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BIZNESI COLLEGE

INSTITUTIONAL EVALUATION

FINAL REPORT OF THE EXPERT TEAM

Brno, June 19, 2020



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1. INTRODUCTION

1.1. Context

Date of site visit: June 3, 2020

Expert Team (ET) members:

- *Prof. Milan Pol, Masaryk University*
- *Prof. Janez Vogrinc, University of Ljubljana*
- *Ms. Keti Tsotniashvili, PhD Student*

Coordinators from Kosovo Accreditation Agency (KAA)

- *Naim Gashi, Executive Director of KAA*
- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*
- *Leona Kovaci, Senior Officer for Evaluation and Accreditation*
- *Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring*

Sources of information for the Report:

- *Self-evaluation report (SER) and other documentation provided by Biznesi College*
- *Interviews during the site visit day*

Criteria used for institutional and program evaluations

- *KAA Accreditation Manual*



1.2. Site visit schedule

3rd June 2020

09.00 – 10.20	Meeting with the management of the institution (<i>no slide presentation is allowed, the meeting is intended as a free discussion</i>)
10.30 – 11.10	Meeting with quality assurance representatives and administrative services
11.10 – 12.00	Lunch break (<i>to be provided at the site visit place</i>)
12.10 – 13.00	Meeting with the heads of study programs
13.00 – 14.00	Meeting with teaching staff
14.00 – 14.40	Meeting with students
14.40 – 14.55	Short break
14.55 – 15.40	Meeting with graduates
15.40 – 16.20	Meeting with employers of graduates and external stakeholders
16.20 – 16.30	Internal meeting – Expert Team and KAA
16.30 – 16.40	Closing meeting with the management of the institution



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1.3. A brief overview of the institution under evaluation

The Biznesi College (BC) has been established in 2004 as a Private Institution of Higher Education in Kosovo (IPrAL). At the moment, it aims at providing master and bachelor level programs in economy, law and emergency management. The BC consists of four branches located in different places of Kosovo, the task of the expert team (ET) was to conduct evaluation of the branch in Pristina against the accreditation standards.

2. INSTITUTIONAL EVALUATION

2.1. Public mission and institutional objectives

The mission statement of the Biznesi College (BC) is relatively long. It is formulated as follows: “...*providing educational and scientific activities in the areas of economy, law and emergency management through the application of modern teaching methods; ongoing scientific research in the fields of programs; building human capacities according to the needs of the market economy in the country and the region; promotion and communication of BIZNESI College in Kosovo and in the countries of the region and beyond, enhancing the offer and diversity of BIZNESI College in the cultural, economic, regional aspect, etc. by continuously reviewing and perfecting this mission through scientific consultations and consultations with the entire community of the College.*” (SER, p. 9). This can be said the mission statements relates to all three main pillars relevant for higher education institution, education, research, and public reach (community role/service).

From the documents provided by the BC it was not clear at all, and from the information provided during the interviews it became clear only partly, how was the process of defining the mission statement conducted at the BC, and whether and possibly how went the consultation process with internal and external stakeholders. From what we have learnt, it appears, some



groups of the BC staff were informed about the work on the mission and its results at some meetings, some other representatives of different internal as well as external groups could not confirm this to us.

Similarly, this was not clear from the BC documents what was done in order to make sure the mission statement is recognized by the members of the academic community of the BC. Some seemed to be informed, some others not.

This is therefore not clear until what extent the mission statement can serve as a lively and effective guide for strategic planning, decision making and operations within the BC. On the other hand, this must be said that there is a link visible in some extent between the mission statement and strategic objectives as main elements of the strategic planning at the BC.

This can also be confirmed that medium- and long-term objectives of the BC, as formulated in the Strategic Plan, are in some extent consistent with and support the mission. This can mainly be said as for the objectives related to teaching activities at the BC, to a lesser extent to some other areas of the BC functioning.

Compliance level: Partially compliant

ET recommendations:

1. Make sure there is a clear prove of consultation involving external as well as internal stakeholders related to the process of mission statement development.
2. Make sure the mission statement is largely recognized by the members of the BC community.
3. Make sure the medium- and long- term objectives are consistent with all three pillars emphasised in the BC's mission statement.

2.2. Strategic planning, governance and administration

In the SER of the BC there is a section dedicated to strategic planning. Admittedly, this section is – as many other parts of the SER – very brief and not very much informative. Among the

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annexes provided by the BC there is only a very limited information on this issue, too. A little bit more became apparent from the interviews.

