



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosovaza Akreditaciju
Kosovo Accreditation Agency

RIINVEST COLLEGE
MA Public Administration

Initial accreditation

REPORT OF THE EXPERT TEAM

DATE, PLACE



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1. INTRODUCTION

1.1. Context

Date of site visit: Online, March 31, 2021

Expert Team (ET) members:

- *Professor Vedran Đulabić, University of Zagreb*
- *Marko Komšo, PhD student*

Coordinators from Kosovo Accreditation Agency (KAA):

- *A*
- *B*
- *C*

Sources of information for the Report:

- *Self-evaluation report and annexed documents (cv)*
- *Online meetings with various groups (administration, staff, etc.)*
- *Promotional video material sent to the expert*

Criteria used for program evaluation:

- *Standards from the Kosovo Accreditation Agency Manual (July 2018)*



1.2. Site visit schedule

Insert site visit schedule (as provided by KAA)

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

Name of the institution: BPRAL Riinvest College
Faculty/Department: Public Administration
Main Campus or Branch: Prishtina
Name of the study program: MA Public Administration
Person responsible: Arben Qirezi
Accreditation/Reaccreditation: Accreditation
NQF Qualification Level: NQF Level 7
Academic degree conferred: MA Public Administration
ECTS: 120
Erasmus Code: 03.5
Type of study: Full-time
Number of students: 50
Minimum duration of study: 2 years

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 study program mission is in compliance with the overall mission statement of the institution.

Satisfied, the institution has the following vision: “The Vision of RIINVEST is to become a benchmark University in the region that offers programmes globally recognized for quality, development, and personalized educational services in Albanian and English in Economics, Business, ICT and governance ...”



The accredited programme "... is intended for public sector and non-governmental organisations as well as those from private sector wanting a better understand of public policy and management. It builds on the experience of the Bachelor program and the extensive demand for those targeted courses." (Self-evaluation, pg. 5).

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.

There are five general learning outcomes which are clearly defined and further elaborated by three specific outcomes for each general outcome.

Standard 1.3. The study program has a well-defined overarching didactic and research concept.

Satisfied. The Self-evaluation report states the following: "Teaching is carried out through lectures, seminars, case studies, consultations, mentorships, field work, in-class assessment, exams, production of the thesis project. Practical teaching is carried out through practicals, demonstration classes, teaching rounds, internships, work in the relevant labs, professional training practicals and field work. It is the right and duty of students to attend all forms of teaching as prescribed by the provisions of the Regulations on the Graduate Studies." (pg. 70, 71).

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.

Policies and procedures explained in detail in the Self-evaluation report.

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.

The Institution established subcommittee for ethics and adopted Code of Professional Ethics and Conduct.



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.

Not able to assess due to the fact that the programme is new.

Compliance level: Fully compliant

ET recommendations:

No recommendations

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.)

Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

Not able to assess due to the fact that the programme is new. During the online evaluation meetings, it was confirmed that some of the teachers were consulted in the process of programme development. However, the institutional setting of the Institution ensures that the standard will be met. The main institutional components of the Institution are: “The Governing Board, Rector, Academic Council, Quality Assurance Committee, Quality Manager, Heads of Faculties and Departments, Faculty Councils, Academic Staff and Students. The Faculty Quality Assurance Manual is based on RIINVEST Quality Manual. The Faculty has a designated Quality Assurance Officer and Quality Assurance Sub-Committee that work in conjunction with RIINVEST Quality Assurance Committee and Quality Manager. The Faculty Quality Assurance Sub-Committee is composed of three members and includes a teaching staff representative, administrative staff representative and a student representative.” (Self-evaluation, pg. 13).



Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.

New Programme. Not able to assess.

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.

New Programme. Not able to assess.

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.

New Programme. Not able to assess.

Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

New Programme. Not able to assess.

Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.

New Programme. Not able to assess.

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.

New Programme. Not able to assess.

Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.



Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.

New Programme. Not able to assess.

Compliance level: Fully compliant/Substantially compliant/Partially compliant/Non-compliant

ET recommendations:

1. A
2. B
3. C

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.)

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.

The Institution employs 24 academic staff, out of which 21 have PhD, while the remaining three 3 have MA of MSc degree. It is stated that all of them have full-time employment agreements with the Institution. However, some of the data envisaged in this standard have not been provided.

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.



Not able to assess.

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.

Not able to assess. Information in the Self-evaluation is not sufficient. “The programme teaching staff is mainly full-time. The list has been verified with the e-Accreditation System operated by the Kosovo Accreditation Agency.” (Self-assessment, pg. 20)

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.

“The staff members assigned in the curricula as Subject Leaders cover nearly 80 percent of the teaching workload.” (Self-evaluation, pg. 20)

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.

