



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

UNIVERSITY OF MITROVICA “ISA BOLETINI”

ECONOMIC ENGINEERING/ MSc

ACCREDITATION

REPORT OF THE EXPERT TEAM

June 2019, Mitrovica



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	Error! Bookmark not defined.
1.3. A brief overview of the institution and program under evaluation.....	5
2. PROGRAM EVALUATION	6
2.1. Mission, objectives and administration	6
2.2. Quality management.....	8
2.3. Academic staff.....	9
2.4. Educational process content	11
2.5. Students	14
2.6. Research	16
2.7. Infrastructure and resources.....	17
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET	18



1. INTRODUCTION

1.1. Context

Date of site visit: 6th – 7th of June 2019

Expert Team (ET) members:

- Prof. Dr. Magdalena Platis

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 University of Mitrovica “ISA BOLETINI”, Faculty of Mechanical and Computer Engineering;
- Information obtained during the site visit;
- Meetings conducted with the management of the institution, quality assurance representatives, teaching staff, students, external stakeholders;
- Supplementary documents requested by the ET.

Criteria used for institutional and program evaluations

- KAA Accreditation Manual



1.2. Site visit schedule

6th June

19.45 Meeting at the Reception of the Hotel

20.00 Working dinner

7th June

07.40 Meeting at the reception of the hotel

09.00 – 09.30 Meeting with the management of the faculty where the programme is integrated (*no slide presentation is allowed, the meeting is intended as a free discussion*)

09.30 – 10.30 Meeting with the heads of the study programme

10.40 – 11.10 Meeting with quality assurance representatives

11.10 – 12.00 Meeting with teaching staff

12:00 – 13:00 Lunch break

13.10 – 13.40 Visiting tour of the facilities and infrastructure (*used for the implementation of the programme*)

13.40 – 14.10 Meeting with external stakeholders

14.15 – 15.00 Closing meeting with the management of the faculty and program



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

The University of Mitrovica “Isa Boletini”- UMIB is a higher education institution managed at the regional level of the municipality of Mitrovica. It consists of 6 faculties: Geosciences, Food Technologies, Mechanical and Computer Engineering, Law, Economics, Education. On the website, the following aspects of the institutional development are mentioned:

- *The Faculty of Mechanical and Computer Engineering is a continuation of the Faculty of Applied Technical Sciences at the same time the former High Technical School in Mitrovica, which opened in 1961 and was financially supported by Trepça.*
- *In the first year, 42 regular students and 32 correspondents were enrolled. First Graduate Engineers graduated in June 1963. In 1991/92, 80 new students were admitted to the former Technical High School (THS) in the first year, 40 students in the machinery branch and 40 in the Electrotechnical branch.*
- *With the adoption of the Law on Higher Education by the Assembly of Kosovo on 12.05.2003, the Senate of the University of Prishtina on 05.07.2004 approved the statute of the University, which foresees that in the one-year period the former High Schools be transformed into Faculty of Applied Technical Sciences. High Technical School, transformed into the Faculty of Applied Technical Sciences with the Departaments: Industrial Machinery and Engineering Informatics.*

The Faculty has developed 3 bachelor study program: Manufacturing Machinery, Engineering Informatics and Economic Engineering and 2 master programs for the first two specializations, the current program submitted for the accreditation being a continuation of the third one: Economic Engineering.

The university website is functional, with some information in English. The program submitted for accreditation is of level 7, proposed to be organized in several modules, generating 120 ECTS credits, for 30 students in the first year.



