



PBHE “Universum International College”

BA in English with German Specialization

Re accreditation

REPORT OF THE EXPERT TEAM

Pristina, April 2024

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1. INTRODUCTION

1.1. Context

Date of site visit: 27.4.2024

Expert Team (ET) members:

- *Prof. Dr. Habil. Anca Greere (Online)*
- *Prof. Dr. Dr. Georg Schuppener*
- *Asnate Upmace, Student Expert*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Ilirjana Ademaj Ahmeti, KAA Officer*
- *Milot Hasangjekaj, KAA Officer*

Sources of information for the Report:

- *KAA Accreditation Manual (2021)*
- *KAA Manual for external evaluation of higher education institutions (2021)*
- *KAA Manual Annex 4.4. Template of the External Review Report*
- *Self Evaluation Report “BA in English with German Specialization” provided by the PBHE UNIVERSUM International College*
- *Study Program*
- *Course syllabi*
- *Student Handbook Universum College 2021/22*
- *CVs of the Academic Staff*
- *Additional material provided by Universum after the site visit*

Criteria used for institutional and program evaluations

- *The experts team followed the program re-accreditation assessment areas and respective performance indicators, developed by Kosovo Accreditation Agency that are presented in Accreditation Manual – 2021*

1.2. Site visit schedule

2. Programme Accreditation Procedure at Universum College	
Programs:	English (with specialization in Germanistics) BA, 180 ECTS (Re-accreditation)
Site visit on (hybrid):	27 March 2024
Expert Team:	Dr. Anca Greere (Online) Zoom Meeting: https://us02web.zoom.us/j/85409892303?pwd=emxxYW1iTjREM0JjUTJrSmw3MEliUT09 Meeting ID: 854 0989 2303 Passcode: 857932 Dr. Georg Schuppener Asnate Upmace, Student Expert
Coordinators of the KAA:	Ilirjana Ademaj Ahmeti, KAA Officer Milot Hasangjekaj, KAA Officer

Site Visit Program

Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the program is integrated	Alejtin Berisha Shqipe Gerguri Rashiti Stephen Keck Isabel Salvat Jenny Orlova (Online)
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	Uran Rraci Donjeta Pllana Nazim Haliti Uresa Vllasa
10:40 – 11:40	Meeting with the heads of the study programme	Artan Limani Arsim Rexhepi Mihrije Maloku Morina Vjollca Jonuzi
11:40 – 12:40	Lunch break	
12:40 – 13.10	Visiting Facilities	Arlinda Berisha
13:10 – 13.55	Meeting with teaching staff	Artan Aliu Albulena Luzha Nesrin Jahja Miranda Molliqaj

		Rrezart Dema Miradije Miftaraj Alessio Scarito Mirjeta Kuçi
14:00 – 14:45	Meeting with students	1 st to 3 rd year students.
14:50 – 15:35	Meeting with graduates	Rinese Koca Aida Zani Blerina Frrokaj Rinesa Derguti
15:40 – 16:25	Meeting with employers of graduates and external stakeholders	KFOR, Shkolla Hoxhe Kadri Prishtina, Trankos Consulting, Anglia Academy, Education Center Oxford, Qendra e gjuheve te huaja Webhelp, Speex Sherbimi Korrektues i Kosoves, Caritas Kosova
16:25 – 16:30	Internal meeting of KAA staff and experts	NA
16:30 – 16:35	Closing meeting with the management of the faculty and program	NA

2.1. A brief overview of the institution under evaluation

Universum International College is a private HEI that was established in March 2005 in Prishtina and Ferizaj. It offers 13 Bachelor level and 3 Master level programs: BA in Business and Management, BA in Political Science, Bsc. in Computer Science, BA in English, LLB, Bachelor in Digital Journalism, Bachelor in Cyber Security, Bachelor in Physiotherapy, Bachelor in Dental Hygiene, Bsc. in Nursing, BA in Graphic Design, Bachelor in Dental Technician and BA in Fashion Design. The three graduate programs are as follow: MA in Management, Msc. in Data Science and Analytics and Msc. in Sustainable Food Production Systems (Joint Degree with University of Peja). Starting from March 2023, Universum International College has entered into a strategic partnership with Arizona State University –

as part of the Cintana Alliance. The Universum International College mission is built upon the following strategic pillars:

- I. Student and Learning at the Center
- II. Quality Improvement
- III. Innovation and Entrepreneurship
- IV. Digital Transformation
- V. Internationalization

3. 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.

3.1. Mission, Objectives and Administration

The College has updated its mission more recently with the new mission statement articulated as follows: “The mission of Universum International College is to support our students to become good citizens, successful & broad-minded leaders and thrive in the Revolution 4.0, the digital and globalized era”, the emphasis being placed here on the good citizen concept. The College has also identified five strategic pillars it operates on: Student and Learning at the Center; Quality Improvement; Innovation and Entrepreneurship; Digital Transformation Internationalization, and which guide the activities at the College. The mission statement for the Programme is aligned with that of the College and highlights relating to 21st century citizenship: “The mission of the BA in English with Specialization in German program is to cultivate broad minded leaders and innovative professionals who excel in multilingual communication and cross-cultural understanding in the digital and globalized era.” Despite this alignment, the ET has found that the Programme lacks the necessary exposure to technical requirements for language professions, which could support graduates in their efforts towards market insertion. (see also 3.4)

