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***BIZNESI COLLEGE  
MANAGEMENT AND FINANCE MA***

***RE/ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*MAY 6<sup>th</sup>, 2021, PRISHTINA*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit:** May 6<sup>th</sup>, 2021

**Expert Team (ET) members:**

- *Prof. dr. Magdalena Platis*

**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*
- *Ilijane Ademaj, Senior Officer for Evaluation and Monitoring*

**Sources of information for the Report:**

- *Self - Evaluation Report 2020-2021 for MANAGEMENT AND FINANCE (MA) – RE/ACCREDITATION*
- *Syllabi for the MANAGEMENT AND FINANCE (MA) – appendix to SER*
- *CVs – appendix to SER*
- *Guidelines for practical work – appendix to SER*
- *Lease Contracts – appendix to SER*
- *KAA Accreditation Manual, July 2018*
- *KAA - THE MANUAL FOR EXTERNAL EVALUATION OF HIGHER EDUCATION INSTITUTIONS – February 2021*

**Additional documents – requested by the ET:**

- *Latest 2 minutes of the meetings dedicated to the review of the abovementioned program where notes were taken about possible changes and opportunities for change.*
- *1-2 minutes of the Teaching Councils of the abovementioned program with quality assurance issues that generated conclusions and recommendations for continuous quality improvement.*
- *The role and activity of the Quality Assurance Coordinator of the abovementioned study program.*



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- *Quality assessments mechanisms and report for the overall program (the abovementioned program).*
- *The reports of the surveys data collected from students, graduates plus the links where results of these evaluations are made publicly available (SER has only the link with the data collected from stakeholders), if possible, for the abovementioned program.*
- *The procedure of evaluation of the quality assurance arrangements for the abovementioned program.*
- *A list/table of the academic staff in the study programs who are full-time employees and part-time staff.*
- *The consultation program of the academic staff involved in the program.*
- *The list with the current cooperation agreements for internships for students enrolled in the program.*
- *Video of the facilities.*

**Additional documents received by the ET:**

- *Annex 1 provides the last three minutes from the meetings held by HTSC of BIZNESI College.*
- *Annex 2 provides the last two minutes from the meetings of the Teaching Council of the study program Management and Finance (MA)*
- *Anex - 5 -1 Summary report on the questionnaires conducted with the alumni of BIZNESI COLLEGE Eng Final*
- *Anex - 5 Summary report on the questionnaires Bank and Finance in Biznesi Alumni Eng Final*
- *1. Pergjigje ne dokumente BF dhe MF Eng 10may21 – other explanations to the requested documents: The role and activity of the Quality Assurance Coordinator of the abovementioned study programs; Quality assessments mechanisms and report for the overall program (the 2 abovementioned programs); A list/table of the academic staff in both study programs who are full-time employees and part-time staff; The description of some consultation program of the academic staff; The list with the current cooperation agreements for internships for students enrolled in both programs.*



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### **Criteria used for program evaluation:**

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018*
- *Criteria of Relevance, Efficiency, Effectiveness, Impact, Sustainability*

### **1.2. Site visit schedule**

#### **06 of May**

<b>09.00 – 09.40</b>	Meeting with the management of the faculty where the programme is integrated ( <i>no slide presentation is allowed, the meeting is intended as a free discussion</i> )
<b>09:45 – 10:20</b>	Meeting with quality assurance representatives and administrative staff
<b>10:25 – 11:15</b>	Lunch break
<b>11:15 – 12:05</b>	Meeting with the heads of the study programme 1. Banks and Finance in Business BA
<b>12:10 – 13:00</b>	Meeting with the heads of the study programme 2. Management and Finance MA
<b>13:05 – 13:40</b>	Meeting with teaching staff
<b>13:45 – 14:15</b>	Meeting with employers of graduates
<b>14:20 – 14:30</b>	Internal meeting of KAA staff and experts
<b>14:30 – 14:40</b>	Closing meeting with the management of the faculty and program



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### **1.3. A brief overview of the institution and program under evaluation**

A general overview of the Biznesi College (BC) reveals that the institution was established in 2004 as a private Institution of Higher Education in Kosovo (PIHE), its establishment being based on the 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. The Biznesi College is licensed by the Ministry of Education, Science and Technology according to Decision no. 412/02-1 and 2/3593.

It is also important to reveal the fact explained in SER (page 3) that Biznesi 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.

At present, the Business College manages the bachelor and the master level of studies. According to the decision for accreditation by KAA, as well as the decision of MEST for licensing, Biznesi 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.

