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

UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”

***APPLIED ECONOMICS AND MANAGEMENT /
BSc in English language***

REACCREDITATION

REPORT OF THE EXPERT TEAM

June 2019, Pristina, Kosovo



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1. INTRODUCTION

1.1. Context

Date of site visit: 11th June 2019

Expert Team (ET) members:

- *Prof. Dr. Magdalena Platis*
- *Ms. Delia Gologan*

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 Prishtina “Hasan Prishtina”;*
- *Data collected during the site-visit*
- *Meetings conducted with the management of the institution, teaching staff, students, graduates, external stakeholders and employers of graduates;*
- *Information from the university website*

Criteria used for program evaluation:

- *The KAA accreditation manual*
- *The international standards and guidelines*



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1.2. Site visit schedule

11th May

08.40	Meeting at the reception of the hotel
09.00 – 09.30	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>)
09.30 – 10.30	Meeting with the head of the study programme
10.30 – 11.00	Meeting with quality assurance representatives
11.00 – 11.40	Meeting with teaching staff
11.40 – 12.40	Lunch break
12.50 – 13.20	Visiting tour of the facilities and infrastructure (<i>used for the implementation of the programme</i>)
13.20 – 14.10	Meeting with students
14.10 – 15.00	Meeting with graduates and employers of graduates
15.00 – 15.10	Closing meeting with the management of the faculty and program



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

According to the SER (page 3):

- *The Faculty of Economics of the University of Prishtina "HASAN PRISHTINA" started functioning in the academic year 1961/62 as a joint academic unit with the Faculty of Law. Since academic year 1971/72, the Faculty of Economics functions as an academic unit within the University of Prishtina "HASAN PRISHTINA";*
- *The Faculty of Economics is an institution dedicated to the preparation of capacities for taking the leadership roles in the community through teaching, research and practice in the field of economics;*
- *The Faculty of Economics has a mission to prepare capacities that contribute to the overall economic and social development of Kosovo and beyond, to advance global knowledge in the field of economy. This mission is in line with the mission of the University of Prishtina as a public institution of higher education in Kosovo;*
- *The Faculty of Economics as an academic unit of the University of Prishtina has a vision for: establishment of an institutional culture for quality development; cooperation with international institutions in the field of economy with the aim of integration into scientific networks in the field of economy; implementation of research projects through the Economic Research Institute.*
- *The university offers study programmes at bachelor, master and PhD level for approximately 1500 students.*

At present, the University of Prishtina consists of 17 faculties, 14 of which are academic, whereas 3 are faculties of applied sciences. The main governing authorities of the university are the Governing Council, the Rector and the Senate. The university consists of academic and organizational units; Faculty of Economics is one of the academic unit of the university. At present, Faculty of Economics manages study programs at three levels of study – bachelor (3 years) – 6 programs, scientific masters (2 years) – 4 programs and doctorate (3 years) – 5 programs. The study program in Applied Economics and Management is the only bachelor program in English. The profile of the program submitted for reaccreditation is Bachelor in Science, of level VI of qualifications according to NQF. The Faculty of Economics as an academic unit of the university follows the general procedures adopted at the institutional level, on one hand and promotes and adapt particular measures for the economic field, if it is the case, on the other hand; most specific characteristics are generated for the faculty and program from the way academic community is engaged in university-industry connection.



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

There is a convergence between the mission of the program and the one of the Faculty of Economics, as according to SER (pages 3, 6 and 7):

- *the purpose of the study program Bachelor of Science in Applied Economics and Management (in English) is to equip students with problem-solving abilities, to enable them to work independently and responsibly in future professional areas, in both scientific and practical environments; this program aims to prepare graduates who are competent to use economic data and methods to explain relevant domestic, regional and international economic issues.*
- *the mission of the Faculty: The Faculty of Economics is an institution dedicated to the preparation of capacities for taking the leadership roles in the community through teaching, research and practice in the field of Economics. The Faculty of Economics has a mission to prepare capacities that contribute to the overall economic and social development of Kosovo and beyond, to advance global knowledge in the field of economy.*

The program proposed for reaccreditation has defined intended learning outcomes and is in line with both National and European Qualifications Framework. It has a well-defined didactic concept. However, both its mission and description within the SER make it difficult to identify the research overarching research concept especially as the proposed program is a BSc. The SER (page 9) states that the research activity is based at the faculty level on the capacity of *Institute for Scientific Research* which was formally re-activated in 2018.

