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Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

FAMA College

INSTITUTIONAL EVALUATION

REPORT OF THE EXPERT TEAM

5th June 2019, Pristina, Kosovo



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1. INTRODUCTION

1.1. Context

Date of site visit: 4 - 5th June 2019

Expert Team (ET) members:

- *Prof. Milan Pol, Masaryk University*
- *Ms Delia Gologan, University of Bucharest, student expert*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Avni Gashi, Acting Director of KAA*
- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*

Sources of information for the Report:

- *Self-evaluation Report elaborated by the FAMA College;*
- *The data collected during the interviews planned for the site visit;*
- *Extra documents sent by the FAMA College representatives after the site visit upon the request of the Expert Team (ET).*

Criteria used for institutional and program evaluations

- *The KAA (re)accreditation manual;*
- *The Kosovo legislation;*
- *International recommendations and practices – e.g. European Standards and Guidelines for QA in HE;*



1.2. Site visit schedule

4 Jun

19.45 Meeting at the Reception of the Hotel

20.00 Working dinner

5 Jun

08.40 Meeting at the reception of the hotel

09.00 – 10.30 Meeting with the management of the institution

10.40 – 11.30 Meeting with quality assurance representatives and administrative services

11.30 – 12.30 Meeting with the heads of study programs

12.30 – 13.30 Lunch break

13.40 – 14.30 Visiting tour of the facilities and infrastructure

14.30 – 15.20 Meeting with teaching staff

15.20 – 16.00 Meeting with students

16.00 – 16.40 Meeting with graduates

16.40 – 17.20 Meeting with employers of graduates and external stakeholders

17.20 – 17.30 Internal meeting – Expert Team and KAA

17.30 – 17.45 Closing meeting with the management of the institution



1.3. A brief overview of the institution under evaluation

FAMA College is a private higher education provider in Kosovo functioning since 2003 (based on the Decision no. 03/0503 from 12.03.2003 of the Ministry of Education, Science and Technology of Kosovo). The institution offers 8 BA programs and 1 MA program in management. According to the SER (page 10): *‘The mission of FAMA College is to contribute to the development of the Kosovo society and knowledge, through research, quality education, international cooperation and community service.’* Moreover, *‘FAMA College within its objectives aims to offer students and equip them with knowledge, skills and competencies by preparing them at the international level of comparability, both professionally and academically, to prepare them to be competitors at national and international level.’* (SER, page 6).

‘The FAMA College vision is to stand as a leading provider of higher education, participating in the international scientific community as an outstanding qualitative institution in training and research and as a key pillar of the economy, prosperity and continuous development of Kosovo society.’ (SER, page 11).

2. INSTITUTIONAL EVALUATION

The institutional evaluation followed the 11 sub headings (general areas) of the KAA Manual, therefore the present report is structured following these sub-headings which go through the administration, organisation and management of the institution, as well as teaching and research.

The Expert Team (ET) has chosen to present under each subheading the corresponding standards of the KAA reaccreditation manual, followed by a narrative description of the current situation of the FAMA College as it resulted from both the analysis of the SER and the discussions during the site visit. In the end, the ET formulated several recommendations that could possibly help the College improve its standard meeting for the future, in particular, and the quality of its study programs in general.

2.1. Public mission and institutional objectives

FAMA College has a defined mission *‘The mission of FAMA College is to contribute to the development of the Kosovo society and knowledge, through research, quality education, and international cooperation and community service’* (SER, page 10) with a vision and several

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principles and values associated to it. It is focused on the three main pillars, teaching, research, and community service.

The FAMA College reported about the consultation process when developing the mission, with internal as well as external stakeholders involved. This was partly proved during the interviews – some interviewed participants were aware of the mission and the process of its development, some were not.

The FAMA College has defined short, middle and long term objectives starting from its mission and vision, thus elaborating a Strategic plan. This helps to guide the decision-making process that students are part of through their members in the Senate. The institutional objectives seem to be consistent with and support the mission.

Compliance level: Substantially compliant

ET recommendations:

- 1. Consider possibilities of strengthening the consultation process, especially with external stakeholders.*
- 2. Consider possibilities to make periodical evaluation of the progress towards meeting the objectives of the strategic plan of the institution the subject of a public report so that both the academic community and the external partners of the institution can follow the development of the College.*

2.2. Strategic planning, governance and administration

The FAMA College has a strategic plan for 5 years (2018 – 2022). It is declared that this plan has been drafted in the consultation with stakeholders and internal bodies of the College, incl. the Senate – a body representing the entire academic community. However, no much proof of consultation of the external stakeholders or private sector was found during the interviews.