Various career opportunities for graduates are also highlighted in the SER and this could be interpreted in support and detailing of the mission: “The program prepares students for a variety of careers outside pedagogy, including business, translation, content writing, and beyond, thereby contributing to the development of a strong and vibrant nation and region.” And one of the aim/learning outcome bullet also makes direct reference to a list of careers: “Equipped with skills and knowledge that prepare them for a wide range of careers, including education, publishing, journalism, marketing, and more.” However, it must be noted that whereas the above may seem a reasonable list of career objectives, the program is limited in the number of courses it offers across the two strands (i.e. Business and Media, and German Studies) and, as

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such, there is insufficient content being proposed to safely state that all of these career roles get detailed attention and a clear development. Whereas, students may target these roles once they have graduated, it is unlikely that direct knowledge, understanding, skills and attitudes for all of these roles can be explored via the content included in the syllabi. Consequently, having such a long list of potential job roles can be misleading to interested parties. (see also Standard 4)

The College has entered a partnership with Arizona State University for knowledge and know-how sharing that gives opportunity for development beyond the realm of the national/regional context. Whereas the ET recognises the value of such a partnership, it would like to draw the attention of the College to the fact that for foreign language programmes the US model may exhibit expectations which are situated lower than in Europe and that any transfer will have to be carefully weighted to ensure that European standards are not forfeited.

There are ten bullet points marked as aims and learning outcomes. Their formulation does not align with European guidance on the use of Bloom's taxonomy and there is only minimal use of language which would be seen in alignment with the Dublin Descriptors to prompt critical thinking, learning autonomy and critical analysis as is expected of a Level 6 Bachelor programme. This makes them less measurable and it is difficult for the ET to see how these could be employed in the design of assessments to allow students to make a clear demonstration that they have achieved them, in full. It is important to note that while an interactive classroom environment was highlighted by the students and staff outlined some types of activities which may go some way towards stimulating critical thinking, there is the need to improve the consistency with which these activities are proposed and the visibility of these activities in the curricular descriptions, including the formulation of the learning outcomes. It is also important that any learning outcome proposed must link to some course content which has the potential to generate the achievement of that learning outcome. For example, the last learning outcome notes: "Develop the skills necessary for translation and interpretation between English and German, focusing on accuracy, cultural sensitivity, and the ability to convey nuanced meanings", however there are no courses that would prepare for such competences and, in fact, the ET would expect that translation skills would be developed via the native language, Albanian, rather than between two foreign languages. This makes this particular learning outcome the least achievable. The fact that learning outcomes are bundled together with aims is also problematic as in educational practice the aims are of the programme whereas the learning outcomes are for the student to achieve upon graduation and they would underpin graduate attributes which future employers should be able to rely on. The ET strongly urges the Programme to resolve these weaknesses as part of the recommended curriculum revision process linked to Standard 4 Educational content. It also notes that whereas the Programme has indicated that academic and professional advice is taken, the evidence strongly suggests that this advice does not filter through appropriately when actions are considered, because it is not

evident in the way the learning outcomes are presented and is proving without impact given the lack of update or improvement across the years to the learning outcomes.

The ET asked for the structure of the programme to be clarified as its title is BA in English with German Specialization and its intended aims and learning outcomes also display 3 out of 10 formulations specific for German. This would suggest that all students are achieving all of the learning outcomes including the German-specific ones. However, the ET learned that the programme has a strand as German specialisation, which students may opt for during the admission process and for which German language skills would be tested, but there was also another strand of Business and Media. In fact, the way the curriculum is set out, it shows the Business and Media component to be supraordinate to the German component, with electives only available in the former but not the latter. As this is the case, the programme is misrepresenting via its programme description the actual content to be expected by prospective students.

The Statute of the College is the main regulatory instrument. Additionally, there are Regulations at the level of the College, which govern design and delivery of bachelor's level programs and the ET was presented with evidence that these are considered at relevant points in the decision-making process. The Albanian version of the Regulations is publicly available.

The College has issued a Code of Ethics/Code of Conduct. The ET was presented with a summary in English of this Code. Notable, the summary does not highlight any detailed aspects relating to plagiarism which is an important part of academic integrity. In meetings, students indicated that they were made aware of plagiarism issues and knew that on essays submitted it was the teacher who would check for plagiarism. But, they did not know how consistently this was done or if any plagiarism software was used. Staff confirmed no plagiarism software was available to them for consistent usage, although the College noted that Platforma Academia, now known under a different commercial name, was the software of preference for the institution. The Programme asks students to self-declare academic integrity in the research they are presenting in the graduation thesis. Staff research output is poor, but there is no evidence to suggest that they are not complying to ethical considerations.

The Programme has indicated in the SER that a review of policies is conducted one every two years and changes are made, however the ET was presented with no evidence to support this claim, nor were there any examples brought to show impact of any changes which might have made on the Programme currently under review. Additionally, in meetings, it was noted that learning outcomes had been developed a long time ago with no major revisions to them and staff indicated that they had not been part of this development but had inherited the learning outcomes from others, with academic directors being responsible for the learning outcomes and teaching staff considering they have no direct responsibility at programme level.