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

In SER, regarding the mission, it is stated that:

- *The continuity of the learning process according to the Bologna system, scientific research and the development of science in general. Then cooperation with educational institutions of higher education in the country, in the region and Europe, the exchange of information, cooperation on advanced research in order to achieve European standards.*
- *Faculty of Mechanical and Computer Engineering is committed to cooperation with universities and institutes with counterparts in Europe to participate in the international academic community in order to incorporate best European experiences in our academic process.*
- *Taking into account the natural resources available to the Mitrovica region and Kosovo in General and then the labour market in region and Europe, there is a need to prepare the personnel that will be working in research and development of these resources in a sustainable manner. Cadres emerging from this institution will be required and will have positive impact for development of the region.*

The program mission is described in connection with the following issues (SER, page 14):

- *Producing graduates with an understanding of the basic tools and theories of economics.*
- *Producing graduates who can think critically about economic problems facing society and the potential solutions to those problems.*
- *Producing graduates who possess the appropriate skill sets for employment in the private, government and non-profit sectors of the economy and any other engagement as per labor market requirements.*
- *Producing prepared students for their continuation of the studies in the field of economics, management, business, marketing, entrepreneurship and innovation, finance, and business law.*

Therefore, SER does not contain a clear mission of the master program submitted for accreditation. The first appreciation of the program mission: “*Producing graduates with an*

6



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

understanding of the basic tools and theories of economics” cannot be considered relevant for a master program and this is contradictory to the consideration of providing advanced studies. It is mentioned in SER (page 10) that the master program “Engineering Economics”, is a continuation of the same named undergraduate degree program, “through deepening and advancing new knowledge in the field of mechanical and economic sciences”; in addition, as a result of these two scientific fields, a double qualification will be gained. From the description of the program, it can be concluded that the objective of it is to prepare students for the development of business in the field of engineering, a strong focus being on problem solving and project management.

The program is considered capable of “*Producing graduates who possess the appropriate skill sets for employment in the private, government and non-profit sectors of the economy*”; this is not relevant for the economic engineering field. Employment of such graduated should not be in the field of public administration or NGOs, but in the industry connected to mechanical and computer engineering.

A report was sent to the ET after the visit showing that during a meeting with companies, the rationality of the program was proven; companies participating at the meeting were: Trepca Mine Enterprise, Factory for equipment and processes, VPrint Company and Head of Industrial Board of University of Mitrovica, VIPA Chips Company, National Trade Bank of Kosovo, Economic Chamber of Kosovo.

The didactic concept is revealed from the curriculum design, while the research concept is mainly defined by the final project students have to elaborate, based on a research topic, hypothesis and questions, methodology and results. Formal policies, guidelines and regulations dealing with recurring procedural or academic issues are:

- The UMIB Statute, which is in full compliance with the Law on HE and the instructions of MEST
- UMIB's internal regulations
- Internal regulations of the academic unit

They are made publicly available at <https://umib.net/en/regulations/>. They all are relatively renewed in the last two years.

7



Compliance level: Substantially compliant

ET recommendations:

1. *Reconsider the name of the program; at present, having the same name for both undergraduate and graduate studies might be very confusing for future students in terms of what kind of learning outcomes might be achieved; different names would make a huge difference between basic knowledge specific to undergraduate studies and advanced knowledge specific to graduate studies. A suggested name could be: **Advanced Studies of Economic Engineering/MSc.***
2. *Redefine the program mission in compliance with the level of qualification; try to incorporate in the program mission, its originality or competitive advantage, compared to other similar master programs.*

2.2. Quality management

Quality monitoring and assurance is done by the quality office at the institutional level with the involvement of the department head. As mentioned in SER:

- *Once a year, the assessment of all the academic and administrative staff is done by the students;*
- *Once a year, the self-assessment of all the academic staff is done;*
- *Pro-dean for teaching issues and the program chief monitors the progress of the teaching process and the implementation of the curriculum;*
- *The Central Quality Office processes the data from the above points, and the generated information is distributed to the head of the unit and quality assurance coordinator;*
- *After analyzing the information from the Dean and Quality Assurance Coordinator, relevant reports are distributed to the academic and administrative staff and discussed separately with each staff;*
- *The general report is discussed at the Faculty Council.*

The regulation in the field of quality assurance “QUALITY ASSURANCE AND ASSESSMENT REGULATION” is available at <https://umib.net/wp-content/uploads/2019/04/5.-Internal-Regulation-Faculty-of-Education-QUALITY->



[ASSURANCE-AND-ASSESSMENT-REGULATION-1.pdf](#) and it shows responsibilities allocated for different levels – institutional and faculty. A questionnaire is filled in by students every semester referring to learning and teaching, practical work, services and infrastructure. Improvements taken on the basis of the quality assurance results include:

- Syllabus harmonisation;
- Content of the course;
- Regulation of the ECTS;
- Staff performance;
- Students' attendance.