The academic unit makes it easier for its staff and students to comply with the internal regulations, policies and guidelines as they make it publicly available by publishing them on the website of the faculty. In SER (page 10) these policies are mentioned that are available at: <https://ekonomiku.uni-pr.edu/> which is not a page in English. These policies and regulations are reviewed annually. The faculty provides new students a Student's Guide with proper explanations on relevant procedures and simple description of the students' academic life. A short description of the program can be found at: https://ekonomiku.uni-pr.edu/getattachment/Broshura/Fletepalosje_Bachelor-in-Economics_English.pdf.aspx. There is both a Regulation on Disciplinary Procedure and a Code of Ethics of the academic staff



which guarantees the academic freedom of the academic staff. There are disciplinary commissions in charge with monitoring the implementation of the code of ethics.

Compliance level: Substantially compliant

ET recommendations:

1. *Define a research concept of the study program by focusing on the meaning of “applied”;*
2. *Identify 3-4 research directions (themes) related to the mission of the study program and encourage staff to do research in those areas;*
3. *Extend the number of the policies that are translated in English and create more website pages in English language.*

2.2. Quality management

Quality is managed at institutional level and at faculty level. According to SER:

- the components of the quality assessment are:
 - a) *Assessment of the quality of teaching*
 - b) *Evaluation of Student Services*
 - c) *Evaluation of scientific activity and doctoral studies*
 - d) *Evaluation of international cooperation*
 - e) *Evaluation of learning resources*
- at institutional level, the Central Quality Assurance and Evaluation Commission is responsible of the management of quality; the assessment process is administered by the Office for Academic Development;
- at the faculty level, there is a quality assurance and evaluation coordinator.

Evaluation seems to be integrated into normal planning processes, since ‘*Professors, students and the institution as a whole should constantly reflect on the process of teaching, learning and infra structure where they are taught to contribute consistently to improving the quality at the level of the subject and the program as a whole*’ (SER, page 7). The QA system includes the evaluation of the teaching process by the students through a survey that is implemented online, via the universities’ platform (SEMS) which is reviewed every five years. Moreover, the SER mentions that teachers are supposed to self-evaluate and while there are surveys distributed among the graduates targeting to find out their perception over the program. However, discussions with both the members of the academic community and the graduates have indicated that this is not a common practice. Especially because the SER mentions

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difficulties in contacting online the program's graduates which might hinder with the response rate for this survey. No information was provided regarding collecting data from employers or administrative staff. No evidence of evaluating other aspects of the study program were found in the SER or during the interviews.

The SER mentions in page 18 several actions and processes that the academic unit and the QA responsables are implementing in order to ensure quality, but no proof of them being implemented in reality was found besides the procedures for planning a program. For example: there is no procedure to check if students meet their learning outcomes or any periodical report offering an overview of the overall aspects of the program. Moreover, there is no common practice of reviewing the policies and procedures inside the university. They happen in an ad-hoc manner before an external evaluation, but this seems to be rather counterproductive than helping the university and the academic unit to develop a culture of QA.

SER mentions that the QA processes in place require the teachers and the programs to meet the standards of the KAA, but they have not adapted them to the needs and strategic objectives of the program and university. The quality system for the program is not regularly evaluated and improved; this would have created the possibility to the management of the university and faculty to answer to the questions of Who evaluates the quality? Or how does the management know that what they do is good?