The BC informs about its Strategic Development Plan for the period 2020-2024, and this plan has a set of six strategic objectives explicitly formulated. According to the text in the SER, the core of the Strategic Development Plan is in „*providing modern education services for students of the Republic of Kosovo through: -offering teaching at contemporary level demand; -building Institution to serve students and meet labor market needs; providing construction and implementation of high-level academic programs; preparing professionals and researchers in the fields of economics, emergencies and law; -improving human capacity based on contemporary circumstances and requirements; -offering services to all communities who live in Kosovo.*“ (SER, p. 14).

Objectives, activities and expected outcomes are then enlisted, together with responsible units/persons, and the duration is outlined, too. Most of these objectives are in line with medium- and long- term development ambitions of the BC, but when looking more closely at the implementation plan, the focus is vastly narrowed down to the teaching process and in some extent to external relations of the BC, leaving research and some other areas aside.

More detailed Annual Plan is provided only implicitly.

Further, it is not visible how these plans are integrated with annual and longer- term budget processes. Consequently, it is not clear which way the Strategic Development Plan takes a realistic account of aspects of internal and external environment affecting the development of the BC (there is hardly any mention about this in the BC's documents).

The monitoring mechanism of short and medium targets is not developed; the way outcomes are supposed to be evaluated is not described.

The process of drafting the Strategic Development Plan was not clearly described in the BC's documents, neither this was fully explained during the interviews – there are indications some groups were at least informed about it (such as teaching staff, for instance), some other groups did not seem to be informed about the very Strategic Development Plan's existence. The Strategic Development Plan as a special document could not be found on the webpage of the BC.



The BC has decision making system and internal operating regulations, and they seem to be in line with existing legislation. Also, responsibilities of decision-making bodies are defined in several regulatory documents.

As for the student representatives, they seem to be in BC's bodies, incl. their own platforms, and mechanism of their election into different BC's bodies is described in regulatory mechanisms.

The BC has a needed administration structures and processes in place, they seem to be functioning as for the main processes conducted. Their responsibilities are clearly and in a detailed way elaborated in the BC's regulatory documents, and they seem to match the qualifications of the individuals.

Compliance level: Partially compliant

ET recommendations:

1. Make sure Strategic Development Plan has all main features it is supposed to have.
2. Make sure the Strategic Plan is balanced in all three areas of BC's development (as indicated in the BC's mission),
3. Make sure Strategic Plan is clearly linked with financial planning.
4. Make sure there is a mechanism to monitor implementation of Strategic development Plan and evaluate the outcomes.
5. Make sure there is enough information about Strategic Development Plan of the BC among internal as well as external stakeholders.

2.3. Financial planning and management

The BC declares it has sufficient financial resources in the short (one year) as well as medium (three years) plans. These plans are not, however, always explicitly linked with explicit financial allocations, so this is not easy to evaluate this aspect.

Revenues and also expected spending for the years to come are however, made available, with some areas (sums) to be relatively low (research having 15.000 EUR/2020-2021, for instance;



this allocation for research grows significantly in the next years, though, but this is not specified what exactly will be the investments in this area – see comments related to the Strategic Development Plan, standard 2.2, too). Clear and direct linkage between this section and the Strategic Development Plan is not provided.

There is practically no information about oversight and management of the institutions budgeting in the SER, but this information can be found within BC's regulations. According to it, these processes are carried out by a specialized office, and a senior administrator has the relevant responsibility.

There is a monitoring of expenditures and commitments against the budget going on annually at the BC.

Accounting system seems to be in compliance with accepted professional accounting standards.

Compliance level: Substantially compliant

ET recommendations:

1. Make sure there is a clear linkage between planned expenditures and concrete processes related to the effort to reach strategic objectives.

2.4. Academic integrity, responsibility and public accountability

The BC has the Code of Ethics through which it declares values of academic freedom, institutional autonomy and ethical integrity.

The BC declares it requires that all stakeholders act in line with standards of ethical conduct and avoidance of plagiarism in all their activities. In many cases this seems to be manifested in concrete actions of the stakeholders, no doubt. Yet there is also some evidence this may not always be the case. This indicates that perhaps some institutional policies do not prove to be effective enough. For instance, some members of the academic staff seem to be publishing



in the journals that are on the list of predators (or at least suspicious) journals. Or, there is not yet in use effective antiplagiarism software at the BC. Instead, students and staff members are urged to issues the statement of honesty. This does not seem to be a sufficient practice.

