marketing program promotes the implementation of the student-centered principle, learning process being based on the outcomes, interaction between professor and students, students as active participants in knowledge creation, members of various academic commissions, including their participation in designing curriculum. Teaching and learning at the program level is based on the following principles: reflection, diversity, the use of new technologies and SEMS - Electronic System of Students' Management, theory-practice combination, collaboration between staff and students, internationalization, and the use of information technology within different subjects (SER, page 8). The SER also point out that professors should use different didactic methods to adapt to different ways of student learning and their interests, to take into account the gender aspect and teaching diversity in order to ease the learning process for students. It is clear a focus of the programme development towards teaching and learning and not towards research concept. The research approach is linked to a lack of activity of the Institute for Scientific Research at the Faculty level, which was re-activated in 2018, but still, not much activity has been done since then.

The members of the Marketing Department cooperate with industry representatives; the discussion with the stakeholders revealed that they provide academic and professional advice on students and graduates competences; during the meeting with the ET, they mentioned that graduates have good theoretical skills, but not much practical ones, that they can grow in the company, but more applied skills would be better to have. ET considers that the efforts could be more formalized related to the intended learning outcomes of the programme, which are described as following: *“Each student will advance knowledge on economic issues and the marketing role in this environment; The student will be able to apply the concepts, principles, and marketing standards; Knowledge and disciplines in business communication; Developed interest and knowledge to use theoretical knowledge in practice, use of literature and information technology; Ability for interdisciplinary interconnection of knowledge; Ability for theoretical and practical research in the field of business; Job creativity and ability to solve various problems; The ability to educate and further develop in higher level studies in the field of marketing and other related fields”* (SER, page 25).

The Faculty of Economics has a website where all relevant information and regulations are posted: ekonomiku.uni-pr.edu. Useful information for staff and students can be reached at: SEMS: <https://sems.uni-pr.edu>; Application for students with index: <https://notimi.uni-pr.edu/AplikimiMeIndex>; Syllabuses MSc: <https://ekonomiku.uni-pr.edu/page.aspx?id=2,85> Faculty directives/regulations: <https://ekonomiku.uni-pr.edu/page.aspx?id=1,64> and a lot of relevant information for students, in Albanian and English (SER, pages 10-11).

The institution has provided two appendices - a Code of Ethics which is very old (adopted in 2013), provided as annex 13 (which is in Albanian language only) and annex 18 related to the procedure on disciplinary committees approved in 2017. It was found in English by the ET (direct effort) at: <https://fim.uni-pr.edu/desk/inc/media/ADD5A282-4F61-4544-AA42->

[3C01ACE295AA.pdf](#). The document covers several areas of unethical behavior and ethical principles, but this is only declarative. There is not enough clear evidence for any internal mechanisms that all staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities. Participants in the meetings confirmed that there is no plagiarism software in place effectively implemented.

The Marketing Master programme delivery should be clearly reviewed at least once every two years and amended as required in the light of changing circumstances. SER does not contain any evidence on this matter (page 11). ET accepts the additional documents received after request on the Marketing programme MSc delivery.

The compliance calculation is included in the following table:

Standard	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.		X
<i>Standard 1.2.</i> Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.		X
<i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.		X
<i>Standard 1.6.</i> All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

Compliance level: 50 % Partially compliant

ET recommendations:

1. *Define the programme mission at the level of qualification (not the mission of the department of marketing) and promote this as a competitive advantage of the programme;*

2. *Elaborate few objectives of the study programme in a SMART manner (specific, measurable, achievable, realistic and timing) considering teaching, research and society engagement, if the case;*
3. *Define in a consistent way the learning outcomes of the study programme (in measurable statements that articulate at the beginning what students should know, be able to do, or value as a result of taking a course or completing a program);*
4. *Create a clear mechanism at the programme level to get academic and professional advice in the marketing programme design, including defining the intended learning outcomes;*
5. *Contribute to the process of revising the Code of ethics by suggesting more clarifications on teaching, research and administrative processes; make sure all staff categories are considered in the revision version;*
6. *Act at the institution level to get support in providing a plagiarism software for effective use.*

2.2. Quality Management

The SER outlines the university's quality management procedures (Annex 3, Annex 5). However, no evidence exists of using the PDCA methodology (plan-check-do-act). Although the SER states that evaluation and improvement planning are integrated into regular planning processes (page 15. of SER report), no effective practical evidence was presented on-site to demonstrate how this is accomplished and what methodologies are used in the faculty quality assurance system.