This standard is only borderline substantially compliant, given that the ET has judged that concerns highlighted here will be inherently improved when weaknesses are resolved as part of a major curriculum revision. It is expected that NQF and EQF considerations will be more prominent in such revision and that academic and professional advice can be relevantly directed to support such process. It is expected that the partnership links demonstrated by the Programme should ensure appropriate advice is sought and received and it will be up to the Programme to distribute it for the curricular revision recommended. Ultimately, the Programme should safeguard the student experience and the capacity of its graduates for employment within local, regional, European or international settings and it should consider all these layers to promote a Programme which gives the students a competitive edge for opportunities on the professional market, especially given that they cannot directly enter into teaching professions.

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: Substantially compliant

ET recommendations:

1. *To be able to deliver the mission, ensure that technology is embedded into the curriculum content and the teaching methodologies so that students can get sufficient exposure to technical requirements of language professions such as translation, copy-editing etc which on the current market come with highly infused computer assisted software.*
2. *In any program description, only refer to the career profiles which can realistically be developed within the content of the courses contained in the curriculum. Conduct a mapping exercise between the courses and the careers listed so that it becomes obvious which courses have the potential to develop the careers noted. If there is insufficient content in the programme to reliably train for a profession ensure it is excluded from marketing materials as otherwise it could be misleading to prospective students and other stakeholders, including employers.*
3. *Ensure that any developments prompted by the partnership with Arizona State University do not lose sight of the national and regional needs and continue to align with European expectations of BA programme content and level.*
4. *Separate programme aims from student learning outcomes and formulate them according to European guidance to ensure they can be measurable and will serve as a guide for teaching, learning and assessment practices. Learning outcomes specific for the German strand should not be included in the main list as not all students can achieve them.*
5. *Clarify the position of the German strand within the programme and ensure any form of information for the public advertising the programme is clear on its structure and content.*
6. *Ensure plagiarism detection software is available to staff and students and it is consistently used to offer confirmation that academic integrity is upheld.*
7. *Invite teaching staff to contribute to programme learning outcomes revisions and curricular restructuring.*

3.2. Quality Management

The Quality Assurance Regulation (QA Regulation) of the College was approved in 2022 and the Guidelines for Quality Assurance (Quality Manual) in 2023. However, these documents do not seem to be referenced to each other. It is the opinion of the review team, the manual should be based on the regulation and both documents should be interlinked. In the SER, Universum states that the Quality Manual is published as documentation on UNI's official website and is

regularly updated as needed. However, at the time of the site visit and report drafting none of these documents were available on the College website in English or Albanian versions. The review team considers it important to provide access to these documents publicly.

The review team is aware that the programme holder in Kosovo is not an administrative position as such and that in most cases there is another person that is responsible for the administration of the programme. However, it was surprising to conclude, based on different discussions, that there was no consensus regarding programme structure and autonomy of staff members in proposing and implementing different changes to the curriculum and programme. The review team therefore questions the effective involvement of all staff in regular discussions regarding the programme.

With all respect to resources put into preparing the SER, the review team also has to point out that the SAR produced by the College was lengthy, difficult to navigate and at times did not provide the factual and analytical information necessary for conducting a review. The additional information was more to the point and helped to understand the programme much better.

According to the QA Regulation, the main internal quality assurance instruments at the College are semester and mid-semester evaluation questionnaires, peer reviews, alumni surveys, and employer feedback. Other methods may include focus groups and ad-hoc committees for program evaluation.

Continuous quality improvement is one of the pillars of the Universum college, according to “UNIVERSUM COLLEGE TOWARDS 2025. A brief highlight of the strategic goals and actions from 2021-2025 towards growth and impact”.

There is a goal to “Continuously Enhance Academic Program Quality and Expand Academic Structure” with several related measures including the development of KPI, adopting and ensuring continuous quality improvement.

The main responsibility for programme quality, according to the new system, lies with the Dean. However, it is the responsibility of the programme coordinator (in case of this programme it is also one of the academic staff members) to ensure compliance with the Agency of Accreditation of Kosovo’s requirements and to meet the demands of an inspection.

The Guidelines for Quality Assurance (Quality Manual) foresee a certain regularity for each internal evaluation activity. This regularity is aligned with the overall academic processes.

It became clear during the site visit that feedback from all parties is highly valued. This especially applies to student satisfaction. However, as explained later in the report, the review team has identified several issues related to the structure and content of the study programme that have not been discussed with the programme staff.

The College conducts several internal procedures for quality assessment. Most of them focus on statistical aspects but the College also pays special attention to student retention and progression, investigating the reasons for a potential drop-out. However, from the evidence obtained, it does not seem that there would be an emphasis on monitoring whether the expected learning outcomes of the programme have been/will be achieved.

In the SER Universum states that there is an annual report on the institution's overall performance that covers study programmes, units and departments. The key metrics for each program are retention rate, graduation rate, overall student satisfaction, satisfaction with teaching, and passing grades.

From the evidence provided it is clear that Universum monitors the KPI, as defined. It is also clear that Universum uses these results for improvement purposes. For further development, it could be useful to define a certain quantitative goal for each KPI that has to be achieved. From the information presented it also seems that these standards are mostly quantitative (in the form of KPI) and could not be/are currently not used for monitoring, for example, the achievement of learning outcomes.

The information obtained from the SER, Quality Manual and interviews confirms that there are surveys for students, graduates and employers.