Compliance level: Partially compliant

ET recommendations:

- 1. Increase the role of the Alumni organization. The academic unit can inform the students about the alumni organization since their first enrolment and include them in a database with their contact information, thus making it easy to contact them. They should get used to receive relevant information about their program, so by the time they graduate, this will become a habit. Students can also be involved in activities with the alumni group so they get used with the idea of this structure before they become its members;*
- 2. Consider all aspects of the program for evaluation: teaching, administrative services, infrastructure, the content etc. as well as periodically review the whole QA process;*
- 3. The head of the program should consider periodical evaluations of all aspects of the program and publishing a report on the state of the program. This can also help attract more students.*



4. *Teachers should be encouraged and supported by the academic unit to reflect on the quality of their activity in order to constantly identify opportunities for improvement. After their needs of personal or professional development are identified, the Center for Excellence in Teaching can provide internal or external training opportunities to address their needs;*
5. *Periodical reports should be elaborated by each level of decision reflecting the level of meeting the internal and external standards, the strengths and weaknesses and the plan of the head (leader) of each level for addressing the weaknesses. Though in the beginning this might seem as extra-bureaucracy added to the work of teachers, administrative staff and students, in time, this will contribute to the development of a culture of self-evaluation and preoccupation for constant improvement. It is not enough that the academic unit prepare a self-evaluation report every three years before an external evaluation;*
6. *The internal regulations of the academic unit should include provisions regarding the periodical revision of all internal policies and procedures – including the QA arrangements (e.g. every two – three years).*

2.3. Academic staff

According to SER:

- academic staff is mostly involved in teaching activities;
- all members of the teaching staff have 4 hours/week for consultations;
- teaching staff comply with the legal requirements concerning the occupation of teaching positions;
- only the dean and the head of the department are involved in administrative activities.

The program proposes 50 study places/ year and has 25 teaching staff out of which 16 are of PhD level and all are full -time. They are obliged to follow at least two trainings per year (either within the Center for Excellence in Teaching – QPM) or somewhere else. There is little evidence that they address the improving of the teaching strategies or quality of learning materials; the institution has provided in SER the annex 12 as a proof of staff training which include only staff participation to different conferences and scientific events. In addition, in SER, the following issues are mentioned, being relevant for consideration:

- *within the University of Prishtina, academic staff are obliged to have at least two teaching training, which can be done at the Center for Excellence in Teaching (QPM)*



of the University of Prishtina "Hasan Prishtina" or somewhere at any other training center within or outside the country;

- *QPM provides basic level teaching training titled: Teaching in Higher Education as well as the advanced one with the title: Planning and implementation of teaching in higher education.*

The responsibilities of all teaching staff does not include the engagement in the academic community, although they are available for consultations with students; consultations with students are mandatory, but teaching staff can do much more for the academic community and also for the community service. Academic staff evaluation is conducted regularly only by the students; peer to peer and the superior evaluations of the teaching staff are missing at this stage.

Compliance level: Substantially compliant

ET recommendations:

1. *Develop training opportunities need-based or based on the strategic development plans of the university; a plan of the training should be elaborated at faculty level;*
2. *Develop the evaluation system including the peer and superiors' evaluations for the academic staff and make the results publicly available;*
3. *Include in the teaching responsibilities of all teaching staff the engagement in the academic community and community service.*

2.4. Educational process content

The study program is developed on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. Curriculum is clearly elaborated and the ECTS correctly calculated reflecting the effort of the students in the learning process. There are 180 ECTS for the program, 60 credits/year, with subjects that include also a variety of elective choices for students.