UP employs a set of questionnaires created as part of a European initiative, and the university has implemented a process to review these questionnaires regularly. The university employs a survey instrument as part of its course evaluation process, which students complete and is accessible to instructors and administrators (Annex 19). However, there is no indication that the evaluation outcomes are discussed with the students – and this statement was confirmed on-site during discussion with students. Apart from the course evaluation, the university administers other surveys, the results of which are utilized for internal quality management purposes but are not publicly disclosed. As a result, the transparency of these results is inadequate. Also, there is no evidence of surveys designed for alumni, employees, and other stakeholders.

The self-report acknowledges (in a list of weaknesses) that there is a need for improvement in alumni tracking at the university (for example, creating a database). It was noted during the visit that although the university maintains connections with alumni, there is a lack of institutional integration. Therefore, it is crucial to enhance efforts to engage graduates, such as establishing an alumni network and conducting formal surveys of alumni. It is positive, and it is evident from SER and the list of evidence that when course evaluations reveal unsatisfactory

results, appropriate measures are taken by the university (page 17 SER). These measures and procedures are adequately documented (Annex 18, Annex 22). However, most cases that were presented in evidence are not contemporary.

There is enough evidence to conclude that Quality assurance processes that deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution, are regulated according to the Quality Assurance and Evaluation Regulation at the University of Prishtina (Annex 3). The Central Quality Assurance and Evaluation Commission oversees the assessment of university activities, with participation from all university stakeholder groups. The Quality Assurance Central Committee and Assessment at Rectorate formulate a five-year and annual action plan that outlines the activities to be undertaken, including evaluations of academic units. Quality assessments are conducted to identify issues related to program quality. The Dean of the Academic Unit ensures that the academic development coordinator fulfils their responsibilities in conducting evaluations at the university and academic unit levels. After each evaluation activity, the Dean of the Academic Unit formulates an improvement plan and includes the necessary measures in the academic unit's annual budget. Based on available documentation (Annex 3, Annex 19, Annex 4) and on-site discussions, the expert(s) confirm that the collected data is used for ongoing development, with clear responsibilities assigned to the relevant parties. Although SER states that these activities are part of improvement plans, there is no evidence of that presented.

Based on the available documents and on-site discussions, the expert(s) note that the collected data is utilized for continuous development. The relevant parties have well-defined responsibilities, which are being effectively carried out. Previous evaluation results have also led to corresponding adjustments to the study programs, including study content, workload and professional qualification (SER page 72-73). However, it is extremely important that SER is written based on new data. For example, in SER, data collected several years ago in a project with TUCK Business School – is not relevant for the need of this accreditation process (SER page 17).

Program administrators receive reports for each course delivery, which specify any planned content that could not be covered, and challenges faced in implementing planned strategies. After reviewing the course reports, suitable modifications are made to the teaching plans. Students evaluate the teaching quality of courses at the end of each semester. The course results are analysed by the Faculty for academic staff, and information is provided regarding quality assurance measures, as well as a ranking of plans to enhance quality (Annex 3). However, there is no evidence or reports on how the public or university members are informed about quality development in a public report which points to a lack of transparency in that regard.

Also, it is important to note that quality of SER is questionable, as there is a lot of grammatical errors and sentences that are not easy to understand. Sometimes, SER addresses period before

last accreditation and those mistakes should be avoided in future. In some instances, data in SER is also from period that is not relevant for this accreditation, for example number of enlisted students (SER page 13).