There are overall student satisfaction surveys and surveys on specific study courses/ teachers. The response rate for student surveys in the winter semester 2023 – 2024 was 56%.

In the SER the College states that each semester, an online survey is distributed to alumni, where data regarding their employment status, training time spent at the job etc., are gathered and assessed. Furthermore, the College conducts a survey with the employers as well, where questions are asked regarding the preparedness of alumni.

College's insights into employment trends and outcomes are derived from official surveys conducted with alumni six months post-graduation, the analysis on employment also takes place based on announced vacancies. Analysis report from the surveys of employers is produced on the level of the whole college however, the programme has an Industry Advisory Board that meets twice a year.

There is a specific action plan - Proposed Improvements for English Language Department with spec. in German that is designed to address the feedback from students, alumni, and employers

The 3-years period for preparing reports is aligned with the accreditation term therefore the production of reports is logical. However, in between there is an annual periodic review and a related report that looks at the key metrics for each study programme.

When requesting examples of quality assurance reports, the review team was provided the Program Internal Report based on KPI's 2021-2023, Staff Appraisal Analysis Report from the Winter Semester 2023 – 2024, Analysis report from the survey with students and Proposed Improvements for English Language Department with spec. in German – the analysis report includes percentages and a description of dissemination but no information on the qualitative feedback.

The College confirms that the data gathered are made publicly available to its stakeholders in the platform to which students and staff have access. There has been no intention to publish this information on the website for external readers.

The quality arrangements at Universum seem to be internally driven and the strategic decisions do not necessarily result from external requirements. However, the formal internal regulatory framework related to quality assurance is relatively new (dated with 2022 and 2023).

In the SER College states that the review of policies is conducted once every two years and related changes are made, however, the ET was presented with no evidence to support this claim, nor were there any examples brought to show the impact of any changes which might have made on the Programme currently under review.

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	X	

evaluation results, investigation of the student workload, academic success and employment of graduates.		
<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: Partially compliant

ET recommendations:

1. *Link the Quality Manual with the Quality Assurance Regulation;*
2. *Publish the main quality assurance-related regulatory documents on the College website;*
3. *Streamline the feedback from all parties, including the academic staff and administration, to revise the programme content and delivery;*
4. *Put additional emphasis on monitoring the course learning outcomes achieved by the students.*
5. *Consider introducing quantitative goals for each KPI at the programme level and monitor their achievement.*

3.3. Academic Staff

The majority of academic staff are employed in full-time positions. People with part-time positions make up only a small proportion. In this respect, standard 3.4 is clearly fulfilled. Sufficient information is provided with regard to standard 3.1; this standard can also be considered fulfilled. The routines for personnel selection and recruitment are clear and convincing. As the team of experts impressively learned in discussions with the management and academic staff, meaningful and clear criteria are applied for the recruitment of staff. This generally ensures an adequate selection of personnel. However, the team of experts also found that in some cases (to a lesser extent) staff are employed who can be classified as non-specialists. When recruiting staff in the future, care should therefore be taken to ensure that the qualifications and specialization of academic staff are even more closely matched to the specifics of the study programme.

On a positive note, the team of experts found that the academic staff have a thoroughly international profile. International experience and backgrounds also contribute significantly to the quality of education, as was impressively confirmed by students and graduates. The international orientation of the staff also corresponds with the large number of ERASMUS+ cooperation agreements, which is very positive. However, the level of qualification and academic experience of the teaching staff is not yet sufficiently high. High-profile, high-ranking academics in particular are still largely absent from the academic staff.

Due to the impressive number of international cooperation agreements and measures of international cooperation, there is certainly an opportunity to consolidate the internationality of the academic staff and possibly even expand it through an exchange. There is an opportunity here to develop a unique profile that can be of great importance for the study program.

This further development of the workforce can lead to a further increase in student and graduate satisfaction. As the team of experts learned during the interview, student and graduate satisfaction with the staff is already very high. This is due in particular to the fact that the teaching staff are highly committed and therefore guarantee very good and personal support for students. The accessibility of academic staff has been proven to be good, so that students can be advised as required. There is also a high level of academic commitment on the part of the teaching staff. Standard 3.7 is therefore fulfilled.

The workload of the teaching staff is appropriate. Continuing education is offered to academic staff on a regular basis and in a large selection. However, there is a strong focus on the ASU offer. The expert team was not entirely convinced that the concepts of American HEIs could be transferred to the European higher education sector without further adaptation. Greater differentiation would be possible and necessary here, particularly in the context of the numerous ERASMUS+ collaborations.

In any case, the efforts to provide an appropriate range of continuing education courses can be seen as positive. This ensures that teaching staff are encouraged to keep up to date with the latest developments and to undergo further training. Furthermore, academic staff are given support in problematic situations. The team of experts was able to see this for themselves in discussions with the staff. Overall, standard 3.6 is therefore fulfilled, although there is currently too little evidence that the personal makes intensive use of the offered training opportunities.

From the point of view of the expert team, the staffing of the degree program is very good. This allows for excellent student support, which was also clearly confirmed in discussions with the students. The requirements of standard 3.5 are met.

The teaching staff were able to convincingly demonstrate that they are at least involved in the development of the program in an advisory capacity. In view of the inconsistencies and

deficiencies in the current design of the course offerings identified by the team of experts, the management of the study program is called upon to make greater use of the skills of the teaching staff for a future revision.