The Strategic plan takes into account internal and external environment and is integrated with the annual budget, but the discussions with the members of the community highlighted the need for some long term – multiannual – budget planning, since some activities (in the field of research, for instance) would benefit from such a financial planning that ensures stability.



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The implementation of the Strategic plan is monitored by the College, at the time of the site visit no document related to the monitoring done since 2018 was available.

The institution has a decision making system that includes the Senate – the highest decision-making body (SER, page 89). This body includes the Rector, the President, the Deans, the Secretary, the Student representative and the Director of the QA Office. This arrangement is unusual making it difficult to clearly separate the responsibilities and roles of the members since it brings together both governing/legislative representatives and executive members. International good-practice usually recommends separating the legislative and executive bodies (powers) in the institution in order to be able to ensure a check-and-balance system between the two.

According to the SER (page 15): *‘From the provisions of the aforementioned acts, and in particular the Rules on participation of students in decision-making, executive and consultative bodies, it is verified that student representatives make up 25% of all decision-making, executive and consultative bodies throughout the institution’* nevertheless the description in page 89 indicates only one student member (out of more than 6 members). It was confirmed by the interviews during the site-visit that there is only one student in the Senate out of the total number of 15 members of this decision making body. And that one student is elected by a very small number of students, thus making it less evident for him/her that he/she has to represent the interest of all students in the Senate and assume responsibility for the whole student body. Moreover, students mentioned that there are several criteria a student should meet before being elected even though the SER mentioned on page 15 *‘any student enrolled in the FAMA College has the right to be elected student representative or to elect his or her representative’* thus proving that regulating something in a law doesn’t automatically mean that it is followed or respected.

The SER mentions that the student representative in the Senate is not allowed to be reelected, even though, when possible and if it is the will of the students, this could help ensure the continuity of the student representation, just like in the case of the teachers the possibility to be reelected ensures the continuity of the activity.

Another element that was brought up in the discussions during the site visit is that students are only allowed to vote for *‘student-relevant issues’* in the Senate, while in the QA office they

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are involved in data collection and processing, not decision-making processes. Since there is virtually impossible to draw the fine line between what is an issue concerning students and what is not, we recommend the College to promote, encourage and support students' participation in all decision within the Senate, while also involving them in decision related to QA. We argue that they are the first-hand and most relevant stakeholder in position to offer feedback for the entire activity of the institution, thus making their voice and involvement as partners in the decision-making processes relevant and valuable.

Compliance level: Substantially compliant

The ET recommends the College to:

1. *Define quantitative targets associated with the Strategic plan in order to make it easier both for the office and the community to follow the institutions' progress in reaching its objectives;*
2. *Allow students to vote in the Senate for ALL issues.*
3. *Introduce universal, secret vote for electing the students represented in the Senate and other decision-making or consulting bodies of the institution. The Student Union could organize this process periodically (e.g. every year or less frequently depending on the duration of the mandate of a student in such bodies).*
4. *Encourage students' union to drop the criteria for being elected (in order to ensure the right of every student to be elected) as international good-practice examples have shown that neither good grades or any other criteria is a predictor of a good and dedicated student representative to the cause of fighting for students' rights.*
5. *Support student participation in decision-making and openly discuss with them potential manners in doing so – for e.g. announcing the scheduled meetings in advance, sending relevant materials for the decisions included in the agenda of the meeting, allowing time for students' representative to consult with the entire student body before deciding upon a new rule etc.).*
6. *Eliminate the limitation to one mandate of the students;*
7. *Develop appropriate mechanisms to evaluate the effectiveness of the administrative services, besides the evaluation or regular reporting to the rector. All users (including students, academic and research staff) should be involved in evaluating these services.*



2.3. Financial planning and management

The FAMA College is functioning for 15 years now, proving all this time its financial sustainability. The institution provided a budget plan linked to its strategic plan and objectives, and there is a monitoring system in place focused on this. Accounting systems comply with the standards.

At the same time, the community members seemed to be confused regarding the way they can access funds for different activity proposals they had, including research-related activities, and they were not able to offer details regarding the split of the money among the study programs or academic units. Therefore, the ET feels the College could consider increasing its transparency in decision-making regarding the allocation of funds as well as developing clear procedures, for everyone to know, what are the steps to follow if one desires to apply for funds for publishing an article or proposing a research project (for e.g. the minimum and maximal amount available per proposal, the average number of projects that have been previously financed etc.). Step-by-step, a decentralization of the budget is to be desired so that each academic unit can become responsible for attracting new income sources and also for the way they spend their budget in accordance with their own strategic objectives.