The BC has established a designated structure – Ethics Council – to analyse and resolve potential breaches in the code of ethics. This body is composed of seven members, among them two students who are elected (out of those students whose record average is above nine).

During the study of BC documents and during the interviews the expert panel did not hear about cases which the Ethics Council would deal with, but in the regulatory documents of the BC there is a sufficient attention paid to application of the Code of Ethics in different processes and areas of BC's operation.

The expert team assumes most of the internal regulations are made publicly available via the BC's website, this does not concern all documents, though (the SER, for instance).

The webpage of the BC does contain most of the information needed – about academic staff, some of its activities, about the programs offered, their learning outcomes, qualification awarded, about scholarships, for instance. There is a very little, if at all, information available about graduate employment.

Compliance level: Partially compliant

ET recommendations:

1. Make sure effective antiplagiarism procedures are in place in the BC.
2. Make sure all academic staff is well informed about ethical issues related to publishing.
3. Make sure the BC informs sufficiently about its documents as well as about some aspects related to the studies (such as graduate employment information, for instance).

2.5. Quality management

The institution has developed a Regulation on Quality Assurance of Biznesi College, which describes the responsibilities of individual and units involved in this process. According to the regulation the BC has a QA office, which is established within the central administration of



the institution. It should be noted that the ET is evaluating the Pristina Branch of the BC college. According to this regulation (article 14), the QA office consists of Head of the Office, one representative from each program, head of administration, co-opted members and two representatives of students. As the QA office is established as a central structure and not as a separate unit for each branch, from the regulation it is unclear how it communicates and coordinates QA activities in the Pristina Branch. Besides, subordination of the head of administration under the QA office also causes the double subordination issues in the organizational structure of the college. During the interviews ET learned that each branch, including the Pristina branch has a QA coordinator, who communicates with the central QA office, however this process is not formalized by the regulations. The functions of the QA office are mostly focused on quality evaluation of the educational programmes and the regulation does not define any units that are responsible on quality evaluation of other institutional activities (e.g. infrastructure, services, monitoring of strategic plan, etc.). The regulation also defines the procedures for preparing for the program or institutional accreditations, and does not describe the mechanisms, instruments and quality cycle for internal quality evaluation and improvement.

The ET learned that the college conducts the student surveys that consists of 15 questions that mostly focus on evaluation of professors in general and not the individual evaluation of each professors or course separately. The college does not conduct surveys of staff or graduates. Thus, the college does not involve all the stakeholders in the QA process, the QA process does not cover whole range of the institution's activities and the QA function is not integrated into normal planning and strategic development processes.

During the interviews the ET could not identify the examples of cases when the college made improvements based on the student surveys.

According to the Internal Regulation (article 25) the BC has established the committee for quality assurance standards, that consist of 7 members (at least one representative from each program, one representative from the quality assurance structures, one representative from the branches, one representative from the students). As the BC has four branches and 9 programs implemented in all four branches, it is impossible that the 7 members cover the representation of members indicated in the regulation. Besides, the committee includes only one student representative. The student from one of the branches is less likely able to represent the student interests from all three branches.



The BC does not have a mechanism in place to review the existing QA system and make relevant improvements.

Compliance level: Non-compliant

ET recommendations:

1. Revise the quality assurance policy and ensure that it clearly describes the institutional quality assurance system, its processes, mechanisms, instruments, reporting, data collection, timeframes, quality cycle, responsibilities of all individuals and units involved in these processes.
2. Provide training for the QA staff in specific issues related to designing and implementation of the QA mechanisms that cover various resources and activities of the institution (survey design, various methods of quality evaluations, data collection, data analysis, etc.)
3. Ensure that the weaknesses identified from the quality evaluation results are recognized and considered for improvement of educational programs, resources and services at the college.
4. Ensure that the QA process is integrated in the planning and evaluation of institutions all activities, strategic planning and monitoring
5. Review the roles, responsibilities and composition of the QA office, reporting schemes and relationship with other unites. Emphasize how the coordination is managed with different branches. Include these details in the formal regulation of the college and ensure that all units of the college are aware about the organization of the QA process.
6. Ensure that the Quality committee is established with the members drawn from all types of members of the academic community and from all branches of the BC, including students representing student interests from all branches.
7. Develop common forms and survey instruments to evaluate all activities, resources and services of the college and make sure that the data is collected from students, staff, graduates and employers.
8. Regularly review and improve the QA mechanisms to ensure that it generates the information and results that is needed for planning and improving the institutional performance and quality of teaching and learning.