There is not enough evidence on how the quality assurance arrangements for the Marketing master program are themselves regularly evaluated and improved. SER (page 17) includes a declarative statement that this is the responsibility of the rectorate, especially of the Central Committee of Quality Assurance and Evaluation. In many cases, ET could observe the preoccupation of the participants to connect the quality assurance issues to institutional responsibility, mainly.

The compliance calculation is included in the next table:

Standard	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.		X
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		X
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.		X

Compliance level: 55.55 % Partially compliant

ET recommendations:

1. *Make sure that at the programme level, a team contributes to the final submission of the SER and eliminate all discrepancies (such as errors or missing parts); this team should have full responsibility regarding the content;*
2. *Engage all staff in self-evaluations and motivate them to contribute to reporting and improvement processes in their sphere of activity; create special files and directory to add evidence on this process;*
3. *Develop a rigorous quality management system based on a proven quality management framework (PDCA-cycle - Plan-Do-Check-Act - approach) which is communicated to all stakeholders and serves as a basis for participatory action involving all stakeholders;*
4. *Create an internal system for alumni tracking and its subsequent integration into institutionalised surveys;*
5. *Make the evaluation results from the general surveys publicly available, from a statistical point of view; elaborate a report on the evaluation results, with statistical data.*

2.3. Academic Staff

Candidates for employment are provided with full position descriptions and conditions of employment. The SER (pages 19-20) presents in tabular form data about the 8 full time (FT) members of the academic staff, including: name, qualification, academic title, duration of official (valid) contract, workload for teaching, consulting (administrative activities, and research are not filled in). This means that 100% of the academic staff in the Marketing Master study program are full time employees. *“In accordance with article 171 paragraph 2 of the Statute of the University of Prishtina, the akademik staff of UP consists of: full professors, associate professors, assistant profesors, university teaching assistants, lectors. Evaluation procedures for appointment in academic title are based on criteres, which were drawn from activities, as: educational, research, scientific, professional and service activities.”* (SER, page 20).

The teaching staff comply with the legal requirements concerning the occupation of teaching positions. Annex 9 provided in Albanian (ET expresses the regret about this) refer to “ The Regulation on Selection Procedure of Staff” and was adopted in 2018. ET was able to study the CVs of the staff and many of them could observe several errors in formatting and information provided, such as date of birth– Kosovar (CV of prof Fatos Ukaj).

All the 8 members of the academic staff are full professors and have the option of performing a second job, as part time (SER, page 21). Academic staff do not cover, within an academic

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year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity. The description of the workload was provided in the tabular format, and also confirmed by the teaching staff during the site visit.

ET noticed that: “For each student group (defined by the statute of the University of Prishtina) and for every 60 ECTS credits in the study program, in the Marketing Department is employed one full time staff with PhD title”. The curriculum of the master programme in marketing is provided at pages 29-30 in SER.

SER (page 21) states that: “*Within the University of Prishtina, academic staff are obliged to have at least two teaching trainings, which can be attended at the Center for Teaching and Excellence (CTE) of University of Prishtina “Hasan Prishtina”, or in other training centres in Kosovo or abroad. CTE offers trainings for basic level teaching titled as: Teaching in higher education. Also, this Center offers advanced level teaching trainings titled as: Planning and implementation of teaching in higher education. This indicates that measures have been taken within the institution for training the teaching staff in theory and practice of evaluation of students, and other teaching issues as well*”. ET requested as additional document the list of the training programmes; this was provided but with data since 1998 (very old) and also a mixture of information, including the category of invited lecturer. ET admits that opportunities are provided for additional professional development of teaching staff, no special assistance given to any who are facing difficulties being needed so far. More experienced staff provide proper orientation to less experienced professors, fact confirmed during the dialog with the teaching staff. Many opportunities are generated from Erasmus projects.

The dialog with the students during the site visit proved that students appreciate some courses taught by some professors, for example – Marketing Strategies and Consumer Behavior - where group discussions were encouraged; students would have liked more technology-based courses, as some of them look too theoretical. Moreover, during the meeting with employers of the graduates and external stakeholders proved the need for more applied knowledge; participants agreed that the theoretical knowledge is solid, better than that of graduates from other universities, but more practical competences are needed.

