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DARDANIA COLLEGE
MANAGEMENT AND DIGITAL BUSINESS (BA)
ACCREDITATION

REPORT OF THE EXPERT TEAM

June 2021, Vienna-Riga



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1. INTRODUCTION

1.1. Context

Date of site visit: 27th May, 2021

Expert Team (ET) members:

- *Mag. Dr. Dietmar Paier*
- *Ms. Asnate Kazoka, PhD student*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Mr. Naim Gashi*
- *Shkelzen Gerxhaliu, Senior Officer for Monitoring and Evaluation*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*
- *Leona Kovaçi, Senior Officer for Monitoring and Evaluation*
- *Ilirjane Ademaj, Senior Officer for Monitoring and Evaluation*

Sources of information for the Report:

- *Self-evaluation report BA Management and Digital Business, 2021*
- *Regulation on the Senate of the college*
- *Regulation on internal organization and systematization of job positions within the Dardania College*
- *Strategic plan 2021- 2026*
- *Code of Ethics*
- *Quality Assurance Regulation*
- *Regulation on Bachelor Studies*
- *The research activities of the academic staff*
- *Questionnaires for quality assurance surveys (assessment of professors and study courses by students, assessment of internship by students, lecturer observation form)*
- *Terms of References of Employment Procedures of Academic and Non-Academic Staff*
- *Regulation on the Library of Dardania College*
- *Tables of student workload in courses with 7, 6, and 5 ECTS*
- *Course Catalogue*
- *Academic Staff Development Plan*



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- *Instruments for realising practical work hours*
- *Programme Assessment Plan*
- *CV's of the academic staff*

Additional documents requested by the ET:

- *Statute*
- *Policies and procedures in case of insufficient achievement of learning outcomes*
- *Regulation on the size of student groups for different activities (lectures, practical works)*
- *Financial plan for the study programme for the next 3 years*
- *Library stock for implementing this study programme (titles; quantity)*
- *Regulation on student transfer*
- *Regulation on complaints and appeals*
- *All internal quality assurance reports (semestral, annual, based on results of surveys) for the years 2020 and 2021*
- *Student Handbook (if such document exists)*
- *Financial plan for the program according to the requirements of the KAA Accreditation Manual , disaggregated by*
 - *number of students*
 - *incomes:*
 - *Ministry*
 - *student fees*
 - *donations/grants/sponsorships*
 - *expenditures*
 - *administrative and operating expenses including personnel costs*
 - *research*
 - *literature and IT*
 - *other expenses*
- *Recent sample of annual research plan*
- *Regulation of BA level studies” (as mentioned in the Self Evaluation Report, p. 26)*
- *Complete overview on academic staff assigned to the program including all categories as mentioned in the Accreditation Manual, Standard 3.1*



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- *Documentation of participation of academic staff for 2019 and 2020 in further trainings (seminars, workshops) in teaching skills and research skills: with dates and descriptions of seminars plus names of participants.*

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*

Note:

It should be noted that the program is awaiting initial accreditation and has therefore not already started. Therefore, some points cannot be evaluated yet. The standards concerned are marked in the report.

1.2. Site visit schedule

Expert Team

- Prof. Dr. Dietmar Paier, University of Applied Science Vienna, Austria
- Ms. Asnate Kažoka, University of Latvia, Latvia

Coordinators of 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



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Site Visit Program

09.00 – 09.45	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>
09.50 – 10:30	Meeting with quality assurance representatives and administrative staff
10:35 – 11:35	Meeting with the heads of the study programme
11:35 – 12:15	Lunch break
12:15 – 13:00	Meeting with teaching staff
13:05 – 13:45	Meeting with employers of graduates and external stakeholders
13:45 – 13:55	Internal meeting of KAA staff and experts
13:55 – 14:05	Closing meeting with the management of the faculty and program

Study programs	Experts	Responsible persons of study program
Management and Digital Business/ BA (Accreditation)	Dietmar Paier Asnate Kažoka	Albulena Shala Bekim Stafai Gezim Turkeshi

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

Dardania College is a private higher education institution that was established in 2004 with the mission to offer quality study programmes that are demanded in the labour market in the Republic of Kosovo.

Since then it has offered bachelor's and master's level studies. Over the years the study programmes in business administration and economics have been consolidated by creating a single BA study programme and a single MA study programme with several specialisations.



