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Republika Kosova - Republic of Kosovo



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

BUSINESS COLLEGE

Emergency Management (BA)

Reaccreditation

Final report of the expert team

The 06 of May, 2021



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1. INTRODUCTION

1.1. Context

Date of site visit: online the 06 of May, 2021

Expert Team (ET) members:

- Prof. Dr Tornike Khoshtaria

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 Monitoring
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

Sources of information for the report:

- *Self-evaluation Report (SER) as of 2021, emergency management BA;*
- *Self-evaluation Report (SER) as of 2021, management and economics BA;*
- *Online interviews with the stakeholders;*
- *Development plan;*
- *Syllabi for the emergency management (BA) – appendix to SER*
- *Syllabi for the management and economics (BA) – appendix to SER*
- *CVs for both programme – appendix to SER*
- *Guidelines of the personnel for practical work – appendix to SER*
- *Lease Contracts – appendix to SER*
- *KAA Accreditation Manual, July 2018*
- *Student's certificates*

Requested documents (documents checked on the webpage of the college).

- *None*

Criteria used for program evaluation:

The criteria set in the Accreditation Manual for the Re/accreditation of bachelor and masters study programs were used for evaluation.



1.2. Site visit schedule

06 of May

- 09:00 – 09:40** Meeting with the management of the faculty where the programme is integrated (*no slide presentation is allowed, the meeting is intended as a free discussion*)
- 09:45 – 10:20** Meeting with quality assurance representatives and administrative
- 10:25 – 11:15** Lunch break
- 11:15 – 12:05** Meeting with the heads of the study programme 1. Emergency Management BA
- 12:10 – 13:00** Meeting with the heads of the study programme 2. Management and Economics BA
- 13:05 – 13:40** Meeting with teaching staff
- 13:45 – 14:15** Meeting with employers of graduates
- 14:20 – 14:30** Internal meeting of KAA staff and experts
- 14:30 – 14:40** Closing meeting with the management of the faculty and program

No	Study programs	Experts	Responsible persons of study programs			
1	Emergency Management BA	Prof. Dr. Tornike Khoshtaria	Adem Musliu	Afrim Alili	Milazim Shabani	
2	Management and Economics BA	Prof. Dr. Tornike Khoshtaria	Shyqeri Kabashi	Mustaf Kadriaj	Vehbi Imeri	



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

This overview is based on the information streams provided in the Self-evaluation documents of emergency management (EM) and the web page of the Business College.

Business College was established in 2004 as a private Institution of Higher Education in Kosovo. The establishment of the college is based on Regulation no. 2003/04 on the Promulgation of the Law on Higher Education, adopted by the Assembly of Kosovo and the Administrative Instruction on Licensing of Private Providers of Higher Education in Kosovo, no. 14/2003.

Business College is licensed by the Ministry of Education, Science and Technology according to Decision no. 412/02-1 and 2/3593. Business College in Prishtina was accredited by a decision of the Kosovo Accreditation Agency to continue its activity in higher education in Prishtina since 2004, as well as from 2011-12, in the College Branch in Gjakova; from 2014-15, at the College Branch in Vushtrri, from 2014-15, at the College Training Center in Prizren, as well as from 2016-2017 with the College Branch in Prizren.

As a result of the general situation created, recognised by PIHE in Kosovo and in accordance with the administrative instructions of MEST in the academic year 2008/09, we did not register new students.

Currently, studies at the Business College are carried out at the bachelor and master level. According to the decision for accreditation by KAA, as well as the decision of MEST for licensing, Business College currently conducts its academic activity in four study programs of bachelor level and two programs of master level, and one program - level III according to National Qualifications Framework:

Bachelor-level:

- Banks and Finance in Business (degrees: Bachelor in Banks and Finance in Business);
- Emergency Management (degree: Bachelor in Emergency Management);
- Law LLB (degree: Bachelor in Law);



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- Management and Economics (degree: Bachelor in Management and Economics).

Master-level:

- Emergency Management (degree: Master in Emergency Management); and
- Management and Finance (degree: Master in Management and Finance).