According to SER (page 21), the responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for community service and consultations with students, where every professor holds 4 hours per week consultations. The provided table (SER, page 19) does not include the engagement of staff in civic actions and the dialog with the staff revealed that there is a lot of room for improvement in this action.

Academic staff evaluation is conducted regularly through students; the annexes and the requested additional documents described this process. There is no clear evidence that it is also done through self-evaluation, peer and superiors' evaluations, at least once each year. The

results of the evaluation are not made publicly available. Moreover, the additional documents provided to ET reveal some reports, with a limited content and no clear conclusions and suggestions for future improvement.

Professors at the Marketing department retire at age limit of 65 years old, or in the case of other reasons they lose the status of full-time teachers, they will be considered part-time teachers.

The compliance calculation is included in the following table:

Standard	Compliance	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.		X
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: 80 % Substantially compliant

ET recommendations:

1. *Create a unique design of the staff CVs, to be used as a template for the entire community and promote the same structure for the basic requirement, leaving the staff creativity to add specific descriptors afterwards;*
2. *Support the development of an effective mechanism for self- evaluation, peer and superiors' evaluations of the academic staff;*
3. *Set up a plan of events at the programme level in order to make sure that all staff get engaged in the institution and community service.*

2.4. Educational Process Content

SER (page 24) states that: *"The study program is modeled to achieve the objectives of the Marketing Program. The study program covers the subjects of the Department in interrelationship with other disciplines, offering creation of disciplinary and methodological knowledge, skills and competences, in particular academic competences, the ability to acquire adequate employment, contributing to civil society and development of students' personality"*. The curriculum described in SER (page 29) for the MSc Marketing study programme reveals a combination of obligatory and elective courses. However, the study programme should be considered as an autonomy educational unit, and courses should be defined as advance; for example Consumer Behavior has no logic in a programme to be defined II as the Consumer behavior I is missing. The discussion during the site visit revealed that the difference is due to the fact that Consumer behavior I is studied at the bachelor level and at the master level the course is more advanced. But the same approach also applies to the Marketing strategy course, being here defined as Advanced marketing Strategy and not the II. A unitary approach of considering the subject advance would be more appropriate.

The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological, and generic skills and competencies. The aspects refer especially to academic competencies, to the capability of taking up adequate employment, contributing to civil society and of developing the students' personality. There are 8 learning outcomes considered for the Marketing programme, MSc level, mentioned in SER (page 25). In addition, the SER describes the learning outcomes for the subjects integrated in the curriculum.

The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. Unfortunately, some more errors have been observed – the syllabus

for the *Personal selling and negotiation* was provided for the bachelor level of study and not master level.

The student-teacher relationship is an adequate partnership in which each assumes the responsibility of achieving the learning outcomes. These are explained and discussed with students at their first meetings, aspects confirmed by the students during the site-visit. The discussion with the teaching staff revealed that students are sometimes involved in activities together with professors, such as collecting data for surveys. Students, mentioned that they would like to have more applied content, using more digital tools.

The SER (page 27) states that: *“The Marketing Program currently does not foresee mandatory internship as a condition for graduating. Since the Faculty has a large number of students and therefore for this reason it was not possible to establish a link between the Faculty and the business world, internship is not a mandatory part of the study curriculum of the Marketing Program.”* This is not shown in the curriculum. What recognition of this internship is provided to students if they decide to take an internship, is not clear. However, students are encouraged to participate in internship programmes; they should be at least in the third semester of studies to apply for internships, consisting in 4-12 weeks, within the semester of practical activity. The lack of internship in the curriculum is also a weakness of the programme (SER, page 39).

Professors at the Marketing Master programme use different teaching strategies which are fit for the different types of learning outcomes. The strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students. There are different teaching methods used and they are all described in the syllabi – projects, discussions, presentations, written and oral papers, case studies etc.

