



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

TEMPULLI ACADEMY

INSTITUTIONAL

FINAL REPORT OF THE EXPERT TEAM

March 7, 2024

Pristina – Brno – Bucharest – Malmo



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1. INTRODUCTION

1.1. Context

The evaluation procedure was conducted according to the plan. The Tempulli Academy (TA) submitted self-evaluation report prior to the site visit, and the expert team had enough time to study all the documentation and discuss the findings. The very site visit was organized very well, and the expert team had a chance to meet representatives of all the relevant groups within the TA and beyond. After the visit, the TA submitted some additionally requested documents which made it possible for the expert team to get the picture more complete. Consequently, the expert panel (ET) developed the draft report and sent it to the KAA. Few days later, the TA responded to the draft report, the ET considered the response and developed the final report.

Date of site visit: February 9, 2024



Expert Team (ET) members:

- *Prof. Milan Pol, Masaryk University, Czech Republic*
- *Prof. Magdalena Iordache-Platis, University of Bucharest, Romania*
- *Lali Giorgidze, University of Malmo, Sweden (student expert)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Shkelzen Gerxhaliu, Senior Officer for Evaluation*

Sources of information for the Report:

- *Self-evaluation Report and other documentation of Tempulli Academy provided prior to the site visit and after the site visit*
- *Interviews*
- *Site visit – observation of facilities*

Criteria used for institutional and program evaluation

- *KAA Accreditation Manual*

1.2. Site visit schedule

Time	Meeting	Participants/Comments
09:00 – 10:10	Meeting with the management of the institution (<i>no slide presentation is allowed, the meeting is intended as a free discussion</i>)	• Muhamed Krasniqi, Director of the Academy, • Fatime Krasniqi, Secretary General,



		• Flamur Salihu, Advisor to the Board and the Management, • Sara Fusha Osmani, Quality Assurance Officer
10:15 – 11:00	Meeting with: 1. Quality assurance representatives 2. Administrative services	• Fatime Krasniqi, Secretary General • Sara Fusha, Quality Assurance Officer • Blerina Dragusha, Student Services Officer, • Shpresa Ibrahim, Career Center Officer, International Office Officer.
11:05 – 11:55	Meeting with Deans of Faculties (Head of programmes in case of smaller colleges)	• Adem Selmani, Programme Coordinator Bachelor of Insurances and Management of Damages from Accidents • Ema Berisha Krasniqi, Program Coordinator of Bachelor of Transport Engineering and Infrastructure • Mevlan Bixhaku, Program Coordinator of Master of Traffic Engineering and Road Safety
11:55 – 12:45	Lunch break (to be provided at the evaluation site)	
12:45 – 13:45	Visiting tour of the facilities and infrastructure	
13:45 – 14:30	Meeting with teaching staff	• Gjesh Vataj, teaching staff, • Eflorim Hajra, teaching staff, • Fevzi Berisha, teaching staff,



		• Sejdi Hoxha, teaching staff, • Emine Krasniqi Maloku, teaching staff, • Astrit Sallauka, teaching staff • Arsim Azemi, teaching staff
14:35 – 15:20	Meeting with students	• Shpat Muharremi (BSc Transport Engineering and Infrastructure), • Edi Fuga (MSc Traffic Engineering and Road Safety), • Fatos Halilaj (MSc Traffic Engineering and Road Safety), • Makfire Beqiri (MSc Traffic Engineering and Road Safety), • Yllgzon Elshani, (BA Insurances and Management of Damages from Accidents), • Arber Bega (BSc Transport Engineering and Infrastructure)
15:25 – 16:10	Meeting with employers of graduates and external stakeholders	• Bujar Istogu, Ministry of Trade and Industry , • Fejzullah Mustafa, Ministry of Infrastructure, • Ruzhdi Morina, Owner of Auto Service, • Hafije Gërbeshi, Baki Automobile, • Kreshnik Gashi, Municipality of Prishtina. • Liridon Shahini, Sinjalistika L.L.C
16:10 – 16:20	Internal meeting – Expert Team and KAA	



16:20 – 16:30	Closing meeting with the management of the institution	
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1.3. A brief overview of the institution under evaluation

Tempulli Academy (TA) was registered on October 13th, 2020, as a higher education institution in Kosovo. Yet it has a longer history, since it existed as a centre of training and education for young vehicle-driving students, and as a Tempulli College from 2001 to 2020. In 2021, the TA was accredited for three years as an institution. It is providing one master's program and two bachelor's programs in the field of transport and traffic. Now, the TA has 10 regular academic staff, 14 part-time staff and 11 administrative staff. According to the self-evaluation report (SER), the TA has 292 students in all programs it offers. The TA has an infrastructure of 1310 m², with separate spaces for theoretical and practical learning.

2. INSTITUTIONAL EVALUATION

2.1. Public mission and institutional objectives

The TA has a defined mission statement which includes three main pillars: teaching/learning, research, and community service. The mission statement is formulated as follows: “Qualitatively prepare students and trainees with adequate knowledge and skills to learn and research in order to lead a successful professional career and, together with academia as well as individually, contribute responsibly to the community.” (SER, p. 6). The mission statement was revised in 2023, and in comparison, to the previous version, it is more explicitly emphasizing the third role of the higher education institution (community service). Comparing to the mission statement of 2021, the current formulation emphasizes more also the so-called community service (public reach).

The vision statement of the TA is in a positive correlation with the TA's mission. The vision is formulated as follows: “Unique institution of higher education in the country and the region, with a focus on the development of professional research skills through the interconnection of



innovative teaching, practical learning and scientific work for the benefit of the community”. (SER, p. 6) This statement reflects three main pillars of the higher education institution’s functioning, too.

The TA is also explicitly emphasizing what it calls values and principles of its work, among them integrity, inclusion, cooperation and partnership, innovation.

According to the SER, the revision of the mission statement of the TA was done in a consultative form, using workshops as the instrument to involve staff of the TAS as well as students. This was confirmed during the interviews in some extent.

This can be said the mission statement is recognized by the members of the academic community of the TA. The mission as well as vision statements are available at the TA’s website.

As such, the mission statement finds its reflection in the strategic plan of the TA. This plan defines six strategic objectives, and they relate to all three pillars of the higher education institution. The strategic objectives are formulated as follows: (1) Management and Leadership; (2) Teaching and Quality Assurance; (3) Research; (4) Cooperation and Communication; (5) Infrastructure and Digitalization; (6) Student Affairs. This can be concluded that the institutional mission provides an effective guide for strategic planning, decision making and operations of the institution.

Medium- and long-term institutional objectives as formulated in the Strategic Plan 2021-2025 of the TA seem to be prevalingly consistent with and support the mission.

Compliance level: *Fully compliant/*

ET recommendations:

1. *None*



2.2. Strategic planning, governance and administration

As already mentioned above, the TA has the Strategic Plan for the period of five years (2021-2025) and this plan is formulating six main strategic objectives which are directed to the main areas of the TA's operation.