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Currently Dardania College offers BA Business Administration and Economics with five specializations - Banking, Finance and Accounting; Management and Informatics; Marketing and Entrepreneurship; Tourism Management; General and MA Business Administration and Economics with one specialization in Banking, Finance and Accounting.

The current objectives of the Dardania College highlight the wide range of study and research programmes, programme innovations, curriculum design based on recommendations of contemporary philosophical conceptions and learning-learning methodologies, system of teaching, lecturing and assessment which enables students to acquire knowledge based on their competence, choice and quality preparation for career and lifelong learning, generation of economic, technological and social development in accordance with the strategic needs of the Republic of Kosovo, lifelong education and promotion and development of research – scientific work in the field of social sciences.

According to the statement of the Dardania College, the BA Management and Digital Business study programme has been developed based on the current needs of the labour market. As this is the first accreditation of the study programme, the expert team (ET) has assessed the potential of the study programme based on the documentation provided and the programme representatives that are currently available.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

According to its mission the Dardania College is responsible through teaching and research to develop capable staff to contribute to sustainable and creative development in the service of the community in the Republic of Kosovo.

Dardania College is a small private higher education institution that currently offers only two study programmes in business administration and economics - one on bachelor level and one on master's level. The BA Management and Digital Business has been developed based on the



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recent labour market requirements that was also confirmed by the labour market representatives met by the ET.

In the SER Dardania College declares that the objectives and learning outcomes of the study programme have been defined by the cooperation of the academic staff, as well as taking into consideration relevant professional advice by internal and external stakeholders, opinions of an external Quality Assurance Office.

While the ET acknowledges the topicality of the digitalization dimension of the study programme, the ET questions the decision to establish a separate BA study programme rather than provide a specialisation in the current BA study programme. This concern is related to evidence and analysis provided in the section 2.4. in regard to inconsistent implementation of digitalization dimension throughout the study programme and a mandatory digitalization component starting from the fourth semester only.

The aim of the study programme “to provide qualitative education in the field of management and digital business at the bachelor level” is fully compliant with the overall mission of the Dardania College, but in the viewpoint of the ET the mission of the programme in regard to the digital business component cannot be achieved with the current curricula.

Another remark to the concept of the study programme is related to its alignment with the National Qualification Framework/ European Qualification Framework (NQF/EQF). While the Dardania College has declared its compliance with both frameworks, no explanation has been provided regarding the links of the programme learning outcomes with the particular requirements of level 6 of the NQF or the EQF.

During the site visit, the ET learned of the “students at the centre” as the basic teaching principle which is implemented in a way that the objectives of the course are explained first, which is then often followed by experimental learning and learning by doing, where students are encouraged to work in groups. The ET considers this as entirely appropriate for a practice-oriented study programme on a bachelor level.

In regard to the research concept, the SER states that “the study programme is dedicated to advance and expand research activities” and there is a Research Strategic Plan that explains the concepts of basic research, advanced research and applied research and their application. As explained in detail in the section 2.6 of this report, the ET assesses the current research objectives as extremely ambitious and hardly achievable with the lack of research priorities and funding allocated to them.

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While the ET was provided access to all the regulatory documents it requested, it has to be noted that none of these documents are currently available on the Dardania College website.

The SER (p. 11) states that “all regulations are published and available within the college spaces and on the website of Dardania College”. The section “Regulations and Policies” includes a list of titles indicating that there might have been an intention to publish some of the documents. It is evident that the Dardania College website is undergoing maintenance and the ET hopes that this is the only reason why the regulatory documents are currently not published.