According to SER (page 6), the Biznesi College through this program has tried to offer a curriculum that differs from the programs offered by other public and private local higher education institutions. Unfortunately, the copy/paste style of the SER for MA in Management and Finance from the other SER for the Banks and Finance in Business made several mistakes to appear. First one: consideration of the current program as a BA level – SER (page 6).

The program "Management and Finance – MA" is designed as a full-time, studying while at work (part-time), generating 120 ECTS (60 ECTS/academic year). The tuition fee for students is of 1000 Euro per academic year. In addition to all these, the number of the study places requested in SER is of 200.



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## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

The Biznesi College mission, as provided on the institutional website (<http://eng.kolegibiznesi.com/frmArtikujt.aspx?ID=5282>) refers to the following: *The Biznesi College continues its positive academic tradition, creates transformative academic environments and experiences in order to realize the full potential of its students, it implements advanced teaching standards, scientific research and helps the economic development of the country at large.* The accent is put on teaching and learning, research and also includes the institutional preoccupation for the development of the country. The mission of the program, as mentioned in SER (page 10) refers to the following: *it provides sufficient educational and scientific knowledge in the field of economics, management and finance, based on the application of modern teaching methods; ongoing scientific research in this field; human capacity building according to the needs of the market economy in the country and the region; continuously reviewing and enhancing this mission, through scientific research activities. The program also contributes to the preparation of competitive students for the labor market, as well as to become future leaders in the field of Management and Finance (MA) that will serve the overall development of society.* Unfortunately, this mission is identical with what was declared as mission for the BA program in Banks and Finance in Business. In addition, the mission as it is right now, besides the similarities with the other program mission, it is not relevant for a master cycle of studies. Therefore, the study program mission cannot be considered in compliance with the overall mission statement of the institution, as it does not express in short and concise manner the specificity and the value of the program.

Relevant academic and professional advice is considered when defining the intended learning outcomes. The description provided in SER (pages 10) is not satisfactory about this standard, but during the discussion with the representatives of employers, participants at the online meeting mentioned that they take part in the program development. The employers participants confirmed that they receive surveys from the college to fill in and that they also have opportunities to dialog with the program management when they are invited as speakers on specific topics. Unfortunately, SER provides as evidence the Regulation for Mater Studies available at [http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation\\_for\\_master](http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation_for_master), but this regulation does not refer to the advice from academic and professional community.

In describing the didactic and research concept, SER (page 10) mentions the relationship between academic staff and students, which in fact is not the meaning of the standard.



Studying the program description (SER, page 7), again, the copy/paste mistake goes to: *The Bachelor study program in Management and Finance is a curriculum of advanced research-based studies that provides professional-scientific education in this important field of study.* ET appreciates that the program, as it is described at the date of the evaluation has a very unclear didactic and research concept. In fact the SER creates confusion in many areas of the program description. ET expresses a high regret that the SER could not be written adequately and professional.

The college has some formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students: [http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation\\_for\\_master.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation_for_master.pdf). The regulations that are made publicly available refer to upcoming and current students and include details (briefly described) on admission and registration, application deadlines, funding, accommodation, semester enrolment, student union. The college has also a Student Handbook:

<http://eng.kolegibiznesi.com/Materialet/pdf/2.%20Handbook%20of%20Studies.pdf>.

Unfortunately, in SER, there is not much information on this matter, the report connecting the program with the institutional Strategic Plan, which for the existing guidelines, is not enough. The ET considers the documents provided on the website as abovementioned. In other words, the evidence provided in SER at this standard is not relevant, ET considering additional evidence from the website of the college.

The college has adopted the Code of Ethics in 2019 ([http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation\\_on\\_the\\_Code\\_of\\_Ethics.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation_on_the_Code_of_Ethics.pdf)). As this is an institutional level document, ET admits that staff and students in the MA program in Management and Finance comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities. At this standard, SER (page 11) refers to additional consultation which is not what the standard is looking for; such errors admit some misunderstandings of the standards. In addition, the code is two times mentioned in the same explanation for the same standard.

SER did not provided evidence on the management and delivery of the program reviewing process (SER pages 11-12). Some additional documents provided to the ET proved that the management has a preoccupation for discussing during meeting the possibility of program improvement, such as the Minute of the Meeting of the Study Council of the Study Program Management and Finance MA. Nevertheless, studying the website the document called *Regulation on Curriculum Development and Review* (<http://eng.kolegibiznesi.com/Materialet/PDF2/22.Regulation%20on%20Curriculum%20Dev>





[elopment%20and%20Review.pdf](#)) contains the piece of information that each Department/Faculty holds at least two meetings during the academic year and as needed dedicated to the review of the curriculum. Other documents at <http://eng.kolegibiznesi.com/frmArtikujt.aspx?ID=5276#> are quite recently adopted.

