



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

**FAMA COLLEGE**

***MANAGEMENT / MA***

***REACCREDITATION***

**REPORT OF THE EXPERT TEAM**

**June 2019, Prishtina**



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

## TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
1. INTRODUCTION .....	3
1.1. Context .....	3
1.2. Site visit schedule .....	<b>Error! Bookmark not defined.</b>
1.3. A brief overview of the institution and program under evaluation.....	3
2. PROGRAM EVALUATION .....	6
2.1. Mission, objectives and administration .....	6
2.2. Quality management.....	7
2.3. Academic staff.....	9
2.4. Educational process content .....	11
2.5. Students .....	14
2.6. Research .....	16
2.7. Infrastructure and resources.....	18
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET .....	19



## 1. INTRODUCTION

### 1.1. Context

Date: 4<sup>th</sup> – 5<sup>th</sup> of Jun 2019

Address: 75, Prishtinë 10000

#### Expert Team

- Prof. Dr. Milan Pol
- Prof. Dr. Kristiina Tonnisson
- Delia Gologan as Student expert

#### Coordinators of 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 (SER) submitted by FAMA College;
- Information obtained during the site visit;
- Meetings conducted with the management of the program, teaching and administrative staff, students and graduates of other programs at FAMA College, external stakeholders and employers of graduates;
- Supplementary documents requested by the ET.



### Criteria used for program evaluation

- Standards and performance indicators for external quality assurance (Re/accreditation of bachelor and masters study programs) set in the Accreditation Manual;
- National Qualifications Framework.

### Site Visit Program

#### 5 June

- 08.30 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 of FAMA College
- 16.00 – 16.40 Meeting with graduates of FAMA College
- 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



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

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

FAMA College is a private provider of higher education in Kosovo. The college started its educational activities with programs at the Bachelor level in social sciences. Currently FAMA College offers the following study programs: BA - Economics with Management and Banking Specialization, Finance and Accounting; LLB - Law with Specialization in Criminal Law - Criminalistics and Civil - Commercial Law; BA - Psychology; BSc- Nursing; BSc - Midwifery; BSc - Senior Laboratory Dental technician; BSc - Medical Technologist; Doctor of Dentistry - Dentistry, integrated program (5 years); as well as at Master level in MA - Management. Until now there has been 12 cycles of graduates from the College.

According to SER the College 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. The College has several campuses around Kosovo. In Prishtina there are two main buildings – one is located in the center of the city, the second one (and the bigger one) is located in outskirt of Prishtina.



## 2. PROGRAM EVALUATION

### 2.1 Mission, objectives and administration

According to SER Master studies in Management aims to provide students with advanced academic training on the logic, methods and tools that managers, consultants and business entrepreneurs can use in different business contexts. The program has very ambitious aim to create an open prospect for all students who will become entrepreneurs in the international economic reality. This study course offers the possibility of deepening the knowledge gained at the Bachelor level, including the economic and managerial aspects, as well as the dynamics that characterize the business-territory relationships. The aforementioned ambitious mission and objectives of the study program are in compliance with the FAMA College's overall statement, whose mission is to contribute to the development of Kosovo society and knowledge through research, quality teaching, international cooperation and service in community (S.1.1).

Relevant academic and professional advice (both local academicians, stakeholders/economic operators as well as international similar programs) has been considered when defining the intended learning outcomes. The program is consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area (S.1.2).

Currently the study program does not have an explicit well-defined overarching didactic and research concept (S.1.3). Research happens based on personal interests and in general the research mentality is rather new/young within the institution. Concerning didactics, teachers are applying various interactive teaching methods and there have been several training for teachers concerning various aspects of teaching – e.g. research based teaching, student centred teaching etc. Especially intensive trainings have been happening in the field of defining Learning Outcomes. According to SER the teaching is based on student-centred approach, but in reality it was not clear how much it has been applied in practice. On the other hand there were enough evidence of various challenging practical assignments that professors are applying. Currently the institution is mainly focused on teaching and based on



that research activities are not the main priorities.