Similarly to the process of revision of the mission statement, the TA is reporting that its strategic plan was developed in a consultation process in which representatives of academic community, administration of the TA as well as representatives of the external stakeholders were involved. The TA described in its SER phases of this consultative work. They include SWOT analysis, defining vision, mission, strategic objectives, performance indicators and targets. Identification of main activities and risk assessment are also a part of the process, as well as communicating the results and developing monitoring plan, action plan and budgeting for the activities. By means of this, main steps seem to be covered. During the interviews, the evidence of participation of some representatives of different groups was provided.

This can be said that the Strategic Plan 2021-2025 expresses the TA's awareness of aspects of internal as well as external environment. It is relatively complex, in some respects quite ambitious.

The TA is monitoring the implementation of its strategic plan, the plan of monitoring is in place. This plan informs about the implementation of the strategic plan rather generally, though.

The institution has a decision-making system and internal operating regulations in agreement with current legal provision. The main governing body is the Steering Council (with five voting members, each with a four-year mandate, two of them nominated by stakeholders, two by Academic Council and one student member nominated by the Student Parliament). The Director of the TA and the Secretary of the TA are ex-officio members of the Steering Council without the right to vote. The work of the Steering Council is regulated by a separate regulation, the Regulation of the Steering Council. The Director of the TA is the main managing authority of the institution and is appointed by the Steering Council. The Academic Council is the highest academic decision-making body at the TA, and it deals with all academic issues. Among the elected members there are program coordinators, teaching staff, student representative (elected by the Student Parliament). The organogram of the TA in principle



gives the answer about how the work is organized at this institution. It also contains slight inaccuracies related to the study programs, though. Also, the interlinks between the teaching/learning (study programs) and the research are not so well visible in this document.

The election criteria and processes of the decision makers and other selected positions are clear, and they are published in regulations of the TA. Also, this can be said that the responsibilities of the decision-making bodies are defined clearly with respective roles and responsibilities for overall policy and accountability, the senior administration for management and the academic decision-making structures, and these are followed in practice.

Student representatives are members of decisional executive and consultative bodies at the TA. Namely, students have always one representative in the bodies as follows: Steering Council, Academic Council, Program Committee, Quality Commission, Ethics Committee, and Disciplinary Commission. The student election process is regulated by the Statute of the Academy and the Regulation on Student Elections. The institution is not involved in the process of electing student representatives.

The administration of the TA seems to be prepared for the assigned work. In the SER the TA states among the weaknesses a modest number of administrative staff. Considering the profits of the TA (see the text on financial planning and management), this is a surprising information. The responsibilities of the administrative staff are clearly described.

Compliance level: *Substantially compliant*

ET recommendations:

1. *Make sure organogram of the institution clearly shows the prominent place of study programs.*
2. *Make sure the organisational structure clearly and effectively supports links between the teaching/learning (study programs) and the research.*
3. *Consider possibilities to invest more into administration staffing.*

2.3. Financial planning and management

The TA demonstrated that it has sufficient financial resources in the short (one year) and medium term (three successive years) to reach its mission and objectives set in its strategic



plan. The main sources of the TA's income are as follows: student fees; training programs (accredited by the National Qualification Authority and authorized by Ministry of Environment, Spatial Planning, and Infrastructure), expertise in traffic accidents issues; driving school; and various national and international projects.

The three-year plan envisages 1,069,000 EUR for this year (2024), 1,333,525 EUR for the year 2025, and 1,048,026 EUR for the year 2026. When taking into account the planned investments/spendings, it seems the TA plans to have the profit 662,500 EUR (2024), 853,825 EUR (2025), and 531,526 EUR (2026).

The TA has financial policies which address its financial sustainability. The financial plans consider specific areas of the TA's operation, in some of them a rather stereotyped approach is shown – for instance, for 2024 in the section Research it is envisaged 29,500 EUR, but only 2,500 EUR of this (subsection Other) could possibly be considered as the financial support of realization of research (most goes to publications, conferences etc.). The question remains on what funding the research results can be achieved (and only then they can be published).

Oversight and management of the TA's budgeting and accounting functions are carried out by a specialized person responsible to a senior administrator. Budget planning is done by the management of the TA and approved by the Steering Council. The TA has employed a financial officer who deals with the needs of the TA regarding financial matters. In the SER, the TA stated as one of the weaknesses "Small number of staff in the finance department." (SER, p.18).

At the end of the fiscal year the TA compiles financial reports according to external financial reporting standards. Also, for the needs of the management, the financial officer compiles monthly reports of revenues and expenditures. The TA has established a practice that in addition to drafting financial statements, every year it reviews the budget.

The accounting system in the TA is a dual accounting system in accordance with local and international accounting standards. When local accounting standards do not cover the accounting system (in case of some international projects, for instance), international standards are used as required by applicable laws.



Compliance level: *Substantially compliant*

ET recommendations:

1. *Consider possibilities to support financially research activities of the staff/students.*
2. *Consider a possibility to enforce staffing in the finance department.*

2.4. Academic integrity, responsibility and public accountability

The TA has several documents that deal with ethics and academic integrity. Through these documents it defends the values of academic freedom, institutional autonomy and ethical integrity. These documents are the Policy on Inappropriate Academic Behavior, the Code of Ethics, and the Regulation on Disciplinary Procedure. The Code of Ethics defines, among other things, minor and serious ethical violations, the role of Ethics Committee and of the Disciplinary Commission, the procedures of work of these bodies, and also the issue of complaints and appeals. The Ethics Committee has five members (three academics, one representative of administration, one student representative), the Disciplinary Commission has four members (two academics, one from administration and one student representative).

This can be said that the Code of Ethics requires that all internal stakeholders act consistently with high standards of ethical conduct and avoidance of plagiarism in research, teaching, performance evaluation, and in the conduct of administrative duties. A newly enrolled staff is informed about the Code of Ethics, similarly, newly enrolled students are informed about ethical and integrity issues, too. The Code of Ethics and the Regulation of Disciplinary Measures are published on the website of the TA, too.

The TA is using the antiplagiarism software Plagiarism Check. This system is used by staff for both detecting students' misconduct in their students' assignments as well as detection in scientific research before they publish their work.

This can be said that the Code of Ethics and also some other regulatory documents are enforced through clearly defined processes and mechanisms, and it applies to everybody involved at the TA. The structures responsible for analysis and resolution of any potential breaches of the Code of Ethics are established in the TA (as stated above).



The TA claims it is applying the Code of Ethics and its associated processes and mechanisms on all activities related to management, administration, teaching and research. The ET did not find the evidence that results of such an application are made public.

At the same time, the webpage of the TA contains information about regulations, procedures, self-evaluation activities and decisions of governing bodies. Such information is related to the main aspects of the TA's operation and its study offer.

Compliance level: *Substantially compliant*

ET recommendations:

1. *Make sure the result of application of the Code of Ethics are made public.*

2.5. Quality management

Quality Assurance Policy of Tempulli Academy reflects a commitment to maintaining and enhancing educational standards, aligning with national and international regulations. A dedicated Quality Assurance Office coordinates the processes that are outlined clearly in the Quality Assurance Policy and supports collaboration among stakeholders.