“The Faculty has met the minimum requirements specified in the Administrative Instruction on Accreditation. The list of staff, their employment status and their qualifications have been approved by the National Quality Council.” (Self-evaluation, pg. 20).

Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.

There are designated financial resources for research and professional development support that teaching staff could apply for. Also, there are several teachers that are employed by various international academic institutions (e.g. in UK or Japan) through which they receive professional development support and research support.

“The institution routinely makes available research and professional development allowances to staff and direct support for the agenda of designated research chairs. The Faculty also considers one-time support on ad hoc basis for special purposes such as international conferences and seed or matching funds for competitive external grants. In addition, the



Institute has three research support programs to which faculty may apply: submission grants, conference travel support and undergraduate research assistantships. Submission grants of up to 1000 Euro are considered for each research cluster seeking external funding opportunities. Another lump sum of 5000 Euro annually is left for staff conference and research presentation support. Research clusters may apply for research assistantship grants of up to 2000 Euro annually to involve undergraduate students in support of their research and to provide a useful learning opportunity for the students.” (Self-evaluation, pg. 44).

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.

There are procedures envisaged for distribution of workload and the dean of the Institution is responsible for implementation. Nevertheless, there are no evidence of the community engagement of the academic staff.

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.

There is no sufficient data for assessment, due to the fact that the programme is new and was not conducted. There is a Year-End Review envisaged, which “... is a report that creates a record of staff productivity in the areas of research, teaching, service and administration.” (Self-evaluation, pg. 22)

Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.

There are documents and procedures envisaged, but since the programme is not yet accredited, there is no evidence of its functioning.

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.

Data not provided in the Self-evaluation report.



Compliance level: Substantially compliant

ET recommendations:

1. *There should be sufficient designated funds of the Institution which are transparent and reserved exclusively for professional development of teaching staff. These funds should be allocated to teaching staff according clear and transparent criteria, and should be used for development of teaching capacity, attending and presenting papers at international conference and publishing of original research.*

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.)

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.

Good balance among subject related and interdisciplinary courses is envisaged in the programme. Length of the programme is two years and after graduation students should earn 120 ECTS, which is 30 ECTS per semester. Courses are grouped into several course modules allowing students to develop different competences.

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.



Emphasis is placed on different teaching methods depending on different module outcomes. “The study methods applied by introductory subjects put a lot of emphasis on lectures, individual work or teamwork and discussions. Individual work is often an extensive reading, writing or presentation assignment. Core subjects are mostly practice-oriented and typically organized as laboratory-based courses that assume active participation in hands-on assignments and teamwork, involving both creative and research tasks. Individual work is typically research, analysis, testing or finishing a task or project started during the course.” (Self-evaluation, pg. 25)

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.

The programme rests on a strong emphasis on public policy courses, while public administration topics are of secondary importance. There are several topics that should be emphasised much stronger if the course is to be classified as primarily public administration programme are: local and regional government, administrative procedure and administrative dispute, human resource management in public administration, organisation theory and organisation of government institutions, etc.

At least 7 learning outcomes for the study programme which should be listed are not provided in the Self-evaluation report.

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.

Provided in the attachment of the Self-evaluation report (pg. 60 ff).

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.

It is not clear if the programme is going to be conducted in Albanian or English language. If the programme is going to be conducted in Albanian language, there are several issues that should be tackled by the Institution. In the course syllabuses the compulsory and elective literature is predominantly in English language. The question remains whether future students will have adequate language skills to read professional literature in English language. The Institution should invest significant resources to prepare core literature for every course available in Albanian language. The institution should adopt a strategy (with clear time-frame, objectives, measure, etc.) how to make core course literature available in Albanian language.

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.

The procedure for achieving this standard is envisaged. "Students receive an induction session prior to the commencement of each academic year. The Dean delivers the induction session and the student handbook is distributed at this session. Students receive general and programme specific information at this session including the expected programme learning outcome, educational content, timetable, the assessment schedule, and overview of the subjects being delivered that semester as well as the teaching and learning strategies." (Self-evaluation, pg. 26).

The programme will enrol 50 students in each academic year, which should under the ideal circumstances lead to approximately 100 regular students who will be engaged in teaching process. The Institution currently has 24 teachers, which eventually leads to favourable student/teacher ratio 4.1 to 1.

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.



“A variety of teaching methods employed across all departments offer possibilities for active learning. These include case-studies, project work, problem-based learning and simulated learning. Site visits and practice placements are important features of the teaching and learning process. Opportunities for interactive learning are reinforced through project-based learning, case study analysis, visiting speakers, group work and e-learning. The use of these teaching methods is enabled by a favourable teacher-student ratio and small classes. Our emphasis on practical and relevant industry knowledge is a key feature of educational programs.” (Self-evaluation, pg. 27).

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.