Based on the documentation provided, the ET could conclude that the regulatory framework is updated from time to time. The SER (p.11) states that “all policies and regulations of Dardania College are reviewed once every two years”. However, from the statement provided the ET could not determine whether this is only a response to an accreditation standard or an internally driven process of continuous development. The ET would suggest incorporating the update of the regulatory framework in the strategic planning processes and documentation.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
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.		X
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	
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.		X
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.	X	



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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.	X	
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Compliance level: Partially compliant

Recommendations:

1. *Ensure that the study programme is fully compatible with the requirements of the level 6 of the Kosovo Qualification Framework and European Qualification Framework;*
2. *Ensure consistent implementation of the digitalization dimension throughout the curricula to reflect the aim of the study programme;*
3. *Publish all the main regulatory documents on the Dardania College website;*
4. *Update the regulatory framework regularly to ensure that it is not only in line with the legal requirements but also fit for purpose.*

2.2. Quality Management

The Quality Assurance Regulation of the Dardania College has been revised in 2020 and is accompanied by a Manual on Quality Assessment. The Quality Assurance Regulation differentiates between evaluations that are conducted for staff and services regularly and assessment that is conducted within three or five years for external assessment purposes. According to the Regulation assessments are related to continuous monitoring and improvement within the Dardania College.

The Quality Assurance Regulation defines a clear process for addressing the results and findings of different evaluations and states that there is a summary report drafted by the Quality Assurance Office as a result of each evaluation.

The SER (p. 15) states that the Quality Assurance Office is active in collecting data from surveys with students, employers, and also alumni and that the data is collected at least once every three years. The ET assumes that the timeframe of three years is related to the cyclical



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nature of accreditation processes by KAA. However, the ET considers that for continuous improvement a more regular collection of data has to be performed.

Regulations state that for the evaluation of the academic staff there is a self-assessment, assessment of staff by students and monitoring by colleagues. It is said that the quality of teaching is assessed twice a year but the regularity of other processes is not clear.

The experts, however, were not provided with any templates for the staff self-assessment. Also, from the information provided the ET did not evidence any mechanisms (surveys) for regular data collection from the employers and alumni of the Dardania College.

By studying the content of the student questionnaires, the ET could conclude that currently they are heavily focused on the performance of the teaching staff and not that much on the content of the study course. The ET suggests reviewing the questionnaire in order to make sure that it focuses more on the achievement of the learning outcomes and to formulate questions in a more open way (“Did the assessment method help you to achieve the defined learning outcomes of the course?” instead of “Are you satisfied with the assessment method of students?”, and “Was the provided literature appropriate for fulfilling the requirements of the course?”, “Was the provided literature easily accessible?” instead of “Are you satisfied with the provided literature?”). The ET would suggest involving student representatives in reviewing the questionnaires.

While the quality of teaching and the content of study courses is covered by two student surveys, the ET identified only one question related to services and resources. Also, the currently available surveys provide a rather fragmented overview - on separate study courses only and not on the programme overall.

The ET could not identify that the survey results of any of the existing study programmes at Dardania College would be published on the College website.

The SER (p.15) refers to Program Assessment Plan which is claimed to be related to collecting data from students, employers and alumni. However, this plan is rather an overview of the programme curricula and performance based on technical data than an actual plan for involvement of any stakeholders.

Overall, the Dardania College shows a good potential in implementing a functional internal quality assurance processes and has made first steps in assessing the performance based on indicators. However, currently the quality assurance processes have been described in a fragmented and even chaotic manner and some crucial processes like regular surveys of employers and graduates have not been introduced at all. Although the Quality Assurance Regulation states that the results of all surveys are used for preparing quality assurance reports,

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so far there are only very few surveys developed and it is not clear where the results of the Program Assessment Plan would feed into. The ET would suggest reviewing the Quality Assurance Regulation to make it short and concise and reviewing the Quality Manual to structure all assessment processes that have been developed at Dardania College, show their interrelation, describe the assessment processes in detail and state their regularity and nature of application.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.		X
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.		X
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.	X	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		X
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
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.	-	-



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.	-	-
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Partially compliant

ET recommendations:

1. *Review the Quality Assurance Regulation and Manual on Quality Assurance to make sure that the Regulation is a short and concise policy document and that the Manual is a comprehensive guide that includes detailed descriptions of all processes, information on their execution, regularity and relevant templates;*
2. *Ensure that the Program Assessment Plans together with the results of different surveys would feed into the regular planning processes of the Dardania College.*
3. *Introduce at least annual surveys staff, employers and graduates;*
4. *Review the current questionnaires so that they would also focus on resources and services, achievement of learning outcomes and the study programme overall;*
5. *Publish annual or semestral reports on the quality of study programmes on the Dardania College website.*

2.3. Academic staff

In the SER (p.19f.), Dardania College provided a basic overview on the composition of academic staff without specification of several categories as requested in the accreditation manual. Most parts of this information were submitted as additional document upon request of the ET.