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Redefine and revise periodically (to avoid any error) the mission of the program not only in compliance with the institutional mission, but also in compliance with other programs especially in order to be relevant for the study cycle; focus on some key elements of a mission statement – value, inspiration, plausibility and specificity;*
2. *Organize a regular meeting (at least once a year) with professional organizations to get proper guidance in revising the curriculum and formalize it; make the results public to the academic community;*
3. *Clarify the didactic and research program in association to the study-cycle level and make a difference from the master level; reflect this in clearer program objectives for didactic and research activities;*
4. *Elaborate a SWOT analysis that is applied to the MA program (right now it is identical with that for a BA program and is not helpful.*

**2.2. Quality management**

According to SER (page 13):

- *The self-evaluation process of the study program is performed based on the Statute of the [College](http://eng.kolegibiznesi.com/Materialet/PDF2/Statute_of_Biznesi_College.pdf) [http://eng.kolegibiznesi.com/Materialet/PDF2/Statute\\_of\\_Biznesi\\_College.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Statute_of_Biznesi_College.pdf) and Regulation on quality assurance with reference number No.380-1/19 dated 30 September 2019 [http://eng.kolegibiznesi.com/Materialet/PDF2/Rregulation\\_on\\_quality\\_assurance.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Rregulation_on_quality_assurance.pdf).*
- *This process is carried out by the Office for quality assurance according to the dynamics foreseen at each semester end (before the exam term) the whole process is supervised by the Vice Dean for Teaching.*
- *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 are taken into account in the program review procedures. Results and*



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*recommendations for improvement are based on the Statute of the College (Article 76) [http://eng.kolegibiznesi.com/Materialet/PDF2/Statute\\_of\\_Biznesi\\_College.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Statute_of_Biznesi_College.pdf) which regulates quality assessments to achieve objectives, tailor work and economize the measures taken.*

The abovementioned description does not reveal if all staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity. On the contrary, one weakness mentioned in SER (page 16) is the *hesitation of stakeholders (academic staff, administrative staff, students) during the survey in the quality assurance process*. In other words, academic and administrative staff is not totally prepared for being actively involved in quality assurance processes. In addition to these, Article 48 in the Statute of the College ([http://eng.kolegibiznesi.com/Materialet/PDF2/Statute\\_of\\_Biznesi\\_College.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Statute_of_Biznesi_College.pdf)) deals with *The rights and duties of academic and administrative staff* which at the date of the evaluation do not include clear obligations on self-evaluation and improvement in their area of expertise. All trainings that were mentioned during the online site visit as applied to the academic staff revealed the interest in digital platforms for teaching. At the same time, teaching staff participating in the meeting confirmed that they did not make any changes in their learning outcomes and objectives as they did not have students and it was not the case.

Evaluation processes and planning for improvement are integrated into normal planning processes. In the additional documents, different minutes were provided: meetings held by HTSC of BIZNESI College and meetings of the Teaching Council of the study program Management and Finance (MA). They did not show clear measures for improvement, but they proved they took into consideration the improvement as an option. Participants in the meeting are able to agree/disagree with the presented reports.

SER (pag 14) shows that *at both levels there are responsible persons, the Quality Assurance Office and the Quality Assurance Coordinator who permanently follow the changes at the level of the Institution and the study program based on relevant quality assurance documents*. Moreover, in the additional documents, it is mentioned that *the role of the coordinator is of a liaison between the Study Program and the Office of Quality in all activities carried out by this office for quality assurance. It is the logistics for all the activities of the Quality Office*. Therefore, quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.

In the Minutes of the meeting of the Study Council of the Study Program Management and Finance MA held on 5 July 2020, provided as additional document it is mentioned: *It was suggested to the members of the Study Program Council to focus on: teachers are obliged to*



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*update the syllabi with literature of recent years; to apply other activities in order to increase the quality, such as; seminars - case studies, trainings, consultations, workshops and other forms.*

At the evaluation date, the current quality assurance procedures and mechanisms include responsibilities and duties at different management level and also committees. According to SER (page 14) main issues considered are: the 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; the effectiveness of assessment procedures for students; the expectations, needs and satisfaction of students regarding the program. Unfortunately, there is no clear evidence on how the conclusions in these reports are overall considered and how the performance of the program can be effectively improved. The program management has no tool to apply or to check the program performance as the current report are institutionally managed without any distribution of the respondents on program level and study cycle. Therefore, ET is reserved in considering that assurance processes ensure both that required standards are met and that there is continuing improvement in performance in the absence of clear evidence.

