Republika e Kosovës
Republika Kosova - Republic of Kosovo

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

COLLEGE OF APPLIED TECHNICAL SCIENCES TEMPULLI

INSTITUTIONAL EVALUATION

REPORT OF THE EXPERT TEAM

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

May 2019, Pristina

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1. INTRODUCTION

1.1. Context

Date of site visit: 15ᵗʰ – 16ᵗʰ May 2019

Expert Team (ET) members:

- Dr. Anca Prisacariu, Senior Quality Assurance Expert

- Ms. Keti Tsotniashvili, PhD student, Ilia State University

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 (SER) submitted by Tempulli College;

- Information obtained during the site visit;

- Meetings conducted with the management of the institution, teaching and administrative staff, students, graduates, external stakeholders and employers of graduates;

- Supplementary documents requested by the ET (Appendixes 1 and 2).

Criteria used for the institutional evaluation:

- KAA Accreditation Manual

1.2. Site visit schedule

15th May 2019

17.45	Meeting at the reception of the hotel
18.00	Working dinner

16th May 2019

08.30	Meeting at the reception of the hotel
09.00 – 10.30	Meeting with the management of the institution
10.40 – 11.50	Meeting with quality assurance representatives and administrative services
12.00 – 13.00	Meeting with the heads of study programs
13.00 – 13.50	Lunch break
13.50 – 14.50	Visiting tour of the facilities
14.50 – 15.40	Meeting with teaching staff
15.50 – 16.40	Meeting with students
16.50 – 17.40	Meeting with graduates
17.50 – 18.40	Meeting with employers of graduates and external stakeholders
18.45 – 19.00	Internal meeting – Expert Team and KAA
19.00 – 19.15	Closing meeting with the management of the institution

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1.3. A brief overview of the institution under evaluation

The College of Applied Technical Sciences Tempulli (hereafter „Tempulli College", „the college" or „the institution") was founded in 1992 and was initially dealing with the training and education of young candidates tempulli for car drivers. The scope of Tempulli College is to continue to promote and disseminate knowledge, skills and abilities in the field of professional training and academic programs with the purpose of managing traffic, increasing traffic safety and communication skills, in line with European and global standards, with full and open cooperation with relevant institutions, business, industry, and community.

Tempulli College is currently offering one study program in Traffic Engineering and Road Transport.

2. INSTITUTIONAL EVALUATION

The institutional evaluation consists of 11 sub headings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.

2.1. Public mission and institutional objectives

The mission statement of the college, as indicated in the institutional statute, is as follows:

To continue to promote and disseminate knowledge, skills and abilities by offering study programs and trainings in order to manage traffic, increase road safety and facilitate the communication and cooperation with relevant institutions, business, industry, etc.

It is not clear if this is the officially adopted mission statement, considering that the Strategic plan 2019-2022 includes a slightly different version; however, this format has been explicitly submitted by the college as part of the supplementary documents requested by the ET (see Annex 1) and therefore, this is the version the ET will be analysing.

The mission statement is defined in a way that it includes the teaching and cooperation with industry. However, the mission does not make reference to research; also, the ET believes that the mission statement should better reflect the role and impact the programs delivered by the institution have on the local community within which it operates (community service).

The current format and wording of the mission are sufficiently brief, concise and distinguishable. However, the ET believes that the usage of the expression „etc" implicates a continuation of the statement, making it therefore not sufficiently clear and specific.

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The mission statement has been adopted in 2009 and not has been revised since, in spite of the fact that since then there have been various changes and developments occurring internally in the college and externally in the traffic and transportation sector; according to the meetings conducted by the ET, the drafting process included internal discussions with academic staff, but there is no evidence of engagement with students and employers of graduates or other representatives of the labour market. The mission is recognized by the members of the academic community of the institution.

It should be noted that the college has developed a new strategic development plan for 2019-2022 which, among others, includes the diversification of the programme offerings on BA and MA level, development of research activities, internationalization - all of which are not reflected in the mission statement. Thus, the ET believes that the revision of the mission of the institution with the participation of internal and external stakeholders will give the institution a more clear perspective and guidance regarding its current scope and relevant strategic activities. For example, during the site visit, some of the stakeholders the ET has met suggested that the college offers more tailored training courses for working professionals that are currently demanded in Kosovo, such as auditing road safety, EU directives, among others. Also, there is generally not much consistency between the mission statement and the strategic objectives: for example, the institution has defined institutional goals for research, human potential and international cooperation that are not reflected in the mission statement. From this perspective, the ET believes that the mission does not provide an effective guide for strategic planning, decision making and operations of the institution.

ET recommendations:
1. Ensure that a single and consistent version of the mission statement is being disseminated across internal and external stakeholders, and reflected in the official documentation of the institution;
2. Revisit the wording of the mission statement so as to make it more clear and specific by removing words such as „etc";
3. Ensure that research and community service pillars are also reflected in the mission statement;
4. Ensure that the revision of the mission statement is done based on consultations with internal and external stakeholders, including students, staff, employers and labour market representatives;
5. Ensure that medium and long term institutional objectives are consistent with and support the mission;
6. Revisit the institutional mission so that it provides an effective guide for strategic planning, decision making and operations of the institution.

2.2. Strategic planning, governance and administration

The Strategic Plan has been developed for the period 2019-2022 and it identifies the following strategic focus areas:
1. Organization and management of the Tempulli College
2. Study Programs at Tempulli College
3. Research activity
4. Professional activities and the relationship to the economy
5. Human potential
6. Mobility and international cooperation.
7. Improvement and development of infrastructure.

The strategic plan assigns measures, actions and indicators designed for the achievement of the focus areas. Additionally, the strategic plan includes an action plan that assigns targets, responsibles and deadlines for each strategic measure. However, not all measures are time-bound; for most of them, the set time-frame is „evaluation once a year" or „continuous evaluation".