Survey data is being collected from students; the results of these evaluations are not made publicly available. The survey includes an overview of quality issues for the overall program as well as of different components within it, like inputs, processes and outputs.

At the faculty level, one person is in charge with quality assurance, as most of the academic staff have administrative duties; from the discussion during the site visit, it was clear that annually, the satisfaction of students and staff is measured, the results being transmitted to the dean of the faculty.

Compliance level: Substantially compliant

ET recommendations:

1. *Create a survey for graduates and employers;*
2. *Elaborate a report for quality self-assessment at program and faculty level, so the entire academic community can learn about the achievements and new measures for improvement adopted for the future;*
3. *Consider a possible evaluation made by the superior of the teaching staff.*

2.3. Academic staff

Teaching staff involved in teaching at master program is qualified in the field of lecture. There are 20 FT and 8 PT academic staff. They do not cover, within an academic year, more than two teaching positions (one full-time, one part-time). The workload is distributed among teaching, exams, consultations, administrative activities and research. Almost 80% of academic staff are full time employed and cover the 90% of the classes of study programme.



In SER it is mentioned that:

- *All the staff of UMIB is employed through the procedure of vacancy advertisement, where with the announcement are shown all the requests for the announced position and the job description. The vacancy announcement is in the harmony with MEST guiding's, labor law, Statute of the UMIB and internal regulations of UMIB.*
- *After the procedures of employment are finished, the decision of employment is given to the employee with all the job description and the contract is signed with all job description within the contract.*
- *there are two academic staff members that have PhD and are assigned to be in charge for the Economy Engineering programme, number which correspond to the 2 years program.*

The number of academic staff is compliant with the KAA standards, including the teaching positions, the percentage of full time staff (71%), number of full time with PhD title. The university has a plan for the development of academic staff available at <https://umib.net/wp-content/uploads/2019/04/9-10.-Research-development-plan-the-plan-for-development-of-the-academic-staff.pdf>, containing strategic objectives for development and promotion. Unfortunately, there is no effective support for the academic staff, in SER, being mentioned that:

- *It is difficult for FMCE to financially support them in the absence of the budget.*
- *Staff is supported and encouraged in terms of professional development, scientific advancement and mobility through various programs.*
- *The management of the FMCE is very flexible in organizing the schedule which enables the proper professional development of the teachers, in accordance with the criteria set by the Dean of the unit.*
- *The management of FE also plays a motivating role for staff, encouraging them to be more active in scientific research activities.*

The ET could not find any opportunities provided for additional professional development of the teaching staff; no clear evidence was provided for the staff development. What the standard refers to is about resources allocated, meaning not only financial resources for the staff development. Unfortunately, professors are obliged to cover themselves the costs for participating to conferences or publishing articles, which is unacceptable. On one hand, a pressure is on them to publish and on the other hand, no institutional support is given.



The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students but not for community service. However, from the discussion with the teaching staff, during the site visit, it was revealed the link to the industry mainly through the final projects of students, case in which a mentor works closely with a co-mentor; the topics are connected to the economy needs of developing small and medium enterprises in Mitrovica. In addition, the form of the community service is considered in SER (page 27) as professors' expertise provided to companies.

Academic staff evaluation is conducted regularly through students' survey, on a formal basis. The results of the evaluation are not made publicly available; there is no evaluation made by the superior. The dean of the faculty has access at the results of the staff evaluation.

Teaching methods and learning materials are improved mainly from classical to digital methods of teaching, such as specific applications for the electrical part of the studies, software provided by CISCO, open source programs, virtual studio etc. aspect revealed by the teaching staff during the site visit. However, even if a strategy for improvement teaching and learning is not available as a clear and separate document, a lot of input for improving is provided by industry representatives.