2.6 Learning and teaching



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The BC has defined procedures on development and approval of the educational programmes in its internal regulation, the statute and the QA regulation. The related articles describe the duration of the each cycle of the educational programmes, procedure for development and approval of educational programs, however the regulations do not define what are the major components that each program should include. Also the procedure does not specify who should be involved in the development of the program and how the labour market needs are incorporated in the process. The certain areas related to the development and monitoring of the education programmes are not consistently described in different regulations, which creates confusion on to which procedures to follow in practice. For example, the regulation of QA mentions that the QA committee should evaluate the new program before it is submitted to the HTSC, while this phase is skipped from the articles on development of study programs in the Internal Regulation and the Statute. The QA regulation also mentions that the QA office “is an authorized body for the approval of current versions of courses and programs”, which in other regulations are under the mandate of the HTSC. The BC has also developed a regulation on Master Studies, however this regulation also does not comprehensively or inconsistently to other regulations describe the process of development, approval and organization of the educational program. The college did not submit the regulation on Bachelor’s studies, and the ET also could not find it on the college website, thus we suspect that this regulation might not be in place.

The BC does not have defined the quality indicators and ET could not identify example of revision and modification of programs based on the quality evaluation.

ET requested submission of the educational programmes from the BC after the online site-visit, but did not receive the documents. The descriptions of the programs that are published on the website does not provide complete information about the programmes (even the expected learning outcomes are not provided for all programs). In several cases, the expected learning outcomes of Bachelor’s and Master’s programmes are described exactly in the same ways, for example, the expected learning outcomes of the Master’s program in Management and Finance are the same as the expected learning outcomes of the bachelor’s program in Management and Economics. Thus, the expected learning outcomes of educational programs are in line with the National Qualifications Framework and the European Qualifications Framework for Higher Education.

The teaching staff is qualified to fulfill their teaching responsibilities.

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BC does not conduct the surveys of alumni and employers, however, during the interviews they highlighted the importance for enhancing the practical component and orientation of the educational programs, and further providing the transversal and English language skills for the students to support their employability.

Compliance level: Partially compliant

ET recommendations:

1. Revise the policies and procedures (or develop a separate regulation) about the development, revision, structure and organization of the educational programs and make sure that the policies are effectively implemented.
2. Review the regulations and articles related to development and approval study programs and ensure that they are coherent and include the up-to-date information about the existing policies and procedures.
3. Review the educational programs and ensure that they are in line with the NQF, program goals, learning outcomes, teaching process and student assessment are consistently aligned. Monitor their implementation.
4. Conduct the students, alumni and employer surveys, monitoring the results student progression and consider them for improvement of educational programmes, teaching practice and student succession.
5. Intensify practical component in educational programmes and provide students with better practical skills and experience.
6. Improve the teaching practice by incorporating and strengthening the provision of transversal skills for students and increase hours for teaching the English language.

2.7 Research

Biznesi College does not have a research development plan that would be made available to the public. There are also no clearly specified indicators and benchmarks for research development in the self-evaluation report or in the Internal regulations. In the Internal regulation of Biznesi College there is information about the Institute of Scientific Research that was founded, but there is only a very general description of this institute: "The Institute of Scientific Research supports the development of the academic staff, professors and student