Survey data is being collected from students, graduates and different stakeholders; the results of these evaluations are made publicly available with the exception of the alumni, but the report on their perceptions was provided to the ET as additional documents. None of these reports contain the distribution of the responses among programs.

All questionnaires for different internal and external stakeholders are managed at the Quality assurance Office which is at the institutional level. As previously mentioned, the reports do not cover the program level directly and clearly. Therefore, further development of the study program based on these surveys are quite difficult. Even the requested documents were specifically related to the MA program in Management and Finance, the reports provided to the ET were at the institutional level. Unfortunately what was provided in SER (page 15) has to do only with the requirements for students and not with the overall evaluation of the program.

According to SER (page 16): *The Biznesi College conducts regular periodic reviews of the study program once every three years. Regular periodic review not only takes place as part of the accreditation process, but also ensures that the study program is tailored to the needs of students and the needs of the labor market. Regular periodic review specifically examines the learning outcomes of the study program, teaching and learning methodology, assessment and examination methods, research and subject curriculum in particular.*



At the date of the visit, ET could not find evidence that the quality assurance arrangements for the program are themselves regularly evaluated and improved. Most of the quality assurance documents, although elaborated at an institutional level, were quite recent, since 2020 or even 2021. This standard would need some time to be proven as met or not. Therefore, ET considers this standard as not applicable for the date of the evaluation.

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Include in the internal procedures the obligation for all staff to participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity – academic and administrative staff;*
2. *Create an annual training program (of few days) based on the exchange of best practices with other universities in Kosovo; topics should be different from one year to another and not too general, but specific – on subject teaching issues, innovative methods, quality assurance issues etc;*
3. *Create a program evaluation document based on standards to evaluate the program performance annually; criteria for evaluation should be slightly different at MA than BA level;*
4. *Cooperate with the Quality Assurance Office to include in all the surveys the evaluation results, investigation of the student workload, academic success and employment of graduates that can be provide for program level.*

**2.3. Academic staff**

SER (pages 17-41) provided evidence on the staff at the college level for master – full time and part time. In the additional documents received by the ET, additional lists of staff were provided for the full time and part time engaged in the BMA program in Management and Finance. Based on their CVs, the ET could observe the staff academic title and their qualifications. According to the MANUAL FOR ACADEMIC AND ADMINISTRATIVE STAFF pages 7 and 8 available at [http://eng.kolegijibiznesi.com/Materialet/PDF2/MANUAL%20FOR%20ACADEMIC%20AND%20ADMINISTRATIVE%20STAFF\[32353\].pdf](http://eng.kolegijibiznesi.com/Materialet/PDF2/MANUAL%20FOR%20ACADEMIC%20AND%20ADMINISTRATIVE%20STAFF[32353].pdf):

- *For staff with teaching-scientific title (assistant professor, professor for the first appointment), the period in the title is 5 (five years), but the employment contract is for*



*period of four years and five months from the day of appointment. This contract includes expectations for successful completion of teaching (about 70% of the workload) and research (about 30% of the workload).*

- *For staff with teaching-professional title (lecturer/senior lecturer) the period in the title is 4 (four) years, but the contract is for a period of three years and three months from the date of appointment, which is in accordance with the legal period for title.*
- *The part-time academic and administrative staff is employed on special contracts appropriate to the tasks, period of work required and other specific details. All positions are subject to performance management in accordance with the rules and procedures of BIZNESI College.*

The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation. Academic staff do not cover, within an academic year, more than two teaching positions. According to the tables included as additional documents, for the MA program in Management and Finance, 13 people are full time and 7 part time, which means that 65 % are full time staff. All academic staff have the PhD, which means that for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD.

According to SER (page 43), *Biznesi College has organized trainings based on the program for the professional development of the academic staff. An example is the training for information technology equipment.* Other examples provided include STATA program, field research, ECTS. Trainings on teaching during pandemic and how to use especially Zoom platform was mentioned several times during the online meeting with the program and faculty management, as well as with the teaching staff. Therefore, ET considers that opportunities are provided for additional professional development of teaching staff, with special assistance given to any who is facing difficulties. Unfortunately, no training was considered on interactive teaching methods. No training for academic staff on how to publish in more visible journals and to increase the research production was provided. Normally, the need for training in a MA is partially different from the training need for the teaching staff in BA.