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

According to the web page of the college, the mission and the vision statements are as follows:

Our mission - *"The business College continues its positive academic tradition, creates transformative academic environments and experiences in order to realise the full potential of its students, it implements advanced teaching standards, scientific research and helps the economic development of the country at large (www. kolegibiznesi.com, 2021)".*

Our vision - *"A modern and respected college, offering quality teaching, advanced scientific research, which acts as a reliable partner for businesses, the community and local and international higher education institutions, as a promoter of regional development and is a supporter of sustainable development of Kosovar society at large (www. kolegibiznesi.com, 2021)".*

In addition, in the SER p. 8 of EM programme, there is information provided about the programme's objectives - *"The main objective of the Emergency Management Program is to prepare students with the required specific competencies in accordance with the requirements who wish to work in private or public organisations. The Emergency Management Program, as well as the mission of this institution, aims to place graduates and future leaders, graduates who have problem-solving skills and make a difference in the economy. Through this program, students will have the opportunity to think and act as managers in the field of management".*

In-depth analysis of the mission and vision statements and the objectives EM and ME programme have shed light on several issues, namely:

- *The mission statement is too general and does not highlight any particular advancements of the business college*



- *The vision statement has to be the vision of the future, what the college wants to do in the future. Right now, how it is stated, it seems that it is just a continuation of the mission statement. That means that the college does not have a vision of how the college should be steered in the future.*
- *The objective of the EM programme is too broad and exact copies of each other. Only the names are different. However, the contents of them are the same.*
- *There is an emphasis on the scientific competencies of students in the objectives of the programme. Although, it is ambiguous how the programme delivers the mentioned at a bachelor level.*
- *Lastly, judging from the programme's objectives and the mission statement, it is challenging to see the compatibility.*

There is a statement about the standard 1.6 that the heads of the programme of EM and ME of "Biznesi College and its academic staff in regular meetings review the progress of program management and activities of this program where notes are taken about possible changes when there will be an opportunity for change. All policies, regulations, terms of reference and statements of responsibility regarding the management and delivery of the program are reviewed at the beginning of each academic year and changed as necessary in certain circumstances of change" (ME SER p. 12; ME, SER p13). However, the ET failed to find solid evidence of the mentioned above.

Additionally, the SWOT analysis, after each standard, does not fully grasp its essence. The college should differentiate between external and internal factors to get their analytically driven decision-making process flawlessly.

Standard 1	Compliance	
	YES	NO



<i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution</i>		X
<i>Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.</i>		X
<i>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</i>	X	
<i>Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students</i>	X	
<i>Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.</i>	X	
<i>Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.</i>	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Rethink the programme' aims and objectives to capture its position on the higher education market fully;*
2. *Adjust the programme' objectives to capture all the aspects of the college's mission statements;*
3. *Formalise the involvement of stakeholders in the programme development process;*
4. *Purify the analytical approaches to facilitate the future decision-making process.*



2.2. Quality management

In the SER of the programme, p. 13, there is information regarding the programme evaluations processes, which is based on the "Statute of the College". In addition, the mentioned processes are guided by another document and "Regulation on quality assurance". The process is as follows, *"the quality office drafts the evaluation report, proposes the necessary measures and submits it to the Vice Dean for teaching. The study program provider in accordance with the proposals identifies all the advantages and disadvantages of the program, and the same is taken into account in the program review procedures. Results and recommendations for improvement are based on the Statute of the College."*

During the interviews, the ET investigated the response rates from the surveys the quality office conducts regularly. In the report file of "QUALITY ASSURANCE OFFICE Summary report for the questionnaires conducted by the students of BIZNESI COLLEGE BACHELOR'S LEVEL," the tables are pretty misleading.

Ordinal nr. of the question	Number of Students / questionnaires	Assessment				
		Poor	Sufficient	Well/Good	Very Good	Excellent
10	392/1915	1	7	132	1067	708
Percent	100%	0.05%	0.37%	6.89%	55.72%	36.97%

The response rate is relatively low if we have a closer look, although acceptable for business researches, at confidence level 95% and confidence interval +/- 4.4. However, in this particular case, the researcher should intend to get in the heads of each respondent/student. Therefore the response rate needs to be much higher.

Additionally, as quality assurance representatives mentioned, participation in the surveys is obligatory, spawns doubt about the reliability and validity of the surveys.



Rather than obliging students to participate, it is more convenient to explain the benefits of their participation.

In the SER of EM p. 14, the college provides information about the performance improvement's continuity and how the required standards are met. *"Quality assurance processes present an overview of the performance achieved and show that the quality assurance standards have been met and enable the observation of areas for improvement that affect the continuous performance increase"*.