Within universities there are formal policies, guidelines and regulations dealing with recurring procedural or academic issues (S.1.4). They are available to all staff and students. The staff and students comply with the internal regulations relating to ethical conduct in research, teaching and assessment (S.1.5). FAMA College has special regulations on quality assurance and special Ethics Code. All staff and students must comply with quality assurance part of which is ethical integrity that lists the basic forms of academic and administrative dishonesty, and include cheating, and plagiarism. All policies, regulations, terms of reference and liability declarations related to program management and dissemination are reviewed at least once every two years by the Quality Assurance Office and are amended as necessary under certain circumstances of change (S.1.6).

**Compliance level:** Substantially compliant

**ET recommendations:**

1. To consider formulating/reformulating the official and more realistic mission of the program Management that reflects its unique place in the local higher education market. The mission of the program could be more aligned with the part of the mission of the FAMA College "...to contribute to the development of Kosovo society and knowledge".
2. To keep on putting emphasis on research mentality both among students as well as teachers.

## 2.2. Quality management

Most of the staff has participated in self-evaluations and has cooperated with reporting and improvement processes in their sphere of activity (S.2.1). FAM College has developed its quality indicators within 5 areas: student engagement, curriculum and pedagogy, student learning assessment, culture and study environment, professional cooperation and communication. Based on these areas the quality assessment of the college is carried out at the end of each semester (feedback to the courses) or at the end of each school year (general feedback about these areas).

Based on the previous examples, it is possible to say that evaluation processes and planning for improvement are mostly integrated into normal planning processes (S.2.2). Concerning



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

monitoring and evaluation processes, the Curriculum Development Office and the Quality Assurance Office carry most of the responsibilities for it. QAO has also issued a teaching instructional manual for teachers that help them to apply various teaching methodologies as well as to write and define Learning Outcomes (SER, Annex 15).

University's quality assurance processes deal with most of the aspects of program planning and delivery, including services and resources provided by other parts of the institution (S.2.3). Both the Office for Curriculum Development and the Quality Assurance Office collect various data to inform decision - makers about the implementation of the programs. During the review process mostly the students' achievements and omissions of the programs are analyzed. Some attention is also paid to the general quality of the study program, the learning outcomes, the evaluation results, the teaching load and the program's compliance with the labor market needs.

Quality evaluations provide also an overview of quality issues for the overall program as well as of different components within it (S.2.4). As stated above, all courses are evaluated every semester by QAO. The surveys themselves do not include much qualitative information, but formally they are conducted periodically. The outcomes are communicated to the staff. The content of the questionnaire is from time to time changed and improved. At the end of each academic year QAO compiles an annual self-assessment report.

FAMA College quality assurance processes try to ensure both that required standards are met and that there is continuing improvement in performance (S.2.5). Based on the interviews there are enough evidence of continuous improvements – they might be not too big, but they are there.

Survey data is being collected from students (at the end of the semester), but not from the graduates or employers (S.2.6). On the other hand there is a Career Office that keeps occasionally contacts with alumni and collects data about graduates' employment. There are also institutional cooperation agreements with industry partners that help a bit to keep up with the labor market needs. Based on these channels some additional informal information in reaching the College.

Results of the internal quality assurance system are taken into account for further development of the study program and the reports on the overall quality of the program are prepared periodically (S.2.7). Reports on the overall quality of the programs are prepared





annually (S.2.8), but the quality assurance arrangement for the programs themselves are not evaluated and improved regularly (S.2.9).

**Compliance level:** Substantially compliant

**ET recommendations:**

1. To involve systematically more alumni and employers in program development and design.
2. To update the course/students' surveys conducted at the end of each semester. The questionnaire could include more questions about the content of the courses that could offer more valuable and qualitative feedback to the teaching staff. To consider skipping the questions offering mostly affirmative information.
3. To consider possibility to conduct once a year an area audit of the program (e.g. teaching load, home assignments, overlap of the courses, etc). It could be a small but focused audit that will give a comprehensive picture of certain area across the whole program.
4. To foster *quality mindset* among the staff. In the future the focus should be put on improving quality in practice not so much on building up formal quality structure/producing additional documents/guidelines.