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Sufficient regulations for ensuring the compliance of the academic staff which govern legal and ethical requirements are being applied, among them regulations on skills requirements for academic and non-academic staff, terms of references for employment procedures, a code of ethics and others. From the information provided it can be concluded that more than 50% of the academic staff scheduled for the program is employed full time with a sufficient share of work time for the master program under evaluation.

In the SER, Dardania College states to pay special attention to the advancement of new academic staff in achieving academic titles (p. 10). The academic staff development plan provided as annex of the SER (p. 19) contains several tables with budget information on the distribution of several cost types. This plan „aims to implement innovative teaching systems through the application of teaching technologies, which will rationalize teaching and knowledge to raise qualitatively to a higher level“ (p. 2), which is a very ambitious objective which the ET praises very much. However, this plan does not contain information on topics, dates or training modes of staff development, nor does it contain information on the monitoring of goal attainment or linkages with the quality assurance system. During the site visit, the ET was informed that the last two training sessions held for academic staff have been dealing with „problem-based teaching“ as a strategy in advanced learning and the application of technology in higher education. Asked about the current topics and priorities for academic staff development 2021, the representatives of Dardania College referred vaguely to a „background plan“ without providing concrete details. Therefore, the ET asked for an additional document containing documentation of academic staff participating in training/seminars/workshops on teaching skills and research skills in 2019, 2020 and 2021 with dates and descriptions of seminars plus names of participants. Instead of this document, a publication list was provided as an additional document. This means that the College seems to provide opportunities for the professional development of academic staff and some academic staff members confirmed their participation in such training, which dealt with topics such as distance learning as well as development of learning outcomes and syllabi.

For self-assessment of the academic staff a peer-review approach is implemented, based on a well-defined „lecturer observation form“ where teachers under review define their interest in feedback on particular topics from colleagues who take the part of observers. The ET considers this a very important and valuable instrument for continuous improvement of teachers both individually and as a group. Yet, it remains unclear if these teaching observations are

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implemented regularly and if they are mandatory for all teachers which would be highly recommendable from the ET's point of view.

The academic staff is expected to be available for students for consultation, however, no clear amount of working time is assigned to this task. In the SER (p. 36f.), consultations of students are called both, strength and opportunity, while at other places in the SER, a need to increase hours dedicated to consultation for students is stated (p.13).

It is interesting to notice that, although teaching assessment procedures do exist, these do not seem to cover the assessment of teaching materials, since this was not reported from any of the different units during the site visit. This would be an extremely important topic which should be included in the academic staff development plans.

An appropriate regulation concerning the retirement of teachers was not submitted.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>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.		X
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.	X	
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	X	



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.	X	
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 case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X
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.	X	
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.	X	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
Standard 3.10. Teachers retire at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Implement teaching observation by peers as a regular procedure at the end of each semester.*
2. *Compile the results from teaching observations and present it to teachers.*
3. *Make these „reflections on teaching“ a regular and compulsory event for all teachers in the program once per semester.*



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4. *Document the outcomes of this event and make them accessible for the entire academic staff.*
5. *Make evaluation of teaching materials a topic in the quality assurance procedures and link the results to the academic staff development plan.*
6. *Link the results of teacher (self-)assessment directly with QA procedures and make teacher assessment an integral part of quality assurance.*
7. *Make these activities parts of the academic staff development plan.*

2.4. Educational process content

As Dardania College declares in the SER, the “objectives and learning outcomes [of the program under evaluation, ET] are defined by the cooperation of the academic staff, as well as taking into consideration relevant professional advice by internal and external stakeholders, opinions of an external QAO (Quality Assurance Office), including students’ representatives and alumni” (p. 9f.).