Strategic Development plan of the TA outlines advancement of teaching methodology and processes of quality assurance to improve education services as one of the objectives. The TA also plans to advance working conditions and establish a culture of excellence, innovation and the use of new technologies in order to develop the quality of educational and research services. Establishment of the Center of Excellence is also envisaged to support the strategic objective of advancement of education provision. The panel of external reviewers notes that currently there are not sufficient human resources to implement these objectives. Therefore, it is recommended to assess adequacy, especially considering potential changes in workload, scope, or expertise requirements of staff in this regard and provide adequate human resources, to maintain effectiveness and adaptability in meeting quality assurance objectives.

Another group within the institution structure responsible for quality management is Quality Assurance Committee. Establishment of the committee is indeed a good step toward ensuring adherence to accreditation standards and fostering a culture of quality. However, upon closer examination, there are certain shortcomings in the composition and responsibilities of the committee as outlined. While the inclusion of diverse stakeholders such as the Director of the



TA, administrative representatives, program representatives, and a representative from the Student Parliament is commendable for ensuring broad representation, the absence of specific expertise or qualifications related to quality assurance and accreditation could potentially hinder the committee's effectiveness. Additionally, the mandate of the Quality Assurance Commission primarily focuses on the implementation of standards set by the Kosovo Accreditation Agency and proposing recommendations to the Program Committee. While this is essential for maintaining accreditation status, there appears to be a lack of emphasis on broader quality improvement initiatives and fostering a continuous culture of enhancement beyond meeting minimum standards. Therefore, there is a need to review and potentially revise the composition, responsibilities, and mandate of the Quality Committee to ensure it is equipped to effectively promote and uphold a comprehensive quality-based culture within the academic community, encompassing not only accreditation requirements but also broader quality enhancement efforts.

The ET finds it important that the TA considers expanding the composition of the Quality Assurance Commission to include members with specific expertise or experience in quality assurance, accreditation processes, and educational assessment. This could involve inviting professionals from relevant fields or appointing faculty members with relevant qualifications to ensure that the committee possesses the necessary knowledge and skills to effectively oversee quality-related initiatives.

Also, the ET finds it important that the TA considers broadening mandate for continuous improvement: Expanding the mandate of the Quality Assurance Commission could encompass not only compliance with accreditation standards but also initiatives focused on continuous quality improvement. This could involve developing mechanisms for gathering feedback from stakeholders, conducting regular evaluations of academic programs and support services, and implementing strategies for addressing identified areas for improvement. By broadening its scope to include proactive quality enhancement efforts, the committee can play a more proactive role in fostering a culture of continuous improvement within the institution.

The Quality Assurance Office administers surveys for staff and students. The reports on surveys reveal a mixed perception regarding the adequacy of certain services at the TA, e.g. the students' services are perceived to be partially satisfactory, indicating room for improvement in meeting student needs, provision of necessary IT services received a similar response, warranting attention. Furthermore, the majority of staff partially agree that they participate well in evaluation activities, indicating a level of engagement but also potential areas for enhancement in involvement or clarity of process. Additionally, the perception among staff regarding the availability of places to eat indicates a need to address basic facilities and amenities within the TA environment. These insights underscore the importance of addressing all aspects of student and staff experience to foster a supportive and conducive learning



environment. It is notable that not all of these findings have been addressed in the recommendations for improvements presented in survey reports, suggesting a need for a more comprehensive approach to address all identified areas of concern.

The evaluation surveys consider the satisfaction of students with infrastructure and services, which directly addresses the inputs provided by the institution, such as facilities, resources, and support services. By assessing student satisfaction, the institution can gauge the adequacy and effectiveness of these inputs in supporting the educational process. The surveys also include assessments of teaching and learning by students, which reflect the processes employed within the institution. These assessments provide insights into how effectively teaching methodologies are implemented, how learning experiences are facilitated, and the overall effectiveness of the educational processes. The program coordinator convenes a meeting with each academic staff member to review evaluations from students, peers, and management. During this meeting, staff are provided with a self-evaluation form. Following the meeting, each academic staff member completes their self-evaluation and submits it to the coordinator within the specified timeframe. Upon completion of the evaluation process, the program coordinator develops individualized development plans for each academic staff member. These plans, along with a comprehensive report on staff evaluations, are then submitted to the TA Director for review. The evaluation of academic staff by management and peers is crucial for evaluating outputs. It helps assess the performance and contributions of faculty members, including their teaching effectiveness, research output, and other academic activities. This aspect directly reflects the outputs of the educational system in terms of faculty performance and the quality of educational experiences delivered to students.

The quality assurance arrangements within the institution need to undergo regular evaluation, reporting, and improvement to ensure their effectiveness and relevance. However, it has come to our attention that such evaluations and reporting mechanisms have not been implemented as of yet. The institution is planning to conduct this evaluation by the end of 2024 but specific approach of the evaluation of quality assurance arrangements is not yet developed. Recognizing the importance of this aspect, it is recommended to implement a comprehensive review of the quality assurance processes and procedures. Through this review, the institution should aim to identify strengths, weaknesses, and areas for enhancement in its quality assurance framework. Subsequently, this can allow the institution to have the quality assurance arrangements that uphold the highest standards of quality and excellence across all aspects of its activities.

Compliance level: *Substantially compliant*

ET recommendations:



1. *It is recommended to conduct a comprehensive review of the services provided by the Student Services Office to identify areas for enhancement. This could involve gathering feedback through focus groups or surveys to pinpoint specific needs and preferences of students. Subsequently, implementing measures such as expanding service offerings, improving responsiveness, and enhancing communication channels can help address any perceived deficiencies.*
2. *It is recommended to implement transparent and accessible channels for staff to engage in evaluation activities. This could include regular meetings, workshops, or online platforms where staff can provide feedback, suggestions, and concerns related to the evaluation process.*
3. *Foster a culture within the institution that values and encourages staff participation in evaluation activities. Recognize and reward staff members who actively contribute constructive feedback and suggestions for improvement.*
4. *Consider expanding the composition of the Quality Assurance Commission to include members with specific expertise or experience in quality assurance, accreditation processes, and educational assessment. This could involve inviting professionals from relevant fields or appointing faculty members with relevant qualifications to ensure that the committee possesses the necessary knowledge and skills to effectively oversee quality-related initiatives.*
5. *Broaden the mandate of the Quality Assurance Commission to encompass not only compliance with accreditation standards but also initiatives focused on continuous quality improvement. This could involve developing mechanisms for gathering feedback from stakeholders, conducting regular evaluations of academic programs and support services, and implementing strategies for addressing identified areas for improvement. By broadening its scope to include proactive quality enhancement efforts, the committee can play a more proactive role in fostering a culture of continuous improvement within the institution.*
6. *It is recommended that the institution establishes a structured framework for the evaluation, reporting, and improvement of its quality assurance arrangements. This framework should include clear guidelines and procedures for conducting periodic assessments of the effectiveness and efficiency of quality assurance processes. Additionally, mechanisms for reporting the outcomes of these evaluations to relevant stakeholders, such as academic leadership, faculty members, and administrative staff, should be implemented. Furthermore, the institution should prioritize the allocation of resources and personnel to support ongoing improvement efforts based on the findings of these evaluations.*

