



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

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*University of Peja “Haxhi Zeka,” Faculty of management  
Business Management/BSc*

***ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*25<sup>th</sup> May 2019, Zagreb, Croatia*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit:** 10<sup>th</sup> May

**Expert Team (ET) members:**

- *Prof.dr.sc. Mirjana Pejić Bach*

**Coordinators from Kosovo Accreditation Agency (KAA):**

- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- ILIRJANE ADEMAJ AHMETI, Officer for Evaluation and Monitoring

**Sources of information for the Report:**

- *University of Peja “Haxhi Zeka,” Self-Evaluation Report, authors: Prof. asoc. dr. Halit Shabani, Prof. asoc. dr. Husnija Bibuljica, and Prof. asoc. dr. Muhamet Sadiku*
- *External evaluation report. Institutional and programme re(accreditation). University of Peja “Haxhi Zeka,” 2015 (provided at site visit)*
- *Quality assurance and evaluation in “Haxhi Zeka” University, 2019 (provided at site visit)*
- *Template for quality assessment questionnaire (provided at site visit)*
- *Example of student progress report (provided at site visit)*
- *The strategic plan of “Haxhi Zeka” University (2017-2022) (provided at site visit)*
- *Activity report of the career development center for the 2017-2018 academic year (provided at site visit)*

**Criteria used for program evaluation:**

- *KAA Accreditation Manual – July 2018*

### 1.2. Site visit schedule

- *Schedule as provided by KAA, times as meeting has taken place. The site visit was accompanied by Arianit Krasniqi, Senior Officer for Evaluation and Accreditation, and Ilirjane Ademaj Ahmeti, Officer for Evaluation and Monitoring.*
- *It was planned to have an introductory meeting at 9<sup>th</sup> My, but due to expert travelling problems, this was not executed.*



*Table 1 Schedule for the meeting on Friday, 10th of May*

<b>07.30</b>	Meeting at the reception of the hotel
<b>09.00 – 09.30</b>	Meeting with the management of the faculty where the programme is integrated <i>(no slide presentation is allowed, the meeting is intended as a free discussion)</i>
<b>09.40 – 10.40</b>	Meeting with the head of the study programme
<b>10.50 – 11.40</b>	Meeting with quality assurance representatives
<b>11.50 – 12.50</b>	Meeting with teaching staff
<b>13.00 – 14.00</b>	Lunch break
<b>14.00 – 14.30</b>	Visiting tour of the facilities and infrastructure <i>(used for the implementation of the programme)</i>
<b>14.40 – 15.20</b>	Meeting with students
<b>15.30 – 16.00</b>	Meeting with graduates
<b>16.10 – 16.50</b>	Meeting with employers of graduates
<b>17.40 – 18.00</b>	Closing meeting with the management of the faculty and program

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

*Insert general information about the institution and the program under evaluation, its legal status, its mission, and others.*

The following section contains the description of the institution under evaluation, taken from the Self-Evaluation Report, 2019, authors: Prof. asoc. dr. Halit Shabani, Prof. asoc. dr. Husnija Bibuljica, and Prof. asoc. dr. Muhamet Sadiku

*(Start of the citation) “Haxhi Zeka” University in Peja, was founded based on the decision of the Ministry of Education, Science and Technology, no. 434/01 B, date 14.11.2011, and its statute was approved on May 30, 2013, by the Assembly of Kosova.*

*“Haxhi Zeka” University in Peja is a successor of the Faculty of Applied Sciences in Business (FASB) in Peja, which was founded in 1960, with the decision of Executive Council of KSAK as the High Economic – Commercial School in Peja. Initially, the school only had the Section of Commercial Business in the Enterprise and a small number of teachers, with the passage of time the courses were developed as well, and after 1999, the FASB becomes a part of the University of Prishtina which has functioned with the programs of Applied Business Sciences in Albanian and Bosnian language until 14.11.2011 when the “Haxhi Zeka” University in Peja was founded.*