**2.3.Academic staff**

The employment rules are in place at FAMA College. FAMA College has a written and explicitly formulated policy on recruiting, promoting and developing academic staff (S.3.1). This is specified in the manual, which describes rules and procedures for the process. The academic staff has been selected on the basis of open competition where job vacancies and employment conditions have been described. Open calls are announced in the media and on the website. Each faculty/staff member has a defined job description that outlines the major tasks as well as the required qualification. Based on the working contracts and requirements from Kosovo's KAA teaching staff comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation. Also, the college has its own recruitment and staff development strategy.

The teaching staff is in compliance with the legal requirements regarding the occupation of



teaching positions, included in the Administrative Instruction MEST no. 15/2018 (S.3.2). From the submitted documentation and based on the interviews, the academic staff engaged in the Master's program does not cover, within one academic year, more than two teaching positions (one full-time and one part-time) (S.3.3).

During the academic year 2018/2019 there were altogether 10 FT academic persons working for the program, plus less than 10 PT teachers (no clear number about PT staff). Thus, at least 50% of the academic staff in the study program are engaged full-time and they comprise more than 50% of the study program classes (S.3.4). The requirement to have for every 60 ECTS credits and for each student group at least one full time staff with PhD title is met as well as 10 full-time faculty have PhD title (S.3.5).

The staff development plan provides opportunities for additional professional development of the teaching staff (S.3.6). The plan includes also training programs in teaching skills, especially for recruited new staff. Based on the interviews there are generally 2-3 small staff development trainings/seminars per year and one bigger training per a couple of years. All faculty is allowed to have some class release time in order to conduct research or participate in projects that are part of professional development. In addition, faculty/staff can request for assistance if they are facing any difficulties. There is a common need for additional training on how to do proper internationally recognized research. In the aforementioned acts it is also stated that the responsibilities of each academic staff, especially full-time staff, include engagement in the academic community, availability for consultation, and community-based services (S. 3.7.), but in reality it is not much fostered into practice.

Academic staff evaluation is conducted just based on courses' feedback at the end of the semester, but currently there are no formal or regular self-evaluation, peer evaluation and superiors' evaluation system (S.3.8). Based on the interviews, a formal peer review system was functioning rather well some years ago, but currently no system is place anymore. Class visits might happen, but based on personal interests and they are not coordinated or supported centrally.

Strategies for quality enhancement include improving the teaching strategies and quality of learning materials (S.3.9). QAO is responsible for promoting and implementing the main

10



activities. At FAMA College the teachers retire at the age limits provided by the Labor Law and AI MEST no. 15/2018 (S.3.10), after that they can continue to work as PT staff.

**Compliance level:** Substantially compliant

**ET recommendations:**

1. To look for additional possibilities and funds for professional development of teachers, both in the form of in-house trainings as well as in the form of out-house activities (also international cooperation projects and conferences).
2. To foster the system of possible Erasmus exchanges among teaching staff.
3. To leave more spare time for teachers to do community service and consultation projects/applied science.
4. To consider re-establishing peer review feedback/support/ system in order to create a learning circle/experience sharing circle among the staff in Management program.

**2.4.Educational process content**

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 (S.4.1). According to SER the content of the program is prepared for professionals who are already in the development or would like to develop their professional career in the field of management and those who want to focus in one of the specialization fields such as marketing or project management. At the same time it became evident, that the majority of the students do not have any practical experience before entering the Program. Thus, the target group in official statements and the real target group are rather different.

The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area (S.4.2). It provides a content of 120 ECTS credits and it has clearly defined objectives and a clear definition of the learning outcomes. The disciplines within the curriculum are provided in a logical flow and they meet the general and specific competencies to be expected from such a program (4.3.). The program defines also the competences that are achieved in the relevant specializations that are specified through the Learning Outcomes. Then again, the LO and the titles of the courses are not aligned very well. E.g. the LO of the program state that the graduate will be able to assess the potential investment decisions, make financial planning, analyze



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

organizational behavior, apply effectively innovation practices, etc, but there are no special course on Innovation, Organizational Behavior is just an elective course, and there is just one required courses concerning finances – Advanced Financial Management. Looking at the reading materials of the courses and the syllabi it is questionable if these LO will be achieved by all of the graduates of the program.