Syllabi of each subject are enclosed in appendix to SER; they include: the subject description, the subject objectives and expected learning outcomes, the description of the teaching methodology and the assessment methods, as well as the required literature and the aimed plan of topics covered in each week of lectures. Some syllabi should have clearer information; here are some examples:



- at Finance subject: the year of publication should be mentioned for the recommended literature; there is not even the number of the edition - *Herbert B Mayo, Basic Finance – an introduction to financial institutions, Investments & management*;
- at *Applied Economics*: there is no clear description of the assessment - *Evaluation is based on the participation in lectures, discussions, seminars and final project. In order to successfully complete exam the student must demonstrate that it has appropriately mastered the module objectives and that it has competences to perform independent analysis in the field of economics of integration.* This is more like an objective.

Learning outcomes and most elements of the discipline are explained at the beginning of the semester; this makes almost nothing available for discussion / decision in partnership with students. According to the SER (page 32) the teaching strategies used by the academic staff are fit for different types of learning outcomes, but there is no proof that they are adapting to the needs of different groups of students. In addition, there are many subjects with a higher applied component in the title, but not reflected in the educational process – *Seminar Applied Economics* (it has only Lec, but it is called *Seminar*), *Principles of Applied Microeconomics* (with both Lec and Ex). In fact, all subjects, no matter if the title includes an *applied* word or not, should have this applied and practical component very strong as the whole study program is about applied side of economic and management issues.

Evaluations of students' progress are planned during the semester and are probably conducted fairly and objectively, but there is no proof that they are adequate to different forms of learning. Moreover, having them fixed in the syllabi (and not decided with the students, during the classroom) shows that they are probably not taking into account different forms of learning preferred by the students in the group.

Practical work is not mandatory, therefore practical stages have not been allocated ECTS credits and there are no learning outcomes defined for them. However, students can follow paid/not-paid internship programs during their third years of study that are monitored by a tutor and the QA responsible in order to ensure their quality.

Compliance level: Substantially compliant

ET recommendations:

1. *Discuss learning outcomes with students from the perspective of their relevance to the students' development at the beginning of every semester during the first class;*
2. *Develop strategies of teaching and assessment for every subject considering; diversify the students' assessment according to the teaching strategies;*



3. *Identify a plagiarism software to track the students' work;*
4. *Make efforts in finding more internship places for students; establish 1-3 new agreements with companies/year;*
5. *Integrate a compulsory practice stages in the curriculum, with ETCS credits and a proper syllabus to describe the work of the students in different organisations; monitor and assess the students' practice through practice reports (convert the Internship from optional to a mandatory activity).*

2.5. Students

The admission of students is organized based on the university regulations through an exam announced and organized each year for 50 students who have already passed the Matura Exam (the certificate is required upon submission – SER, page 37). The admission also takes into account the grades obtained by the students during their high-school studies; English level is considered for the admission of students.

Academic activities take place in groups of 50 (lectures) or smaller (for exercises / practical stages), but this doesn't automatically ensure that the learning process is interactive. However, efforts of the academic unit to ensure a qualitative program comparable with European similar ones are to be praised. We highlight with this opportunity the co-mentoring program that the faculty is implementing, offering students the chance to be mentored by international partners. Besides this mentorship program, teachers also offer consultations hours. Unfortunately, only a small number of students get to benefit of these consultations, thus there is space for improving them. Asking students why they don't use this service might help teachers and the academic unit understand whether it is an issue of poor organization or rather there is something else that would better suit the students' needs. Their needs for extra-support in learning are indicated by the rate of promoting the exams from the first attempt.

Cooperations with these partners have also facilitated the organization of mobilities for both students and teachers. Students showed a great enthusiasm for the mobility program and praised the quality of their studies - which they were able to compare with other international programs when they were abroad. However, there is space for improvement especially in terms of recognition of the results of the mobility period.

Evaluation of the performance of the students is conducted during the entire semester, however, the feedback offered to the students is not individually designed to help them create a strategy for improvement, but rather a more general one.

We stress the importance of better planning the course work of the students especially because there is a considerable share of students who don't finish their studies in three years - the normal period, but rather they need one additional semester or year to finish their final thesis. This can



delay their enrolment in a MA program and can be linked to risks of abandoning without obtaining a diploma or abandoning the idea of continuing their studies.