2.6. Learning and teaching



The Tempulli Academy (TA) organizes the teaching and learning process based on two regulations which apply to all academic programmes; the TA runs one master programme and two bachelor programmes these were adopted in October 2023 and could not generate effective impact in a short time, but they apply in the current academic year: Regulation for Undergraduate Studies (Bachelor) in the TA and Regulation for Master's Studies in the TA (Appendices 8, 9 to SER, SER p. 28). The regulation for the bachelor studies describes the student admission criteria; the organization of studies; the registration conditions of the academic year; the duration of studies; how to complete the studies and thesis; the student status; rights and the obligations of students; some transitional provisions. In addition, the regulation applied to the master level of studies stipulates the types of studies; the organization of the lesson; the conditions for registration in master's studies; the year registration condition; the student status; the rights and obligations of students; deadlines, presentation, and completion of exams; the completion of studies and thesis; plagiarism and intellectual right; master's thesis defence procedure; transitional provisions. It is important to be mentioned that the regulation for the master level of studies has a different content focusing on intellectual property and rules against plagiarism; the ET appreciates the institutional preoccupation towards this approach. In addition, the ET could notice the Monitoring plan of the institution which for the current processes is relevant and effective (Appendix 2 of SER).

Based on the abovementioned regulations, studies are organized on the national quality assurance standards, with a duration of three years or six semesters at the bachelor level; upon completion of studies, the student accumulates at least 180 ECTS credits, depending on the study program. In the case of the master level of studies, the diploma scientific/professional studies in the second cycle of studies last four semesters and upon their completion the student accumulates 120 ECTS credits. Therefore, at the Academy, there is an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, regular changes and monitoring of performance (Appendices 8, 9 to SER, SER p. 28).

The Academy has recently introduced the performance indicators at the program level (the current academic year). It monitors quality indicators, identifies and investigates differences in quality between programs, and acts required to ensure that all programs meet required performance standards. The institution followed the previous evaluation recommendations and identified performance indicators to monitor: The TA has also established key Performance Indicators and their thresholds at institutional and program levels (Table 4) which continuously are monitored and reported, such as: the graduate satisfaction – where graduates will be contacted and surveyed for their satisfaction with the program, how useful the program was in their employment, did they get the right skills as required by the employer, etc; the employer satisfaction – in addition to surveys with graduates, the TA will also survey businesses in which graduates are employed related to the program (based on their experience with graduates); the



employment rate of graduates – a survey with alumni about the program will result in information on the employment rate; the program student satisfaction – where every year (once a year) they are surveyed for satisfaction with the program, administration, and staff of the TA; the graduation rate – which will be generated by the administration of the TA (SER, pp. 28-29).

In the process of developing each program, the objectives of the programmes are set, and then the learning outcomes (specific and general) and the employability opportunities of the graduates. Also, during the programme development phase, the student workload is calculated based on the ECTS guidelines. Study programmes are based on correlations between learning outcomes. A study program is presented in the form of a series of documents which include general and specific objectives of the program; the curriculum, with the subjects' weight expressed in ECTS credits and disciplines distributed over the study period; this was confirmed during the site visit at the discussion with the management of the institution (SER, page 31).

Furthermore, student learning outcomes of each program at the TA are consistent with the National Qualifications Framework and with the Framework for Qualifications of the European Higher Education Area, level 6 for the bachelor and level 7 for the master programmes. It is to be noted that the Academy [website](#) reveals the labour market opportunities after completion. For example, in the field of Transport Engineering and Road Infrastructure, after completing the studies, graduates will be able to demonstrate knowledge of management of activities in the field of transport; to understand the traffic system r- Man, Machinery, Environment, Accidents and Their Preservation; road doctors' comment and measures.

The student at the TA has the right to submit a written complaint to the program coordinator against the assessment made by the teacher for the relevant exam (for the written exam, the oral exam or the combined exam); after that, the program coordinator appoints the committee of three members within 48 hours, but without the questioner; one of the committee members must be closely related to the subject for which the student is evaluated. The written exam or the written part of the exam can be repeated before the committee or re-evaluated by the same test. The student cannot file an appeal against the committee's assessment. For the master program, the assessment and grading is done by the subject teacher within 10 days of the final exam. All assignments and exams are archived for one year. However, apart from the documents, the discussion with the student during the site visit revealed that there is not an effective process in place to ensure the fitness and effectiveness of the assessment methods for the achievement of the intended learning outcomes; students participating to the meeting mentioned that in some cases they could not participate in the final exam if they had passed all the evaluations during the semester. The ET insists on monitoring that both components of the students' assessment are in place – continuous and final assessment (Appendices 8, 9 to SER).



Teaching staff at the TA are appropriately qualified and experienced for their teaching responsibilities (there are more than six (6) full-time staff that hold a PhD), they use teaching strategies suitable for the different kinds of learning outcomes and participate in activities to improve their teaching effectiveness. The teaching staff are experienced professionals in the field of the study programmes – traffic and transport engineering and insurance and management of damages generated from traffic accidents. The TA has a qualified and professional staff built on scientific achievements and professional experience (SER, p. 32).

The learning methods and environments are student-centred and stimulate students' motivation, self-reflection and engagement in the learning process. Students confirmed during the site visit that they are motivated to study through scholarships (allocated for the best students, with grades higher than 9), with opportunities to participate in some. Moreover, the students at Tempulli Academy have an intrinsic motivation being already working in the practical field of traffic and transport.

At the TA, not all staff agree with the evaluation of the teaching and programme; the institution is aware and has considered this as a weakness element (SER, p. 27). The TA has a regulation on quality assurance adopted in October 2023, quite recent to be capable to generate impact (Appendix 6 of SER). It is reserved in considering that the teaching quality and the effectiveness of programmes is evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement; this will be observed in the coming years.

Compliance level: *Substantially compliant*

ET recommendations:

1. *Create a mechanism to make sure that the students' assessment is based on processes which contribute to the achievement of the intended learning outcomes and include both continuous assessment (during the semester) and final assessment (in the examination period).*
2. *Create and apply the surveys to monitor the teaching quality and the effectiveness of programmes through student assessments, graduate and employer surveys.*
3. *Create a report on each survey category/year and set up plans for improvement.*

2.7. Research

The Statute of the TA states that approved in 2023 describes the organization of the research together with the business structures which can support the professional/applied type of



research (Article 14); these structures include the Institute for Road Safety and Transport Research; the Centre for Research and Professional development; the Driving School. The Strategic Plan for the period of 2021-2025 includes a research objective of supporting the initiatives for applied scientific research to serve the quality of studies, academic development of staff, industry, and society. The specific research objectives are as follows: the establishment of an effective management and administration to support academic and research processes; the development the quality of research services in the creation of the culture of excellence of the personnel; the participation in international conferences; the capacity building on professional expertise; the implementation of applied research (Appendices 1 and 3 of SER, SER, p. 34). The TA does not have a separate document as a research plan but has integrated in the institutional Strategic plan, research objectives which are consistent with the nature and mission of the institution and the economic and cultural development needs of the region. However, progress since the previous evaluation is noticed with the elements considered in the Strategic Plan and the Statute. In addition, the institution has a Regulation for scientific activity adopted in October 2023 which stipulates what research-scientific and applied activities mean (Appendix 7 of SER).