At this point it is virtually impossible for a heads of the programs to estimate whether they will have the funds and resources to support the program for one, three or more years or for the rector to be able to follow different types of expenditures, and whether funds are allocated and spent according to the strategy of the institution despite having a specialized office for this. At this point the institution does not publish any report on its expenditure.

The institution puts efforts into attracting external financial sources by writing project proposals, yet there seems to be a room for improvement in this field. For example, by developing effective support mechanisms to the academic staff in their project-proposal writing, or to search for alternative funding sources (e.g. from the alumni group, from private sponsors/donors, from providing paid services to the community etc.).

Compliance level: Fully compliant

The ET recommends to the college to consider:



1. Consider developing clear financial policies regarding the budget split among academic units, the research institute and the administrative units of the institution.
2. Consider publishing periodical reports on how the budget of the institution was spent (comparing to what was anticipated when the budget was drafted) including a section regarding the income of the institution.

2.4. Academic integrity, responsibility and public accountability

The College has developed the Code of Ethics. The SER (page 19) mentions: ‘At the same time, the aforementioned Regulation also envisions internal audit practices, so that the content of the Ethics Code is strictly respected’. The Ethics Committee is established at the College (6 people, incl. 2 students) to deal with these issues. However, maybe due to its recent development, the members of the academic community were not much aware of the procedures linked to the enforcement of Code of Ethics. Moreover, no clear procedures and mechanism to apply it and verify that all members of the community follow its provision in their day-to-day activity were identified. The Code of Ethics is available on the webpage of the institution and extracts of it are part of the student guide (the manual distributed for free to all students in the beginning of the year), but the procedures not, thus they are not known by the community. For example: the expectation is that everyone in the community knows what the potential punishments for violating the code are. Such an expectation is not met, as a consequence.

The College does not have antiplagiarism software that would help to detect possible misconduct in writings of students, instead it relies on the academic staff to spot it and on the declaration made by students about avoiding misconduct in this respect. This is an insufficient practice in this regard. The College claims no cases of plagiarism were depicted recently, but there is no institutional procedure to prevent it. Individual efforts should be praised, but an institutional approach needs to be developed and implemented consistently. We observed that FAMA is testing several available anti plagiarism software for Albanian language texts. However, the results are not yet satisfactory.

Since recently (November 2018) the FAMA College has updated internal regulations and procedures related to implementation of Code of Ethics and some of them are made public through publication on the website of the institution. It is advisable for the College to continue its efforts in this direction and make sure it publishes most decisions of its decision-making bodies. Some internal regulations are published on the webpage of the College, some others,



such as SER, for instance, not. New webpage has not English language version and some section in Albanian seem to be “under the reconstruction” at the moment of writing this report. We believe information such as about teachers, enrolled students, research and academic activities and others should be frequently updated on the website as they function like an identity card of the institution and can help attract students.

The Ethics Committee was established recently, too (October 2018) consisting of 6 members (2 academics, 2 non-academic staff members, 2 students) to deal with possible violation of Code of Ethics. No action has been reported so far.

Compliance level: Partially compliant

The ET recommends:

1. *Introduce effective means to prevent possible plagiarism.*
2. *Make sure information about internal regulations, self-evaluation reports, but also information about the staff, enrolled students, research activities and the like is available.*
3. *Introduce English version of the College webpage (new version).*
4. *Develop clear procedures of disseminating the content of Code of Ethics among the members or the community.*

2.5. Quality management

The College has formally adopted a quality assurance policy and it is made public on the old webpage of the College.

SER (page 20) mentions: ‘*All managing structures (authorities and governing bodies) are responsible for day-to-day quality assurance through planning, organization, and implementation and monitoring of policies, strategies, and procedures implementation towards achieving the vision of FAMA College*’.

It seems, adequate resources are provided for QA processes at the College, and these processes are integrated throughout the institution, with a special focus on teaching (much less, if at all



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on research, administration, leadership, public outreach and other areas of College operation). QA Office has been established and it consists of its chair, program representatives, representative of the students, head of administration and external expert. The QA Office is responsible to the rector. We praise the involvement and commitment shown by the rector and the management team for quality assurance – which is also proved by the fact that the QA office has been established under the responsibility of the rector (SER, page 20).