In the SER, Dardania college presents nine learning outcomes for the program (p. 25) which are developed comprehensively and appear to be arranged in a consistent way. However, no explanation was provided regarding the linkages of these learning outcomes with the particular requirements of level 6 of the NQF or the EQF. Here, the ET does not regard it sufficient to declare the compliance of the learning outcomes with NQF/EQF levels, but instead it sees the need to explain this compliance in a detailed way. It was also interesting to read in the SER that “the learning outcomes are discussed with the students and the teacher integrates the reasonable suggestions of the students into the relevant syllabus which are a common goal for their fulfillment” (p. 23). In the comments on the draft report, Dardania College wished to replace this misleading formulation in the SER with the formulation that “reasonable suggestions of students are integrated into the syllabus of the respective course“. Overall, this does not change the findings of the ET. The ET appreciates participatory approaches very much, but it must be said that with regard to the definition of learning outcomes, this has serious limits, since it must be the sole responsibility of the institution to define qualification objectives and learning outcomes. However, it seems to be the case that detailed explanations of the learning outcomes at the beginning of courses is intended to be a standard in the program.

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The curriculum covers a broad range of knowledge and skills areas required to work in specialized departments in private and public enterprises. The program shows a great variety of management and digitalization subjects.

The College provided a complete list of syllabi which overall are comprehensive and most of them contain well-developed learning outcomes as well as reasonable methodologies for teaching and assessments as well as appropriate literature.

With regard to the structure of the curriculum, the ET must point towards some problematic issues. Semesters 1 and 2 contain mandatory courses only. While in semester 1 a priority is on introductory courses in management, business mathematics and microeconomics as well as academic writing and English language, in semester 2 students are supposed to acquire basic knowledge and skills in accounting, statistics and macroeconomics and to get introductions to digital business and informatics for business. In semester 3, the digitalization dimension is supposed to be integrated in the courses on “Managing Communication and Marketing” and in “Financial Accounting and its Digital Context”. Examining the learning outcomes of these courses makes clear that digitalization is not integrated systematically in the design of these courses.

In each of semesters 3, 4 and 5, students can choose two out of five elective courses. It is interesting that in semester 3 only one elective course explicitly deals with digitalization, and in semesters 4 and 5, digitalization is a side topic in courses which have other priorities. In semester 4, all mandatory courses have priorities in digitalization. It has to be questioned if this is a reasonable curricular pathway towards a deepening of knowledge and skills in a bachelor program on “management and digital business”, since two difficulties become apparent:

- First, with regard to the curricular pathway the structure of the curriculum means that it is possible that students may get in touch with digitalization subjects for the first time in their studies as late as in the fourth semester if they would choose other subjects in the elective courses in semester three. This seems to be very late for a program which indicates two clear priorities in the program title. As a consequence, a distinct introductory course on digital business in semester 1 or 2 is needed from the ET’s point of view.
- Second, it becomes apparent that the digitalization dimension is not implemented systematically in the elective sections of the curriculum. Here, it would be reasonable



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to implement a curricular structure which exerts a greater need for students to choose between the two majors or even to combine them.

These measures would complement the suggestions made by employers during the site visit. They explicitly stated the relevance of topics such as data science and big data, ERP – enterprise resource planning systems and business analytics. In these subjects, students should have acquired basic knowledge and internships could be used for analysis of data activities. These suggestions obviously were not taken up when developing the program, while other suggestions from employers have been integrated, such as informatics for business and social media.

Overall, the syllabi are developed in great detail, however, learning outcomes are often defined vaguely and passively using phrases such as “provide understanding”, “students understand and explain the main concepts of ...”, “develop students’ communication strategies”, “students get acquainted”, “be enabled to ...”. Here, the program heads should demand formulations of learning outcomes which are developed in compliance with an up-to-date learning taxonomy and use active verbs to designate the intended learning outcomes.

During the site visit, the ET learned that it is a basic principle of teaching in the program to focus on “students at the centre“. Teachers explained this concept in a way that the objectives of the course are explained first, which is then often followed by experiential learning and learning by doing, where students are encouraged to work in groups. Asked about the relevance of the concept of self-regulated learning for teaching, teachers declared that the alignment is more towards student-centered learning with a focus on problem-solving techniques and practical work, but not so much on self-regulated learning.

The modalities for student assessment are overall described well in the syllabi and the approach to combine formative and summative assessment suggests a reliable and fair methodology. However, there are two serious shortcomings which prevent the ET from assessing this standard positively. First, the entire College seems to use a very basic freeware application for plagiarism-check which by no means fulfills the requirements of a serious tool for scientific plagiarism-check. Due to simple limitations such as a very low number of words, the tool cannot be used for checking seminar papers nor bachelor theses.