Compliance level: Substantially compliant

ET recommendations:

- 1. Increase the motivation of faculty staff to get involved in research and especially in the community service; integrate community service in the time allocation and responsibilities of full-time academic staff;*
- 2. Create a strategy for quality enhancement including improving the teaching strategies and quality of learning materials, containing at least objectives, deadlines, methods, results;*
- 3. Develop a superior evaluation of the academic staff, based on a self-evaluation, considering specific criteria and indicators linked to teaching, research and community service relevant to the study program profile.*

2.4. Educational process content

The study program is described, in SER, as following:



- *Students' professional and scientific achievements at this faculty are sufficient for development of business in the field of engineering.*
- *In addition, essential knowledge provided during undergraduate studies, prepares the staff for further Economic Engineering development in research institutes, public enterprises, as well as private ones in our country or abroad.*
- *It also prepares the staff for future educational/teaching process in the field of Economic Engineering.*

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; these are generating from the way students get involved in class participation, either in individual or in team work.

The study program reflects different components of the program which are combined in a very particular way to achieve the specified qualification objectives and provide for forms of teaching and learning that are not always the best or at least not clearly expressed in the syllabi. The ET observed that between the courses descriptions attached to SER and the completed full syllabi requested and received as additional documents after the site visit, a huge difference is to be mentioned regarding the description of the assessment and literature (examples: 1. no assessment and no literature recommended in the short description of the *Scientific Research Methodology*, but included in the full document; 2. very old literature recommended in the short description of the Design of technological process, since 1994, but after 2000 books in the full syllabus etc). This makes the ET to question which of the two set of document is correct – the short course description which were submitted together with the SER or the additional full syllabi requested after the visits, as they include contradictory information.

In addition, some of disciplines include course objectives that are very introductory, which is not at all appropriate for a master program, especially for the current one, of double qualifications; as an example, the *Economics* course include as objective: “to introduce students with the role of economic development...”. At the same course, learning outcomes are very general, more appropriate for an undergraduate program, than for a master one. More than these, studying the content for Economics, all the topics are about economic development, so a change of the discipline title is imperative.

The disciplines within the curriculum are provided in a flow which is not very logical considering the following:



- In all semesters, disciplines from both domains should be integrated – economic domain and engineering domain (first semester in first year contains only subjects from the economical part);
- Some disciplines should make a difference in their titles compare to what is already integrated bachelor program;
- Some disciplines should be considered to be studied before others, for a better understanding of the content and achieving the proper learning outcomes: Entrepreneurship;
- The name of the disciplines should reflect the content of it;
- *Practical learning* needs some corrections in terms of number of hours and placements.

The student-teacher relationship is a partnership in which each assumes the responsibility what they have to do and achieve. Students confirmed that due to their engagement, some changes have been incorporated, such as: more time allocated for some topics in the teaching process, organization of some exams in front of the computers, using case studies in teaching, getting feedback from professors.

There is a lot of room for improvement in the teaching strategies and especially, in the assessment set; there is no clear evidence on the flexibility to meet the needs of different groups of students. For many disciplines, the assessment method is only described by percentage of theoretical and practical requirements, which is totally unclear.

The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.

The curriculum includes practice stages, but there are no intended student learning outcomes clearly specified so, processes that are followed are not clear that they ensure that learning outcomes are being developed.