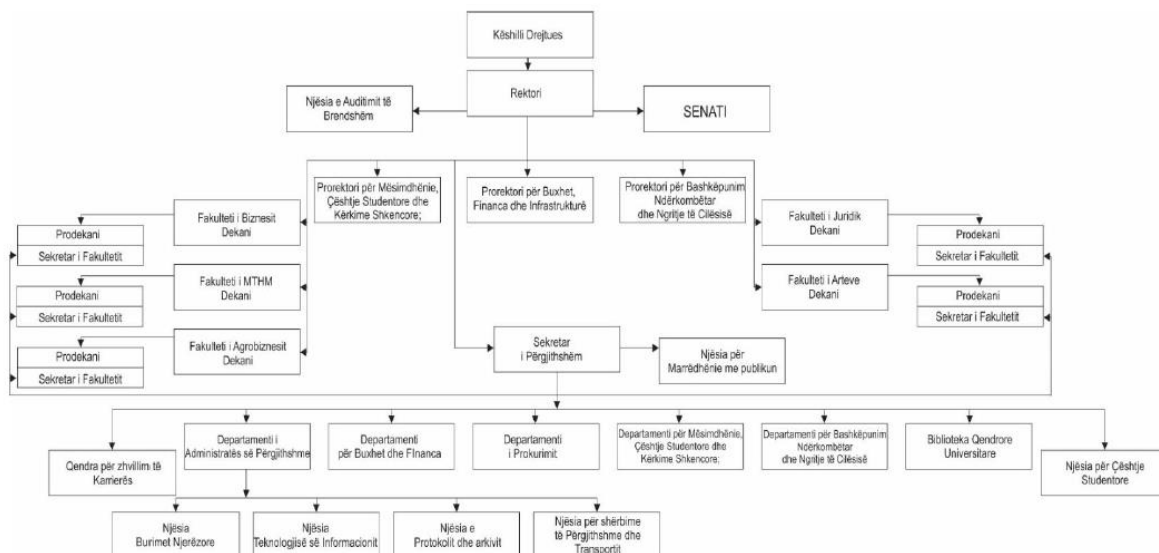


**Mission** - “Haxhi Zeka” University in Peja, is an autonomous institution of the high education, that develops academic education, artistic creativity, professional consultations and other areas of academic activity. The mission also envisages Article 6, of the Statute of the University, and it has these purposes: (i) To act as an institution for the advancement of knowledge, ideas and science in the high education system of Kosovo; (ii) To act as an institution in the development of education, science, culture, society and economy of Kosovo; (iii) To help the process of promoting civic democracy; (iv) To aim on creating and supporting the highest standards in the field of teaching and learning, scientific research and artistic creativity; (v) To utilize its resources in the most efficient way; (vi) To maximally cooperate and participate in all high education activities at national, regional and international level; (vii) To be adapted to European standards; and (viii) To be fully integrated into the European High Education Area in the European Research Area and to take the appropriate reform steps necessary to achieve this mission.

*Institutional leadership, management structures and administration and personnel agreements;*

“Haxhi Zeka” University in Peja is governed by the Statute of Haxhi Zeka University in Peja No. 04 - V - 662 of 30 May 2013, where as the main managing body is the Steering Council, the Rector as the main managerial authority, the Senate of the University. (End of citation)

Figure 1 Organizational structure of “Haxhi Zeka” University in Peja



Source: University of Peja “Haxhi Zeka”, Self-Evaluation Report, authors: Prof. asoc. dr. Halit Shabani, Prof. asoc. dr. Husnija Bibuljica, and Prof. asoc. dr. Muhamet Sadiku



## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

*(Insert all comments or observations, commendations, and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

#### Standard 1.1.

- The *Self-Evaluation Report* provides the elaboration of the mission of the programme in the relation of the institutional mission, which states as follows: *“The institution's mission is to prepare competitive students for the labor market and to make them future leaders in relevant fields. This statement reflects the educational purpose of the institution as a whole and makes this program consistent with the UHZ mission, to prepare students who will enter the job market in the field of business management. The Faculty of Business in UNHZ in Peja is oriented in offering programs and academic research according to market needs with the active participation of local and regional economies. As a result of studying approaches, research, and teaching methods that the program offers, it is possible to create competitive skills in entrepreneurship, innovation, business, finance, and accounting fields.”* This elaboration could be considered as acceptable.
- Conclusion: Fulfilled.