For that reason, they perform the following revisions:

- *Content of the program in the light of recent research, ensuring that the program is up to date;*
- *Teaching workload, progress and providing students with knowledge;*
- *Effectiveness of assessment procedures for students;*
- *Expectations, needs and satisfaction of students regarding the conducted program.*

While the bottom bullet points are relevant, the first point is conflicting with the responsibilities of QA in terms of the content of the programme. That has to be dealt with by the theoretical or practical field representatives.

The report from students, graduates and employers are publicly available, and there is a link provided in the SER of each programme.

(eng.kolegjbiznesi.com/Materialet/PDF2/Summary%20Report%20on%20Questionnaires%20Carried%20out%20with%20External%20Stakeholders.pdf)

Standard 2.7 obliges the QA to include the internal quality assurance system results such as assessment results, student workload, academic success, and graduate employment. However, in both SER documents, the college provides the same information

"The development of this program depends on the analysis, in terms of quality, the reports of the Office for quality assurance and the results of the questionnaires where points were



identified focusing the students. An important aspect during the design of this program, in terms of quality component is also taken from the results of research with alumni students. These results and the ongoing discussions in the Higher Teaching Scientific Council of Biznesi College in terms of quality have served as a solid platform for the preparation of this program which has incorporated the findings and conclusions that have emerged from them. In this regard, teaching methods and evaluation of results based on the following criteria have been reviewed and emphasised:

- a) Presentation and group work: 0-5% of the final evaluation;*
- b) Individual presentation: 0-10% of the final evaluation;*
- c) Activity: 0-5% of the final evaluation;*
- ç) Seminar paper: 0-10% of the final evaluation;*
- d) Test I: 0-20 % of final evaluation;*
- e) Test II: 0-20 % of final evaluation;*
- ë) Final exam: 0-30% of the final grade. (for more see Regulation for basic studies Bachelor".*

This standard aims to make sure that QA keeps a good record of academic success and graduate employment and closely monitors assessment results and student workload. There is no room for utilising questionnaires/research results under this guideline.

Standard 2	Compliance	
	YES	NO
<i>Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.</i>		X
<i>Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes</i>	X	



<i>Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.</i>		X
<i>Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.</i>	X	
<i>Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.</i>	X	
<i>Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.</i>	X	
<i>Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.</i>		X
<i>Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.</i>	X	
<i>Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.</i>	N/A	N/A

Compliance level: Partially compliant

ET recommendations:

1. *Develop a 360-degree evaluation system to make sure that all interested parties are involved in the process and reasonably evaluated.*



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2. *Differentiate the role of the QA department from those responsible for performing particular tasks.*
3. *Develop tools and procedures to make sure that the survey sample is relevant and the information harvested is high quality.*



2.3. Academic staff

The interviews with the academic personnel clarified that well aware of their duties and responsibilities. However, the ET struggled to understand the level at which teaching staff knew teaching and research obligations. In addition, the programme budget does not support them in planning their scientific and research activities. Namely, they do not have any specific numbers they utilise throughout the academic year, although they can claim funding as per the occasion.

The college has the Administrative Instruction No. 15/2018 dated the 29 of August 2019, which states that for each program, the college should have at least three professors with the title of doctor of science (Dr) of the respective field. The college upholds the instruction and hence:

- The heads of the Emergency Management program are:
 1. *Prof.ass.Dr. Adem Musliu*
 2. *Prof.asoc.Dr. Imërlije Alili*
 3. *Prof.ass.Dr. Milazim Shabani*

The college responds to KAA standards (in our case, standard 3.6) and provides professional development training for its faculty. The arias they explore is quite comprehensive, covering digital software skills (see EM SER, p.55) as well as higher education-related:

- **Workshop 1:** *Trainer Prof. Dr. Afrim Alili*
Topic: *European Higher Education Area and the Implementation of the Bologna Process; Date: the 05 of September 2020, Time: 10.00, Room 4*
- **Workshop 2:** *Trainer Prof. Dr. Afrim Alili*
Topic: *ECTS for program design, delivery and monitoring; Date: the 26 of September 2020, Time: 10.00, Rom 4*