No specific special treatment procedure was mentioned addressed to students with different special needs, however some of the students mentioned they were working in the same time and that they benefited of their teachers understanding in planning their schedule and attendance; we appreciate the fact that attendance is not mandatory.

Teachers are responsible to check if the papers written by the students is original. In order to do this, they require students to have intermediate and final presentations to verify if the student is familiar with the work – as an indirect proof of its originality. Management of the program and teaching staff admit that at present, there are no effective procedures used to ensure that work submitted by students is original, but they are confident in the professors' expertise to identify actions of plagiarism.

Students rights are public and they are aware of their rights from the moment of enrolling in the program as they are included in the brochure they receive. However, there is only 1 student in the faculty council which gives the students a very small power of influencing faculty-level decisions. The situation repeats at the level of University as in the Senate there is also a small number of students. They are involved in the work of the offices dealing with quality assurance but more on collecting data, rather than decision making.

The university has a regulation for student mobility, where the students transfer is stipulated, mainly based on the ECTS transfer of credits; unfortunately, this is only in Albanian.

Academic staff is available for consultation and advice to students; students know about this possibility and appreciate the professors' good intentions to provide additional support for them to study.

Compliance level: Substantially compliant

ET recommendations:

- 1. The efforts of the Center for Excellence in Teaching (QPM) are praised, but they should be intensified and continued with initiatives to support the teachers in acquiring teaching skills. Continuous development of these skills will help them design interactive learning processes adapted to different needs of the students. For example, such a training could help teachers develop the competence of offering feedback to students that could help them improve their personal and professional development and reach the intended learning outcomes. Such feedback should be individually offered to each*



- student in order to be valuable and should include pieces of advice regarding future improvement;*
- 2. We recommend the academic unit (or the entire university) to consider adopting all principles of the ECTS system and ERASMUS+ mobilities and automatically recognize the results of the students abroad. This will encourage even more students to attend such mobilities as they will not have extra-work (extra-exams to sit) upon their return;*
 - 3. Identifying a way to recognize the mobility of teachers and to put to value their learnings would also benefit the entire academic community – for example: mobile teachers could get extra-points in their annual evaluation and they could be invited to host discussions with their colleagues in the department in order to pass-along their findings during the mobility;*
 - 4. Students should be motivated to choose their final thesis topic during the first weeks of their final year and periodical meetings – either individual or group meetings – can help keeping them on-track with their progress regarding their work on the paper;*
 - 5. The university should develop a culture of partnership with its students. They should be invited to sit in all committees and commissions and participate in all decision-making processes. This both enables them to become active citizens of a democratic country and develop the habit of being preoccupied by the quality of public services. Though at the beginning it might seem difficult for them, once they see that their opinion counts and that they are treated as equal partners their contribution will bring added-value to the table;*
 - 6. For example: students should be invited in the commission that periodically revises the content of the courses and the allocation of ECTS credits – because they are the primary source of information regarding the number of hours they needed to work in order to successfully promote a certain exam. This could also be done through periodical (for example annual or every three years) surveys regarding their workload per discipline;*
 - 7. Students should be informed during their study-years about the existence of the alumni structure. Involving them as volunteers in the activities prepared for the alumni can help them become aware of this structure and, in the future, when they graduate, improve their response to the contact initiated by the alumni structure. Such a structure could facilitate continuous communication with the graduates in order to find out about their career path after graduate, to involve them in revising the content of the program according to the needs of the labour market, to involve them in sponsoring (financially or materially supporting) the program, to invite them as guest lectures to speak to the students about their job opportunities after graduation etc. There are so many ways in*



which both students and alumni can actively contribute to the improvement of the program if the university and the academic unit create the space (context) for their involvement;

- 8. Translate in English all procedures and internal rules relevant to students at programs in English language (example: regulation for students' mobility).*