Also, the indicators included in the strategic and action plans are not measurable; for example the indicator for the measure „training personnel for laboratories" is „the annual program of staff training of the Tempulli College through systematic training" but it does not clarify how many staff will be trained, how many training sessions and in which areas; for the area of „mobility and international cooperation" it is not clear what is the aspired number of international agreements signed for mobility of students and academic staff and how many students and staff will benefit of these agreements, the number of interdisciplinary projects developed in cooperation with other faculties and the number of cooperation agreements are not specified either. The ET is therefore unsure how does the college evaluate the progress of its actions, if they are heading in the right direction, with the right speed and, most importantly, identify when it has achieved the set objectives considering the lack of measurable targets and KPIs (intermediary and final).

Also, the strategic and action plans do not include the resources (financial, material and human) allocated for the achievement of the strategic plan; planning is not integrated with the budgeting processes and the financial priorities reflected in the budget are not the as the same priorities included in the strategic plan.

The strategic plan is based on a SWOT analysis that takes into account some aspects of the internal and external environment affecting the development of the institution; however, the ET considers that the analysis should be more comprehensive and evidence based (including a

PEST analysis) when identifying Strengths, Weaknesses, Opportunities and Threats; in fact, the institution has identified a more comprehensive list of Strengths, Weaknesses, Opportunities and Threats that have been included in the SER, but are not acknowledged in the SWOT analysis of the strategic plan, even though they are addressed in the other sections of the strategic plan.

For the development of the strategic plan, a working group has been created in October 2018. The working group was led by the Chair of the Council of Learning and Teaching. The strategic plan has been discussed with the staff and the management of the college; however, there is no evidence that external stakeholders, the sector representatives, students or alumni did not participate in the process.

According to the SER, „the implementation of the strategic plan will be monitored by the Steering Board and the Curriculum Council of the Tempulli College and the results will be evaluated". However, it is not clear how often will this process be conducted, which structure is responsible for what part, how will the results be evaluated and how does this feed into the adjustment of the strategic and action plans. Based on the meetings conducted during the visit, the ET concluded that the college itself is very confused about the processes for progress monitoring in the achievement of the strategic plan, as there is not yet a clear process in place for this purpose.

Regarding the governance of the institution, the ET should mention first and foremost that there are massive contradictions and overlaps between the organisation chart (published on the institutional website and included in the SER), the Statute and the Regulation on the organisation and systematisation of job positions, such as:

- distribution of functions between the dean and the executive director;
- a job description has been provided for the rector which does not exist according to the SER and Statute;
- the Statute mentions the Teaching Council and the Vice-deans, but these are not mentioned in the introductory organisational structure;
- the functions of the dean are not defined in the Statute;
- the Regulation on the organisation and systematisation of job positions mentions a Department coordinator, which does not appear on the organisation chart and its functions are unclear.

The ET is therefore unsure which is the official structure for governance and administration the institution works based on; the responsibilities of these bodies and individuals are defined in such a way that the roles and responsibilities for overall policy and accountability, the senior administration for management, and the academic decision making structures are not clearly differentiated and inconsistently followed in practice.

According to the Statute, the main governing authorities of the college are:

- The steering council, the main governing authority of the Tempulli College, which has overall responsibility for activity;
- Executive Director, which deals with oversight, marketing, promotion, quality assurance of programs and services;
- Dean (whose functions are not defined);
- Secretary, who is responsible for the conduct of administrative legal and other general works.

The powers, duties, responsibilities, tasks and mandate of the Steering Council are defined in the Statute, in line with the Law on Higher Education provisions. However, the Statute does not clarify the number of members of the Steering Council, and the procedures for selecting its members are unclear: the statute only mentions that „the absolute majority of the members of the Steering Council elected by the institution. A number of elected members can be from the international academic community". Therefore, the panel cannot say that the institution has a decision making system and internal operating regulations in conformity with current legal provisions.

Besides the Steering Council, the election criteria is also unclear for the Dean; the processes of the decision making bodies published in the Statute, Regulation on the Work of the Steering Council and Regulation on the Work of the Scientific Learning Council, with the exception of the Dean, whose functions and role have not been identified anywhere. The ET has learnt during the site visit that the college has implemented a practice that is similar with other HEIs: the candidacy of the current dean has been proposed and approved by the Teaching and Learning Council. However, the procedure is not defined in any of the regulations of the college.

According to the Statute, there is no evidence of student representation in any of the decisional, executive and consultative bodies. However, during the site visit, the ET found out that there is a student representative in the Teaching and Learning Council, but he is currently on study mobility and no other student representative has yet been elected to replace him on the council. The election process of the student representatives is also not defined.

The ET considers that the administration of the college is not fully effective and does not yet function rigorously: there is no electronic data collection system for quality assurance purposes and no automated system for student administration and management. In some areas, processes and procedures are not clear: strategic planning, performance evaluation of administrative staff, monitor of the fitness and effectiveness of the assessment methods, revision of the data collection instruments, student engagement in quality assurance, among others. When addressing the absence of some of these, the college responded that they might not be necessary as this was "a small institution". The ET wishes to underline that, if the processes are based on individual, informal and inconsistent discussions, they risk to disappear when people in certain

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institutional position are changing. Even if the college is a small institution, administrative processes and procedures have to be developed and formalised, in order to ensure their transparency, predictability, consistency over time and continuity.

There are several ambiguities in the responsibilities of the administrative staff positions. For example, the responsibilities of the HR and Students Support services that are indicated in the job description provided by the college do not reflect the responsibilities of this position that have been identified during the meetings conducted by the panel. At the same time, the HR functions are overlapping with the functions of the secretary. Also, the qualification requirements that are indicated in the job descriptions are contradictory and not relevant to the positions. For example, "Skills, Knowledge and Abilities" section identifies Bachelor or Equivalent diploma as a minimum qualification, while the "qualification requirement" section requires the High School Diploma, which the ET considers is not a sufficient qualification for a mid-level management position. Besides, the job descriptions and qualification requirements for the administrative staff do not specify the field/s of qualification for any of the administrative positions. For example, for the financial officer the minimum qualification requirement is to have a "Bachelor's or Master's Diploma", but the field of study such as finances or related fields is not indicated.