Compliance level: Partially compliant

ET recommendations:

1. *Revise all course objectives and replace the introductory aspects to disciplines with advanced concepts, relevant for the field of study;*
2. *Change “Economics” into “Economic Development”, as the course description is not about Economics, but about economic development of countries;*
3. *Include Entrepreneurship in the first semester of the first year;*



4. *Include approximately the same number of disciplines from the economic area and the engineering area in each semester;*
5. *Include a discipline dedicated to SMEs, as the research interest of the program was declared in this area; example SMEs Development and Marketing, or Management and Marketing of SMSs;*
6. *Pay attention to the number of hours for the Practical learning and re-calculate. As the number of credits is 5, the number of hours should be 125, but in syllabus there are mentioned 110;*
7. *Practical learning should be developed mainly in SMSs and private companies, not in public entities, as the teaching and research concept of the study program is connected to industrial filed and the Economics of it, with a particular declared attention on SMSs;*
8. *Describe clearly all assessment methods in the syllabi, not only by mentioning the percentage of theoretical and practical tasks, but type of exams – essays, or case studies, or problem solving, or multiple-choice questions etc;*
9. *Provide more recent literature to all subjects; even some recommended books are published in 2003 or 2004, these are very old, considering the dynamic of the economic environment.*

2.5. Students

Different regulations were provided to the ET; among these, one relevant for the master program is: Rregullorja per studime Master 20180622. Although this is in Albanian, it is important to observe that it is quite actual (2018) and relevant for the admission procedure of students.

According to SER:

- *The regulations for master studies, in particular the criteria and procedures for enrolment and registry of student are fulfilling this standard (high school graduation diploma or other equivalent document of study, according to MEST requirements), by explaining the necessary documentation for application and registry. There is noted that student who wish to get enrolled in the MSc programme has to hand in the original*



diploma-Certificate of graduation of basic studies-bachelor, or notarised copy based in original document;

- *Lectures in FMCE are held in small groups, and also the number of enrolled students for this programme will be 30 students. Lectures for those students will be held on groups of 30 students, whereas the exercises and activities based on projects will be split in smaller groups.*

Feedback to students on their performance and results of assessments is provided by professors in time; the results obtained by the students throughout the study cycles are certified by the academic record. Records of student completion rates are kept for all courses and for the program as a whole.

Students have to follow the same regulations; there is not clear what kind of flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations. Students' different requests are responsible considered by the staff, but this not clear that students can benefit from flexible treatment, if case.

There is no effective procedure used to ensure that work submitted by students is original; from the discussions with the teaching staff it was mentioned that there is no software in Albanian. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; there is a Students Parliament, with more visible actions on Facebook page: <https://www.facebook.com/Parlamentiumib>.

Compliance level: Substantially compliant

ET recommendations:

1. *Create a flexible treatment for students – for instance the consultation hours – one day in the morning, one day in the afternoon, in case of some students work; identify other cases and institutionalize specific measures;*
2. *Create a data base of former thesis at bachelor and master from previous years (3 years) and develop it year by year, as an internal method of checking originality of new thesis, at least compared to previous generations of students.*



2.6. Research

The Strategic Plan of the university available at <https://umib.net/wp-content/uploads/2018/09/Plani-Strategjik-Anglisht.pdf> for the period 2018-2020 reveals the institutional interest for research by the need for reactivation of *The Central Scientific Research Institute* consisting in several Scientific Research Centers will operate within the Institute and will apply a range of functional competencies. However, the study program has not defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program); the research development plan of the institution is more general, than focusing on some particular scientific areas, such as economics of engineering field; therefore, the faculty and program struggle with a huge lack of financial and logistic resources for research.

The Statute of the University (<https://umib.net/wp-content/uploads/2019/04/3.-UMIB-Temporary-Statute-converted.pdf>) stipulates in Articles 154-161 different conditions for appointment and promotion to any title of academic staff ; therefore, expectations for teaching staff involvement in research and scholarly activities are clearly specified, at the faculty level, as well, in staff evaluation and promotion criteria.

What is recognized as research in the field of study of the program is not clear, as research activity does not have clear objective. What the SER contains is the description of the research profile at a European level, from First Stage Researcher to a Leading Researcher which is a totally different issue. The academic staff has a proven track record of research results on the same topics as their teaching activity.

The set of publications attached to SER contains the list of papers academic staff elaborated and published; some staff (Faton Merovci, Fisnik Osmani, Lumnije Thaqi) did not present an actual list, with papers in the last 3 years. Therefore, it is difficult for the ET to consider that each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.