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research work of the BIZNESI College through the edition of books, scientific journals, various publications, scientific conferences, seminars, symposiums, workshops, summer camps for students and study visits to various institutions." For research, the institution has earmarked 15,000 EUR for the academic year 2020/21, 55,000 EUR for the academic year 2021/22 and 150,000 EUR for the academic year 2022/23. The expert team is not in a position to decide whether the institution has formally adopted an adequate research budget to enable it to achieve its research plan, as the research plan is not submitted to the institution. Nevertheless, the expert team would like to stress that it is not clear whether the budget presented in the self-evaluation report applies only to the institution Biznesi College in Pristina, which is actually in the process of accreditation, or whether it also applies to other branches. During the discussion with teachers and program directors it was confirmed that the institution does not provide sufficient financial, logistical and human resources to achieve development in the research field. None of the teachers and head of study programs has participated in a research project in recent years and they had no information about the research activities of the institution. During the interviews with the management, head of study programs and teachers, the team of experts did not receive any information on how the research is validated by scientific and applied research publications. Also in the self-evaluation report or in the Internal regulation of Biznesi College this is not presented. Each academic staff member has not produced at least one scientific / applied research publication per year in the last three years. On the basis of the analysis of the academic staff's scientific work, it is obvious that some teachers have published their work in international journals that are not indexed in any important basis and that are on the list of suspicious or predatory journals (e.g. European Academic Research, European Scientific Journal). The university has to define strict rules for journals that are suitable for publication by academic staff, are of sufficient quality and should not be on the list of predatory journals. Leaving aside papers published in predatory journals, the average number of papers per year and per staff member is much lower than at least on average of one academic/applied research publication per year in the last three years. Expectations of teaching staff participation in

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research activities are defined in the Regulation procedure for scientific calls of the Biznesi College, but these expectations are not specified and performance in relation to these expectations is not taken into account in the individual performance appraisal system - within the criteria for the evaluation of academic staff.

During the interview with students, the team of experts was informed that no student had participated in a research project in recent years and that only some professors inform them about their research activities and include in their teaching information about their research and scientific activities relevant to the courses they teach.

Academic staff publish under the name of the Biznesi College they belong as full-time staff. There is no reference to guidelines for the ownership of intellectual property and clear procedures for the commercialization of ideas developed by staff and students. There are no clear policies, procedures and relevant structural units to ensure that ethical principles are respected in research.

Compliance level: Non-compliant

ET recommendations:

1. Develop a research development plan with specific and realistic objectives and indicators. Increase the amount of money spent on scientific research and improve the logistical and human resources to achieve the research objectives.
2. Define strict rules for journals that are suitable for publication by academic staff, are of sufficient quality and should not be on the list of predatory journals.
3. Establish guidelines for the ownership of intellectual property and clear procedures for the commercialization of ideas developed by staff and students.
4. Increase the number of scientific/applied research publications produced by academic staff.
5. Increase expectations of academic staff participation in research activities and reflect these expectations in the individual performance review system and in promotion criteria.



6. Increase the participation of students in research activities.
7. Establish clear policies, procedures and relevant structural units to ensure the safeguarding of ethical principles in research.

2.8 Staff, employment processes and professional development

The Biznesi College has not produced an employment manual that would be accessible to all teaching and administrative staff. During the discussion with the management, the team of experts was informed that all important information about the employment process and professional development is included in the statute of the institution. However, the information needed for anyone to understand the professional position of a person working for them is missing. There is a lack of information about supervision, performance evaluation, promotion, support processes and professional development. Even during the interviews, the expert team did not find any evidence that academic staff are familiar with their rights and duties.

Recruitment processes ensure that employees have the specific expertise, qualifications and experience for the positions they occupy. The recruitment processes ensure that all applicants are treated fairly. Recruitment is based on an open competition procedure that ensures a transparent, impartial and objective process. A committee of program representatives, including external representatives as experts in the field, shall be established to conduct the selection procedure. After examination and the Commission's proposal, the candidates will be sent to the Higher Scientific Teaching Council for approval. During the interview with the teachers, the team of experts has not found any evidence that the new teaching staff is given effective guidance to ensure familiarity with the institution and its services, programs and student development strategies and institutional development priorities.



The level of provision of teaching staff (the ratio of students to full-time staff) cannot really be assessed because the expert team has different information about the number of regular academic staff employed at the College of Biznesi in Prishtina. During the interview with the management, the expert team was told that 20 regular academic staff are employed, in the document provided after the interview, there are 36 regular academic staff. From this list it is clear that each academic staff has 8 teaching hours per week.

The criteria and processes for performance evaluation are not clearly defined and have not been communicated to all staff in advance. During the interview with management, head of study programs and academic staff, it was confirmed that the academic staff is not familiar with the criteria for evaluating academic staff and that the program directors are not aware of their role in the process of evaluating academic staff.

The team of experts also received no information about what happens if the performance of the academic staff is rated less than satisfactory. At present, the Biznesi College does not have a clear plan for the professional development of all staff, does not have a structured approach to identifying such needs and does not allocate adequate resources for its implementation. The Biznesi College has provided the expert team with a document for a staff improvement plan (Professional development plan for the academic staff for one year), but it is more a report of what someone is working on in a current academic year (scope of work) than a plan for someone's personal and professional improvement.