- **Workshop 3:** Trainer Prof. Dr. Afrim Alili
Topic: Quality assurance in higher education; Date: the 17 of October 2020, Time: 10.00, Room 4
- **Workshop 4:** Trainer Prof. Dr. Liza Sulejmani
Topic: Introduction to data analysis using STATA; Date: the 19 of September 2020, Time: 10.00, Room 4
- **Workshop 5:** Trainer Prof. Dr. Liza Sulejmani
Topic: Implementation of qualitative and quantitative research in higher education; Date: the 31 of October 2020, Time: 10.00, Room 4

It is a good practice that the college puts a strong emphasis on the professional development of its personnel. However, even more, emphasis has to be made on the teaching and evaluation methods. Besides, from the training schedule above, it is impossible to judge whether enough hours were allowed for the full-scale training.

Lecturers participate in the self-evaluation procedures, filling in the forms about their scientific and research activities. Those steps are detailed in the self-evaluation reports of both programmes, and the interview clarified that information

Standard	Compliance	
	YES	NO
<i>Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.</i>		X



<i>Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on accreditation.</i>	X	
<i>Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity</i>	X	
<i>Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.</i>	X	
<i>Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the</i>	X	
<i>Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.</i>	X	
<i>Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.</i>	X	
<i>Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.</i>	X	
<i>Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.</i>	X	



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<i>Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.</i>	X	
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Compliance level: Substantially compliant

ET recommendations:

- 1. Make academic personnel aware of the allowance they are entitled to better plan their research and scientific activities.*
- 2. Make sure to cover more specific areas of professional training to boost faculty's performance.*



2.4. Educational process content

In the SER of EM ME programme, the college provides two sets of programme objectives:

Table 1. EM programme objectives

EM - The study program is modeled in such a way that the student during the studies achieves the qualification objectives, including skills and competencies in the field of Emergency Management.

The objectives of the Program are:

1. *Promoting science and academic tradition;*
2. *Creation and development of the opportunity to obtain academic degrees, in relation to the requirements and standards of the state law on qualifications;*
3. *Providing and developing a contemporary academic program in continuous improvement;*
4. *Development of scientific activity in the field of Emergency Management;*
5. *Creation and development of cooperation relations with educational and scientific institutions inside and outside the country in the field of Emergency Management;*
6. *Conducting expertise, analysis and evaluations of the academic level in the field of Emergency Management;*
7. *Systematic and clear understanding of problems related to emergency management;*
8. *Conceptual tools on the analysis and assessment of problems and emergencies;*
9. ***A critical awareness of current scientific research methods;***
10. *Opportunity for students to develop their own hypotheses, related to various aspects of management as a whole, as well as decision, control, planning and organization in particular;*
11. *A motivating environment through the provision of study materials.*

Achieving these objectives enables the student to get adequate work in the field of Emergency Management and through this work to develop personally and at the same time to give his / her contribution to civil society.



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If we look at EM programme' objectives, it will become apparent that those are quite general and not study programme specific. Additionally, when we discuss the BA level and aim at "*A critical awareness of current scientific research methods*", naturally, a question arises, how the objective will be achieved when students do not study the corresponding module.

The ET became interested in core study courses of the EM programme, such as statistics in emergencies, informatics in emergency, emergency management, management, introduction to decision-making, diploma thesis. After examining these syllabi, the core literature is not particularly field-specific. As an example - there is a book by P. Kotler in a marketing course. While the book is undoubtedly useful for marketing students, there is a slight mishap of using it for emergency management students (unless case studies are involved in the materials to what the evidence in the syllabus does not exist).

In order to graduate from the EM programme, a student is obliged to write a bachelor thesis. However, it is not clear that a student will be equipped with certain skills to perform the task properly. The ET highlights the fact that they do not study research methods, which is necessary to achieve programme objective N 9 (*please see table 1 and 2*). Additionally, academic writing is an elective course; besides, it does not provide enough knowledge to maintain objective N 9. The programme lacks a variety of electives.



Lastly, interviews with lecturers and quality assurance clarify that the diploma works are checked on the plagiarism detector once the academic supervisor makes the decision. However, students have to be given an opportunity to check at least once before final submission. In addition, the college should raise awareness among students regarding plagiarism. At the current stage, there is no indication in any syllabus that they attempt the mentioned.