The syllabuses for Master Program in Management are detailed including information regarding the objectives, the basic thematic content, learning outcomes, the distribution of classes and seminars, students' assessment system and the minimal bibliography (S.4.4). In the syllabuses, the teaching methodology and the conditions for carrying out the course are explained. Also, the activities foreseen for the students and the load of the hours in each activity are defined. All teachers have a basic model for student assessment mechanisms provided by FAMA College , but according to the management the teachers have freedom to modify and adapt these mechanisms. Unfortunately all teachers/ all syllabi sent to ET had the same assessment methods leaving the impression that in reality no freedom is allowed or there is no intension among the staff to thoroughly work out the best assessment methods for their respective courses.

During recent years FAMA College has paid special attention to Learning Outcomes and based on that they are defined according to contemporary models using the Bloom taxonomy level and based on the Declan Kennedy model. All needed information is also available in the teaching manual provided by the FAMA College's Quality Office. The only problem is that despite nicely formulated learning outcomes, not all nice and sound LO could be achieved based on the required reading materials. In the next development round it would be useful to critically look at LO together with reading materials and write down realistic LO.

The language of instruction in the Program is almost fully Albanian and no special actions are taken to ensure that foreign language skills of both staff and students are adequate for possible instruction in foreign language (S.4.5). The program does not include even any foreign language elective classes that especially in Management program (with certain focus on international scheme) could be considered as a disadvantage.

12



The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes (S.4.6). According to the interviews the student-teacher relationships are managed professionally and well. Both the content and challenges of certain classes are discussed with students. Teachers are free and flexible to choose the concrete methods in order to meet the needs of different groups of students, but at the same time most of them have preferred until now to follow the central standard of evaluations without no amendments. Based on the site visit, teaching strategies are fit for the different types of learning outcomes programs are intended to develop (S.4.7).

Both according to students and graduates of FAMA College (NB! unfortunately the ET did not manage to meet any student or graduate from the Program under evaluation!), 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 (S.4.8). Appropriate and valid mechanisms are used for verifying standards of student achievement (S.4.9). Final course grades are a quantitative and permanent record of a student's performance in a course. Overall evaluation of all courses is based on 4 components. No student or graduate raised the complaints about inappropriate or invalid mechanism of verifying student achievements.

Within university there are no clear policies and procedures that include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed (S.4.10). Also no practical cases of such situations could be described during the interviews.

Unfortunately the program does not include any official practice stage (S.4.11), but according to the interviews some practical experiences are incorporated into general courses. There are signed cooperation agreements between FAMA College and other organization, but based on the interview these internships are more like part-time (summer) jobs for the students and not so much internships (no official guidelines, no official feedback, no learning outcomes etc.).

**Compliance level:** Substantially compliant

**ET recommendations:**

1. To reconsider once more the Learning Outcome of the programs. Currently they are very ambitious and do not reflect the courses provided.
2. To foster teaching staff to modify centrally provided evaluation criteria in order to offer more flexibility and suitability of the assessment methods.



3. To consider having official internship within the program.
4. To consider having foreign language classes as elective courses within curriculum.
5. To look for additional possibilities to advance students' foreign exchange and students possibilities for foreign expose.
6. To foster students foreign language skills by promoting academic literature in English.
7. To consider additional courses in areas that are currently needed in Kosovo - production management and food processing management.

## 2.5. Students

There is a clear and formally adopted admission procedure for the prospective students for the program of Management (S.5.1). Student enrollment in master studies is made on the basis of a call announced by the College upon the proposal of the respective department. The criteria for enrollment in master studies are defined by the Study Regulation. According to the Fama College Regulation for Master Studies (SER Annex 3), in master studies may enroll candidates who have completed basic bachelor or equivalent studies (attested by relevant degrees), in the country or abroad at a faculty / program which is accredited by the National Qualifications Agency or recognized by the European University Association (S.5.2). Based on the interviews admission requirements are consistently applied for all students. Currently there are 28 first year students and 37 second year students enrolled in the program.