The responsibilities of all teaching staff, especially full-time, should include the engagement in the academic community, availability for consultations with students and community service. SER (page 44) refers to the Regulation on Master Studies: *The regular and part-time staff is available to students for consultations and community service every day, for which the schedule is set for each professor by two days a week for two hours (for more see the Regulation for Master Studies which Article is provided?).*





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[http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation\\_for\\_master.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation_for_master.pdf) â. Unfortunately, this is only a statement and not an evidence. In the list of the additional documents, ET requested the consultation program of the academic staff and unfortunately this was not provided. At the same time, during the discussion with the teaching staff, regarding their involvement in the community service, they mentioned their expertise in providing consulting services only, which is not the same thing as community service activity or civic engagement. Therefore, Et is reserved in considering the responsibility of the teaching staff as complex as the standard reveals.

Academic staff evaluation is conducted regularly on the basis of several components: Evaluation by students (25%), Inter-collegiate evaluation (15%), Evaluation by the Dean (15%), Scientific publications and participation in conferences (25%), Contribution to the College contribution to the community (20%). These are described in the MANUAL FOR EVALUATION OF TEACHING PERFORMANCE, STUDY PROGRAM AND COLLEGE available at <http://eng.kolegibiznesi.com/Materialet/PDF2/MANUAL%20FOR%20EVALUATION%20OF%20TEACHING%20PERFORMANCE,%20STUDY%20PROGRAM%20AND%20COLLEGE.pdf>. This document was adopted in January 2021 and did not have time to prove its effectiveness and limitations. Therefore, although results of the evaluation are not yet made publicly available, ET appreciates that the evaluation procedure is complex and covers the main relevant components.

In SER (pages 45-46) it is mentioned that to improve teaching, academic staff use a variety of methods: *Discussion, Case Studies, Visual Presentations to Promote Discussion, Role Playing, Problem Solving Experience, Fostering Critical Thinking, Group Work Activity. For the evaluation of learning outcomes, the teacher takes into account different approaches, such as: exams, quizzes, written assignments, presentations and individual or small projects, taking into account the student workload for the respective subject.* Nevertheless, a concrete strategy for improving teaching strategies and learning materials used at the MA program in Management and Finance would be necessary. In fact, a weakness recognized in SER (page 46) is the reluctance of academic staff to determine training needs. In addition, during the discussion with the teaching staff mentioned case studies and project-based work mainly. In addition, the Strategic Plan 2021-2024 of the college includes an area dedicated to Teaching and Scientific Research and focus mainly on research, which means that teaching strategy is still needed - <http://eng.kolegibiznesi.com/Materialet/PDF2/1.BIZNESI%20COLLEGE%20STRATEGIC>



[%20PLAN%202021-2024.pdf](#). In addition to this, teaching strategies at a MA level cannot be the same with the teaching methods used in a BA program.

Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers. According to SER (page 46): *Teachers retire according to the law (Law No. 04 / L-131 on state-funded pension schemes) when they have reached the age of sixty-five (65). After this age the teacher can be hired as a part-time teacher until the age of 70.*

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Identify the training needs for all academic staff including particular needs, such as using specific online professional tools to be used in teaching, to stimulate interactive and modern teaching (apart from virtual platforms such as Zoom, which is simple and limited); to publish in more visible journals and to increase the research production; training can cover ethical issues in research or subjects related subjects;*
2. *Create and make publicly available the consultation program for students of all academic staff;*
3. *Identify 1-2 civic engagement actions for staff and students to provide community service;*
4. *Create a plan at the program/faculty level for improving the teaching strategies and quality of learning materials.*

**2.4. Educational process content**

The program objectives are described in SER (page 47). Unfortunately, they are totally identical with the objectives provided for the BA in Bank and Finance. Moreover, these objectives are very general defined and not clearly modelled on qualification objectives. They should be subject-related and based on interdisciplinary aspects as well as on the acquisition of disciplinary, methodological and generic skills and competencies in the field of banking and finance management for the master level of studies. Objectives should consider competences which should be structured on field based such as: understanding the principles of the banking management and understanding financial markets decision-making and transversal ones, such as: analytical skills, attention to details, work ethics, technical skills, resilience, stress management.