Teaching staff are evaluated on a regular basis. This evaluation is an integral part of the timetable for the academic year. A sensible and useful arrangement has been made for the evaluation by students in particular, so that a high response rate can be achieved. Other levels of evaluation are also taken into account. In this respect, standard 3.8 is fulfilled.

There are indeed some detailed strategies for the further development of quality. However, the team of experts could not gain absolutely convincing information about how the further development of teaching and teaching materials is specifically implemented in these strategies. Standard 3.9. is therefore only formally and partially fulfilled.

In the opinion of the expert team, the requirements of standard 3.10 are clearly met. Incidentally, the academic staff is very young, meaning that the requirements specified in the standard are only of limited relevance anyway.

Even though almost all standards are met at the formal level, the team of experts points out a significant shortcoming that needs to be rectified in the future: responsibilities within the teaching staff are not always clear. Although there is a distribution of roles, the allocation is not always transparent and comprehensible.

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	

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<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: Fully compliant

ET recommendations:

- 1. Efforts to recruit experienced staff, especially with research experience, should be increased.*
- 2. Attract high-level international researchers and faculty who can further enhance the prestige of HEI by inviting them for short teaching visits or visiting professorships.*
- 3. Make some training compulsory for staff, especially training which focuses on innovative pedagogical methods for the delivery of teaching and assessment, and monitor how staff then apply the learning from these professional development sessions in the classroom.*

3.4. Educational Process Content

The Programme, as presented to the ET demonstrates a low capacity to articulate clearly and separately its aims and its learning outcomes. There is no description of competencies gained by students, these are expected to be derived from the aims/learning outcomes. The SER indicates a number of careers which can be taken up, however the curriculum structure does not contain elements which lead to those careers. The list of employability opportunities is

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more of a desirable for when students graduate than one derived from the content that students will be exposed to. There is very little on translation and media, and what is there is part of the elective package, which means students may easily avoid covering that content and students with German avoid it by curriculum design as they are obliged to that the one elective in the package which covers German, making their educational journey extremely fixed with no level of flexibility afforded.

It is also unclear how the curriculum was designed and how some main courses, provided as compulsory, were determined to be more important over others which find themselves in the elective package. For example, why is there a film translation workshop course in the compulsory list of year 3, when Introduction to translation and interpreting is a year 2 elective and if students have missed this they are directly propelled to film translation which in many European curricula is a course for a professional master's in translation as it involves both subtitling and voiceover competences – none of which are covered in the workshop. Similarly, why would Community Service Writing be a compulsory component of the Programme and which learning outcome would justify its prominence. There is also a Public Service Interpreting Workshop presented in the syllabi but this is not present in the curricular table.

It was also confirmed that none of the translation-related courses use any technology, like computer-assisted tools or terminology instruments or subtitling software, whereas the world of professional translation is currently extremely proficient in digital expertise. This means that whereas students may get a glimpse into the linguistic components of the translation transfer, the full scale process of translation is not revealed to them. (see 3.1 also)

There is no direct mapping presented to ET between Programme Learning Outcomes and Course Learning Outcomes and it is difficult to see how the courses included as compulsory may be a direct contributor to the Program Learning Outcomes. A mapping was presented by the Programme to the ET but this features the courses in full and does not account for a direct contribution of learning outcomes. The individual syllabi for courses contain learning outcomes, which are in many cases well-articulated and suggest a Level 6 approach to teaching, learning and assessment; however, there are still revisions to be done before these can be considered fully measurable and in alignment with bachelor degree ambitions, although in the main, they can be seen to function well. For example, “gain confidence in writing skills” will prove difficult to assess, “show awareness of” or “demonstrate comprehension”, “get to know”, “identify” all suggest lower order thinking skills. In many cases these are balanced out by use of “analyse”, “distinguish” “evaluate” etc The syllabi contain relevant components, although the ET noted that some bibliography lists may be brought more into the present and made more relevant for the subject at hand, with authoritative titles becoming compulsory for consultation.

The programme is taught in English and German and students are admitted based on some initial language competences, which are tested.

The student–teacher relationship appears a partnership with students speaking highly about the support received from teachers for their development.

The teaching methodologies as described in the syllabi seem appropriate and vary from lectures to student group work, mock projects and student presentation, with students confirming that they found the teaching interactive and conducive to their learning.

The syllabi clearly set out what assessment components will form the final grade. In most cases, attendance is accompanied by class participation forming 10% of the grade, however there are also courses where attendance alone receives a quota from the final grade. This should be revised as international practice recommends that attendance alone not be quantified in the final grade, but that it is linked with active participation, i.e. a contribution to the content of the course through classroom performance. In this way, there can be a direct correlation to the programme learning outcomes.

Many of the courses included in the curriculum seem to be focussing on language acquisition alone, which in itself is rarely the main focus of English programmes at bachelor level across Europe or beyond. It is important for the programme to distinguish between mere language development and other components which can truly open the student up to the cultural, contextual dimensions of the language being studied, as this will allow students to take on a professional status as language and cultural expert.