Standard	Compliance	
	YES	NO
<i>Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.</i>		X
<i>Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.</i>		X
<i>Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs</i>		X



<i>and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.</i>		
<i>Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.</i>	X	
<i>Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program</i>	N/A	N/A
<i>Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.</i>	N/A	N/A
<i>Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students</i>	X	
<i>Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.</i>	X	



<i>Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.</i>	X	
<i>Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.</i>	X	
<i>Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.</i>		X
<i>Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units</i>	X	

Compliance level: Substantially compliant

ET recommendations:

- 1. Dedicate a topic (in according courses) on raising awareness of plagiarism and how to avoid it.*
- 2. Amend the curricula for both programme to make sure they are logical flow towards successful graduation*
- 3. Update literature for those study courses where it is older than ten years.*



2.5. Students

The ET was not able to conduct interviews with students. Therefore, the bellow provided analysis is purely based on the information provided in the documents and other interview meetings.

According to the SER, the admission process at Business College is regulated by the document of "REGULATION ON BACHELOR STUDIES IN BIZNESI COLLEGE". Candidates should present the following documents for registration

- *Prove their citizenship with official document;*
- *Have an official document of completion of high school in Kosovo or abroad (equivalent to the criteria set by the Ministry of Education, Science and Technology);*
- *Prove, with an official document, the ability to attend higher studies;*
- *Have passed the admission testing.*
- *Submit to the teaching secretariat of the college, the request to be accepted in the program they want;*
- *Pay the tuition fee.*

According to the mentioned document above, students regularly get feedback about their academic performance from their lecturers. They are allowed to explore drawbacks in their performances and through consultations and tutoring in order to improve on them. The same document states that the lecturers themselves organise the consultation hours. This leaves an impression those consultation hours are not mandatory, and their arrangement highly depends on the willingness of a lecturer.



At the interviews, it was mentioned that students are obliged to take part in the surveys. Rather than obliging students to fill in questionnaires, it will be more efficient to communicate with them and explain the benefit of those surveys. This act will contribute in two directions. First, the college will generate a high response rate, and second, they will harvest unbiased information.

Standard 5	Compliance	
	YES	NO
<i>Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students</i>	X	
<i>Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.</i>	X	
<i>Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.</i>	X	
<i>Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.</i>	N/A	N/A
<i>Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.</i>	X	
<i>Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.</i>		X
<i>Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.</i>	X	



<i>Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.</i>		X
<i>Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.</i>		X
<i>Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.</i>	X	
<i>Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.</i>		X

Compliance level: Substantially compliant

ET recommendations:

- 1. Make sure that the college has proper communication with the students regarding the surveys.*
- 2. Make sure that consultation hours' timetable is formalised and available to all students, indicating course, lecturers name, time and place of consultations.*



2.6. Research

The SER of the EM programme shows the relevant information about the research direction. The college attempts to integrate its research activities into the strategic plan— however, the information is not disseminated in the right way. Throughout interviews, the management postulated the college as teaching-oriented. Therefore, it hinders the programme from benefiting from the theoretical and empirical research of their affiliated academic personnel. This is evident throughout the syllabi of teaching courses of the programme. None of the works/researches of the lectures is incorporated in them.

Also, the college evaluates its teaching personnel regularly for their teaching and research performances. For the research direction assessments, the college utilises the policy of scientific research approved by the College Board. It attempts for guiding the faculty to publish in high impact factor journals regionally and internationally.

As to the Standard 6.7. *"Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years"*. After examining the resumes of the teaching personnel, the ET notices some gaps between consistencies of publications. There are some professors not publishing each year.

Standard 6	Compliance	
	YES	NO
<i>Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.</i>		X



<i>Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.</i>	X	X
<i>Standard 6.3. Clear policies are established for defining what is recognised as research, consistent with international standards and established norms in the field of study of the program.</i>	X	
<i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i>	X	
<i>Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.</i>	X	
<i>Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.</i>	X	
<i>Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.</i>		X
<i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.</i>	X	
<i>Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.</i>		X



<i>Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialisation of ideas developed by staff and students.</i>		X
<i>Standard 6.11. Students are engaged in research projects and other activities</i>	X	

Compliance level: Partially compliant

ET recommendations:

- 1. Create a document regulating and protecting the intellectual property of internal stakeholders to avoid information (video, audio, visual etc.) misuse and uncontrollable dissemination;*
- 2. Make sure that teaching personnel includes their scientific publications in the relevant syllabi;*
- 3. Encourage, promote and maintain continuity in scientific publications.*