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There is a lot of room in the process of adapting the study program to the Framework for Qualifications of the European Higher Education Area. The individual components of the program are not specifically combined in a way to best achieve the specified qualification objectives. The program should be designed according to the study cycle – qualifications being different at first cycle than for the second cycle (BA from MA). Here is an example of such a differentiation:  
[https://www.ehea.info/media.ehea.info/file/WG\\_Frameworks\\_qualification/85/2/Framework\\_qualificationsforEHEA-May2005\\_587852.pdf](https://www.ehea.info/media.ehea.info/file/WG_Frameworks_qualification/85/2/Framework_qualificationsforEHEA-May2005_587852.pdf).

The disciplines within the curriculum are partially in a logical flow. They partially meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. In SER (page 48) a set of 10 learning outcomes has been provided. In fact, the management of the program and faculty as well as the teaching staff confirmed that they all have paid a lot of attention to the understanding and formulation of the learning outcomes. As for the logical flow of the disciplines – some revision is needed:

- Advanced Management of Small and Medium Businesses is studied in the first year while entrepreneurship in the second year – it could be different;
- Practical work is not integrated as a discipline and it should have ECTS allocated as this is regulated with some documents (certificate, diary etc).

The disciplines within the curriculum have analytical syllabi 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 syllabi were provided as appendixes to SER.

The instruction language is Albanian. Therefore, no further actions are needed. At the same time, ET is reserved in considering the student-teacher relationship according to the standard as this could not be checked anyhow as there were no students to discuss with.

Teaching staff confirmed their openness to student request for additional clarifications, if needed. Otherwise, they explained that the rules apply to everybody with no discrimination. The teaching methods used in the MA include for every subject a theoretical and a practical part, mainly based on case studies and on project - based learning.

According to SER (page 49): *The student is informed before the beginning of the course about the forms of assessment from the presentation of the syllabus that the teacher realizes based on that they are developed according to the Regulation for Master studies (see article*





18, 19), [http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation\\_for\\_master.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation_for_master.pdf). The manner and criteria of assessment, together with the course program, are also expressed in the syllabus (course program), which is drafted by each teacher and approved by the Higher Teaching Scientific Council. Therefore, 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.

In the disciplines syllabi, there student assessment is described with the following components: -Review of scientific research from the relevant field ..... 0-20%  
-Seminar paper / Project / Fieldwork / Case study / Simulation / ..... 0-30%  
-Final exam: ..... 0-50%. In this way, 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.

Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed. According to SER (page 49): *In cases when the standards of student achievement are insufficient or when they are not evaluated as provided in the course syllabus then according to the Internal Regulation of the Business College no.380-1 / 19 dated 30.09.2019, article 44 paragraph 6 [http://eng.kolegibiznesi.com/Materialet/PDF2/Internal\\_Regulation\\_of\\_Biznesi\\_College.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Internal_Regulation_of_Biznesi_College.pdf), It is provided that: if the student is absent during the course and reaches the quota of 25% of absences then the student is disqualified due to absences, evaluated with a grade of 4 (four) and repeats the course in the next semester when the course is provided.*

The study program includes practice stages, but unfortunately the intended student learning outcomes are not clearly specified and effective processes are not followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are not allocated ETCS credits.

In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. A list was provided as additional documents to the ET and it contains 20 entities.

**Compliance level:** Partially compliant

**ET recommendations:**



1. *Reconsider the objectives of the program for the MA level and structure them into discipline-specific objectives and transversal ones, or at least in general and specific ones;*
2. *Redefine the qualification objectives for the MA level and correlate these with the teaching methods;*
3. *Integrate the practical work of the students in the curriculum; provide credits for it.*

## **2.5. Students**

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. This regulation was adopted in 2019 ([http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation\\_for\\_master.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation_for_master.pdf)).

According to the Regulation mentioned previously: *To be admitted to a second cycle study program, the candidate must have a Bachelor's degree, a 4-year study degree, or another state-earned study degree, assessed by the relevant authority as equivalent to the. (Article 12).*

The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process. The Manual for students available at <http://eng.kolegibiznesi.com/Materialet/PDF2/2.Manual%20-%20Per%20studentet%20Eng%20-%20Kolegji%20Biznesi.pdf> explains that a group for learning could be between 2 to 6 members and focus on the importance of the aims of learning.