The ET asked to see a sample of graduation theses and found that whereas theoretical topics were covered in a satisfactory manner by the students, the lack of a practical component within the existing formats makes it difficult for students to align with the market place as theoretical elements alone will prove less relevant and students need to practice building the connections between the theoretical and the applicable so as to gain experience of how they work with practical requirements while also drawing on theoretical knowledge and research/documentation skills. As it is unlikely that graduates may follow an academic career path, given the legislative/regulatory restrictions on teaching options for graduates of this Programme. Whereas the SAR notes a capstone project seemingly as an alternative to the thesis, as part of the curriculum structure, the Programme highlights that “to earn a Universum diploma, English Baccalaureate students are required to develop, research, and complete a thesis that is approved by a committee of Universum scholars” and the capstone is captured separately in the syllabi submitted.

The ET sought clarification about the internships, which were confirmed to be compulsory additional to the Internship and Orientation Course held for all students at the College. While the course proposes learning outcomes and a clear content, the ET did not receive any details about the internship and how this is monitored for consistency of experience and alignment with the learning outcomes. Many students indicate that they had performed an internship in

pedagogical settings, although ET was told in repeated rounds that the Programme did not form teachers and students were very well aware of this; still, they expressed their desire to become teachers and saw their graduation from this programme as a first step. The ET struggled to reconcile the career prospects of students with the structure of the programme and specifically of the internship. It was not clear to the ET how internship providers were chosen, if internship mentors at the enterprise received any training and who oversaw the activity to ensure it was relevant to the objectives of the course. The general Internship and Career Orientation Course did not demonstrate any specificity for the careers targeted by the students in this specific Programme and hence proved less capable of forming an integral part of the Programme, as such.

Internship providers which the ET met confirmed that there was a legal basis for their collaboration with the College.

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.	x	
<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 within a program, and in comparison with other study programs at highly regarded institutions.	x	
<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.		x
<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.	x	

Compliance level: Partially compliant

ET recommendations:

1. *The curriculum requires a major revision. Re-think compulsory and elective options. Create a logical sequencing, which currently is lacking. Ensure that the BA degree does not present itself as a predominantly language acquisition training, with some courses currently giving out this impression.*

2. *Ensure that students with German also benefit from some level of flexibility through electives so that they can craft their individual journeys better. This may mean separating the German strand into a stand-alone BA programme if this can be sustainable based on the national/regional need.*
3. *Ensure that attendance alone does not take a quota of the assessment. Ideally, replace with class participation and design a rubric to make class participation measurable.*
4. *Revise the compulsory bibliography to include authoritative titles which are fundamental for the subjects at hand. Currently, the syllabi are missing some important authors and some more recent books.*
5. *Conduct a mapping exercise between Programme learning outcomes and Course learning outcomes to determine how they interact and where the overlap is, so that it can become obvious how and to what extent programme learning outcomes receive input from the course learning outcomes.*
6. *Provide clarity on the thesis and the capstone, which is required for what purposes and whether they are alternative graduation requirements for students to choose from. Additionally, ensure that the thesis, by design and requirement, contains a practical component which may become more relevant for developing and applying skills relevant for the labour market.*
7. *Design clear internship objectives. Align internship activity with learning outcomes to ensure they can be a direct contributor to the achievement of the programme learning outcomes. Develop relevant monitoring of internships for consistency of the students' experience across and within internship enterprises.*

3.5. Students

Admissions are competitive, based on a publicly announced process. The applicants to the study programme must possess a high school diploma or its equivalent, that reflects a satisfactory level of proficiency in English. In addition, all applicants enter a placement test that is conducted by the English department at the College. The additional information provided by the College states that an interview may be conducted and that this is one of the most used forms of admission. However, it is not fully clear what weight this interview has in the application process.

So, although the admission policies might be in place the panel of experts did not gain consistent evidence of its appropriate application, as the descriptions of the different stakeholders varied in relation to the entrance exam.

Applicants who wish to pursue the specialization in German as part of their BA in English program must take a German language assessment test or provide proof from official institutions in Kosovo.

When discussing the application/admission process, the publicly available information must be clarified. The College website features two separate programmes – BA in English with German and BA in English Language. It is not clear if these are the two tracks of this programme or is there another reason for separating this information in two parts.

There is a Regulation for Undergraduate Studies at Universum International College (UNI) that outlines the framework for the organization, execution, and administration of undergraduate programs.

Feedback on performance is provided to every student, whether by the program coordinator/s or the course professor, according to the requirements of the student. The College is very proud of its student monitoring system and claims that it follows the academic record of students through the studies and reacts immediately if needed. There is also a formal system for addressing the drop out rate

The Regulation on Undergraduate Studies states that whenever possible, teachers are notified in advance when a student is expected to miss an exam. Unexpected absences must be reported immediately by teachers in the office of the Academic and Administrative Registrar.

The QA Manual includes a separate section on student progress and performance. The results and performance indicators of students are stored and processed in the College's internal system (DMIS). There is a Student Advancement and Retention Committee with the task to analyse retention data to identify trends and potential solutions. The Office of Diplomas prepares the report on student graduation rate. Satisfaction, exam pass rate and withdrawal rate is also monitored by the Quality Assurance Office.

According to the Regulation on Undergraduate Studies, the students can submit a written request for reassessment within 24 hours from receiving the mark. Then the commission for reassessment is appointed.

Students must obtain certain credit points to progress to the next academic year. While the programme length is 3 years, the average time to complete the study programme is 4.1 years.

According to the SAR, the academic integrity of work and protection of individual work are assured through integrated software which checks the plagiarism and authenticity of the work submitted. The College applies the first and only plagiarism software in Albanian called Academia.