Generally, the qualifications of staff are in line with their job descriptions, but this is not always the case (such as the director for quality assurance and international relations). The staffing levels are generally sufficient, but there are certain employees that have both academic and administrative positions (such as the student career office, as further detailed under Standard 9).

ET recommendations:

1. Ensure that all internal and external stakeholders of the institution are engaged in the strategic planning processes;
2. Ensure that the strategic measures are appropriately distributed across the strategic and action plans time-frame, specifying clearly their deadline for achievement;
3. Specify the resources (financial, material and human) allocated for the achievement of the strategic measures;
4. Integrate budgetary allocations for each strategic measure, based on specific forecasting of associated costs;
5. Ensure that strategic planning is integrated with annual and longer term budget processes;
6. Associate measurable targets and Key Performance Indicators to each strategic measure;

7. Ensure that the strategic plan is monitored regularly according to the predefined procedure and that there is a person/unit responsible for the monitoring and evaluation of the strategic development plan and objectives;

8. Ensure that the strategic plan takes full and realistic account of aspects of the internal and external environment affecting the development of the institution;

9. Ensure the consistency between all internal provisions (Statute, organisation chart, internal regulations) in terms of organisational structure and eliminate all current overlaps and contradictions;

10. Revisit the election criteria and processes of the decision makers and other elected positions (Dean, Steering Council) so that they are clear, transparent and published in institutional regulations;

11. Ensure that the responsibilities of the governance structures and positions are defined in such a way that the respective roles and responsibilities for overall policy and accountability, the management, and the academic decision making structures are clearly differentiated and followed in practice;

12. Ensure that the decision making system and internal operating regulations is in full conformity with current legal provisions:

13. Improve the student representation in all decisional, executive and consultative bodies based on the transparent and predefined criteria and procedure, in line with the criteria reflected in the KAA Accreditation Manual;

14. Revisit the overall administration of the institution so that to ensure clear, transparent and predictable processes, as exemplified above;

15. Ensure that the staff job descriptions and qualification requirements are consistent and relevant to the administrative functions;

16. Ensure that the institutional administration is fully effective and functions rigorously.

2.3. Financial planning and management

The institution has an annual budget and a three-year budget. However, the ET is unclear about the financial policies which address the institutional financial sustainability; the ET has learnt from the interviews that the budget planning process is based on the estimated amount of income, taking into consideration the data from the previous years. However, the college does not have a risk assessment policy that would provide planning for securing alternative resources of funding in case the forecasting does not result as planned (especially in the context of student numbers dropping, a threat already identified by the institution).

The institution does not demonstrate that it has sufficient financial resources in the short (one year) and medium term (a minimum of three successive years) to adequately reach its mission

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as well as objectives set out in the strategic plan. Areas such as infrastructure, research, staff development and internationalisation should benefit of more resources in order to have a realistic chance of achieving the objectives the institution has set (see standards 7, 8 and 11).

Moreover, the ET is concerned about the sustainability of planning against the current situation: the institution aspires to open new programs whereas it already has scarce resources to successfully implement the existing one.

According to the SER, the oversight, management, bookkeeping, budgeting, tax declaration, and reporting to state institutions are all carried out by an outsourced company.

According to the SER, the Financial Services Office, responsible to the Secretary of the college, prepare data updates and complete the accounting documentation, which are again monitored by the outsourced company for correctness and regularity of reporting to both the management and the tax administration. Also according to the SER, the finance office, in coordination with the contracted accounting company, makes a comparison of revenues and expenditures against the annual budgeted funds and reports it on a semi-annual basis. However, during the site visit, the ET has not identified any permanent staff of the institution working on finances, other than the third party contracted by the college, whose representatives also attended the meeting between the ET and the college administration.

ET recommendations:
1. Ensure appropriate budgetary allocations for all areas to allow the achievement of the strategic plan;
2. Ensure the financial sustainability of the institution by securing risk assessment policies and alternative sources of funding;
3. Secure a more realistic development ambition (opening new programs) in line with the current resources.

2.4. Academic integrity, responsibility and public accountability

The institution has developed a Code of Conduct that defines the general expectations for behaviour in line with moral and ethical values. However, the Code is only applicable to academic and scientific staff; no similar provisions on expectations have been identified for students and administrative staff.

Additionally, the institution has adopted a Regulation on disciplinary procedure which determines the disciplinary responsibility of all internal stakeholders, including the sanctions for disciplinary breaches and processes for resolution.

The principle of academic freedom is enforced through the Statute.

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The Code and the regulation are not providing the institutional approach (and definition, where applicable) to concepts such as conflict of interest, incompatibility of positions, plagiarism and intellectual theft, and ethical principles in research.

According to the SER, „the management of the college is responsible for reviewing potential violations of the code of conduct". Also, the Regulation on disciplinary procedure refers to a Disciplinary Commission which decides on cases involving serious alleged violations. The ET finds the task division between the two confusing and unclear. Students are not represented in the Disciplinary Commission.

According to the meetings conducted by the ET, the Disciplinary Commission has not been appointed yet, as this is planned to be activated in case of ethical breaches, which has not been the case yet. The statute of the college allows the establishment of the ad-hoc committees, but the institution has not developed any procedure on how these committee are created and what should their composition be.

Based on the conducted interviews, the ET concludes that the Code of Conduct and its related regulations are not enforced through clear processes and mechanisms, and there is no evidence that the institution is applying them on all activities related to management, administration, teaching and research.