During the site visit, staff and management recognize that there is no software to fight against plagiarism, formally implemented at the faculty level. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and described in the syllabi. Also, students confirmed that against plagiarism they had no pressure from the teachers’ side. Therefore, ET is reserved in considering that there are clear policies and procedures with actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.

In order to facilitate the practice stages, the UP has signed cooperation agreements, contracts or other documents with institutions/organisations/practical training units. Several contracts and memorandum of understanding were provided as additional documents with companies, for example: ProCredit Bank, Paysera, Elsig. etc.

The compliance calculation is considered in the next table:

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	-	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered		X

within a program, and in comparison with other study programs at highly regarded institutions.		
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.		X
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	-	
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. <i>*To be inserted the overview of the program (with all areas to be filled out)</i>	X	

Compliance level: 80 % Substantially compliant

ET recommendations:

1. *Revise the curriculum of the study programme (define advanced those subjects that refer to part II directly); integrate Internship in the curriculum as an elective discipline (at least) and generate ECTS for it, based on a specific syllaby;*
2. *Create at least on time/year a collegial cross checking to have the syllabus revised by a colleague and provide training on the teaching methodologies; write synthetically the elements, for example of teaching methods, the objectives etc (not paragraphs) and in the same format;*
3. *Make more effort in having a plagiarism detector in place for the work of academic staff and students.*

2.5. Students

The admission procedures and policies at the university are well-documented and implemented in the study programs. The Dean of the academic unit, in consultation with the department heads, prepares a proposal for admission quotas for regular and part-time students in Bachelor's, Master's, and Doctorate programs, taking into account the previous admission processes, graduation reports, and the demand for studying at the Faculty of Economics. Once approved by the University of Prishtina Senate, the Rectorate announces the conditions and competition for admission of prospective students. The Faculty of Economics then conducts the admission exams based on the announced competition (SER page 39). This information was confirmed during on-site visit. The university has established clear admission requirements

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for candidates and made them publicly available. During the visit, it was stated by all parties involved that everything is clear on this standard - a transparent points system is used to assess applicants, with the aim of identifying qualified candidates. ET appreciates the quality of English of all students participating in the meeting. They were honest and expressed their interest in technology, more than in traditional books.

In the first- and second years of study, large lectures are held for some courses, while smaller seminars with a more discussion-based format are offered for others. After that, most lectures and seminars are organized in smaller groups. This information was confirmed by both teachers and students during the on-site visit.

The university has implemented an Electronic Management System for Students (SEMS) and made relevant documentation available for public viewing. This system records students' individual achievements and attendance in their courses. From the documentation available, it is apparent that the university utilises a highly advanced and modern IT-based system, which was confirmed on the site visit (Annex 5).

Discussion with students strongly implies that they are well informed on their obligations and rights – they are aware that they can take an exam in up to three attempts. If the student is unable to pass the exam after the third attempt, an evaluation is conducted by a commission. If the student still fails to pass the exam after the fourth attempt, they will fail the entire academic year automatically. All procedures are in place, and everything is well documented.

The course syllabus provides students with information about the exam's number, date, and evaluation criteria. The academic year consists of three regular exam periods, and the university offers flexible treatment to students in exceptional circumstances. For instance, students who have lodged a complaint or are part of a specific study program may be assessed by an examination committee in addition to regular exams. According to the available documents and after the discussions at the university, the ET can also state that the lecturers are accessible to the students and can be approached for problems.

All rights and obligations of students are publicly available. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents. (Annex 13, Annex 17, web page).

There are some weaknesses on the MA level that were confirmed by both students and alumni. During discussion sit students, for example, lack of space for student associations, lack of connection between students and alumni, non-active student activities and underdeveloped campus facilities are all issues that need to be addressed.

Also, a weakness that was raised during the discussion is a lack of software for plagiarism detection, especially in new circumstances like language models (ChatGPT). It is important for

the university to implement a system to verify academic works and final papers for any instances of plagiarism. This includes checking corresponding examination papers and theses and taking necessary actions to address any detected plagiarism.