The second issue refers to the internship, which is a part of semester 6. The ET could not obtain substantial information about the relevance and the organisation of internships, although this is credited with 6 ECTS (semester 6). Also, the course catalogue does not contain any

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information about internships and it must be concluded that these are organized in a more informal way without giving full attention to the purpose of the internships for individual development of students in terms of employability and without linking the internships systematically with other relevant courses in the curriculum. Furthermore, no examples for contracts with companies or other organisations providing internships were presented.

Standard	Compliance	
	Yes	No
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.	X	
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.		X
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 and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
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.	X	



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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.	-	-
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.	-	-
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.	X	
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.	X	
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.		X
Standard 4.10. Policies and procedures include actions to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
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.		X
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.		X

Compliance level: Partially compliant

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ET recommendations:

- 1. Elaborate the concept of student-centred learning in terms of an expansion towards self-regulated learning.*
- 2. Delimit clearly the responsibility of the institution regarding definition of learning outcomes and distinguish between explanation of learning outcomes at the beginning of a course and the possibility for students to make suggestions within the framework of existing qualification objectives.*
- 3. Use an up-to-date learning taxonomy and active verbs for development of learning outcomes in all courses.*
- 4. Develop a structure of elective courses giving the priorities of the program – management and digital business – equal weight.*
- 5. Give the digitalisation dimension more emphasis in semesters 1 and 2.*
- 6. Change the structure of elective courses in semesters 3, 5 and 6 and strengthen the need to choose between management and digital business as two majors.*
- 7. Link the internships with relevant courses in the curriculum.*
- 8. Develop a complete and systematic syllabus for internships.*
- 9. Explain the compliance of the curriculum with NQF/EQF level 6 pointing out where the descriptors of this level regarding knowledge, skills and competencies can be found in the curriculum.*
- 10. Invest in a serious anti-plagiarism software and oblige all staff members to immediate training in the new tool.*

2.5. Students

Admission to the BA Management and Digital Business takes place based on the results of the secondary education and Matura exam and according to the Regulation on Bachelor Studies

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any candidate expressing the wish to study at Dardania College is accepted. According to the information provided during the site visit, there is also an admission test for all applicants. The Regulation on Bachelor Studies confirms that there is a test and describes the procedure on how it is applied.

The Regulation on the Definition of Study Groups in the Programs of the Academic Units for Lectures and Exercises states that in BA Management and Digital Business the size of the group for lectures is 80 students but the size for practical work is 40 both for mandatory and for elective study courses. Given the nature of the study programme the size for lectures is appropriate but in the viewpoint of the ET it is rather challenging to implement the “student at the centre” approach during a practical session with 40 participants therefore the ET would recommend to reconsider the size of group for practical exercises.

As explained in section 2.2. of this report, Dardania College has established mechanisms for monitoring several indicators, including the completion rates and results of students during study courses. Although this study programme is not implemented yet and the monitoring mechanisms are still at an early stage, the ET can conclude that Dardania College has an appropriate regulatory and administrative framework in place for monitoring these results.

As stated in the SER the main teaching principle of the Dardania College is “students at the centre”. This is reflected both in the teaching approaches and also by the Regulation on Bachelor Studies that lists the possibility to reschedule examinations by providing a justification. This approach is also reflected in the availability of consultations that are available as demanded by the students.

As already mentioned in section 2.4. of this report, the plagiarism mechanisms currently used at Dardania College cannot be judged as effective. The entire College seems to use a very basic freeware application for plagiarism-check which by no means fulfills the requirements of a serious tool for scientific plagiarism-check. Due to simple limitations such as a very low number of words, the tool cannot be used for checking seminar papers nor bachelor theses.

Student rights and obligations are defined by the Dardania College Statute. The ET would suggest that this information is incorporated also in the Student Handbook in a more student-friendly format. The ET was provided with a copy of the Student Handbook but as it was available in Albanian only the ET could not identify if such information was already included there. Student rights to appeal and the detailed appeals process is described in the Regulation



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on Bachelor Studies. Two possibilities - changing the grade before it has been marked in the record and changing the grade after - have been defined.

The Dardania College has developed a Regulation for Student Transfer that clearly describes the possibilities of transfer and the administrative procedure in case of transfer.