#### Standard 1.2.

- The *Self-Evaluation Report* provides several references to the National Qualification Framework, in relation to academic staff and students. For example, the reference to the National Qualification Framework is provided on p.145. However, the elaboration is provided using general language, which is not related to the field of study: *“The aim of the Faculty of Business is qualitative teaching and preparing students not only for local markets but for even more. All the academic personnel of BF is dedicated, as seen in the National Qualification Framework. They will have advanced knowledge of a field of work or study, involving a critical understanding of theories and principles. This may include: using an integrated view of the principal areas, features, boundaries, terminology, and conventions of the field of work or study to reach informed judgements about the theories and principles which underpin or govern it; drawing on detailed knowledge and understanding in one or more specialisms, including some that is informed by or at the forefront of a subject, discipline or area of work; demonstrating knowledge and understanding of the ways in which the subject, discipline or area of work is developed, including a range of established techniques of enquiry or research*



*methodologies.* (National Qualification Framework, p.32. However, this text was copy-pasted without proper quotations.

[https://akkks.rks-gov.net/uploads/korniza\\_kombtare\\_e\\_kualifikimeve.pdf](https://akkks.rks-gov.net/uploads/korniza_kombtare_e_kualifikimeve.pdf)”, p.145.

- Exactly the same phrases are used in the National Qualification Framework: “using an integrated view of the principal areas, features, boundaries, terminology, and conventions of the field of work or study to reach informed judgements about the theories and principles which underpin or govern it; drawing on detailed knowledge and understanding in one or more specialisms, including some that is informed by or at the forefront of a subject, discipline or area of work; demonstrating knowledge and understanding of the ways in which the subject, discipline or area of work is developed, including a range of established techniques of enquiry or research methodologies” (p. 34, English version)
- Conclusion: Partially fulfilled.

### Standard 1.3.

- The didactic concept can be considered as partially defined. The aims of the Bachelor study in Business Management are partially overlapping with the aims of the Master study in Business Management. Table 2 presents the overview of the expected results of Bsc, and Msc programmes, from which it is visible that there are differences in only a few words in relation to some expected results. It is not clear how the aim “**the ability to apply the teaching** in one or more areas outside of business and entrepreneurship.” In addition, the research concept can also be considered as partially defined. Descriptions of the Research standards and performance indicators in the Self-Evaluation Report is provided in a general manner since it is mostly described in relation to Statute.
- Conclusion: Partially fulfilled.

*Table 2 Overview of the expected results of Bsc and Msc programmes in Business Management*

<p>The expected results in the Bachelor program in "Business Management" are that the student gains:</p> <ul style="list-style-type: none"> <li>- general knowledge and understanding of key concepts, methodologies, theoretical approaches and assumptions in business and management related disciplines;</li> <li>- a broad understanding of some of the key areas of management, business, finance, applied information systems and</li> </ul>	<p>The expected results in the Master Program in Business Management are that the student gains:</p> <ul style="list-style-type: none"> <li>- a systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the business and management domain;</li> <li>- developed knowledge and critical understanding of key concepts, methodologies, current advances,</li> </ul>
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accounting, including an interdisciplinary approach and perspective;  
**- the ability to collect, review, evaluate and interpret key information for one or more key areas in management and business;**  
 - some detailed knowledge in the field of business;  
**- critical thinking and analytical skills within and outside the business and management discipline; and**  
**- the ability to apply teaching** in one or more areas **outside of** business and entrepreneurship

theoretical approaches and assumptions in management and business, and an interdisciplinary perspective in the field of finance management, accounting and auditing;  
**- developed skills for: collecting, reviewing, evaluating and interpreting information;**  
 - develops detailed knowledge and experience in research in a field of business management discipline;  
**- develop critical thinking and analytical skills within and outside the business management discipline;** and  
 - gains the ability to continue academic or research studies in the field of business management at higher levels of education

*Source: University of Peja “Haxhi Zeka”, Self-Evaluation Report, authors: Prof. asoc. dr. Halit Shabani, Prof. asoc. dr. Husnija Bibuljica, and Prof. asoc. dr. Muhamet Sadiku*

#### Standard 1.4.

- *Self-Evaluation Report* provides the list of the documents, which are relevant for students and academics (p.26-28), which could be considered as comprehensive and well-defined. In addition, the website of the University of Peja “Haxhi Zeka” publishes important documents related to educational procedures (e.g. master thesis).
- **Conclusion: Standard is fulfilled.**