The institution does not publish its internal regulations, procedures, self-evaluation reports and decisions of governing bodies on its website. Also, the ET could not locate on the website clear, accurate, objective, relevant, accessible and detailed information regarding the college academic staff, its research and academic activities, the programmes it offers, the number of students enrolled, the intended learning outcomes of its programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, graduate employment information, scholarship opportunities, as well as tuition and administrative fees.

ET recommendations:
1. Revisit the organisational structures responsible for ethical compliance so as to ensure a unitary system for the entire academic community, including the administrative staff and students;
2. Improve the dissemination of the Code of Conduct so that the entire academic community is aware of its content;
3. Ensure student representation in all ethical, behavioural and disciplinary processes, including disciplinary and ad-hoc committees;
4. Ensure that the Code of Conduct and its related regulations are enforced through clear processes and mechanisms, and that these are applied on all activities related to management, administration, teaching and research;

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5. Ensure that all internal regulations, procedures, self-evaluation reports and decisions of governing bodies are made publicly available on the web page of the institution in easily available locations;

6. Improve the offering of information on the institutional website both in Albanian and English languages, as detailed above.

2.5. Quality management

According to the SER, the Teaching and Learning Council has adopted a regulation on "Quality Control and Assessment" in September 2014; however, the regulation submitted by the college indicates that this has been approved in December, 2009 (in its factual errors response, the college mentions that the document has been approved in December 2019, but the ET still locates at least 2 different dates). The regulation includes the directions of quality assessment, specifically the assessments made in the following directions:

• Evaluation of management measures;
• Evaluation of study programs and organization of studies;
• Evaluation of teaching staff.

The regulation indicates that the evaluations are conducted annually through anonymous questionnaires that are developed by the "academic commissions of each academic unit based on the standard questionnaire structure provided by the QAO" and the process is coordinated by the special study commission. However, during the site visit the ET has learnt that such commissions are not operational and the Quality Assurance and International Relations Officer is responsible for this process.

There is also a contradiction regarding the subordination and reporting process of the quality assurance officer: the organization structure included in the SER indicates the Quality Assurance Office under the subordination of the dean; secondly, the SER mentions the quality assurance officer is reporting to the director; thirdly, the job description of the quality assurance officer mentions that the officer reports to the secretary.

The Quality Control and Assessment regulation does not clearly describe the quality assurance processes, mechanisms and the quality cycle; for example, it mentions that management measures are evaluated, but it does not describe how is it done, which indicators are used, what is the time-frame for it, who is responsible for this process and how the results of the assessment are used.

The ET has learned that surveys are conducted using the hard copies of the questionnaires and there is not an electronic database which would ensure a more efficient and valid data collection and processing. The questionnaires have been elaborated in 2017 and have not been revised since.

The person responsible for quality assurance functions is also responsible for international relations. As the international relations is defined as one of the strategic objectives of the college, the ET finds it unfit that one person can take both these responsibilities.

The Quality Control and Assessment regulation also mentions the evaluations of the management measures, teaching quality and evaluation of the teaching staff. However, the ET has learnt during the site visit that the only mechanism used for the quality assurance purposes are the student surveys. If the survey results are not satisfactory, the results regarding the courses and teaching staff performance are discussed individually between the teaching staff members and the quality assurance officer. Other than such reactive measures, there is no process of discussing the evaluation results with academic staff for professional development purposes or otherwise. Even in the reactive situations, there is no process to assess if there is any development in the situations identified as challenges; this is reliant on the next student course evaluation, but there is no special monitoring or continuous attention given to these cases in order to observe improvements. The institution did not develop an improvement plan for academic staff that assigns the actions recommended and assumed by the staff member in case of deficiencies identified through the evaluation.

The Quality Assurance Office has been consulted during the drafting of the strategic plan and their suggestions have been considered. However, it is the view of the ET that the quality assurance functions are not integrated into normal planning and development strategies as the QA system does not have any contribution in the monitoring of the strategic objectives achievement.

At the moment, the level of development of the quality culture across the institution does not support the development of the institutional operations. The very idea of quality culture is not well defined, spread or promoted across the institution. The institution should increase its efforts to promote the development of quality culture as a common understanding of quality values, for which every individual of the organisation is responsible, a set of shared ideas, beliefs and values about quality united when everyone inside the academic community is sincerely engaged and motivated.

With the exception of academic staff evaluation, students are not engaged in the design and implementation of quality assurance processes, mechanisms and instruments. Overall, there is no evidence of a functional internal quality assurance system with periodic analysis at all levels of the college and annual self-evaluation reports, analysis and action plans to improve the weaknesses. The internal evaluation processes are almost entirely linked to external evaluation processes. There is no systemic quality management of any institutional area - strategic planning, human resources management, study programs, etc, as demonstrated in other areas of the report.

ET recommendations:

1. Revise the Quality Control and Assessment regulation and ensure that it includes detailed description of quality assurance system, its processes, mechanisms, instruments, data collection, time-frames, quality cycle and it covers all of the college's activities; ensure and monitor the implementation of the regulation;

2. Ensure that the roles of the central QA office, management, councils and other staff responsible for QA functions are fit for purpose and functional, and that the coordination and reporting between them is clearly defined;

3. Ensure that quality assurance functions throughout the institution are integrated in a defined cycle of planning, implementation, assessment and review and that the data is used to guide enhancement and as a base for improvement;

4. Improve the role of the QA system in the processes for planning and development and its use in the daily strategic and operations management;

5. Increase the internal commitment for the constant quality improvement and develop the quality culture across the institution so that it supports the college in the development of its operations;

6. Ensure that the QA system and the data collection instruments cover the whole range of institutional activities (academic activity, student services, administration - students, academic and administrative staff, graduates and employers);

7. Publish the results of the satisfaction surveys so that to increase the transparency and trust in these instruments, which can support the institution in safeguarding its response rates;

8. Establish a regular process of survey revision in order to ensure their reliability and so that they are fit for purpose and provide sufficient details to serve as basis for improvement;

9. Establish a central database where statistical data is being retained and provided routinely to departments and units for their use in preparation of reports on indicators and other tasks in monitoring quality;

10. Increase student participation in quality assurance processes;

11. Ensure that relevant resources are allocated to support the efficient implementation of the quality assurance system, including human resources, IT tools for data collection, processing, analysis and retention;

12. Ensure that data is being collected from all relevant stakeholders, including students, staff, graduates, and employers and the results are made publicly available;

13. Revise the quality assurance system and mechanisms so as to ensure that they generate the most relevant and valid data for the development of the college.