Some very few considerations on authorship are included in the Code of Ethics https://umib.net/wp-content/uploads/2019/04/8.-Code-of-Ethics_.pdf, but concrete policies haven't been established for ownership of intellectual property or for commercialization of ideas developed by staff and students. Students are involved in research, mainly through their final project.

Compliance level: Partially compliant



ET recommendations:

1. *Create a training program for academic staff on project management to increase the success rate in research applications; create more connected the two areas: Economics and Engineering*
2. *Identify 3-5 research objectives correlated among them to reflect the main direction of research for the study program;*
3. *Define what research means in the field of study – with priorities for research and elaborate a research plan for the study program.*

2.7. Infrastructure and resources

In SER, the following issues are mentioned about the new building still under construction, started in 2017:

- *Within the new University campus, in the building no.1 (one) with total indoor area of 18,028.5 square meters, will be in use for students and staff: 32 classrooms - 3,000 square meters; 3 amphitheatres (one for 350 students and two for 140 students);*
- *The library together with the reading room and computer room 660 square meters (reading area will have 112 banks and 112 chairs - 275 square meters, books - shelves 334 square meters, 60 square meters of computers room - 13 banks and 13 chairs).*

At the same time (SER, page 47), a table presents some data for: spaces, classrooms, cabinets, amphitheatres by number and area per m² using FMCE; the table refers to *the area of the FMCE that possesses sub-utilization*, among which: 1 library, 3 computer halls, 1 amphitheater. The library is not digital, as SER states considering this as a weakness.

There is no a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next years, since there is very little autonomy for the financial resources; the institution has its budget and it is centralized decided.

During the site visit, the ET observed the following:

- The current facilities were shared ones with other faculties and the Faculty of Mechanical and Computer Engineering was in a process of moving the equipment;
- The building where the site visit was hosted: rooms had no projectors, and the translator mentioned that they use mobile ones; the 6 classrooms were old equipped, but functional; the library was not able to be considered, as all chairs were put on top of each other and some books were in the back of the room, full of dust;

17



- The new building which was also visited: still under construction at the time of visit. ET is really skeptical that it will be fully equipped and functional till the beginning of the next academic year; the faculty members and the dean invested a lot of time in seeing the building done and they were very proud of the construction itself; unfortunately;
- ET also visited the facilities of the faculty located in the University of Prishtina campus, for the engineering machineries, which were at the time of visit functional and working;
- Visiting the 3 buildings – the shared one (where the visit was hosted), the new under-construction one and the one in the Prishtina campus, ET cannot consider the infrastructure prepared for new coming students, but of great potential, once the new building in Mitrovica will be completely finished and the process of movement over. In addition, many questions remained without answers, or the answers were like passing the issues from one building to another.

The infrastructure and facilities dedicated to the implementation of the program is not adapted to students with special needs (none of the campuses).

Compliance level: Partially compliant

ET recommendations:

1. Create an investment plan for resources (physical and digital) for students with special needs;
2. Invest in digital library resources; explore the possibility of partnering with some other universities or institutes;
3. Hurry the completion of a building to be prepared for the new academic year, either the shared building, or the new one.

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The self- report was clearly elaborated, but many information was easier to find from the website of the institution. The responsible team for the program provided additional documents to the ET. The program submitted might be a very successful one for a long term in the case of clear messages to the potential candidates. The main recommendations are:



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

1. Consider the change of the master program title from “*Economic Engineering*” to “*Advanced Studies of Economic Engineering*”; the need to change the title is that the level of qualification is different at master than at bachelor level;
2. Elaborate a clear comparative analysis between BA and MA in order to highlight the differences between them and invest more in the research concept of the study program;
3. Consider the standard–based recommendations abovementioned in the ET report.

In conclusion, the Expert Team considers that the study program *Economic Engineering/MSc*, offered by **University of Mitrovica “ISA BOLETINI”** 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 30 students to be enrolled in the program.

Expert Team

Magdalena Platis

(Signature)

(Print Name)

(Date)