Compliance level: Non-compliant

ET recommendations:

1. Develop the Employment Handbook with all the information that someone needs to understand the professional position of a person working for Biznesi College, especially information about responsibilities, supervision, performance evaluation, promotion, support processes and professional development.



2. Specify criteria and processes for performance evaluation and inform all staff about this criterion.
3. Develop a plan for all staff professional development, a structured approach in identifying such needs, and allocates appropriate resources for its implementation.

2.9 Student administration and support services

The college has defined admission requirements and procedure in the Statute. The admission requirements are described in more details in the regulation on Master Studies (the similar regulation for the Bachelor Studies was not submitted). The college webpage also includes information about the admission and registration procedure, tuition and administrative fees. The information that is provided on the website about the educational programs is incomplete.

According to the SER the college provides scholarship opportunities for distinguished students, however the criteria for being a distinguished student is not provided. Students also were not aware about the criteria or the procedure to apply for the scholarship. The college also offers 15% discount on a tuition student for students with high academic achievement (average grade over 9).

BC does not provide an orientation about the policies, procedures, services and resources that are available in the college. The college has developed a student handbook, which briefly gives information about the educational programs, academic staff and the organizational units within the college, but it does not provide information about the requirements on admission, progression, recognition and certification, about the policies and procedures implemented in the college, rights and responsibilities of students or the disciplinary measures. The handbook is not published on the website.

The college does not have a mechanism implemented to collect and analyze the data on student progression and there is not a mechanism to identify the students with difficulties and to support them in their studies, except the passing rate.

The college has developed procedures for submitting student appeal and policies that deal with academic misconduct. However, this information is not publicly available.



In the SER the college provides information about the passing rate of students on different programs. While in certain cases the passing rate is very low, the ET could not identify the practices on how the college supports student to improve their academic achievement and indicator for completion of the program. The college also does not provide the psychological counseling service for students.

The college has developed the career development service, however, when it comes to receiving the career related advice or finding an internship or employment opportunities, students mostly referred to the assistance of their professors. There is not a mechanism in place to monitor the performance of the student services or any plans for their development. During the interview the lack of extracurricular activities were emphasized and identified as an area that needs to be improved.

Compliance level: Partially compliant

ET recommendations:

1. Ensure that the information about institution, programs and courses, available services are publicly available on the college website.
2. Provide the comprehensive orientation program and revise a student handbook in a way that they explain the policies, regulations, procedures, services and resources that are available at the college. Make the student handbook and the information about the student support services publicly available on the college website, and make sure that students are aware about it.
3. Provide detailed information about the procedure and criteria to apply for the scholarships and ensure that students are aware about it.
4. Develop a process for collecting and analysing the data on student population, progression, satisfaction, career paths of graduates and make sure that the results are used for the decision making and enhancement of the performance of the college.
5. Provide the student support services, such as academic and phycological counselling, ensure that the functions and responsibilities of the student support services are defined in college's regulations and they are properly implemented.
6. Regularly monitor and improve the performance of the student support services based on the feedback collected though student surveys.

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7. Develop the capacity of the career development office and ensure that it's work substantially help students in planning their future career and to find various employment opportunities. s
8. Provide the extracurricular activities for students and encourage student participation.

2.10 Learning resources and facilities

The Biznesi College provides an adequate, clean, attractive and well-maintained physical environment of both buildings and grounds. Adequate financial resources are provided for acquisitions, cataloguing, equipment, and for services and system development.

Biznesi College has a library, and during the discussion with the students, the team of experts was told that although there is sufficient literature in Albanian, they very rarely use literature in English. The library and its facilities and services are available from 8 a.m. to 4 p.m. The list of administrative staff shows that in Biznesi College Prishtina nobody is permanently employed in the library. Users have reliable and efficient access to online databases, research and journal materials relevant to the institution's programs. The expert team did not receive sufficient data on effective security systems in the library and at Biznesi College that would be used to prevent material loss.

There are no adequate arrangements for both facilities and learning resources for students and staff with physical disabilities or other special needs (such as visual or hearing impairments). There is no elevator at Biznesi College. During the interview with the management, the expert team was informed that students with special needs are usually enrolled in public institutions.

The expert team did not receive sufficient evidence on whether and how feedback from key users on the adequacy and quality of facilities and mechanisms is taken into account and how responses to their views are incorporated into quality assurance processes.