2.6. Learning and teaching

According to the SER, the regulations and procedures on curriculum development, approval and revision are indicated in the Statute of the college. The statute indicates the chapters on "Programs Study" and "Procedures for study programs reviewing"; however, the content of those chapters does not give information regarding the procedures on, for example, how is the curriculum developed, who participates in the process, what the curriculum should be based on, what is the procedure for its discussion and approval. Also, the chapter on revision of the programs only indicates that a revision of the study program is conducted each academic year, based on the following factors:

- Review of study programs, specializations, modules, subjects;
- Review of the constituent elements of the discipline and the allocation of credits between them (lectures, seminars, assignments, projects, labs, etc.);
- Revision of the study program regulation;
- Reviewing the implementation of the study program in the respective academic year;
- Review feedback received from students, teachers, and partners.

The statute does not describe the procedure for revision and application of the changes in the curriculum either. Besides, while exploring the quality assurance mechanisms, the ET learnt that the evaluation is based on student surveys only and it does not include the feedback from teachers or partners, as indicated in the statute. Due to the fact that there is no formal procedure to develop and review the programmes and syllabi, the institutional mechanisms do not guarantee that the assessment methods for each discipline are successful in reflecting the achievement of the planned learning outcomes.

The programs for each subject include the basic structure consisting of goals, objectives, methodology, content, evaluation and literature.

The expected learning outcomes for each program are in line with the National Qualifications Framework and the European Qualifications Framework for Higher Education. Teaching staff are appropriately qualified and experienced for their particular teaching responsibilities. During the site visit the ET has learnt about several examples where the teaching staff are commending students for practical work and internships; however, all other stakeholders the ET has met pointed out that practical component of programmes should be improved. It was also underlined that the programs give graduates more general knowledge, but do not go in depth into more specific issues.

ET recommendations:
1. Develop an effective system and regulation that clearly describes the procedure for the development, approval and revision of the academic programmes which, among others,

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also includes the roles and responsibilities of relevant units, councils/commissions and staff engaged in this process;

2. Implement coherent process to monitor the quality of the study programs: define and monitor quality indicators and take action required to ensure that all programs meet required performance standards;

3. Revisit the task division across the institution in order to ensure the monitoring of the fitness and effectiveness of the assessment methods for the achievement of the intended learning outcomes;

4. Increase the practical component of the teaching and learning process, work-based training and improve the connection with practitioners;

5. Ensure that the teaching quality and the effectiveness of programs are evaluated through student assessments and graduate and employer surveys, with evidence from these sources used as a basis for plans for improvement.

2.7. Research

The college does not have a separate research development plan; however, the general strategic development plan of the institution indicates the Scientific and Research activities as one of the strategic objectives of the college. Under this strategic objective, related measures and indicators are given; however, the indicators are not specific and measurable and their realization might not be feasible. For example, one of the measures is "publication of at least one research paper within a year for academic staff of the College in internationally reviewed journals" and the related indicator is "Number of scientific publications of academic staff in journals with international reviews within the year"; another measure mentions "Creation of a fund within Tempulli College to support scientific work for academic staff and students" and the related indicator is "Fund for supporting scientific work for academic staff and students. In order for those indicators to be specific and measurable, the college should have defined specific benchmarks of how many publications will be published in the internationally reviewed journals annually, or what is the amount of funding that the institution allocates annually to support scientific and research activities.

The institutional budget does not indicate a separate line for research activities. The ET has learnt during the site visit that the college supports its academic staff in terms of publishing their work, which is also how the college supports the staff professional development. The budget for 2019 includes a line for "professional work expenses", for which 5678.07EUR are allocated. The ET finds this budget quite limited and might not allow the institution achieve the measures indicated in the strategic development plan, such as implementation of the joint

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research priority programs by academic staff and students, supporting publications, and supporting internationalization of research activities.

The work contract template with academic staff includes "engagement in academic and research activities and project implementation" as one of the key tasks of staff. The staff members the ET has met during the site visit were not able to refer to this particular provision; however, they were aware that they should produce one publication every three years. The ET has also learnt about the engagement of students in research projects, conducting the surveys and participating in conferences. The ET could not find any evidence on including the research performance in academic staff evaluation and using the results as promotion criteria.

The College has a Code of Conduct for academic staff, which is rather general and mostly addresses the professionalism, dignity and prestige. No regulation emphasizes the ethical issues that should be considered while carrying out research activities such as plagiarism, integrity of the data, informed consent, etc., for both students and staff.

ET recommendations:

1. Ensure that the research development plan and priorities in this regard reflect the developments of the Transportation sector in Kosovo and abroad; the college might consider consulting internal and external stakeholders to define its research priorities;
2. Ensure that the indicators included in the research development plan are specific and measurable;
3. While defining the research priorities, consider and allocate relevant financial and human resources;
4. Encourage the integration of research results in study programmes, as well as increasing students' participation in research activities;
5. Include the research performance of staff in their overall performance evaluation system, and ensure that research performance is considered as one of the criteria for career promotion;
6. Develop a code of ethics which includes policies and procedures to safeguard ethical principles in research for both students and staff.

2.8. Staff, employment processes and professional development

The college did not develop an employment handbook that collects the rights, responsibilities, recruitment processes, performance evaluation, promotion, support processes, professional development, promotion, etc for both academic and administrative staff. Most of these are not defined at all, while others are spread across different other regulations. There is no formal

induction process for any category of staff to ensure their integration and orientation within the college.