Since QA is focused mainly on teaching (some aspects of it), this can hardly be said that QA functions throughout the institution are fully integrated into normal planning and development strategies covering the whole range of institutional activities. There are student surveys about the quality of the teaching process as a part of the planning of the institution, and they are the basis for annual reports that are presented to the rector. The results of the student evaluations regarding the teaching activity are not public, but they are only presented individually to each teaching staff by his/her superior and to the rector. Even students as feedback providers do not get information about what happens with it in a systematic way.

The College has developed the system of quality indicators that cover five main areas – they seem to be an effective mean of QA processes, their evaluation and development. However, in order to reach intended outcomes, the institution needs to put into place procedures of periodically collecting data relevant for the evaluation of the QA indicators – something that was not proved as already done.

As already mentioned, surveys focused on students (participants) and on the teaching process are a part of life at the College. At this point the surveys distributed to students in order to evaluate their perception regarding the teaching process seem to focus more on input elements and on processes, less on outputs. The institution is less focused on developing and implementing instruments to measure the quality of its outputs – for example the quality of the final thesis of their students, the percentage of students who have met their learning outcomes and to what degree etc.

This can be said that the data gained within QA procedures (in their limited scope, as indicated above) are used for improvements of the related activities/functions of the College.

There is no mention about quality committee established at the College, only a QA Office whose roles and responsibilities are specified.

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We did not find the evidence about common forms and survey instruments collected from staff, graduates and employers, neither we found reports on these surveys made publicly available.

Also, we did not find the proof of regular evaluation of QA arrangements, however they might be evaluated along with the other policies and regulations of the institution before the external evaluations of the KAA – thus roughly every three years.

Compliance level: Partially compliant

ET recommendations:

- 1. Consider publishing annually a report on the quality of the institution and its activity.*
- 2. Consider broadening the focus of QA activities to all main functions of the College.*
- 3. The QA office should monitor if the teachers communicate to the students results of their evaluation and the next steps that the academic unit/the institution will take to further improve its programs and other aspects of its operation.*
- 4. Consider possibilities of more inclusion of students in the QA structures and processes.*
- 5. Consider possibilities of systematic collection and use of the data from staff, graduates and employers.*

2.6. Learning and teaching

The College has drafted and adopted policies and procedures that are applicable to its academic programs. And in some extent it seems the College monitors how these policies are implemented, and what is the quality of the programs. There are some quality indicators in place, but the efforts to investigate differences among/between the programs or their parts are not well visible.

Learning outcomes are defined acceptably, they refer consistently to National Qualification Framework and the Framework for Qualifications of the European Higher Education Area; and the series of relevant documents are linked to the programs. ECTS credits are calculated well.



Fitness of method of teaching and also of assessment are evaluated. It was not always visible whether and how they are evaluated in relation to the intended learning outcomes. Student assessment plays an important role in evaluating the programs (teacher's performance).

Declaratively, the student-centred approach is the priority for the College, in discussions with the teaching staff this was not always well visible, though. The learning environment in some of its part was not clearly indicating stimulation of student motivation, self-reflection and engagement in the learning process. Some respondents indicated a lack of study literature in Albanian language but also mentioned some individual initiative-based actions the teaching staff tries to compensate this deficit.

The teaching staff reported they have some opportunities of staff development linked to the teaching skills development.

Graduates and employers seem to have minor say, as for the program evaluation and development.

Compliance level: Partial compliant

ET recommendations:

- 1. Strengthen the student-centred learning approach and development of teaching skills of the staff.*
- 2. Enforce monitoring and evaluation of the programs – via structurally collecting feedback from alumni and employers, too.*

2.7. Research

Despite the attention given to research in the mission statement, in practice, in the day-to-day activity research seems to be less in focus than teaching at FAMA College.

The research area does not have clearer indicators and benchmarks for performance targets. For instance, the staff seems to be required to produce some publications within a given period of time, but more specification would be desired. More specific validation of research would also be beneficial. Even though, it is very clear for the members of the community that they



are expected to undergo research activities (which is also included in the contractual responsibilities of the academic staff), both due to lack of funds and insufficient resources, not all academic staff members have produced at least one paper per year in the last three years. In order to motivate them to do so in the future, we recommend including the evaluation of the research activity in their periodical performance evaluation.

Although the College claims its support to research activities, it seems there is not much of funding to research from within, and external resources are scarce. Basic functioning is financially supported but this is not much, apparently.

The College claims the establishment of research centres but not much of specific information about them was provided (and the webpage also does not contain such an information), and the ET assumes its function for the effective support of research is not strong.