The research development considered in the abovementioned documents includes clearly specified indicators and benchmarks for performance targets. The indicators are: Identify staff and students with the Mission, Vision and Values of the TA; Membership in at least one of the international associations of universities; Signing agreements with international institutions ; Application in international projects; Partner in international projects such as Erasmus+, etc.; Exchange of students, staff with international universities; Number of guest lecturers in the TA; Activities with schools in Kosovo; Realization of activities in the community. Furthermore, the research targets are: 90% of staff and 80% of students identify the TA's Mission and Values; Membership in one of the university associations in the first year of implementation; Signing of at least one international agreement per year; Apply as a partner in at least one Erasmus+ project each year; Drafting of at least two project proposals in international projects by the end of 2024; Participation of at least 10 teachers and students in international mobility (outgoing) by the end of 2024; At least one international teacher attends lectures with TA students and academic staff by the end of 2024; Organizing at least one activity with Kosovo schools per year; At least two activities carried out in the community (Appendices 3 and 7, of SER, SER pp. 34-35).

The TA does not have an effective and useful adequate research budget formally adopted (including allocations for research equipment and facilities) to enable the achievement of its research plan; once the plan is clear, a budget allocation would support the achievement of the goals, not only for staff development and research publication, but to support the applied research areas for development of the traffic and transport sector. However, the ET appreciates



the budget analysis provided in the end of the Strategy Plan, with a budget line for the period 2021-2025 (Appendix 1 of SER, SER, pp. 34-37).

The research is not a priority for the staff at the TA. The institution is aware of its weaknesses in this context, such as the limited number of publications in international journals of the academic staff and that not all staff publish as they do not have a scientific background. However, applied research can be stimulated and teamwork and joint teams could be a solution for having all academic staff engaged in research. Therefore, the ET appreciates that there is a lot of room for improvement in the allocation of the financial, logistic and human resources for achieving the proposed research objectives.

The TA improved the research validation since the previous evaluation. Research is validated through scientific and applied research publications, but there is still a lot of room for improvement. A list publication was provided to the ET. The number of research publications increased since 2021, from 3 in 2021, to 4 in 2022 and 13 in 2023 (Appendix 8 to SER, SER, pp. 36-37).

The TA has 24 academic staff employed among which 10 are full time staff; 6 out of these are with the title of Dr.Sc. The management of the institution is aware of the fact that in the last three years, the number of publications of the academic staff within the TA was 20 which means far less than one publication per academic staff. ET appreciates the honesty of the personnel and notices that the TA is a technical institution with a focus on providing professional and applied programs (SER, page 36).

In the Employment Manual provided to the ET as an additional document it is stipulated that a progressive performance correction process is followed to address most types of job performance problems, including unprofessional or unacceptable behaviour; the performance remediation process is intended to be prompt and timely and to assist employees in identifying and overcoming work-related difficulties, performance deficiencies, or behaviour that violates. Clearer criteria for staff promotion would motivate them to increase research productivity. Teaching staff incorporate in the teaching process their knowledge and expertise, and this was revealed during the site visit in all the discussions (Additional document 5)

Teaching staff is 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. There is no doubt that all staff are professionals in the field of the programmes. Therefore, applied examples and case studies, research outcomes are easily incorporated in the teaching processes. The discussion with the teaching staff during the site visit confirmed the staff's expertise in the field of traffic and transport, as well as in the area of insurance and management in these sectors.



Academic staff should publish under the name of the institution in Kosovo. For example, the author Mevlan Bixhaku published in 2023 the paper “Analysis of Perceptions of Cycling Safety on Roads with Mixed Traffic Depending on Age, Gender, and Riding Experience” with a correct affiliation. However, the paper published in 2022 by the author Muhamed Krasniqi (in a team) with the title “A comparison of the relationship between individual values and aggressive driving in five countries” has the affiliation of the Kosovo Association of Motorization, Kosovo, and not of the TA. The same, in the case of author Vataj Gjelosh with the paper published in 2023 “Financial Impact on the Labor Market in the Balkan Countries” where the affiliation is the University of Applied Science in Ferizaj (Appendix 8 of SER). Therefore, the ET considers there is room for improvement in this case.

Intellectual property is theoretically mentioned in the Statute of the TA (Article 136), but the ET could not notice an effective policy established for the ownership of intellectual property nor clear procedures for the commercialization of ideas developed by staff and students; more improvement in these areas would be most appreciated (Appendix 1 of SER)

The institution adopted in December 2023 the Code of Ethics (it looks like for the first time, if the previous one is not mentioned; this should be a revision of a previous Code). There are clear policies, procedures, and relevant structural units to ensure the safeguarding of ethical principles in research; there is also a recent document in place: The Regulation for Disciplinary Measures. These documents define the minor and severe disciplinary violation in the work processed and set out rules on how to manage these cases (Appendices 4 and 5 of the SER).

Compliance level: *Partially compliant*

ET recommendations:

1. *Create a Research Plan of the institution (separate from the Strategic Plan of the institution), considering besides the research objectives, indicators and targets, the areas of research or priority areas for research, the research opportunities; the resources needed to be allocated, as well as the responsible unit in achieving the objectives.*
2. *Decide the annual budget for applied research and allocate it for the identifies areas and not just to support article publication.*
3. *Encourage all staff to get into teams to work in research areas, according to everyone skills and competences (for example, one person can be a specialist in the professional field, another one can be an expert in research methodology).*
4. *Make a person responsible in checking the affiliation of the staff when considering the articles as research should be validated through scientific and applied research*



publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.

5. *Increase the research productivity by setting clearer criteria for the staff promotion, considering the applied research as the main focus.*
6. *Draft and adopt a policy for the ownership of intellectual property and the commercialization of ideas developed by staff and students.*

2.8. Staff, employment processes and professional development

A comprehensive set of policies and regulations is included in the specific documents, such as The Employment Manual. The hiring process is preceded by recruitment procedures, based on the needs defined in the strategic plan as well as depending on the emergency needs for filling a vacancy. The recruitment process is managed by the Secretary of the TA and is carried out in accordance with the Regulation on recruitment and promotion of academic staff. On the other hand, the [Regulation on recruitment and promotion of academic staff](#) foresees the criteria for advancement and promotion of staff for the Assistant, Lecturer, Assistant Professor and Professor title. The academic staff within the TA are aware of these regulations and during the site visit, the participants in the meeting with the teachers confirmed these. Moreover, this regulation is publicly available (Additional document 5, SER, page 38).

The recruitment processes at the TA ensure that staff have the specific areas of expertise, qualification and experience for the positions they occupy. The recruitment processes ensure equitable treatment of all applicants. For example, according to the Regulation on recruitment and promotion of academic staff, and the TA Statute, criteria for a lecturer are: To have completed at least the second level of studies (MA, MSc, or Master's degree) or equivalent in the relevant field; To show a high level and academic competence and scientific experience for the subject that is proven; Have an average grade in bachelor's and master's studies not less than 8, in each of these studies (Appendix 1 of SER). The administrative staff is also recruited on the basis of the TA's Statute, while their roles and responsibilities are set out in the Regulation on the Systematization of Jobs (SER, p. 38).