The Statute of the college includes a clause (39) on Employment Procedure, which states that on vacant positions, a public competition is announced and the candidates are selected by an ad-hoc committee that is created by the secretary; the competition is carried out based on the unified criteria by function categorization. Other detailed employment issues are provided within Tempulli College regulations.

However, relevant documents such as the Regulation on teaching personnel or the Regulation on the organization and systematization of job positions do not provide the detailed procedure on how the recruitment process is carried out, providing specifics such as, where is the vacant position announced, what are the steps for the recruitment (document assessment, interview, other), how are the decisions made. During the meetings taking place on the site visit, the ET has learnt that, in practice, after the announcement of the vacant positions, candidates submit the required documents and the selection is done by the secretary and directors based on the documents assessment. In some cases, candidates might be invited to attend an interview. The ET has also learnt that the HR manager is not involved in the selection and decision making of the candidates.

Candidates for employment are not provided with full position descriptions and conditions of employment. The job description will be presented only once the candidate has been selected,. There is no evidence that staff are given specific KPIs to reflect measurable expectations they have to meet.

The statute of the college and Regulation on teaching personnel indicate the qualification requirements and responsibilities for the teaching staff. As it was previously mentioned under Standard 2, there is ambiguity regarding the definition of the qualification requirements and responsibilities for the senior management representatives as some of the positions indicated in the statute do not coincide with the positions given in the Regulation on the organization and systematization of job positions. For example, the statute mentions the Executive Director as the head of the college and the latter regulation mentions the Rector, which does not exist in the statute at all. Moreover, for some of the positions, the qualification requirements are not defined at all; for example, the qualification requirements of the dean are not listed in any of the regulations. The ET found that the responsibilities indicated in the supplementary documents requested by the ET (see appendix 2) do not coincide with the responsibilities indicated in the Regulation on the organization and systematization of job positions, such as the ones for the position of the quality assurance and international relations officer.

The college does not have a defined approach or benchmarks related to the student and staff ratio; during the interviews it has been explained that for the small number of students, the existing teaching staff is sufficient to carry out the programmes effectively. However, as the

institution is planning the implement new programmes, it should be ensured that the programmes are provided with a suitable number of teaching staff with the necessary expertise in the specific fields.

The college does not have a defined processes and criteria to evaluate the performance of administrative staff. There is no evidence of self or peer evaluation, and there is no instrument that collects the perception of students and academic staff about the professionalism and responsiveness of administrative staff.

As for the evaluation of the teaching staff, the only implemented mechanism is the student surveys, which cannot cover all of the teaching staff's activities (this has been further detailed under Standard 5).

The professional development opportunities that are supported by the college include participation in conferences and producing publications. However, there is no formalized procedure established by the college that could give guidance to the staff as to seek funding support in these two areas.

The budget allocated for professional work for 2019 is limited to 5678.07EUR. However, the college has not defined a systematic process of identifying training needs amongst staff members, nor is it connecting the allocation of it funding to certain (strategic) institutional priorities.

ET recommendations:
1. Develop an employment handbook that collects the rights, responsibilities, recruitment processes, performance evaluation, promotion, support processes, professional development, promotion, etc for both academic and administrative staff;
2. Define the qualification requirements for all positions considering the specific areas of expertise for each position and ensure that the staff have relevant qualification and experience for the positions that they hold;
3. Ensure that the regulations that provide information regarding the recruitment process, qualification requirements, and responsibilities are consistent to each other;
4. Formalize the process of induction of new staff and inform them regarding the institution and its services, programs and student development strategies, institutional priorities for development, infrastructure, facilities, organization chart, policies and procedures, etc;
5. Revisit and improve the overall management of the performance review system for all staff – assigned responsibles, design and conduct instruments, data collection, data aggregation and analysis, decision making, monitoring – in a transparent and predictable manner;

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6. Revisit and improve the overall management of the staff development system for all personnel − assigned responsibles, identify training needs, budget allocated, training provided, impact assessed, monitoring − in a transparent manner;

7. Ensure that academic staff evaluation is done at least through self-evaluation, students, peer and superiors evaluations, and occur on a formal basis at least once each year;

8. Develop a transparent procedure to support professional development activities requested by staff members (including funding allocation), such as participation in the conferences, publications and trainings.

2.9. Student administration and support services

The admission requirements and procedure at Tempulli College are defined in the Statute, according to which, the admission announcement for each study program includes the following information: the total number of vacancies for students, the conditions for registration and the criteria for the selection of candidates, the deadlines for registration and the documents that should be submitted with the application form.

According to the SER, the studies at Tempulli College can be followed by all those who have completed secondary school and Matura exam. Geographically, the study programs are attended by students from outside of Kosovo, mostly from neighbouring countries such as: Albania, Macedonia and Serbia. All information regarding the admission procedure is published on the official website of the institution. According to the Regulation on setting the tuition and other fees, the college is charging the students for the issuing of transcripts, which has also been confirmed during the interviews conducted by the ET. We would like to underline that this contradicts the "Principles and general guidelines for those producing supplements" in the European Higher Education Area, which states that "the diploma supplement should be issued automatically at the time the qualification is completed **free of charge** and in a widely spoken language".

According to the SER, students who achieve extraordinary results in their studies (maintaining an average grade above 9.50) receive a special reward, based on the Statute provisions. These rewards include, among others, exemption from paying the tuition fee for one or more semesters and reduction of the tuition fee in percentage. However, the Statute does not define the specific criteria or procedure based on which the decision on such rewards are made. As the budget is limited, it is of key importance that the student financial support is based on transparent and clear criteria and procedure.

Also according to the SER, student data are maintained in both traditional form (hardcopy) and electronic format (SQL). The data is updated on a daily, weekly, monthly and annual basis.