The compliance calculation is considered in the following table:

Standard	Compliance	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.		X
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: 90.90% Fully compliant

ET recommendations:

1. *Implement a system to verify academic works and final papers for any instances of plagiarism; this should involve checking corresponding examination papers and theses and taking necessary actions to address any detected plagiarism.*

2.6. Research

The research section describes from the very beginning the non-functional Institute for Economic Research at the Faculty of Economics: *“Faculty of Economics Council has functionalized the Institute for Economic Research with the aim of promoting and advancing scientific research work, motivating the professors to increase creative capacities for productive and effective work based on scientific research. In accordance with Regulation no. 2/513 of the 25.10.2013 on the establishment and principles of functionalization of the UP Institutes and pursuant to Article 8 of the Regulation on the Establishment of the Institute for Economic Research at the Faculty of Economics”* The link to the institute webpage has no information: <https://ekonomiku.uni-pr.edu/page.aspx?id=2,108>. Conferences are also described since 2017 organized in the framework of TEMPUS projects, including the Conference Proceedings which were provided as appendices. However, the Marketing MSc study program does not have a clear well defined scientific/applied research objectives and no research development plan of the programme exists; some improvement has been done in the research area, for example an increasing support for academics to publish sufficient, financial incentives for staff, but there is a lot of room for improvement, starting with the determination of the research concept and a research plan with clear research objectives and topics. Clear research objectives, with some directions should be decided to attract academic community in.

The SER describes the expectation for teaching staff, (page 48), defined by the regulations at an institutional level, main criterion being the publication of a certain number of articles for each category: for assistant - to be enrolled in doctoral studies only in re-appointment cases; for assistant professor – to have at least one published and reviewed paper in the international journals, as the first author or correspondent; for associate professor - to have at least 3 major published papers in international journals, as the first author or correspondent; for regular professor – to have at least 5 major published papers, as the first author or correspondent. In addition, any scientific paper in order to be recognized for staff advancement should be published in specific databases, list of which academic staff is aware.

Moreover, the list of research publications was provided as additional documents to the ET. Unfortunately, some publications are not found – <https://www.iliriapublications.org/index.php/iir/article/view/34>; <file:///C:/Users/VJOSAF~1/AppData/Local/Temp/710-Article%20Text-1419-1-10-20160306.pdf>. ET admits that research is validated through: scientific and applied research publications. The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad. In addition, ET is reserved in considering that each academic staff member and researcher has produced at least an average of one scientific/applied research publication per year for the past three years.

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The institution allows academic staff to decide the type of research opportunity he/she would like to explore. There is no effective evidence on clear policies established for defining what is recognized as research, consistent with international standards and established norms in the field of marketing. Although these policies are set at institutional level, a set of rules could be formulated at the department level or at the faculty level.

Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff. In some cases, e-mails used by authors were personal e-mails and not institutional e-mails, but the affiliation was correctly provided.

At the institutional level, policies are not yet clear established for ownership of intellectual property and no clear procedures set out for commercialization of ideas developed by staff and students. The need for these policies is clearly recognized by the teaching staff being more engaged in developing strong relationship with the business community.

The compliance calculation is considered in the following table:

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.		X
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X

<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9/6.8.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		X
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

Compliance level: 63.63% Partially compliant

ET recommendations:

- 1. Organize a workshop / focus group to brainstorm on the research concept of the Marketing MSc study programme and elaborate a research plan at the programme level with research objectives, directions and main topics;*
- 2. Allocate a responsibility to a staff member to search regularly for project opportunities and to communicate to all the teaching staff the calls for projects;*
- 3. Collect data of the scientific publications, at least 2 times/year and update regularly the list of the research productivity of the academic staff; make sure the collected data are recent and right..*

2.7. Infrastructure and Resources

ET visited the facilities at the Faculty of Economics in Prishtina and the entire infrastructure. During the visit to the faculty building, the ET observed and was told that the building was at that time under renovation and that some parts of the building were inaccessible to students, a situation that will change. ET paid a visit to the library of the faculty and observed that the library is working with understaff. The faculty, besides its own library, has a reading room nearby, but it has little space for the large number of students admitted each year, and this is one of the points where the faculty needs improvement. Both professors and students would benefit from a larger electronic acquisition. Moreover, during the site visit, ET could not identify from the responsible people the latest book acquisition, which reveals the need of higher awareness of real state of the unit and future needs in order to design the next improvement measures.