The evidence of linking teaching and research was not available, and of involvement of students into the research neither. Some staff members mentioned their research results of research in the field, and their effort to use them during their classes to students, but these were only individual efforts, not a systematic strategy effectively supported by the College supported.

Basic policies for ensuring intellectual property and safeguarding of ethical principles are in place, their more specific elaboration seems to be another room for improvement.

Compliance level: Partially compliant

ET recommendations:

- 1. Allocate more resources to fund the research and develop clear policy how to use them with regard to priorities of the College.*
- 2. Develop clear rules for evaluation of research publications and other research results, put them into practice and collect the data at the level of the QA office so that they are included in the periodical reports of the institution and used for decision-making regarding the potential ways to improve the research activity in the future..*



3. *Include firmly evaluation of the research activity in the procedure for periodical performance evaluation*
4. *Intensify the efforts to involve students in research activities and monitor them. Include the results of the monitoring in the periodical reports of the institution.*
5. *Intensify the institutional efforts for safeguarding the ethical principles in research. Monitor these efforts and the obtained results, at the level of the QA office in order to be able to observe progress.*

2.8. Staff, employment processes and professional development

The College has a clear procedure for recruiting new academic staff and after recruitment the new members of the academic staff are helped to get integrated in the community by more experienced members. The human resources policy of the institution follows the national legal provisions. The recruited academic staff have the qualification and experience for the position they occupy, and that they do not take up more than two positions. The student-staff ratio is in compliance with the national regulations in the field at least for the program proposed for re-accreditation in the same time with the re-accreditation of the institution.

The interviewed academic staff members were aware of their contractual responsibilities and could name some of them: teaching, offering consultation hours to students, undergoing research etc. Moreover, they were aware they were under the evaluation of the students regarding their teaching strategies and skills. The institution has no other evaluation of other aspects of their activity in place, not even consistent self-evaluation.

Results of the evaluation of the teaching activity of the academic staff by the students are only presented individually to the evaluated person and to his/her superior. The latter conducts some discussions with the evaluated persons regarding their results, but without reporting to anyone the results of these discussions or evaluation. The accountability for implementing the actions for future improvement of the results is hard to follow.

Staff members has some opportunities for their professional development, their relation to the staff needs was not clearly visible.



Compliance level: Substantially compliant

ET recommendations:

1. *Intensify evaluation and self-evaluation practice of the staff as a part of regular evaluation procedures and staff development practice.*
2. *Provide more structured and need-based staff development opportunities for the staff.*

2.9. Student administration and support services

The old website of the institution includes and presents information about the programmes offered, the requirements for these, services, scholarships etc. (while the new website apparently contains only parts of it at the moment). Among them there is the information about the admission process which is organized based on institutional policies that are adapted to each program. At the moment of the institutional external evaluation only one program was under evaluation for further re-accreditation. The admission process for this program is in line with the institutional policy.

The College is organizing a set of induction activities for newly coming students at the beginning of their studies.

The College is offering both scholarships, and different forms of financial support to its students, based on merits or some specific pre-conditions. These scholarships seem to cover some part of students' potential activities.

Also, students have a range of rights, including the right to appeal against grades they do not consider as fair. It is not clear how much is the appeal procedure as well as the total range of rights and responsibilities that a student in the FAMA College have promoted among the relevant parts of academic community, it appeared during the interviews. At the same time, appropriate procedures are in place to deal with academic misconduct.

The institution provides opportunities for internships as well as academic counselling and career advice to its students. Unfortunately, only a small share of the student population access these services, it seems.



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The institution collects and periodically analyses the data referring to the profile of the student population, success and drop-out rates, these are not publicly-available reports.

Some support to extracurricular activities was mentioned in the SER and during the interviews, this is channeled via Student Union.

Compliance level: Substantially compliant

ET recommendations:

1. *Consider possibilities to increase the number of mobility scholarships.*
2. *Consider possibilities to introduce student research scholarships.*

2.10. Learning resources and facilities

The institutions provides environment in two campuses owned by the College in Pristina.

It seems these environments are financially resourced, but in case of library significant improvements (and probably investments) are desirable. As already indicated, during the interviews, some respondents mentioned problems with the lack of study literature in Albanian language. Literature supporting research activities also seems to be scarce. During the site visit, we could prove the existing access to some databases, however, the level of their use seems to be low and they do not seem to be sufficiently promoted among the members of the community, thus they are rather rarely used. The webpage link to the College's library offers very poor information even in Albanian, during our visit to the library there was practically "no sign of life" there. In the library, some of the books did not seem to be registered so it is difficult to check if there is a reliable system of preventing loss of materials in place. However, the recording loans and returns was observed during the site-visit.