Complete lists of equipment owned or controlled by the institution are maintained.



Adequate computer equipment is available and accessible to teaching staff and students throughout the institution. The list of administrative staff shows that in Biznesi College Pristina one person is regularly employed in the field of information and communication technology. In view of the current pandemic situation, in which all studies have to be organized online, the expert team does not consider this to be sufficient. The expert team has not received any information on the training programs to ensure the effective use of computer equipment and appropriate software for assessment, teaching and administration, which would have been organized for students and staff.

Compliance level: Partially compliant

ET recommendations:

1. Allocate adequate financial resources for the operation of the library and provide more materials in English.
2. Library and associated facilities and services should be available for extended hours beyond normal class time to ensure access when required by users.
3. Provide effective security systems to prevent loss of materials.
4. Increase institutional efforts to adapt teaching materials to students with special educational needs.
5. Develop quality assurance mechanisms to collect feedback from staff and students on the quality of the facilities and use the results to further improve them.
6. Develop training programs for staff and students to ensure the effective use of computer equipment and appropriate software for assessment, teaching and administration.

2.11 Institutional cooperation



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The Biznesi College did not design an internationalization strategy that would guide institutional decisions and resource allocation in this area. Only the management stated during the discussion with the expert team that they have an internationalization strategy, but did not explain any concrete objectives from this strategy and during the discussion with program leaders and teachers the expert team did not receive any information about the internationalization strategy. The Biznesi College did not create and assign the portfolio for institutional cooperation and internationalization to a member of the upper management who would be directly mandated and accountable for initiatives and outcomes in this area. In discussions with teachers and heads of study programs, it became clear that they do not know who is directly mandated and responsible for the initiatives and results in the area of internationalization. During the conversation with the teachers and the heads of study programs, the team of experts did not get any indication that Biznesi College would participate in international projects as a leader or as a partner. In the last three years, the Biznesi College has organized one scientific conference "Relationship and Interaction between Economic Development and Emergency Management", but the documentation did not give the expert team any indication that this was an international event. Biznesi College has various agreements and memorandums of understanding with relevant international partners and organizations. During the discussion with teachers and head of study programs the team of experts did not receive any information that the institution promotes the international visibility of its staff and students by supporting their participation in different study mobility events. The management of the College explained that sometimes they have students from abroad, but they come from neighbouring countries (Albania, Montenegro, Serbia) and have to attend courses in Albanian, as they do not have courses in English. Recently, students from Biznesi College did not participated in a student mobility scheme. Some graduates from Biznesi College continue their studies abroad. During the discussion with the students, the team of experts learned that they very rarely have visiting professors from abroad, and if they have visiting professors they usually come from Albania or Northern Macedonia and give lectures in

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Albanian. Commitment to international cooperation and contributions to the community are not included in the promotion criteria and staff performance review. In this context, the expert team learned that no mechanisms have been established to support cooperation with international higher education institutions and that teaching staff are not supported in developing cooperation agreements with the international community. Relationships with local industries and employers are being developed to support program implementation, and Biznesi College has various agreements with local organizations. Local employers and professionals are not invited to join the relevant advisory committees or other structural units considering study programs and other institutional activities. An alumni club has not been established. Graduates usually communicate with individual professors.

Compliance level: Non-compliant

ET recommendations:

1. Develop and adopt an internationalisation/institutional cooperation strategy to steer institutional efforts in this direction.
2. Increase priority setting and resource allocation for internationalization and institutional cooperation.
3. Increase the supply of English-language courses and study programs in English
4. Encourage employees to participate in international research projects.
5. Encourage employees to participate and to start working with international institutions by including this measure as one of the criteria for their performance evaluation.
6. Establish support for cooperation with international higher education institutions, networks and organisations
7. Organise various events with international visibility (conferences, summer schools, etc.)
8. Ensure more systematic communication with graduates and employers, including the use of a formal satisfaction survey.



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CONCLUSION

In conclusion, the Expert Team considers that the Biznesi College is non-compliant with the standards included in the KAA Accreditation manual and, therefore, recommends not to accredit it.

Expert Team

Chair

Milan Pol

(Signature)

(Print Name)

(Date)

Member

Janez Vogrinc

(Signature)

(Print Name)

(Date)

Member

Keti Tsotniashvili

15. 6. 2020

(Signature)

(Print Name)

(Date)