#### Standard 1.5.

- University of Peja “Haxhi Zeka” has defined Code of ethics. It is described on p.49-50 of the Self-Evaluation Report. The University acts according to the Code of ethics, and two cases were treated in 2018 (1 student, 1 teacher). It is also stated in the SER that “*All internal regulation, procedures ,self assessment reports and decision of governing bodies are made public on the website of Haxhi Zeka Univeristy in Peja.*” (p.50).
- **Conclusion: Standard is fulfilled.**

#### Standard 1.6.

- Self evaluation report indicates that “*Performance evaluations serve as a review of the efficiency and effectiveness of the operation of the Faculty of Business in all fields of*





*activity. This assessment is reported at the end of each semester to the management of the faculty and the responsible bodies for university governance, including indicators for quality assurance and quality assurance measures, as well as decisions related to the learning outcomes for students.” (p.149)*

- **Conclusion: Standard is fulfilled.**

*Table 3 Summary of standards related to mission, objectives, and administration*

<b>STANDARD</b>	<b>Fulfilment</b>
Standard 1.1. The study program mission complies with the overall mission statement of the institution.	Yes (1)
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes, which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	Partially (0.5)
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	Partially (0.5)
Standard 1.4. There are formal policies, guidelines, and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	Yes (1)
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	Yes (1)
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	Yes (1)
<b>Fulfilment level</b>	<b>5/6 (83%)</b>

Source: Expert’s work

**Compliance level:** Substantially compliant

**ET recommendations:**

1. The elaboration of the relationship between the programme and National Qualification Framework should be provided in the Self-Evaluation Report with stronger emphasis on the specific outcomes of the programme, related to business and management.



2. If there are copy-pasted texts from other sources (e.g., National Qualification Framework) Self-Evaluation Report, they should be referenced in adequate manner (using quotations).
3. The aims of Bsc and Msc programmes in Business Management should be improved in order to stress the differences between the two of them, in line with the Level 6 and Level 7 of the National Qualification Framework.

## 2.2. Quality management

*(Insert all comments or observations, commendations, and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

The Self-evaluation report indicates that all the standards related to the quality management are partially met.

The statements are provided mainly in a general manner, and specific examples are not provided in relation to the Standards 2.1, 2.2, 2.3, 2.4, and 2.5. This indicates that the overall framework for quality management has been established, but that the implementation is not in-depth, but is somewhat superficial. On the other hand, the Self-evaluation report provides rather a comprehensive description of the surveys from the students about their satisfaction regarding the teaching process, which are taking into account in the course development. The impression of the partial implementation of quality standards 2.1, 2.2, 2.3, 2.4, and 2.5 has been confirmed at the meeting with the quality management staff. Three persons attended the meeting, the person that currently organizes the student surveys and other quality related tasks, the person that formerly participated in the same activities, and the head of the Career Development Centre. From the conversation with the current and former organizers of the quality related tasks, the impression got that the most emphasis has been given to the student satisfaction survey, and academic course improvements, while other areas are not managed in a regular manner.

On the positive, the student satisfaction survey has been conducted regularly, and the results of the survey are delivered to the Dean, Head of the Programme, and the academics. The best 10% of the results are public, and the worst 10% of the results are discussed with the teachers. It was indicated in the conversation that the Dean provided consultations with some of the teachers that got low grades and that improvements have been made from the side of academics. Therefore, it can be concluded that the improvements have been made based on the survey results. Later, from the discussion with the students, this conclusion has been confirmed.



In addition, quality evaluations are prepared at the level of the individual courses, which transfer to the level of the programme. Based on the conversation with the staff, it can be concluded that this was conducted often but is not managed on a regular basis. However, this could be considered as a minor shortcoming. This indicates that Standard 2.6 is fully implemented.

Standard 2.7 is being partially fulfilled since the data about the employment has been collected through the Alumni Association, which could not be considered as a comprehensive approach.

Standards 2.8 is fulfilled with the participation of the Faculty in the accreditation programme.

The Self-Evaluation report does not mention that quality assurance arrangements for the program are themselves regularly evaluated and improved; therefore, clear evidence for Standard 2.9 is not provided.