2.6. Research

In SER (pages 46-47, repeated at page 99), there is a complex description of what the newly established centre is planning to do; the *Institute for Scientific Research at the Faculty of Economics* aims:

- Encouraging, developing and advancing the scientific research work and developing the entrepreneurial initiative of the participants, who will be part of the research at the Institute (students, students of master studies, PhD students and teachers, as well as other interested parties);*
- Encouraging and motivating teachers for a productive and effective work, which will be based on scientific researches and which will increase the scientific and creative capacities of the staff, the use of the knowledge and professional skills of the professors and assistants for research and teaching at the Faculty;*
- Creating opportunities for scientific-research work of professors, assistants and students, as well as the possibilities of collaborating with institutes, associations, foundations and other similar physical and legal entities within and outside Kosovo;*
- The Faculty of Economics through this institute aims to have orientation, results and devotion in the scientific research field for all teachers, assistants as well as students. This institute intent to create a partnership with businesses by creating opportunities so that the research work can have reflection in many areas; impetus, coordination, cooperation and extension in the teaching and business process.*

All the above-mentioned elements are more intentions and needs, than already achieved activities; they are declarations of future opportunities and maybe engagement statements of the management. The study program has more a didactic orientation than a research one, despite the interest in applied economics and management, as the title of the study program contain. Research objectives are mentioned in the description of the scope of the institute, but are not reflected in a research development plan of the institution; insufficient financial, logistic and human resources are allocated for achieving the proposed research objectives. At present, the institute is formally established, but not yet effectively active.



Performance of the teaching staff is considered in relation to their involvement in research area, and the results are also considered in staff evaluation and promotion criteria. Clear policies are established for defining what is recognized as research. In SER (pages 101-104) are mentioned:

- *expectations and promotion criteria are part of the Regulation on selection procedures regarding the appointment, reappointment and promotion of academic staff at the University of Prishtina “Hasan Prishtina”;*
- *Based on the criteria of this regulation, among others, norm (criteria) is the publication of a certain number of papers for each of the staff categories;*
- *A scientific paper is considered to be publish in an international scientific journal if the journal operates outside Kosovo and outside the country neighbors of Kosovo, except in the case of candidates in the Albanology area of study, in which case the papers are counted in the Kosovo and Albania journals with an international editorial.*

The academic staff has a proven track record of research results on the same topics as their teaching activity. In 2017, the faculty organized the first conference and in 2018, the second one. The academic staff publish their work in speciality magazines or publishing houses, and academic papers are presented at conferences, sessions, symposiums, seminars etc.

Research is validated only through scientific research publications; technological transfer through consultancy centres, scientific parks and other structures for validation does not yet exist. From the discussions with the head of the program and the faculty management, it was clear that teaching staff is waiting for the institute to become active, in order to become better off in research, forgetting that the power is not in the structure itself, but in their human resource competences, abilities in project management, grant applications etc.

Academic staff has incorporated in their CVs their publications; their CVs are publicly available at <https://ekonomiku.uni-pr.edu/Personeli/Personeli-akademik/Profesor-te-regullt.aspx>; they publish under the name of the institution in Kosovo.

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; this is proved through the criteria integrated in the regulation of staff evaluation and promotion. 5 projects are mentioned in SER (pages 105-107) as research projects, but these are clear project for institutional development and not research projects, their purpose being in the area of internationalization, quality assurance, cooperation with industry and increasing financial autonomy.

Policies have not been yet established for ownership of intellectual property; there are no clear procedures set out for commercialization of ideas developed by staff and students. Staff is aware of the importance of such regulations. Students are not really engaged in research



projects and other similar activities; there is an awareness of the staff about the students' involvement in research activities, but only as a possibility for the future. In fact, from the discussion with the head of the program, it was clear that for the faculty staff the concept of *applied* included in the title of the study program is equivalent to *scientific*; therefore, even more, the research should be at least important as teaching.