The SAR states that the College has a Misconduct Procedure where Plagiarism, Multiple Submission, Collusion and Cheating in Examinations is explained and which is provided to the students at the beginning of their studies.

As mentioned earlier, the review team was provided a summary of the Code of Conduct. Notable, the summary of the Code does not highlight any detailed aspects relating to plagiarism which is an important part of academic integrity. In meetings, students indicated that they were made aware of plagiarism issues and knew that on essays submitted it was the teacher who would check for plagiarism. But, they did not know how consistently this was done or if any plagiarism software was used. Staff confirmed no plagiarism software was available to them

for consistent usage. The College asks students to self-declare academic integrity in the research they are presenting in the graduation thesis.

According to the Code of Conduct Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.

Code of Conduct, updated in 2024 (Article 7, Ethical Obligations and Conduct of Students) states that the students are expected to engage deeply in their studies, respect academic and administrative staff, maintain intellectual and academic integrity, contribute to College's reputation, and avoid bringing harmful materials into the institution. They should fulfill their obligations timely and fully respect the internal rules and standards of the College. According to the Article 8, Rights and Authorizations of Students, the students are entitled to utilize all opportunities offered by College, enjoy benefits for distinguished work, demand necessary resources for successful studies, express their ideas freely, and engage in projects of interest to College and society at large.

Both students from other departments of the College and also other higher education institutions can transfer to the BA programme. In case of transfer from other higher education institutions, at least one full year of studies must be completed.

The Office of International Relations is very active in promoting international mobility opportunities. During the site visit, the review team heard several times that College is the leading institution in Kosovo in terms of ERASMUS exchange and that students are particularly encouraged to use the opportunities of ERASMUS mobility and now, with the partnership with ASU, also the possibility of mobility to ASU. The students interviewed by the review team were aware of these opportunities, some had used them and those who had not confirmed that there are no organisational obstacles from the College and not participation had been their deliberate choice.

One of the KPI's defined for the teaching staff is "The professor held consultation hours with students". The achievement of KPI's is monitored, however, the review team found that in practice there could be a case where a teaching staff member has not held consultation hours. Although this has been noted by the College when measuring the KPI's, it is not clear how this could happen.

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: Substantially compliant

ET recommendations:

1. *To clarify the publicly available information on the College website regarding the two separate study programmes announced for English Language.*
2. *Clarify the role/ weight of the interview in the admission process.*
3. *Ensure that the requirement to provide certain consultation hours to students is formally defined and binding for all academic staff.*
4. *Ensure that the policy on academic integrity, including the use of anti-plagiarism tool, is clear to everyone involved, properly documented and rigorously implemented.*

3.6. Research

The activities and results in the area of research are severely deficient. Some members of the academic staff have no publications in their CVs. As some members of the academic staff have no research results to show, standard 6.4 is not met. The CVs of other members of academic staff showed very few publications. Overall, the standard 6.7 of publishing at least one publication per year on average over the past three years was clearly not met. Publications in high-ranking journals, especially in internationally indexed journals (Scopus, Web of Science) are insufficiently documented. Monographs in internationally renowned publishing houses are also not available in adequate numbers. In view of this performance record, standard 6.5 can only be assessed as partially fulfilled. This is particularly true in view of the fact that some of the scientific results presented are already old.

The relevance of research is not sufficiently emphasized. This can be seen, among other things, in the inadequate funding of research activities, which are only supported at an elementary level. Research is also given too little attention insofar as the infrastructure does not currently reflect the importance of research. This applies, for example, to the library collections.

Participation in research projects, especially those based on cooperation between several universities in English- and German-speaking countries, is also currently still unsatisfactorily developed. It is precisely here that financial resources could be gained that could be used to strengthen the development of research. In addition, such increased participation in international research projects would promote the qualification of academic staff in the methodology and content of research.

The possibility of integrating research results into teaching and practice and deriving innovative results for methods and content from this has been underestimated to date. There is also a lack of motivation and supportive guidance.

The content of research and current research questions hardly reach the students. The team of experts was able to clearly identify this in discussions with students and graduates. However, there is great potential in this area in particular, which is also extremely relevant for graduates and future employers. Urgent and current problems, including application-related ones, can be relevant for research, which can provide an additional benefit, as it allows upcoming questions and tasks to be solved in cooperation with employers. Moreover, such participation in application-oriented research also contributes to the prestige of a higher education institution.

The examples of BA theses presented show that at least some of them deal with current issues that are also linked to research. However, this reference to research is not made sufficiently clear, for example by referring to literature that is too old. Other thesis topics have little practical relevance, but are better grounded in research.

It was not sufficiently clear to the expert team what guidelines and strategies are used to define what is considered research and how this is then brought into line with international standards. Furthermore, the routines according to which this recognition takes place are not sufficiently clear and transparent. This became evident to the team of experts in discussions with academic staff. The explanations in the SER also remained vague in this respect. Therefore, standard 6.3 cannot be considered fulfilled. The central role of the coordinator for monitoring research activities and for academic orientation, as claimed in the SER, is not adequately reflected in the job description provided.