2.7. Infrastructure and resources

The self-evaluation documents of both programme depict a fair judgement of the long-term programme implementation. The college provides information regarding the teaching and learning spaces. In addition, they have the financial plans for each programme throughout three years:

Emergency management programme learning resource and library wise displays the following:

	Internal environment	Number	m²
1.	Teaching room	15	1.305
2.	Exercises room	4	140
3.	Informatics room	1	70
4.	Reading room	1	60
5.	Library	1	50
6.	Academic personnel office	2	70
7.	Office for research center	1	40
8.	Quality evaluation office	1	40
9.	Administrative services office	1	50
10.	Toilettes	4	125
	Total		1.950

The program has the college library available in an area of 50 m² and the reading room in an area of 60 m², books as follows:

Publishing unit	Titles	Exemplars
Books in Albanian language	700	2.800
Books in English language	350	700
Journals in Albanian language	185	740
Journals in foreign languages	130	260
Various scripts	200	420

Overall, it can be concluded that the programme has enough resources for its implementation.

<i>Standard</i>	Compliance	
	Yes	No



<i>Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.</i>	X	
<i>Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.</i>	X	
<i>Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</i> <i>a) owned or rented spaces adequate for the educational process;</i> <i>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</i> <i>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</i> <i>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</i>	X	
<i>Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</i>	X	
<i>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</i>		X



<p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;</p> <p>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>		
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>		X

Compliance level: Substantially compliant

ET recommendations:

1. Update the literature in the native language (support academic staff to publish books or course notes).
2. Expand and update the study materials to capture the latest knowledge in the field.



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In determining the requested places for the EM programme, the management of Business College considers the overall market size. However, a more detailed analysis of the markets is required. The focus has to be made on internal factors in determining the number of students in the programme

Overall, the broader picture from the interviews and the documentation depicts that the has made significant efforts in the development of the programme in emergency management and management and finance. However, there are some major areas to be improved. Therefore the ET came up with the following recommendations:

1. *Rethink the programme' aims and objectives to capture its position on the higher education market fully;*
2. *Adjust the programme' objectives to capture all the aspects of the college's mission statements;*
3. *Formalise the involvement of stakeholders in the programme development process;*
4. *Purify the analytical approaches to facilitate the future decision-making process.*
5. *Develop a 360-degree evaluation system to make sure that all interested parties are involved in the process and reasonably evaluated.*
6. *Differentiate the role of the QA department from those responsible for performing particular tasks.*
7. *Develop tools and procedures to make sure that the survey sample is relevant and the information harvested is high quality.*
8. *Make academic personnel aware of the allowance they are entitled, to better plan their research and scientific activities.*
9. *Make sure to cover more specific areas of professional training to boost faculty's performance.*
10. *Dedicate a topic (in according courses) on raising awareness of plagiarism and how to avoid it.*



11. Amend the curricula for both programme to make sure they are logical flow towards successful graduation
12. Update literature for those study courses where it is older than ten years.
13. Make sure that the college has proper communication with the students regarding the surveys.
14. Make sure that consultation hours' timetable is formalised and available to all students, indicating course, lecturers name, time and place of consultations.
15. Create a document regulating and protecting the intellectual property of internal stakeholders to avoid information (video, audio, visual etc.) misuse and uncontrollable dissemination;
16. Make sure that teaching personnel includes their scientific publications in the relevant syllabi;
17. Encourage, promote and maintain continuity in scientific publications.
18. Update the literature in the native language (support academic staff to publish books or course notes).
19. Expand and update the study materials to capture the latest knowledge in the field.

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



7. Infrastructure and resources	Substantially compliant
Overall compliance	Substantially compliant

In conclusion, based on the above-provided judgement, the Expert Team considers that the study programme emergency management is Substantially compliant with the standards included in the KAA Accreditation manual and, therefore, recommends accrediting the study programme for 3 years with the number of students enrolled:

- Emergency management – 120 students per academic year.

References:

- Management and Economics (2021), *Self-evaluation report*, Business college;
- Emergency and management (2021), *Self-evaluation report*, Business college;
- Wwww. kolegjbiznesi.com [accessed on 10th pf May 2021], available at - (www.kolegjbiznesi.com, 2021).

Expert Team



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Chair

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Member

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(Signature)

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Member

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