Compliance level: Partially compliant

ET recommendations:

1. *Activate the Institute for Scientific Research at the Faculty of Economics;*
2. *Create a research plan, relevant for the study program, considering the interest of the teaching staff and their expertise;*
3. *Increase the number research projects at the faculty, by increasing the number of applications for grants; the more applications are submitted, the more chances of getting successful grants;*
4. *Publish CVs of the academic staff in both languages – Albanian and English, for the program in English language;*
5. *Involve students in research by a step-by-step mechanism; probably, beginning with co-authorship at scientific papers;*
6. *Identify a company/business willing to get support from professors' expertise and involve staff and students in an applied research for the particular business and industry.*

2.7. Infrastructure and resources

The academic unit has two amphitheatres (with aprox 10m²/pers), 11 teaching classrooms and 48 cabinets for the teachers which they share (in groups of 2 or 3). There is enough space for the program to conduct the teaching and research activities associated with their pre-set objectives. There is also one library of 220m² and 100 reading places as well as two computer rooms that allows students to access the online libraries and databases of journals in their field. However, not many use them until now and there is place for improvement in encouraging both students and teachers to use these online databases. The university ensures access for students with physical disabilities in certain classrooms and intends to continue investing in elevators that could help improve their access to other levels of the building; there is a lot of room for the infrastructure and facilities to be adapted to students with special needs.



The budget is centralized at the level of the university so it is difficult for the academic unit to predict the budget they will receive next year in order to plan in advance and make investment plans. It is also basically impossible for the head of the program to anticipate or to check whether the program is financially sustainable. However, the program benefits of the support of the university management and of an adequate infrastructure with clean rooms and enough spaces, as shown above. The library has a small number of reading places, but this might be adequate to the needs of the students as many of them live in Pristina and prefer to study at home. The book stock is also rather small, but more investment in this would not seem appropriate when there is a lack of financial resources. The academic unit could choose to prioritize instead of buying new books (that will never be enough for everybody and easily become outdated), to invest in subscriptions to online libraries that ensure access to the entire community to up-to-date research results. From the discussions during the site visit, it was mentioned that the main type of acquisition of books for the library is through donations, as the internal rules are too bureaucratic.

Compliance level: Partially compliant

ET recommendations:

- 1. The academic unit could offer both students and teachers training opportunities at the beginning of the academic year regarding the usage of the online databases (journals) that the university has access to. Investing in such subscription might be more profitable than buying insufficient books to complete the library stock;*
- 2. The university to decentralize the budget and offer financial autonomy to academic units. This way, academic units are both more responsible of attracting funds in order to increase their income, and motivated to make plans for investments and prioritise the most important expenses in order to balance their costs within the budget they receive and in accordance with their objectives. For example, programs with a more research focus could get more funds for research, while others with a more didactic focus could invest in improving the teaching experience;*
- 3. Ensuring transparency of the procedure of allocating the funds of the university for each academic unit, can improve the general collaboration environment between faculties. We are confident that these practices will help them feel less in an unfair competition and more in a team that has to work together for the well-being of everybody.*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The site visit was very well organized and the discussions were efficient, as most of the participants spoke very well English. The feedback received was very useful, the expert team being able to incorporate the most relevant aspects in the report.

Main recommendations of the ET to the decision makers are the following:

- Develop the research activity and link this to the study program main purpose;
- Develop the partnership with the students as more as possible, as they are the most valuable resource for future development of the faculty, university and society;
- Consider the standard-based recommendations and implement proper measures to reach them.

In conclusion, the Expert Team considers that the study program **Bachelor in Applied Economics and Management in English Language** offered by University of Prishtina „Hasan Prishtina” is **Substantially compliant** with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to reaccredit* the study program for a duration of *3 years* with a number of *50* students to be enrolled in the program.

4. APPENDICES (if available): NA

Expert Team

Chair

Prof. dr. Magdalena Iordache - Platis

(Signature)

(Print Name)

(Date)

Member

PhD candidate Delia Gologan

(Signature)

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