Candidates for employment are provided with full position descriptions and conditions of employment; these are included in the employment contract. The TA has 24 academic staff employed among which 10 are full time staff and out of these latest ones, 6 hold the title of Dr.Sc. (SER, pp. 36-39).

New teaching staff is given an effective orientation to ensure familiarity with the institution and its services, programmes and student development strategies, and institutional priorities for development. At the TA, at the beginning of each academic year there are some meetings



organized as induction sessions, in which case the new staff is informed about all the processes of the TA, including the policies of staff evaluation, staff development, student development and the priorities of the TA (SER, p. 39).

The TA delivers the teaching process with the full-time academic staff and part time (the staff engaged for a certain period of time). The TA has a total of 10 full-time and 14 part-time academic staff. The composition, academic degrees and academic titles are presented in the table below. Student to staff ratio is 12:1. Therefore, the ET appreciates that the level of provision of teaching staff (the ratio of students per full time staff member) is adequate for the programs offered. Teaching loads are equitable across the institution, considering the nature of teaching requirements in different fields of the study programmes. Table 6 is clear in SER, but many contracts end in September 2024; however, the TA should consider the further development of the activity and make staff planning in such a way that their contracts end in different period of time/years (SER, p. 41).

All staff employed in the institution (academic, scientific, administrative) hold the relevant qualifications so that they can effectively manage educational, scientific, research, creative activities and administrative processes. During the discussions organized at the site visit, all staff showed experience and professional background in the field of their position/job. The academic staff work or come from the industry sector and could share to young generation their expertise.

Criteria and processes for performance evaluation are clearly specified and made known in advance to all staff. They are described in the Regulation on recruitment and promotion of academic staff and in the Employment Manual (publicly available). The Tempulli Academy uses a process consisting of several stages for the promotion of academic staff, for example: every year, academic units determine which the TA members should be considered for promotion; for each individual recommended for promotion, the coordinator must prepare the supporting documentation explaining the recommendation and expose it to the Academic Council for the decision-making. In this process, departments must be specific in their recommendations, accurately evaluating each criterion and documentation presented. In addition, all staff are given appropriate and fair opportunities for personal and career development, with special assistance given to any who are facing difficulties.

Academic staff evaluation at Tempulli is set to be done at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. Academic Staff at the TA includes a self-evaluation and the following ones: student evaluation which is realized in each semester for teaching staff and once a year for a program evaluation; peer evaluation which is carried out once within the academic year; assessment/evaluation by the coordinator which is also done once within an academic year. 4 documents were provided



to the ET as additional documents proving some of the latest forms used for the staff evaluation – an example for the Evaluation of academic staff by its peers; Evaluation of academic staff by management – the TA Coordinator for staff; Evaluation of academic staff by management – The TA Director for Coordinator; Self-evaluation of academic staff (Additional document 11 of SER, SER, pp. 39-40). The results of the evaluation are not clearly made publicly available, and a statistical form of the report could represent a huge improvement.

If staff performance is considered less than satisfactory, clear requirements are established for improvement. The institution is closely monitoring the improvements in staff activity, especially in the segments underlined during the evaluations. If a member of academic staff repeatedly proves unsuccessful results, then the institution reserves the right to not renew his/her contract for the next semester or even for the next academic year (SER, p. 40).

The institution has individual plans for the academic staff professional development, which includes goals, skills to be achieved, actions, resources and time period; nevertheless, the actions include very simple collaboration initiative, for example consultations with experienced academic staff, or studying the SER of the programme. The ET considers that an effective institutional plan for staff development should be considered for all staff categories, taking into consideration the institutional needs, like trainings and workshops for example on topics such as: research methodology, project management, innovative pedagogy (Additional document 11).

Compliance level: *Substantially compliant*

ET recommendations:

1. *Make a staff planning in a way that the contracts will end in different years (right now, with the exception of 4 open ended contracts, 20 are ending all together, in September 2024).*
2. *Make the reports of the staff evaluations, in a statistical form, publicly available.*
3. *Create and adopt an annual plan for all staff category development on topics that are institutional important, for example a training on research methodology for the academic staff or an experience exchange workshop on quality assurance reports.*

2.9. Student administration and support services

Articles 94-96 of the Statute and Regulation for Bachelor and Master Studies within the TA specify that admission to studies occurs through a public announcement and a selection process

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with evaluation criteria determined by the Academic Council. This process, outlined in Annex 9 for Bachelor Studies and Annex 10 for Master Studies, takes place annually, commencing on October 1st. The administration of the TA manages the admission process, providing program administration, recruitment, and IT services. Admission is competitive, with the maximum number of students determined by program accreditation from the Kosovo Accreditation Agency. The administration serves as the primary point of contact for prospective students, offering guidance on application procedures, program details, and fee payments. Additionally, the TA's website provides accessible information on its history, study programs, expected outcomes, syllabuses, and more.

In addition to pre-enrollment informational activities, the institution arranges orientation days for incoming students. To ensure their preparedness for the new academic year, the institution sends emails to all new students a few days before the commencement, detailing lecture schedules and venues. This proactive measure aims to notify each student well in advance. On the first day of the academic year, new students convene with the TA's management and academic staff. During this meeting, they receive introductions to the curriculum's fundamental aspects, including assessment methods, policies, and organizational procedures governing their studies. This comprehensive orientation aims to familiarize new students with the academic framework and ensure a smooth transition into their educational journey at the institution.

The Steering Council of the institution annually grants scholarships to students who demonstrate outstanding academic performance. These scholarships, governed by the Scholarship Regulation, are awarded based on predetermined criteria, with the Council determining both the number and the volume of scholarships each year. There are two categories of scholarships offered: one for new students, determined by their Matura exam results, and another for existing students, contingent upon their individual yearly achievements. Criteria for these scholarships are outlined in the Regulations on study fees, scholarship allocation, and discounts. Over the past three years, the TA has awarded six scholarships in accordance with these regulations. It's noteworthy to mention that the institution currently does not offer any financial aid programs beyond these scholarships. Financial aid programs are crucial for ensuring equitable access to education. Despite the merit-based scholarships currently offered by the institution, many students may still face financial barriers that prevent them from pursuing their studies. Factors such as economic hardship, familial responsibilities, or unexpected financial burdens can significantly impact a student's ability to afford tuition fees and other educational expenses. By introducing financial aid programs, the TA can provide crucial assistance to students who require additional support. This could include need-based grants, loans, or work-study opportunities tailored to students' individual financial circumstances.



The institution collects and analyzes student data in alignment with statutory regulations. Utilizing electronic platforms managed by the IT and Operations Office are used to manage study. Regular reports, prepared prior to each semester and after each term, are presented to the Academic Council and other relevant bodies. These reports include information on student academic performance, and demographics, which facilitates informed decision-making. Utilizing real-time data, the institution monitors student progress and success throughout the academic year. Additionally, through the SEMS platform, professors electronically record grades, which ensures transparency and efficiency. Detailed analysis of these reports by Program Coordinators, Committees, and the TA Director informs strategic planning and enhances student support initiatives.