The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process (S.5.3). The organization of the Program is realized through the modular system. Studies are organized in the form of lectures, seminars, theoretical exercises, discussions, professional consultations and through independent student work. Based on the interviews the lectures are organized into optimal groups, enabling the students to engage in interactive discussions. The program's philosophy is based on student centered learning

According to general students and alumni of FAMA College the feedback to students on their performance has been given promptly and it has been accompanied by mechanisms for assistance if needed (S.5.4). The professors hold consultations both before the exam and after the exam to assist and counsel the students. Students, in addition to lectures and exercises,



can continue the contact with their teachers about the difficulties in carrying out assignments etc also through forms of electronic communication. The final grade of the student is expressed with a grade from 5 (five) to 10 (ten), depending on the points accumulated by the entire student engagement.

The final results achieved during the entire process of studies for each subject are certified in the transcript of records (S.5.5). Students also acknowledged that in case of some special situation, flexible treatment of students is also provided by the teachers (S.5.6). Records of student completion rates are kept for all courses and for the program as a whole (S.5.7), but they are not included among explicit quality indicators.

There are no effective procedures used to ensure that work submitted by students is original (S.5.8). There are not any special software or system to detect plagiarism. There are plans to use *Turnitin* in the future, but even in this case the most works are written in Albanian and it would be hard to detect plagiarism. It depends on each professor how much time and effort he/she wants to put in this area, but no official college wide system is supporting this intention. On the other hand the College also foresees penalties in cases where students conduct in a manner that is not in accordance with the general rules of academic conduct. In accordance to the Code of Ethics and Regulation on Disciplinary Procedure (SER Annex 11) students are prohibited: copying of any form, fabrication of results; falsification, plagiarism, and other behaviors that are not in line with academic and moral behavior. Based on the interviews it became evident that during recent years any plagiarism cases has not been detected.

Students' rights and obligations are made publicly available (S.5.9). The rights of students to appeal, the procedures and remedies available (depending on the nature of the complaint) are regulated by the Code of Ethics, Exam Regulation and Procedure for Appeal Regulation (SER Annexes 2 and 11). There are some lines about students' transfer between higher education institutions, faculties and study programs, but it is very general and during the interviews no such cases was witnessed (S.5.10).

Academic staff is available at sufficient scheduled times for consultation and advice to students (S.5.11). The consultation times are public. In most cases, the consultation is obtained also after the classes or via online.

**Compliance level:** Substantially compliant



### **ET recommendations:**

1. To foster more (foreign) exchange of the students (or even among local higher education institutions) in order to enrich students study experience.
2. To increase the students possibilities for internships, especially taking into account very low number of the students who have worked during the studies or who have started to work during the studies (in last two years just one student per year).
3. To pay more attention to plagiarism and to motivate academic staff to detect plagiarism in the students work.

### **3.6 Research**

Currently the study program has not defined its own scientific/applied research objectives (S.6.1), but there is a small list of the ongoing research projects. Until now the research activities have been mostly part of teaching activities or based on professors' own interests and networks. The expectations for teaching staff involvement in research and scholarly activities are there and specified (S.6.2), but not much central effort has been put into it in practice. On the other hand, FAMA College has officially approved a small budget for research expenditure at the college level, but there is no official and clear system how the funds are used or applied for. All staff projects are held on the college's database for international co-operation and based on SER the level of participation in projects is taken into account in reviewing individual staff performance. According to the management, international co-operation is one of the staff promotion criteria.

SER present a small Research Plan for 2019-2020 of the Management Program (p. 877), but it is more like an overview or a list of some projects. At least it shows that some research is going on and taking into account the general vibe of the College, Management program/discipline might still have one of the strongest ground for future internationally recognized research.

There are no clear policies for defining what is recognized as research (S.6.3), there are just some guidelines and general sound statements about importance of research. While talking about research activities at the College, often the staff and the students are also referring to





Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

students' research during classes. Thus, the word *research* is used very broadly within the College.