The Faculty of Economics has an area of about 3,500 m² of physical space, not including corridors and different corners. All academic staff have the facility to work in cabinets/offices that serve as permanent spaces for independent scientific work and are equipped with

computers, internet, printer/scanner. All the classrooms are equipped with overhead projectors. There are laptops and projectors used in teaching processes.

The learning environment is functional. Infrastructure and work tools are adequate for normal development of the teaching process. Halls, amphitheaters where lectures and exercises are held are equipped with projector, computer, internet and all necessary teaching materials. Moreover, corridors are equipped with computers with internet access for student use, being a donation from Procredit Bank as a result of cooperation between these two institutions regarding student internships. This proves the good relationship of the institution with the business community.

According to the Statute of the University of Prishtina (Article 60 and 61), the Faculty of Economics as well as other academic units have allocated a percentage of the financial resources of the student tuition to improve educational quality as well as to cover unexpected expenditures of the educational staff. This percentage is decided by the University of Prishtina Council (Annex 16) (SER, page 60).

Many computers and projectors in the lecture halls are outdated and need to be replaced, and students need more space for independent work and group work. At the same time, the existing infrastructure is not suitable for students with special needs. In the SER (page 61) it is mentioned that: "Actually, the Faculty of Economics infrastructure is not adapted to meet the needs of students with disabilities".

The compliance calculation is integrated in the next table:

Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;	X	

c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	X	
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		X

Compliance level: 83.33% Substantially compliant

ET recommendations:

1. *Make efforts to increase students' access to more literature in the field of Marketing (both physical and electronical resources);*
2. *Make sure that the future infrastructure and facilities will be also adapted to students with special needs;*
3. *Elaborate a plan to adapt the learning resources to all deficiencies students with special needs might face.*

3. FINAL RECOMMENDATION OF THE ET

The ET appreciates the efforts of the people involved in the process of organization the site visit contributing to providing answers and offering insights to all the issues that were raised.

However, some inconsistency is still present. Much more responsibility in writing the SER and providing the appendices would be highly appreciated in future evaluation.

ET strongly recommends that decision making regarding the study programme should take into consideration the abovementioned recommendations specific to all standards and the general following ones, as well, being of utmost importance:

- *Define clear research orientation and objectives of the Marketing MSc study programme,;*
- *Integrate the entire academic community in the effort to improve the quality management, by making them responsible of specific tasks, including the preparation of SER; mention in future SER the responsible team in writing the report and a coordinator (for example, the heads of the programme);*
- *Make efforts to ensure that work submitted by students is original.*

The overall compliance is revealed in the next table:

Standard	Compliance level
1. Mission, objectives and administration	Partially compliant
2. Quality management	Partially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Substantially compliant
5. Students	Fully compliant
6. Research	Partially compliant
7. Infrastructure and resources	Substantially compliant
Overall compliance	Substantially compliant

As already mentioned in the introduction of the brief overview of this report (page 4), ET would like to ensure once again, the responsible team of the Marketing MSc programme that their approach was professional and collegial, paying attention to the continuous quality improvement. Most of the recommendations can be addressed and fixed within a short period of time, with highly commitment of the entire staff. Therefore, ET strongly considers that the Marketing MSc study programme responsible team (heads, dean and all staff) has the capacity to resolve most of the issues raised and recommended or at least to start the process, in some areas.

Compliance level: Substantially compliant

Student quota recommended: 80 students / 1 Year

Expert Team

Member


(Signature)

Magdalena Platis
(Print Name)

5th of July, 2023
(Date)

Member



Domagoj Svirg, Student expert
(Signature)

5th of July, 2023
(Date)