Standard	Compliance	
	Yes	No
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.	X	
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.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.		X
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	-	-
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
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.	X	
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.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		X

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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.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
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.	X	

Compliance level: Substantially compliant

ET recommendations:

- 1. Update the Regulation on Bachelor Studies by including information on the admission test and calculation of the admission result;*
- 2. Reconsider the size of student groups for practical exercises in line with the concept of "students at the centre";*
- 3. Cooperate with other higher education institutions in Kosovo in introducing effective plagiarism detection mechanisms;*
- 4. Ensure that student rights and obligations are clearly communicated to the students, for example, through Student Handbook.*

2.6. Research

According to the SER, „the study program of Management and Digital Business is dedicated to advance and expand research activities“ (p. 38). During the site visit, the ET learned that it is a main objective to carry out basic research, „advanced“ research and applied research. Asked about the differences between these concepts of research, „basic“ research was explained during the site visit to be carried out in courses, „advanced“ research was meant to



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be conducted by research staff and „applied“ research is supposed to be conducted by students in business fields. These explanations differ from the research concepts presented in the „Research Strategic Plan“, which was provided as an additional document, where the terms „basic research“ and „applied research“ are used like in the Frascati Manual. „Action research“ is presented as a third research stream in terms of „simultaneous process of action and doing research“ (without page number).

In the „Research Strategic Plan“, the College announces to concentrate on the following objectives for 2020-21:

- „1. Develop a world-class research workforce and culture
2. Focused on building action research depend on their fields
3. Deliver impactful innovation through collaborative engagement in research projects with industry, business, government and the community.“ (without page number).

While the first objective does not seem realistic at all due to the limited resources of a small college, the objectives 2 and 3 would require a concise plan.

During the site visit, the heads of the program and the teachers explained that the focus of research is on basic research and students shall be integrated in applied research activities. As research topics, which should be implemented in the program, teachers mentioned digitalization in Central and Eastern Europe, the use of CRM systems, the digital economy of Kosovo and e-business. The “Research Strategic Plan” (sic) contains descriptions of selected projects which are being carried out in 2020/21 or are supposed to finish this year. One project, is relevant for the program, i.e. KODE – Digital Economy of Kosovo which is carried out based on a memorandum of understanding with the Ministry of Economy and Environment. During the site visit, the ET also learned that expansion of the research budget is sought to be achieved through participation in Tempus projects. However, it must be noticed here that the Tempus program is focusing on reform and modernisation of higher education systems, but it is not possible to use this program as a means for increasing research funds.

Overall, the research objectives are extremely ambitious and this high degree of ambition is complemented by a lack of clear research priorities. It also must be stated here that there is no research plan which goes beyond 2021.



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According to the SER, Dardania College maintains a „Center for Scientific Research“ (p. 40ff.). However, the Strategic Plan 2021-26 as well as the „Research Strategic Plan“ do not elaborate on the embodiment and the functions of this centre. As the Strategic Plan 2021-26 reveals, the „scientific-research plan for four years“ (p. 33) are developed in a more formal way, but not through defining real research priorities, which could be put at the centre of planning financial, personnel and infrastructure resources.

Also, the ET noticed during the site visit that research is not an activity which is integrated systematically in the quality assurance system yet. It can be assumed that the strategic research plan is at the beginning and expansion of research activities are in the planning stage, but not yet operational. From the ET’s point of view, definition of concise research priorities at the program level is an indispensable precondition for advancing research – and for active and targeted allocation and management of resources in terms of the financial, logistic and human resources which are needed to achieve the objectives developed in the research strategy.

Regarding the linkage of teaching and research, a distinct strategy for integration of teaching, learning and research in terms of research-guided didactics is missing. This is a consequence of both the lack of an overarching teaching concept and an elaborated research strategy. However, this needs to be mentioned since it is highlighted as a main learning outcome of the program that students are able to „demonstrate (...) research skills during practical activities in the local market“ and „conduct basic research“ (SER, p. 25). It is interesting that research as a didactic element can be found in several syllabi, yet is not a part of an overarching didactic concept, which would ensure systemic involvement of students in research activities and continuous development of the research skills of students. Several syllabi refer to collaboration with businesses as a means to link theory and practice, but these activities do not seem to be integrated in a systematic way into the entire curriculum. Given the importance of basic and applied research skills in the curriculum, a concept for research-guided teaching would be an indispensable part of an overarching teaching concept.