The TA has developed a handbook, serving as a guide for students regarding their rights, obligations, and various regulations relevant to their academic journey. This handbook is distributed to students upon enrollment and is accessible to the public via the website of the institution.

The institution has developed a Code of Ethics to delineate expected behavior for both students and academic staff. This code serves as the foundation for addressing any breaches of conduct within the TA community. Instances of alleged violations are subject to review by the Disciplinary Commission, established by the TA for this purpose.

The Disciplinary Commission operates in accordance with the Regulation on Disciplinary Measures, which outlines punitive actions for a range of misconduct, including plagiarism and fraud, committed by students or staff members. Importantly, this regulation affords students the right to lodge complaints, whether individually or collectively, and guarantees confidentiality in the process.

When grievances are collective in nature, students may channel their concerns through the student parliament, directing them to the management bodies of the institution or their representatives in decision-making bodies such as the Steering Council and the Academic Council. Individual student complaints, particularly those concerning academic matters and assessments, as well as the procedural aspects of addressing such complaints, are governed by the Bachelor and Master Studies Regulations. Moreover, the institution provides opportunities for anonymous complaints through designated complaint and suggestion boxes situated at various locations within its premises.

Aside from the ongoing support provided by various offices, the institution in its strategic development plan highlights committed to enhancing student services through digital platforms. These electronic services encompass a range of support functions, including admission guidance, financial assistance, and registration assistance throughout students'



academic journey and beyond graduation. These efforts align with the mission of the institution to offer innovative educational services. However, it's important to note that currently, the TA does not provide psychological counseling services for students.

The panel of reviewers have noted that there are no extracurricular opportunities for students, which indicates a gap in the current offerings provided by the institution. However, it is important to acknowledge that the strategic development plan outlines a commitment to integrating extracurricular activities into the academic experience. This inclusion reflects the recognition of the holistic development of students beyond academic pursuits by the institution. Therefore, as the TA progresses with its strategic initiatives, it is anticipated that opportunities for extracurricular engagement will be introduced to enrich the student experience and foster a well-rounded educational environment.

Compliance level: *substantially compliant*

ET recommendations:

1. *The institution should consider implementing financial aid programs to support students in need.*
2. *Establish a psychological counselling service for students.*
3. *It is recommended that the TA allocate resources, establish partnerships, and develop a framework for implementing diverse extracurricular activities that cater to the interests and needs of its student body.*

2.10. Learning resources and facilities

The ET had the opportunity to visit the TA facilities. The TA is in a relatively new building, which has an adequate teaching and learning environment for students and staff, including social spaces. The TA is located about 900 meters from the city centre, where it provides very easy access for students and staff of the TA. The building is over 1310 m² including the spaces for the Institute for Road Safety and the Driving School. The laboratories of the Institute are used for students' practical work and for commercial activities of the TA. The building is owned by the TA owners and provides safe and sustainable infrastructure, rent free. Therefore, adequate financial resources are provided for acquisitions, cataloguing, equipment, and for services and system development (SER, p. 48).

The TA has a physical library and an electronic library (electronic catalogue) with access to online academic and scientific journals. The reading room is approximately 50 m² for individual



work; other separate areas are allocated to students to discuss and work in groups as well as to socialize. Moreover, up to date computer equipment and software are provided to support electronic access to resources and reference material. The library is open and accessible from 09:00-20:00, every day of the week, thus ensuring easy access for students who want to use either the physical books, or the computers which grant them access to the electronic library. Students confirmed that the library is open on Saturdays. Through the agreement with the Association of Electronic Libraries of Kosova, the TA has access to numerous electronic databases as well as access to other open access journals, such as: Cambridge University Press Journals, Duke University Press Journals, Edward Elgar Journals, etc (SER, p. 49). Moreover, during the site visit, both groups of teachers and students confirmed that there is a need for more literature, especially in Albanian, as professors translate very often learning materials to provide a larger access to the knowledge for the students. Therefore, the ET admits that there is space for improvement to have available for staff and students at the TA reliable and efficient access to online databases, research, and journal materials relevant to the institution's programs.

A list of equipment is provided to the ET, from laptops to elevators; technical equipment as well as different materials needed to enable and adapt the necessary electrical connections, tracking information systems, new licensed software are also considered. Consequently, the ET appreciates that all the facilities are well equipped and attractive, providing an adequate learning environment and a proper working space for staff, that the TA management is much preoccupied of investment in high quality materials and equipment (Appendix 8 of SER, Additional documents 11).

The TA offers for current study a number of 2150 physical books, and several electronic ones. The TA is also a member of the International Road Union – IRU Academy, The Chartered Institute of Logistics and Transport (CILT), which grants the students the possibility to use, for free, all the publications and journals that are related to Transport and Logistics. In the current building the TA has computer rooms with a total number of 40 computers which are accessible to all students and staff, while the Institute has equipped laboratories with modern equipment in which in addition to the execution of expertise in the field of traffic and transport, student practical work as well as scientific research can be realized. The TA has provided the ET as an additional document, the Project Technical Description for the new campus of 5359 m² space, including pictures and details for all rooms categories. Regarding this new campus, a letter awarding the funding for the new campus is also provided to the ET from the Kosovo Challenge Fund project (SER, p. 49, Appendix 12 of SER, Additional document 32).

Quality assurance processes used include feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views. More precisely, in the General Assessment Report of Infrastructure by Students for the Academic Year 2022/2023 the component most highly valued by students is the provision of information, including notice boards, the website, and social networks; additionally, space maintenance and



the readiness of management, including the Student Request Treatment Coordinator through meetings, have been highly appreciated. All other components have been rated above 3 (partially agree), indicating a need for addressing specific components contributing to continuous quality improvement. The least evaluated elements are student access to the internet in all corners of the campus, and literature in the Albanian language. Therefore, the TA needs to focus on improving quality in the mentioned areas (Additional document 1). Moreover, appropriate facilities and learning resources need to be made for students and staff with physical disabilities or other special needs, such as visual or hearing impairments, without diminishing the quality of the traffic and transport sector characteristics.

Technical support is available for staff and students using information and communications technology. During the site visit, the technical support was confirmed by the participants in the session with teachers and students. The TA organizes training for their staff and students every time new software or an application is introduced. For example, the latest training for the academic staff was for plagiarism check where staff were trained in how to use the application. Furthermore, the TA has organized continuous training during the latest years such as workshops on Moodle, SEMS, Microsoft tools, electronic platforms as well as workshops on quality assurance, digital evaluations, etc. On the other hand, the TA has an IT member of staff that provides support to staff and students on all IT-related issues. For example, the IT officer, together with the other staff of the TA trains the new staff and students regarding the use of the SEMS system (SER, p. 49-50).