Considering the academic staff at FAMA College they have track record of some research results/conference participations on the same topics as their teaching activity, but it is still limited (S.6.4). Also quite a few attendance at international conferences and symposiums are there (S.6.5), but it could be much higher. According to SER teaching staff in Management Program has participated in professional and scientific conferences with a total of 82 scientific papers, presented in individual or co-authored form. Some of the staff has been doing some consultation activities and/or some applied research projects, but real paid community service is still far taking into account also current economic context of Kosovo. If the professors do consultations, then mostly it happens through their own private companies, but not under the university. Based on that it is not possible to say that current research is internationally validated by international audience (except of some internationally more active professors whose work has been indexed in Scopus, EBSCO etc.), but it is validated by conferences, symposiums and publication with local impact (S.6.6).

FAMA College staff is not currently obliged to publish once per year (S.6.7), but it is recommended that they find sources of funding to do so. At the same time the management of the College said that they require at least two publications per year from all academic staff. Based on the various interviews ET did not witness any data that this principle has been applied in practice. At least there was not any reinforcement in practice and the staff did not confirm this statement. Most full-time faculty is publishing under the name of the institution (S.6.8).

FAMA Faculty is encouraged to apply their research into their courses in order to improve quality of courses and provide knowledge transfer (S.6.9). There are no formal policies established for ownership of intellectual property and/or clear procedures set out for commercialization of ideas because until now there has not been any need for that (S.6.10). At the same time FAMA College has officially established the intellectual property rights program, but the ET did not witness any real content of the program.

FAMA College faculty engages students in different projects to aid with their development and get a sense of real applications of theory, but mostly within the framework of normal studies (S.6.11). FAMA College tries to seek also additional financial resources through applied projects and for that purposes also Institute for International Economic Cooperation



and Development was created. It is an umbrella structure, through what the projects are prepared.

**Compliance level:** Partially compliant

**ET recommendations:**

1. To set reasonable aims for research activities while taking into account that most probably the core competence of FAMA College will stay in teaching. Focus on applied research could be the most appropriate direction to take.
2. To work out a real research funding/application system within the College with the special attention paid promoting research among young staff who could cultivate more actively research mindset among the staff.
3. To look for additional local and foreign funding specially dedicated for (applied) research.
4. To start to develop relationships with business sector with focus on providing paid consultation by the experienced staff.

## 2.7. Infrastructure and resources

The adequate long-term implementation of the study program Management is ensured in quantitative terms as regards premises, human resources and equipment (S.7.1). The campus facilities have been ensured by two main buildings in Prishtina. The current campus can accommodate enough students taking into account also possible prospective of development. Officially there are some financial numbers at the level of the study program, but it is not a financial plan and taking into account the structure of the college – official financial plan is also not needed on the level of the study program (S.7.2).

There are enough spaces (rooms, lecture halls etc) for the study program, but the ET did not manage to see any software programs. Nor have the reading rooms enough spaces for reading (S.7.3). The number of seats in the lecture rooms and seminar rooms are well related to the study groups' size (S.7.4). Depending on the nature and size of group, classroom are assigned at the beginning of each semester, to ensure optimal use of space for every course.

The most problematic of the infrastructure is non-existing library (S.7.5). The management showed to the ET one room with some books they called the library, but the books were not



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

coded, there was no borrowing system in the place, very limited number of books, the staff was fully inexperienced in guiding to find any materials or any database etc. There was no evidence that the students or alumni have ever used EBSCO, also the staff in library was not able to find/connect EBSCO.

The infrastructure and facilities dedicated to the implementation of the program are not adapted to students with special needs (S.7.6). The building in the city center of the city has just an elevator, but in order to reach it, you have to climb staircases.

**Compliance level:** Partially compliant

**ET recommendations:**

1. To create a real functioning library for the students and staff.
2. To offer/promote opportunities to use international databases.

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

In conclusion, the Expert Team considers that the study program Management, MA offered by FAMA College is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit* the study program for a duration of 3 years with a number of up to 50 new students per year to be enrolled in the program.

**Expert Team**

**Chair**

**Milan Pol**  
**Kristiina Tõnnisson**  
**Delia Gologan**

**30.06.2019**

---

(Signature)

(Print Name)

(Date)