The facilities seem to be meeting Kosovo legislation on health and safety. There seems to be no infrastructure or learning materials dedicated to potential students with disabilities. At the moment of the external evaluation the institution had no such a student enrolled.

Complete inventories are maintained of equipment owned or controlled by the institution, space utilization seems to be monitored/evaluated.

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Surveys for students address issues of the infrastructure and facilities in order to identify their needs and suggest potential improvements. The main inconvenience could derive from the considerable distance between the two campuses and the time spent in traffic transiting between the two. The College has arranged bus transfer for its students, however, improving the scheduling could help by preventing students from losing too much time in transition, students confirmed. It should also be mentioned that during the site visit, the building located on the outskirts of Pristina was practically empty and “without life”. We could not find out whether things are different other days, but the feeling of emptiness prevailed, undoubtedly, and raised the question of how/whether the building is used for education purposes.

As explained in the previous sections, due to the centralized budget it is difficult to plan and estimate the financial resources that the institution will have for different parts of its activity, thus one cannot evaluate the adequacy of the financial resources allocated for acquisitions, cataloguing, equipment, services etc. However, currently some of the programs provided by the institution were equipped with impressive up-to-date learning materials.

The institution has a computer lab. It is only available during classes, but the library has an extended schedule. The access to both of them could be extended upon the request of students, especially during exam period in order for students to use them when preparing for their exams and final papers.

Compliance level: Partially compliant

ET recommendations:

- 1. Improve library resources significantly.*
- 2. Encourage students and teaching staff to use the online libraries in their study and work.*
- 3. Improve the registry of books stock in order to be able to search within it through keywords not just authors or specific titles.*
- 4. Make sure students with SEN can easily access the faculties and also use basic provisions (incl. the toilets, for instance).*
- 5. Provide support and training for teachers to use more efficiently technologies in their teaching.*



2.11. Institutional cooperation

Internationalization is one of the priorities of the College and both the management, as indicated in College's documents. There is a member of the upper management responsible for this field and several agreements and memorandums of understanding with international partners were developed in the past. These include agreements for student and academic staff mobility as well as international co-operations in projects in which the College can act either as a leader or as a partner.

Both students and teachers participate in mobility stays abroad and to some international conferences, but the proportion of mobility study stays (FAMA College's staff and/or students abroad) is not very high, mobility of incoming staff/students is yet even much lower.

The College staff members participate in several international projects, but their number is not very high. The College organized several events that could be viewed as events of international visibility and outreach (conferences).

The College provides a limited support of mobility to its staff and even more limited support to student mobility. Mechanisms to effectively support establishment of international co-operation seems to be a room for improvement at the College, despite to a number of international contracts signed.

The institution has a close relationship with some employers which uses also for the organization of internships for its students. However, these internships are typically not designed as a learning experience since there are no learning objectives associated to them and no ECTS allocated.

Though some of the graduates are close to the institution and follow its initiatives, these are more individual efforts and less an institutional approach towards building a relationship with the alumni and employers. Local employers and members of professions are typically not members of appropriate advisory bodies of the College, and the contact with alumni can hardly be viewed as regular and participatory.

Compliance level: Partially compliant



ET recommendations:

1. *Encourage students to participate in external conferences and other activities.*
2. *Include alumni and employers to join advisory committees that review the programs content and delivery. Monitor at the level of QA office if they come, what recommendations they offer and whether and how they are accommodated etc.*
3. *Consider possibilities to strengthen mobility of students and the staff, incl. non-academic staff.*

OVERALL EVALUATION AND JUDGEMENTS OF THE ET

Standard 2.1	Substantially compliant
Standard 2.2	Substantially compliant
Standard 2.3	Fully compliant
Standard 2.4	Partially compliant
Standard 2.5	Partially compliant
Standard 2.6	Partially compliant
Standard 2.7	Partially compliant
Standard 2.8	Substantially compliant
Standard 2.9	Substantially compliant
Standard 2.10	Partially compliant
Standard 2.11.....	Partially compliant

In conclusion, the Expert Team considers that:

The FAMA College is *Partially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *not to accredit* the institution at the moment.

Expert Team

Chair

Milan Pol

June 28, 2019

(Signature)

(Print Name)

(Date)

Member



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Delia Gologan

June 28, 2019

(Signature)

(Print Name)

(Date)