*Table 4 Summary of standards related to quality management*

<b>STANDARD</b>	<b>Fulfilment</b>
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	Partial (0.5)
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	Partial (0.5)
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	Partial (0.5)
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	Partial (0.5)
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	Partial (0.5)
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	Yes (1)



Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	Partial (0.5)
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.	Yes (1)
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	Yes (1)
<b>Fulfilment level</b>	6/9 (66,7%)

Source: Expert's work

**Compliance level:** Partially compliant

**ET recommendations:**

1. *The more comprehensive approach to quality management needs to be implemented, with a clear time schedule during one academic year.*
2. *Resources devoted to quality management are not sufficient. Most of the tasks are conducted by one research assistant, which is not sufficient.*

**2.3. Academic staff**

*(Insert all comments or observations, commendations, and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

Overall, the employment has been conducted in a transparent manner, and the obligations of academics are in line with the required standards (e.g., *at least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program*).

Academic staff is highly motivated, great level of enthusiasm for both research and teaching has been demonstrated on the meetings. Based on the discussion with the staff, it can be concluded that significant progress has been conducted in terms of promotion of research results. The yearly reward for the best research paper has been introduced. However, more progress would be conducted in this area with the actions to communicate the research results of the institution transparently, and to provide education to academics in terms of writing and publishing research papers. The knowledge of the English language should be promoted among



academics in order to facilitate their participation in international research, and allow them to use international literature sources in their teaching preparation.

Based on the documentation and conversation with academics, it can be concluded that the strategies for quality enhancement include improving the teaching strategies and quality of learning materials are only partially implemented since they are conducted in an informal manner (Standard 3.9).

*Table 5 Summary of standards related to academic staff*

<b>STANDARD</b>	<b>Fulfilment</b>
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	Yes (1)
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	Yes (1)
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	Yes (1)
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	Yes (1)
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	Yes (1)
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	Yes (1)
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	Yes (1)
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	Yes (1)



Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	Partially (0.5)
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	Yes (1)
<b>Fulfilment level</b>	<b>9.5/10 (95%)</b>

**Compliance level:** Fully compliant

**ET recommendations:**

- 1. It is suggested that the list of yearly publications is published for all professor at the Faculty. It can be in PDF format and made available to all academics. This would promote the need for regular participation in the research process*
- 2. Education should be provided in order to improve the academic skills of professors, e.g., organize the workshops on writing, and publishing research papers.*
- 3. Academic integrity should also be promoted in the direction of organizing workshops and educational materials for the students and academics on how to avoid plagiarism.*
- 4. Improve the English language of academics.*

**2.4. Educational process content**

*(Insert all comments or observations, commendations, and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

Description of the syllabi is overall adequate. The overall programme is interdisciplinary (Standard 4.1).

However, there are significant shortcomings in relation to several aspects, due to which the following standards are only partially addressed: Standard 4.2, 4.3, 4.4, 4.6, and 4.7. The language of some of the syllabi is not correct. The description of some courses is not grammatically correct. Course aims are for many courses expressed in a general manner. Learning outcomes are not in many cases in line with Level 6 of the National Qualification Framework. The teaching methodology is in most of the cases described in a general manner, and examples of teaching methods are just bulked together. Few examples are provided, but overall the syllabi should be checked and corrected, by the academics themselves, and by the language experts. I suggest that the group of experienced professors with good examples of syllabi supervise the process of re-writing the syllabi.

Some advice will be provided here for selected courses, but all of the syllabi should be carefully revised by the experienced team of professors:



- The syllabus of the course Academic writing needs to be completely improved, since the content of the course is too general, and the course description is filled with logical and grammatical errors.
- The following courses need to be partially improved: Accounting of financial institutions. Auditing, Banking management,
- The course Database Management has the learning outcomes, which are trivial and are not at all related to the title of the course. This course needs a complete changed of the syllabus. This is an important course, and it should stay in the programme.
- The course e-banking has the same text for learning outcome as Database management! In addition, there is no point in studying e-banking as a separate course. This course should be replaced with some other course with more relevant content for the students.
- The course e-business again has the same text for learning outcome as the Database management! However, e-business is an important topic, and it should be retained in the programme, but syllabus should be completely re-written.
- The learning outcomes of the courses English language I and English language II are almost the same! This should be corrected. In addition, most of the students did not speak English, and overall proficiency of students in oral English should be improved. I suggest that the course on Conversational English should be introduced (possibly as an elective course).
- Learning outcomes of the course Knowledge management are not in line with the modern teaching concepts in this area.
- Learning outcomes for the course Leadership are too short and are too general. The same refers to several other courses: Macroeconomics, Management of operations, Microeconomic analysis, Public finances,
- The titles of some courses are translated incorrectly. For example, instead of Management of operations, it should be Operational management.
- Differences between some courses are not clear. For example, the course Entrepreneurship is similar to the course Management in SME, e.g., learning objective is similar in both courses. The course Management in SME seems to be obsolete.
- For some of the courses, the title of the course does not correspond with the content of the syllabus, e.g., Managerial accounting is referred to in the syllabus as Management accounting.