The college has a regulation for the master studies ([http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation\\_for\\_master.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation_for_master.pdf)), but at the date of the visit there is no evidence that a feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed. This will be monitored after one year at least. Therefore, the next ET will clarify this issue during the discussion with the students. The results obtained by the students throughout the study cycles are certified by the academic record. According to SER (page 54): *After the end of each exam period, the teacher of the respective subject is obliged to draft and sign the minutes on the evaluation of students who have undergone the exam, after the completion of all procedures related to the evaluation, the final results are registered in the Electronic Student Management System (SEMS) and is not given the opportunity to intervene in the system for any kind of change related to student assessment.*



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At the date of the visit, from the dialog with the program representatives, it was mentioned only some flexible treatment from administrative point of view, but the teaching staff considered that apart from some additional clarifications on the teaching, all students have to follow the same rules. Therefore, ET considers that the program does not ensure flexible treatment of students in special situations with respect to deadlines and formal requirements in the program and to all examinations. The comments in the SER on this issue are not relevant (page 54) as it mentions the articles 23-26 (improving grades, transfer of students etc) from the Regulation on master studies which is something else.

Records of student completion rates are kept for all courses and for the program as a whole and these counts for the quality indicators. For instance, according to the same Regulation on master studies: *The teaching secretary follows and records every day the progress of the teaching process.*

Apart from the institutional Code of Ethics, ([http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation\\_on\\_the\\_Code\\_of\\_Ethics.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Regulation_on_the_Code_of_Ethics.pdf)), the QA representative mentioned that the institution provides a possibility to monitor the plagiarism potential through a partnership with the University of Montenegro. ET considers that this is not a clear and effective mechanism to ensure that work submitted by students is original.

Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals. The rights and obligations are defined in the Statute of Biznesi College no. 380-1 / 19 dated 30 September 2019 Articles 68 and 69, available at: [http://eng.kolegibiznesi.com/Materialet/PDF2/Statute\\_of\\_Biznesi\\_College.pdf](http://eng.kolegibiznesi.com/Materialet/PDF2/Statute_of_Biznesi_College.pdf), as well as in the Regulation of Bachelor Studies No. 146-1 / 20 dated 30 June 2020, Article 38 published at: <http://eng.kolegibiznesi.com/Materialet/PDF2/Rregullore%20%20Ang%20Bachelor%20e%20Kolegjit%20BIZNESI.pdf>. The same document clarifies the students' transfer between higher education institutions, faculties and study programs.

ET could not find the consultation program of the academic staff. The consultation program was requested as additional document and what was provided was only a short comment on the evaluation of the syllabus. In SER (page 55) it is also stated that students can contact their tutors via e-mails.



**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Invest in a software to ensure that the student work is original;*
2. *Create a mechanism to provide feedback to students on their performance and results of assessments this should be a general feedback mechanism, apart from the appealing procedure already considered;*
3. *Create a mechanisms to ensure flexible treatment of students in special situations with respect to deadlines and formal requirements in the program and to all examinations; include these descriptions in the current regulations or set up a specific one at the faculty/program level;*
4. *Make an official and stable consultation program publicly available for students of all academic staff.*

## **2.6. Research**

The MA in Management and Finance covers a very practical field of study. Nevertheless, the research concept is nowhere clearly defined. SER (page 56) specifies that *the Vice Dean of Education and Science for the study program through the Dynamic Plan for the development of projects and research has set the objectives for the given period of action. The defined topics are related to the respective field and affect the program in an interdisciplinary way.* Unfortunately, all the research related documents are either too general or at the college level. The program objectives in the research area are not declared in any of the provided or published documents. The list of the program objectives provided in SER mention only a very general research orientation.

According to the MANUAL FOR EVALUATION OF TEACHING PERFORMANCE, STUDY PROGRAM AND COLLEGE adopted in January 2021 and available at <http://eng.kolegibiznesi.com/Materialet/PDF2/MANUAL%20FOR%20EVALUATION%20OF%20TEACHING%20PERFORMANCE,%20STUDY%20PROGRAM%20AND%20COLLEGE.pdf>, 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. Therefore, scientific publications and participation in conferences is 25 % of the performance evaluation. According to the same regulation: academic staff has to publishing at least 1 (one) scientific paper on the platforms according to the Administrative Instruction of MEST no. 01/2018 on the principles of recognition of international platforms and peer-reviewed journals (Web of Science, Scopus, EBSCO, World



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Cat, DOAJ); and to participate or publish in at least 1 (one) conference, congress and workshop.

Policies are established for defining what is recognized as research, consistent with international standards and established norms but they do not refer to the program level: <http://eng.kolegjbiznesi.com/Materialet/PDF2/The%20policy%20for%20scientific%20research%20in%20BIZNESI%20College%20PDF.pdf>, but at the institutional level.