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During the tour of the facilities, the ET has been shown the Excel files where the basic student data is recorded; data is being stored on servers in three different locations. No centralized software for student administration and data management is provided.

The college has not developed a student handbook; however, according to the SER, the main source of information for students is to directly address the college staff or to find the information on the website.

The student appeals procedure is established by the Regulation on Bachelor and Master Degree, according to which, the student who is not satisfied with the grade can file a written complaint to the Rector of the College within 24 hours after the test result has been announced. After receiving the complaint, the rector forms a three-member examination commission. However, the regulations do not make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available. It should be noted that neither the teaching staff, nor students could refer to this regulation. During the site visit it was mentioned that in case students are not satisfied with their grades, they informally discuss this with professors directly.

In terms of safeguarding the principles of academic integrity, including plagiarism and cheating, the college has not defined such regulation for students. As mentioned under standard 4, the existing Code of Conduct is addressing only the staff of the college.

A software for detecting plagiarism is not available at the college. During the tour to the facilities, the ET has consulted a sample of the student thesis, out of which only one included a declaration of responsibility on the originality of the work produced; the panel is therefore unsure about the regularity of the instrument. The institution is relying that it will be the teachers themselves that can identify plagiarism in students' work, projects and thesis; the ET has serious concerns that individual teachers have the ability to identify theft of intellectual property considering the amount of references in the world and the accessibility of information online. There is no regulation that ensures the formal commitment of teachers to process the respective work through one of the anti-plagiarism software available online free of charge.

The college has student service officers and student career office. The student career officer provides consultation on development of CVs, employment, placement of students on practice, among others. The student career officer is also involved in teaching activities. The ET notes that the consultation hours for career development service are not provided on the office door, especially considering that, due to division of responsibilities, the staff member cannot be permanently available at her office. In case of the need for counselling regarding the academic issue, students contact their professors directly. There is no separate procedure or survey related to the effectiveness and relevance of student services.

During the site visit, the ET has learnt about various extracurricular activities students are engaged in, such as cycling competition dedicated to road safety.

ET recommendations:

1. Ensure that the regulation regarding the issuance of the diploma supplement follows the Principles and general guidelines for those producing supplements in EHEA;

2. Ensure that the procedure and criteria for providing student financial support is transparent, clear and publicly available;

3. Establish effective processes in place to collect and analyse reliable data referring to the profile of the student population, student progression, success and drop-out rates (including the reasons for them), students' satisfaction with the learning resources and student support available, career paths of graduates; the statistical data is used for quality assurance purposes, as well as to support decision making;

4. Develop a student handbook covering all information relating to admission, progression, recognition and certification, regulations, the rights and responsibilities of students, actions to be taken for breaches of discipline, responsibilities of relevant officers and committees, and penalties that may be imposed;

5. Ensure that the Student appeals procedure provides clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available and the students and staff are informed about the procedure;

6. Develop a code of conduct for students that deals with the academic misconduct, including plagiarism and cheating; ensure that this is disseminated among students;

7. Regulate alternative mechanisms to ensure the originality of the work submitted by students, such as ensuring the formal commitment of teachers to process the respective work through one of the anti-plagiarism software available online free of charge;

8. Monitor the effectiveness and relevance of the existing student services and ensure their development based on the monitoring results and promote their diversification (e.g. student psychological counselling, academic counselling, etc.)

2.10.   Learning resources and facilities

During its tour of the facilities, the ET has found that the college has adequate and clean classrooms and offices for administrative staff. There are no office spaces allocated for teaching staff, thus for individual consultations with students regular classrooms are used. The college has recently rented new premises right next to the college building (two rooms), that are used as labs; various program related equipment is also provided. The college has one lab with 26 computers in total. According to the meetings conducted during the site visit, the computers available in the labs are generally not equipped with the software required for the study programs. In most cases, students receive the software from their professors. Both the

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software and the hardware used for administrative purposes also need to be updated. The college does not have a study process management system that would allow the students and staff to use information technologies for teaching, learning, assessment and administration.

The library is quite small in size and has limited number of books, especially in English language. There is no online library catalogue available. Instead, there is a poster on the wall with 288 titles of the books that are available. The library does not have a librarian, thus if the students want to borrow a book, they should just sign on the board available on the wall of the library. This approach has led to some loss of material. There are very limited spaces available for individual reading or group work. The institutional budget does not include a line for the development of the library. The college does not provide access to international scientific databases.

As the machinery field is highly exposed to accidents, the ET examined whether the college ensures the health and safety of its staff and students. The ET has found two first aid kits, but these were not properly equipped and their content was mostly expired products. The ET therefore concludes that the college has not taken the necessary precautions to ensure the health and safety of staff and students.

In order to provide the environment for students with special needs to access the facilities, the college provides a wooden ramp on the first floor of the college, which is not permanent, but has to be installed on a case by case basis. There is no elevator in the building; however, the college representatives mentioned that they are ready to arrange the teaching and learning process on the first floor so that to accommodate potential future students with special needs. The college does not have any other learning resources adapted to the needs of students with learning disabilities (such as special visual or hearing software, Braille materials, etc).

There are vending machines available in the building and generous spaces inside and outside of the building equipped with tables and chairs.

The college does not have a formalized procedure to collect feedback from users regarding the quality and adequacy of the facilities and services.

ET recommendations:
1. Ensure that the computer equipment, operating systems and software used in the educational processes and college administration are updated considering the specifics of study programmes and the effectiveness of the administrative processes;
2. Allocate relevant financial, material and human resources for the operation of the library and ensure that the library is made attractive for students;
3. Provide a reliable system for recording loans and returns of books, with efficient follow up for overdue material to prevent loss of materials;

4. Consider the risks associated with the use of machinery equipment in the teaching and learning process and take the necessary measures to prevent or to instantly deal with them;

5. Revisit the availability and content of first aid kits across the facilities;

6. Increase the institutional efforts to adapt the teaching resources to students with special educational needs or physical disabilities;

7. Develop quality assurance mechanisms to collect feedback from staff and students regarding the quality of facilities and use the results for their further improvement.