There is a good synchronisation between Albanian and Bosnian programmes, which are open to students from a different background (Standard 4.5). There are a course Internship and career development, which is coordinated in the well manner (Standard 4.12). Interview with the companies, which accept students for the internship, indicated that there is a need for better coordination between students, academics, and companies in terms of the selection of objectives of internship.

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Employers suggested that the following topics should be included in teaching with more emphasis: time management and stress management.

Interview with both academics and quality staff indicated that the following standards are adequately addressed: 4.8, 4.9, 4.10, and 4.11.

*Table 6 Summary of standards related to educational process content*

<b>STANDARD</b>	<b>Fulfilment</b>
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	Partially (0.5)
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	Partially (0.5)
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	No (0)
Standard 4.4. The disciplines within the curriculum have analytical syllabuses, which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	No (0)
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	Yes (1)





Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	Partially (0.5)
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	Partially (0.5)
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	Yes (1)
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	Yes (1)
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	Yes (1)
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	Yes (1)
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions / organisations / practical training units.	Yes (1)
<b>Fulfilment level</b>	6/12 (50%)

**Compliance level:** Partially compliant

**ET recommendations:**

1. Overall, the syllabi should be checked and corrected, by the academics themselves, and by the language experts. I suggest that the group of experienced professors with good examples of syllabi supervise the process of re-writing the syllabi
2. Learning outcomes should be completely re-written in terms of more significant goals at the level of the course (which is more in line with the global practice), but also it



*should be better expressed in terms of compliance with the National Qualification Framework.*

3. *Better flow of the courses should be provided, since there are numerous courses, which are overlapping, and some courses are obsolete.*
4. *Better coordination in terms of the internship is suggested.*
5. *New topics are proposed by the employers, which ought to be included in the learning objectives of at least one compulsory course. It is also possible that new course, e.g., Time and stress management, is introduced.*

## 2.5. Students

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

Overall, the standards defined in the accreditation manual are fully addresses, which indicates the conclusion of full compliance in accordance with this criterion.

Work of the Career development centre is highly important for the students. Faculty also supported the initiatives that were taken by the students to organize humanitarian events. Even more, such initiatives should be supported, that is started by the students themselves.

However, the interviews with the students resulted in the following conclusions:

- Overall, students were satisfied with the teaching process, evaluations, and communication with the teachers.
- Students perceived that the course and teacher assessment positively affects the quality of the teaching process.
- Overall, the knowledge of English language of undergraduate students was very low, indicating the need for better education in that direction.
- Some courses have low % of passing, (e.g., 50% in quantitative courses). For these students, additional exercises are provided, but they could be better communicated.
- The dropout rate is high, due to various reasons (e.g., low knowledge of newly enrolled students, moving to other countries, finding a job).

*Table 7 Summary of standards related to students*

<b>STANDARD</b>	<b>Fulfilment</b>
Standard 5.1. There is a clear and formally adopted admission procedure at an institutional level that the study program respects	Yes (1)



when organising students' recruitment. Admission requirements are consistently and fairly applied to all students.	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	Yes (1)
Standard 5.3. The study groups are dimensioned to ensure an effective and interactive teaching and learning process.	Yes (1)
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	Yes (1)
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	Yes (1)
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	Yes (1)
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	Yes (1)
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	Yes (1)
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	Yes (1)
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	Yes (1)
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	Yes (1)
<b>Fulfilment level</b>	11/11 (100%)

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Additional teaching of the English language should be introduced. The quality of English courses should be improved.*
2. *Additional exercises of the quantitative courses, which are "hard to pass," should be better communicated.*



3. *The strategy on how to deal with this should be developed and implemented. The number of students will overall decrease, and it will be important to attract new students, but also to retain those who lag behind.*
4. *The support for student initiatives should be continued.*

## 2.6. Research

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

The research activity of the academic staff is in line with the regulations on the governmental and university level. However, the overall quality and quantity of academic publications could be substantially improved.