Compliance level: *Substantially compliant*

ET recommendations:

1. *Invest more in Albanian literature.*
2. *Make sure the library is open during the examination sessions and efficiently communicate the extended opening hours to staff and students.*

2.11. Institutional cooperation

The institution has drafted and adopted institutional cooperation and internationalization strategies, as evidenced by the reference to the Strategic Plan 2021-2025. These strategies prioritize creating a positive institutional image, strengthening international cooperation offices, and participating in various international projects. However, for these strategies to guide the institutional decisions and resource allocation in this area, it is necessary for the institution to have a system in place for evaluating its impact on the community. This aspect



could be an area for further development to ensure that the institution can assess the effectiveness of its community engagement efforts and tailor future initiatives accordingly. Otherwise, the activities of the institution are relevant to the community it serves, as demonstrated by its participation in various community events and initiatives aimed at addressing societal issues such as road safety and transportation.

The institution currently lacks a systematic method for tracking community services undertaken by individuals within the institution. This absence of tracking mechanisms may be posing a challenge to maintaining accountability and transparency in the institution's community engagement efforts. Without a comprehensive system in place to document and assess these activities, it becomes difficult to measure the impact of the institution's initiatives, identify areas for improvement, and effectively communicate its contributions to the community. To address the issue of accountability and transparency in community engagement efforts, the institution should prioritize the implementation of a comprehensive tracking system for documenting and monitoring community services undertaken by individuals within the institution. This system should include mechanisms for capturing data on the types of activities conducted, the frequency of engagement, the number of participants involved, and the outcomes achieved. Additionally, it is needed to designate responsible personnel or a dedicated office to oversee the tracking process and ensure its consistent implementation across all departments and units. By implementing this approach, the institution can enhance its accountability and transparency in community engagement and effectively demonstrate its commitment to serving the community.

The responsibility for institutional cooperation and internationalization has been assigned to upper management, with a specific portfolio designated for this purpose. Specifically, this is the Coordinator for International Relations, who is accountable for initiatives and results in this area.

The institution has established various agreements and memorandums of understanding with 20 international partners (mostly universities), but outcomes of these memoranda and responsibilities of parties are not specified.

The institution's strategic plan outlines aspirations to engage in both Erasmus and Horizon projects, reflecting a commitment to international collaboration and academic exchange. However, at present, the institution's involvement is primarily focused on hosting Erasmus mobilities, a distinct activity from engaging in international project partnerships. While hosting Erasmus mobilities facilitates cultural exchange and academic enrichment through the reception of students and staff from partner institutions, participating in international projects involves collaborative initiatives encompassing various areas of research, innovation, and development. Though currently limited to hosting Erasmus mobilities, the institution aims to



expand its engagement to encompass broader international project partnerships in the future, thereby furthering its commitment to global cooperation and academic excellence.

The strategic development plan sets modest targets for the participation of both teachers and students in international mobility by the end of 2024. It says that during 2021-2025 10 students and staff have to done international mobility. However, the current reality reveals a contrast, that no outgoing mobility has been initiated thus far. This disparity points to a potential issue of insufficient encouragement and support for student participation in international activities within the institution. It may be necessary for the institution to reevaluate its strategies and allocate additional resources towards fostering a culture that actively promotes and facilitates student engagement in international mobility programs. Enhanced support mechanisms, including targeted guidance, financial assistance, and promotional campaigns, may be essential in encouraging students to seize international opportunities and contribute to their personal and academic growth. Without adequate encouragement and support, achieving the outlined targets may remain elusive, hindering the institution's ability to realize its internationalization goals and provide students with valuable global experiences.

It is commendable that engagement in international cooperation is integrated into the promotion criteria and staff performance review processes, but contributions to society are not yet incentivized. Given the institution's active engagement in community events and initiatives, it is recommended to establish formal mechanisms for recognizing and rewarding contributions to the community. This could involve creating awards, certificates, or other forms of recognition to acknowledge the efforts of staff and students who actively participate in community service activities. Additionally, integrating community engagement criteria into staff performance evaluations and promotion criteria would be good to further incentivize and recognize contributions to the community.

Mechanisms are established to support cooperation with international higher education institutions, networks, and organizations, as evidenced by the active pursuit of agreements and partnerships mentioned throughout the SER.

Relationships with local industries and employers are established to assist in program delivery, including work-study programs and part-time employment opportunities. This collaboration supports alignment between academic programs and industry needs. Furthermore, local employers and professionals are invited to participate in advisory committees, indicating a collaborative approach to program development and institutional activities.

The institution does not yet have alumni but has plans in relation to setting up support services for them, as well as maintaining lifelong relations with graduates.



Compliance level: *Partially compliant*

ET recommendations:

1. *It is recommended to implement a systematic approach to measure the impact of the institution on the community. By evaluating outcomes of its activities in the community and adjusting strategies accordingly, the institution can enhance its community engagement efforts and strengthen partnerships effectively.*
2. *It is recommended to prioritize the implementation of a comprehensive tracking system for documenting and monitoring community services undertaken by individuals within the institution. This system could include (and be not limited to) mechanisms for capturing data on the types of activities conducted, the frequency of engagement, the number of participants involved, and the outcomes achieved.*
3. *It is suggested to designate responsible personnel or a dedicated office to oversee the tracking process of community services and ensure its consistent implementation across all departments and units.*
4. *To ensure clarity and effectiveness in partnerships, the institution should prioritize developing detailed memoranda of understanding (MoUs) outlining specific objectives, roles, and responsibilities. Regular communication and periodic reviews should be established to assess progress, address challenges, and ensure alignment with mutual goals, enhancing the sustainability and impact of international collaborations.*
5. *To broaden international engagement beyond hosting Erasmus mobilities, focus on capacity-building initiatives such as staff training in project management, improving English language skills of staff and grant writing, enabling the institution to effectively participate in diverse international projects.*
6. *It is necessary for the institution to reevaluate its strategies and allocate additional resources towards fostering a culture that actively promotes and facilitates student engagement in international activities. Enhanced support mechanisms, including targeted guidance, financial assistance, and promotional campaigns, may be essential in encouraging students to seize international opportunities and contribute to their personal and academic growth. Without adequate encouragement and support, achieving the outlined targets may remain elusive, hindering the institution's ability to realize its internationalization goals and provide students with valuable international experiences.*
7. *Given the institution's active engagement in community events and initiatives, it is recommended to establish formal mechanisms for recognizing and rewarding contributions to the community. This could involve creating awards, certificates, or other*



forms of recognition to acknowledge the efforts of staff and students who actively participate in community service activities.

8. *It is recommended to integrate community engagement criteria into staff performance evaluations and promotion criteria to further incentivize and recognize contributions to the community. By formalizing recognition mechanisms, the institution can reinforce its commitment to community engagement and foster a culture of service and social responsibility among its members.*

OVERALL EVALUATION AND JUDGEMENT OF THE EXPERT TEAM

As shown above the compliance levels per general areas are as follows:

Standard 1: Fully compliant
Standard 2: Substantially compliant
Standard 3: Substantially compliant
Standard 4: Substantially compliant
Standard 5: Substantially compliant
Standard 6: Substantially compliant
Standard 7: Partially compliant
Standard 8: Substantially compliant
Standard 9: Substantially compliant
Standard 10: Substantially compliant
Standard 11: Partially compliant

Overall compliance: Substantially compliant

CONCLUSION

In conclusion, the Expert Team considers that the Tempulli Academy is **substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, **recommends accrediting it for the period of three years.**



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