The academic staff has a proven track record of research results on the same topics as their teaching activity. The academic and research staff publish their work in speciality magazines or publishing houses, scientific papers are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country. The evidence is provided through the CVs of the academic staff, with list of articles and journals. There are different articles which are not clearly published in the field of teaching, but they can be considered in the field of the program, being interdisciplinarity based.

Research is validated through: scientific and applied research publications and several consultancy activity. Several members of the academic staff are experts in the field and provide expertise in the country.

According to SER (page 61): *Professors have published at least one paper in the scientific journal of Biznesi College and in international journals with impact factor (for more refer to the table of Standard 3.1 of this Report).* Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.

Academic staff should be 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. Unfortunately, in the course description which is included the syllabi, no proof can be observed regarding research findings integrated into teaching. This can be easily done by including in the course objectives and in the content (chapters) topics related to latest trends in the field, and research related subjects.

Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students. According to SER (page 61): *The regulation of the College for intellectual property is in force, (for other details see the Regulation for intellectual property No. 27-1 / 21 dated 29 January 2021)*



Link: <http://eng.kolegjibiznesi.com/Materialet/PDF2/INTELLECTUAL%20PROPERTY%20REGULATIONS.pdf>

Students should be engaged in research projects and other activities. Teaching staff could not provide an example of student participation in research activity together with themselves but provided a colleague involvement in authorship together with a student. Other examples are offered in SER (page 61). Students are not very open in taking part in such activities, this being a weakness also considered in SER.

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Set up few research objectives in compliance with the program content;*
2. *Define a specific field related policy (or simply, an internal program level decision) on what can be recognized as research in the field of banking and finance;*
3. *Organize a research conference for students to present their papers;*
4. *Include in the course description (syllabi) research related subjects to demonstrate that professors include in their teaching information about their research and scholarly activities that are relevant to courses they teach.*

**2.7. Infrastructure and resources**

According to SER (page 62): *The facilities of BIZNESI College in the center in Prishtina, and the branch in Prizren have a spatial area of 4,500 m<sup>2</sup>, of which, 2,500 m<sup>2</sup> indoor environment and 2000 m<sup>2</sup> outdoor environment.* Several tables have been integrated in SER regarding the facilities, the financial resources, the infrastructure and equipment, the library indicators etc. Regarding the space owned or rented suitable for the educational process, the lease contract was provided as appendix to SER. Therefore, ET appreciates that a 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.

There is also a financial plan at the level of the study program that demonstrates the sustainability of the study program for 2021/2022, 2022/2023 and 2023/2024. An adequate software for study disciplines included in the curriculum, with a license to use is CMD, according to SER (page 63).





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The program has the college library available in an area of 50 m<sup>2</sup> and the reading room in an area of 60 m<sup>2</sup>. The number of seats in the lecture rooms, seminar rooms and laboratories is related to the study group size.

According to SER (page 66): *the library has 50 m<sup>2</sup>, while the reading room has 40 seats; a number of places in the group work rooms corresponding to at least 10% of the total number of students in the study program; exercise room 50 seats; their stock of books from the literature of Albanian and foreign specialties, sufficient to cover the disciplines within the curricula, of which at least 50% must represent book titles or specialty courses of well-known publicists, from the last 10 years.*

The infrastructure and facilities dedicated to the implementation of the program can be more adapted to students with special needs, especially in the branch of Prizren.

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Increase the number of books and journals in English;*
2. *Invest in journals that can better support research in English in the field of the program;*
3. *Invest in same facilities for students with disabilities in both branches.*

### **3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET**

ET appreciates the effort of the faculty and program management to provide proper clarifications to all questions during the site visit. Unfortunately, in many cases, the SER includes not similar ideas but identical sentences with the report for the BA Banks and Finance program. Apart from general and common elements for both programs (infrastructure, research area if the same staff is partially involved in both programs), many program characteristics should be stated totally different and revised periodically – mission, content, research direction, teaching methods etc.

ET admits that some errors during the process of SER writing and submitting process can be made and recommends more attention in all the explanations and evidence-based documents that are provided. In fact, quality assurance is about doing thing better, through a continuous improvement process. This is why all the standard-based recommendations are following the principle of continuous improvement.



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In conclusion, the Expert Team considers that the study program **MANAGEMENT AND FINANCE MA** offered by **THE BIZNESI COLLEGE** is *substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit* the study program for a duration of 3 years with a number of 80 students to be enrolled in the program.

#### 4. APPENDICES *(if available)* -

##### Expert Team

Chair

Magdalena Platis

(Signature)

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(Print Name)

(Date)