Regarding scientific publications, the staff members and researchers overall produced a significant number of books, contributions to books and conferences and articles in journals in the area of management. Screening the lists of publications reveals that the number of publications on digitalization are not developed according to the accreditation standards so far.

The academic staff has already demonstrated that it is capable of producing significant publications and the ET praises the achievements of the academic staff. Yet, there is no

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conceptual and institutional framework which could shape individual actions by aligning them to overarching research objectives. Development of this framework is a predominant task of the faculty.

The College has sufficient regulations on intellectual property rights and good scientific practices which are parts of the „Code of Ethics“.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary 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.		X
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.		X
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	



<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities	-	-

Compliance level: Partially compliant

ET recommendations:

1. *Define smart research objectives for the program.*
2. *Make research an integral dimension of the quality assurance system.*
3. *Allocate financial and personnel resources to distinct, program-related research priorities and monitor goal attainment on a regular basis.*
4. *Provide clear policies for defining what is recognized as high-quality research, consistent with international standards and established norms in the field of study of the program.*
5. *Set up the Center for Scientific Research as an organisational frame for the academic staff of the program involved in research.*
6. *Authorize the Committee for Scientific Research with the process of defining program-related research priorities.*



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7. *Integrate research, teaching and learning in the didactic concept of the master program.*

2.7. Infrastructure and resources

Although a small higher education institution, Dardania College provides sufficient space in terms of classrooms and reading rooms and a library for academic staff and students for the study program. The books assigned to the program comprise about 70 titles in Albanian and English language. In addition, the College reports that students have access to digital library resources, however, it cannot be assessed if these resources are limited by contract.

The college did not submit a financial plan at the level of the study program, although requested so by the ET. The materials submitted for evaluation comprised a financial plan for the entire college. This makes it difficult to assess the sustainability of the study program for the next three years positively.

In general, the revenues from study fees declined in recent years which is an effect of declining numbers of students, of course. In addition, the profit and loss account provided contains a significant loan position, which is unusually high. During the site visit, the managers of the program explained that this loan is used for financing daily business. This is surprising since similar institutions are not spending such an amount for maintaining daily business.

The ET strongly advises the college to follow the recommendations in the previous section on research and to develop a financial plan which is clearly related to the program level.

Regarding teaching and learning facilities, Dardania College has appropriate IT systems in place: The „DMS“-system is used for facilitating communication between teachers and students, in particular for grading, lectures in written form, homework, notifications and announcements,

As the ET could learn in the meetings with graduates and employers, some topics concerning digitalization were considered to be fundamental for the further development of the program. Yet, the facilities do not seem to provide up-to-date software systems which would enable working with big data, business intelligence software and the like.



Overall, the resources for teaching and research are appropriate, however, the actual state would need regular updates urgently if the curriculum is made and kept up-to-date.

<i>Standard</i>	Compliance	
	Yes	No
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.	X	
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.		X
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: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		X
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.	X	



<p>Standard 7.5. The education institution’s libraries must ensure, for each of the study programs:</p> <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>		X
<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: Partially compliant

ET recommendations:

1. *Review the literature resources and expand it in terms of providing more specialised literature in the key areas of the curriculum.*
2. *Expand access to e-books and e-journals in all key areas of the curriculum in general and in the fields of specialisations in particular.*
3. *Improve the software equipment in order to cover all relevant learning areas of digitalization.*
4. *Ensure a barrier-free environment for students.*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Standard	Compliance Level
Mission, objectives and administration	Partially compliant
Quality management	Partially compliant
Academic Staff	Substantially compliant
Educational Process Content	Partially compliant
Students	Substantially compliant
Research	Partially compliant
Infrastructure and resources	Partially compliant
Overall Compliance	Partially compliant

The overall compliance is assessed by the experts at the level of **partially compliant**.

In conclusion, the Expert Team considers that the BA program „Management and Digital Business“ is **partially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends not to accredit the above study programme.

Expert Team

Members

Prof. Mag. Dr Dietmar Paier

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Signature

Dietmar Paier

29.06.2021

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Asnate Kazoka (student expert)

.....
Signature

Asnate Kazoka

29.06.2021

4. APPENDICES (if available)

None