Standard 6.3 should be better implemented. For some of the academics, there is a statement in the Self Evaluation Report that they have publications in journals with impact factor, but such publications could not be found. There is also a significant misunderstanding about the notion of journal indexing (e.g., Google Scholar is mentioned as an indexation base in the list of academics).

There is a significant potential among young staff at the Faculty to improve their academic publications, which would also inspire other academics to improve their skills (language and methodology).

Faculty publishes a journal, which is of good quality. However, faculty journals should not be perceived as the main venue for publication of local academics, but it should be more open to other institutions and in the future at the global level. Team working on the journal should develop a journal website, and at the same time manage it according to Scopus criteria for journal inclusions.

At the meeting, it was mentioned that there is a reward for the best paper, which is given yearly. This is a new initiative, and it is important for the institution. I recommend that the list of publications of all academics is produced once a year and be transparent; it could be called Research output or similar.

Publications with students are not of major concern at the bachelor level (Standard 6.10).

### *Table 8 Summary of standards related to research*



<b>STANDARD</b>	<b>Fulfilment</b>
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	Yes (1)
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	Yes (1)
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	Partially (0.5)
Standard 6.4. The academic staff has a proven track-record of research results on the same topics as their teaching activity.	Yes (1)
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	Yes (1)
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	Yes (1)
Standard 6.7. 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.	Yes (1)
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	Yes (1)



Standard 6.8. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	Yes (1)
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	Yes (1)
Standard 6.10. Students are engaged in research projects and other activities.	Yes (1)
<b>Fulfilment level</b>	<b>9.5/10 (95%)</b>

**Compliance level:** Fully compliant

**ET recommendations:**

1. In order to improve the quality and quantity of academic publications, the workshops on writing and publishing research papers should be organized. Also, the workshops about the indexation should be organized.
2. I recommend that the list of publications of all academics is produced once a year and be transparent; it could be called Research output or similar.
3. I suggest that more categories are awarded each year – e.g., book, journal, junior, and senior scientists. However, due to rather a small number of scientists at the institution, it would be possibly better that such an approach is implemented every 2 years.

**2.7. Infrastructure and resources**

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

Overall, the infrastructure and resources are restricted, which is in line with the overall economic situation at the country level. However, in my opinion, the current level of infrastructure is adequate. Future improvement will be needed in terms of technology (computer lab), which will require significant resources. However, support from sponsors could be considered for this purpose.



*Table 9 Summary of standards related to infrastructure and resources*

<b>STANDARD</b>	<b>Fulfilment</b>
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	Yes (1)
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	Yes (1)
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	Yes (1)
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	Yes (1)
<b>Fulfilment level</b>	4/4 (100%)



**Compliance level:** Fully compliant

**ET recommendations:**

1. Future improvement will be needed in terms of technology (computer lab), which will require significant resources, and support from sponsors could be considered for this purpose.

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

*(Insert overall observations referring to the evaluation process, the quality at study program level, approach to the site visit, etc.)*

For each of the segments, the detailed instructions for improvement were provided, as well as the argumentation for the standard evaluation.

This programme has been improved in accordance with the recommendation of the previous accreditation, and the overall impression is the university management and overall academic staff is positive, enthusiastic and have adequate knowledge to provide the relevant educational services to students. In the same time, students were highly educated and positive about the institution, which is also a huge resource for the programme.

Several problems should be stressed here:

- There is a significant understaffing at quality management. Quality improvement initiatives are tightly related to the University level, but more autonomous actions at the faculty level (with more staff included) would result in an overall increase in quality in all areas (e.g., syllabi, research).
- Educational process content (syllabi) should be modernized and improved in line with the National Qualification Framework. In addition, some of the goals at the master and bachelor level are similar, and the stronger distinction should be generated until the next accreditation.
- For the next visit, Self-Evaluation Report should be prepared in a better manner. The impression is that also more experienced staff should be included in the SER writing.