2.11.   Institutional cooperation

Tempulli College does not have an institutional cooperation or an internationalization strategy/policy. The related content is given in two sections of strategic development plan, as follows:

- Professional Activities and Link with Economy:

The strategic objective is defined as "Further strengthening of innovation, professional and development activities for the needs of the economy in the field of traffic, transportation and road safety, and the development of new forms of intensified cooperation with economic operators in this sector"; however, the section does not indicate any specific steps that the college should take to achieve this objective. The section also indicates the list of cooperation agreements with up to 20 local and 15 international institutions.

During the site visit, the ET has learnt that there are several examples of cooperation between the local institutions and the College, e.g. Ministry of Infrastructure has employed the graduates of the college and provides limited number of internships for Tempulli college students; Civil Aviation Authority cooperated with the college to organize certification courses and hosts the field visits of the college students, among others.

- Mobility and International Cooperation.

The section of the strategic development plan on Mobility and International Cooperation aspires to "Increase student mobility and teaching staff, internationalization of teaching and research work, continuing existing co-operation and signing new agreements" as a strategic objective and the number of signed international agreements on mobility is indicated as an indicator. However, the international cooperation of the college is rather weak; the ET is therefore wondering based on what criteria does the institution choose the institutions it signs memorandums with, if there are clear measurable objectives and if the college is assessing the benefits/impact of these cooperations at any point. Only one student has participate in a study mobility so far, and up to 4 times academic staff have visited the University of Dresden in the

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framework of the institutional cooperation. Thus, it is of key importance that more people benefit from the signed international cooperation agreements rather than to increase the number of memorandums.

Participation in international projects is not considered in the staff evaluation system. Also, no assistance is given for teaching staff to develop collaborative arrangements with the international community; international cooperations of staff are minimal and usually based on individual initiatives. Based on the discussions taking place during the site visit, staff are not sufficiently

encouraged to participate in forums in which significant community issues are discussed and plans for community development are considered.

The international relations function is carried out by the quality assurance and internationalization officer. The institution should consider whether the workload of one person is adequately defined and ensures to fulfil both functions appropriately.

The ET has learnt about several initiatives and cooperations between the college and the industry representatives; however, employers and representatives of the labour market are not engaged during the development or revision of the study programmes or the strategic planning processes at the institution. Based on the meetings it has conducted, the ET can conclude that there is very little engagement of the local employers and members of professions in the work of committees or other structural units considering study programs and other institutional activities. Also, it resulted that there is no systematic communication for the institution to actually ask the employers in the region what is it that they wish from the Tempulli graduates, as well as to get insight on the profiles currently in demand so the institution needs more direction in responding to the current needs.

Graduates are invited to discuss new ideas and talk to students about their experiences. However, the relationship with the graduates is not systematic: there is no survey asking about their fitness to the labour market after finishing their studies (how long did it take to get employed, if in the field of studies, what level are they working at, what skills were they missing, etc), the communication is either based on personal connections or using different mechanisms (some received calls, some invitations for meeting).

ET recommendations:
1. Increase the provision of English language courses and study programs delivered in English as an important competitive advantage that enhances the reputation and attractiveness of the college (nationally and internationally);
2. Develop and adopt an internationalization/institutional cooperation strategy to guide the institutional efforts into this direction clearly defines the priorities of the college

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and includes related measures; for the achievement of the priorities in this area, ensure that relevant financial and human resources are allocated;

3. Increase the efforts towards reaching the strategic objectives the institution has set for itself in terms of internationalization and institutional cooperation so that the impact in those areas is more significant (in terms of mobility, cooperation, projects, memorandums, etc);

4. Review the existing the local and international agreements and ensure that they are used purposefully, and the students and staff benefit from the cooperation;

5. Encourage staff to participate and initiate cooperation with local and international institutions by including this action as one of the criteria for their performance evaluation;

6. Better assist and encourage staff to develop collaborative arrangements with the international community and to participate in forums in which significant community issues are discussed and plans for community development are considered;

7. Substantially improve the engagement local industries and employers to assist program delivery and content (including engagement in the work of committees or other structural units considering study programs and other institutional activities); by actively participating the development and revision of study programmes, as well as the strategic planning of the college;

8. Ensure a more systematic communication with the graduates and employers, including the usage of formal satisfaction survey;

9. Increase the prioritization and resource allocation dedicated to internationalization and institutional cooperation.

3. OVERALL EVALUATION AND JUDGEMENTS OF THE ET

The overall accreditation process has been quite challenging in nature: the SER was of very poor quality considering that the institution lacked the self-critical and self-analytical capacity (with the exception of SWOT analysis) and it failed to provide sufficient explanatory/descriptive information for each individual standard in order to allow the experts to assess its compliance; this has made the ET hunt down information in all institutional regulations, ask specific questions during the site visit and request a considerable amount of supplementary documents; the latter has been successfully provided by the institution.

The college has responded to the needs of the ET in terms of organising the site visit agenda and did everything in its power to accommodate the team.

Overall, the ET takes note of the many successes and endorsement of the college activity, is well aware of its tradition, and has been very impressed by its motivation, commitment and

willingness to improve and learn. However, the ET strongly believes that the level of quality (as well as knowledge and capacity in terms of governance, strategic planning, quality assurance and administration) is currently unfit for a higher education institution. Tempulli may very well choose to only provide certifications, training and professional education (in line with the relevant national standards and expectations) and, considering its history, actually excel at that but, at the moment, the institution cannot demonstrate its effectiveness, efficiency and management capacity as a higher education provider.

4. APPENDICES

Additional documentation requested by the ET (Appendices 1 and 2).

Expert Team

Chair

_____

(Signature)   (Print Name)   (Date)

Member

_____

(Signature)   (Print Name)   (Date)

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