Standard 6.1 must be assessed as not fulfilled in the view of the expert team. It was not clear from the SER or from the other documents submitted how a research strategy is implemented. In the discussions with the heads of the department and academic staff, it was also not conclusively clear how the research strategy is specifically interpreted and implemented. Furthermore, as already mentioned, there are insufficient funds and other resources allocated to research to enable in-depth academic research to be carried out to any significant extent.

In view of the generally very poor consideration of research in many areas, no significant participation of students in research activities has been demonstrated. Standard 6.11 is insufficiently addressed in the SER. The standard in question can be regarded as clearly not fulfilled.

As far as the team of experts could tell after evaluating the documents and after discussions with the heads of the department and academic staff, standard 6.10 is at least partially fulfilled, albeit at a low level, namely by meeting the legal requirements. Further-reaching and more ambitious strategies have not been sufficiently developed. Approaches for the strategic implementation of commercialization are recognizable, but there is room for improvement.

The guarantee of standard 6.9 could not be convincingly demonstrated. The statements in the SER remain vague. In discussions with management and academic staff, the team of experts was also unable to see that the relevant requirements are met. Furthermore, the syllabi clearly show that, as a rule, no reference is made to the university's own research, if any research work is carried out by academic staff at all.

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		x

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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.		
<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.</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: Partially compliant

ET recommendations:

1. *The efforts in research should be significantly intensified.*

3.7. Infrastructure and Resources

As a private institution, the College operates exclusively on its own budget. According to the SAR, because the College is structured to operate through a centralized system (typical for private HEIs), the individual budget for each program is integrated with the overall expenditures of the institution. However, the expert team would strongly encourage the College to develop a budget line for the programme to be used in defining the rentability of the programme.

The College has expanded significantly during the last years. During the site visit, the expert team learned about the plans of the College to build additional premises, including those for a new library.

Since the previous accreditation, the study programme has grown in terms of maximum admitted student numbers from 60 to 150 and has now requested 250. While the available resources seem sufficient for programme implementation as it is now, the expert team currently cannot justify the steep increase by 100 more students to be enrolled in one year.

The classrooms are modern and equipped with all the necessary technology. The rooms have a pleasant, positive and motivating atmosphere for working and learning. Sufficient seating is available and the requirements of standard 7.4 are fully met.

The library currently only meets the basic requirements of standard 7.5. There are a sufficient number of workplaces, although the current location will be replaced by a better one in the future. The technical equipment of the library is acceptable, however, there is little space for student individual and group work, especially considering that the College is not located in the city centre and, when students come for lectures, they come for a full set of lectures without a possibility to return home.. In terms of literature, however, shortcomings are apparent: the literature in German in particular is deficient and partially outdated. Although important basic works are available in both German and English, there is a lack of further research literature. This shortcoming is also relevant with regard to the future expansion of research activities. In addition, there is no systematic approach to organizing/arranging the books, which makes working in the library very difficult. There are, however, a sufficient number of textbooks for students. There is therefore still room for improvement with regard to the library. In the opinion of the expert team, however, the management is aware of this and efforts are being made accordingly.

The rooms have barrier-free access and therefore meet the requirements for students and employees with special needs. This also applies - as far as the team of experts was able to ascertain during the inspection of the rooms - with regard to the existing technical equipment. Standard 7.6 is therefore fulfilled.

Finally, it is worth noting that the HEI has established a good transportation option from the city center to the campus.

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; 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.	X	
<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;	X	

e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
<i>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</i>	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Update the holdings in the library, both in terms of German and English-language specialist literature and textbooks.*
2. *Perform a budget calculation on the level of the study programme, to be used for justifying the rentability of the study programme.*
3. *Perform a budget calculation on the resources required for increasing student numbers in the programme and provide information on the possession of these resources.*
4. *With the establishment of the new library building, foresee sufficient room for individual and team work of the students.*

4. FINAL RECOMMENDATION OF THE ET

The Programme is borderline substantially compliant with major weaknesses highlighted across the various standards, which should be given urgent and consistent attention. The ET appreciates the efforts made in respect of the high number of staff, numerous international collaborations and infrastructural developments. The ET was presented with an overview suggesting that the satisfaction of academic staff, students, graduates and employers is high, which indicates to the ET that there is capacity within the Programme to systematically and strategically resolve the weaknesses highlighted across this report.

Specifically, with regard to the design of the study program, the ET recommends a major revision, which should lead to a sharpening of the profile. Additionally, there are still clear weaknesses in the area of quality management. Similarly, there are still clearly recognizable deficiencies with regard to research. Some of these weaknesses can be remedied by further staff development, which can also lead to a strengthening of prestige. This applies both to the necessary further qualification of academic staff and to the recruitment of established scientists.

In view of the considerable problems that still exist at present, it is necessary for the management of the program and the academic staff to focus initially on eliminating these restrictions. As this may also require staffing changes, a reduction in student enrollment is necessary. The ET therefore proposes an enrollment of 120 students per year. After consolidation, an increase in student numbers may be realistic at the next accreditation.

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Overall compliance:

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

Compliance level: Substantially compliant

In conclusion, in line with the Manual requirements, the Expert Team recommends to accredit the program for three (3) years.

Student quota recommended: 120

Expert Team

Member



(Signature)	Prof. Dr. Habil. Anca Greere	03.05.2024
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Member



(Signature)	(Prof. Dr. Dr. Georg Schuppener)	03.05.2024
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Member



(Signature)	(Asnate Upmace)	03.05.2024
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