Overall, most of the criteria are either fully or substantially compliant. Therefore, the overall conclusion is that the programme is substantially compliant.

Appendix 1 presents the calculation of the maximum number of the students at the institutional level that is based on international standards.





Table 10 Overall evaluation of standards

	TOTAL NUMBER OF STANDARDS	NUMBER OF FULFILLED	% FULFILLED	STATUS
<b>Mission, objectives and administration:</b>	6	5	83,3%	Substantially compliant
<b>Quality management:</b>	9	6	66,7%	Partially compliant
<b>Academic staff:</b>	10	9.5	95%	Fully compliant
<b>Educational process content:</b>	12	5	50%	Partially compliant
<b>Students:</b>	11	11	100%	Fully compliant
<b>Research:</b>	10	9.5	95%	Fully compliant
<b>Infrastructure and resources:</b>	6	6	100%	Fully compliant

**Overall conclusion:** Substantially compliant

In conclusion, the Expert Team considers that the study program Bachelor of Science in Business Management (BSc.) offered by University of Peja “Haxhi Zeka”, Faculty of management 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 400 students** to be enrolled in the program.

#### 4. APPENDICES (if available)

1. Estimation of maximum number of students



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Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency

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### Expert Team

#### Chair

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	<b>Mirjana Pejić Bach</b>	<b>25<sup>th</sup> May, 2019</b>
(Signature)	(Print Name)	(Date)

#### Member

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(Signature)	(Print Name)	(Date)
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#### Member

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(Signature)	(Print Name)	(Date)
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#### Member

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(Signature)	(Print Name)	(Date)
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#### Member

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(Signature)	(Print Name)	(Date)
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## Appendix 1. Estimation of maximum number of students

### Estimation of maximum number of students

#### Presumptions:

- International standard for the maximum ratio of professors and students is 1:30.
- Professors have weight of 1.
- In case that there is a limitation of staff, assistants can be also included with the weight of 0.5.
- % of full time staff should be at least 50%

*Table 11 Number of full time staff at Bachelor programme*

Full time staff (Bachelor + Master)	Number	Weight	Total Weighted
Professors	11	1	11
Assistants	16	0,5	8
<b>Total</b>	<b>27</b>		<b>19</b>

*Table 12 Number of part time staff at Bachelor programme*

Part time staff (Bachelor)	Number	Weight	Total Weighted
Professors	18	1	18
Assistants	9	0,5	4,5
<b>Total</b>	<b>27</b>		<b>22,5</b>

*Table 13 Number of part time staff at Master level*

Part time staff (Master)	Number	Weight	Total Weighted
Professors	10	1	10
Assistants	3	0,5	1,5
<b>Total</b>	<b>13</b>		<b>11,5</b>

*Table 14 Average number of part time staff at Master and Bachelor level*

Part time staff (Master + Bachelor) - Weighted (Bachelor 0.6 - Master 0.4)	Number	Weight	Total Weighted
Professors	14,8	1	14,8
Assistants	6,6	0,5	3,3
<b>Total</b>	<b>21,4</b>		<b>18,1</b>



*Table 15 Total number of staff (Bachelor and Master level)*

Total number of staff (Bachelor and Master level)	Total number	Total Weighted
<b>Overall total (Full time + Part time - average)</b>	<b>48,4</b>	<b>37,1</b>

*Table 16 Maximum number of students using international standards*

Maximum number of students	
<b>Ratio student : Professor</b>	<b>1:30</b>
<b>Acceptable number of students (37,1x30)</b>	<b>1113</b>

*Table 17 Projected number of students according to years and study with the presumed dropout rate*

Distribution of students according to years		Dropout rate
<b>Bachelor 1st year</b>	<b>400</b>	
Bachelor 2nd year	240	40%
Bachelor 3rd year	204	15%
<b>Master 1st year</b>	<b>150</b>	
Master 2nd year	123	18%
<b>Total</b>	<b>1117</b>	

*Table 18 Number of seats in lecture halls*

Number of halls	13
Number of seats	1016
Computer lab	1
Number of seats	40
<b>Total number of seats</b>	<b>1056</b>

*Table 19 % of full time staff in total number of staff*

Total full time staff	27
Total part time staff	20
Overall total	47
<b>% of full time staf</b>	<b>57%</b>



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