Student assessment mechanisms are detail developed and they are transparent and objective. There is a clear numerical expression of the evaluation of students’ knowledge. Grading system is from 5 to 10 and, with 10 being the highest grade with 90 to 100 points on the exam. “Subjects that are graded numerically are based on: regular attendance of classes, practical examination, final testing of theoretical knowledge and e final presentation of project.” (Self-evaluation, pg. 28).

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.

Procedure for student grading is established in transparent and objective manner. It has to be assessed how the system will function once when the programme will start running.

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.

The Institution established a mentor programme. It also planes to further enhance pedagogical skills of teachers. “Pedagogical skills training for the Faculty has focused on the following topics: student-centred learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem based and project based



learning, E-learning, Assessment and integrating key skills into the curriculum.” (Self-evaluation, pg. 30)

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.

The programme is weighed at 120 ECTS credit point, which is 30 ECTS per semester. One ECTS credit is equivalent to 30 hours of students’ workload. For successful completion of the programme, a student should devote 450 working days (1 working day = 8 working hours).

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.

There is no available data in Self-evaluation report on cooperation agreements with other institutions, especially those which are relevant for future students of public administration. Among others, relevant institutions for students practice and internships are bodies of public administration, local government, civil society and international organisations, especially those who are present at Kosovo.

Compliance level: Partially compliant

ET recommendations:

- 1. The Programme should include more Public Administration courses (e.g. Local and Regional Government, Human Resources Management in Public Administration,*
- 2. Core course literature should also be provided in Albanian language, if the programme is to be conducted in Albanian language*
- 3. Increase number of cooperation agreements with various organisations (academic, civil society, public administration, local government, international organisations)*



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.)

The number, date of the exam, and the evaluation criterion, students are informed through the course syllabus. Also, one academic year has three regular exams periods. There is a flexible student treatment if a particular situation arises. Student evaluations are conducted once a semester. There is a program that checks if the papers that are submitted by students are plagiarized. The faculty council and the ethics committee have one student member. There is a student union and the elections are held once a year. All rights and obligations of students are publicly available on the website or you can ask the faculty staff. The students' transfer between Riinvest college and other higher education institutions is regulated in formal documents. The lecturers are accessible to the students via email or a fixed date for consultation.

Standard	Compliance	
	YES	NO
There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	x	
All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	x	
The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	x	
Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	x	



Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	x	
Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	x	
Effective procedures are being used to ensure that work submitted by students is original.	x	
Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	x	
The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	x	
Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial	x	

Compliance level: Fully compliant

ET recommendations:

1. *A library with professional literature available to students for writing seminars and papers should be established.*

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.



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Consideration should be given to the adequacy of processes and results achieved in each of the standards.)

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.

Research plan for the programme is part of the overall research strategy of the Institution. There are four research topics, and one of them is public management with the following research themes: “The political environment surrounding public organizations, Public organizations’ relationships with citizens, organized interests, elected officials, legal institutions, private for-profit and not-for-profit organizations and other public organizations, Government accountability and performance, The structure and design of public organizations and public policy implementation regimes, Organizational strategy, decision making and leadership in public organizations, Public employee motivation, job satisfaction and other work-related attitudes, Governmental reform and organizational change, Administrative rule making, policy implementation and service delivery, administrative law, and government procurement and outsourcing.” (Self-evaluation, pg. 42).

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.

There are procedures established on how the workload is being distributed and allocated to teachers of the Institution. There is a Year-End-Review as a significant tool for appraisal of staff productivity in the areas of research, teaching, service and administration. (Self-evaluation, pg. 43).

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.



It is stated (Self-evaluation, pg. 44) the institution recognises four main research outcomes. These are: Articles published in indexed journals, Conference papers, Proceedings and Books. However, there is no evidence on how these elements are rewarded.

Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.

No data provided.

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.

No data provided.

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.

No data provided.

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.

No data provided.

Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.

No data provided.



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.

No data provided. In the literature of individual courses there are items which are not published by the Institution teachers. There should be more teachers' work (articles, textbooks, etc.) in the mandatory list of individual course literature.

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.

Not completely relevant for the programme in Public Administration.

Standard 6.10. Students are engaged in research projects and other activities.

“Some of the essential means in linking teaching and research will take the form of: (1) raising awareness of research by embedding a programme of staff research presentations within research methods based module helps to raise awareness of staff research activities, but is also be used to promote discussion of the research process and knowledge construction, (2) encouraging students to conduct mini-research projects, give students the freedom to choose, design and carry out a research project with tutor guidance and support at each of the processes, (3) promote students' engagement as consultants for industry - small teams of students work with organisations on issues important to the organisation, students make recommendations for action to the patient and hospitals, (4) engage students as research assistants in research projects- develop links with local businesses and employers to provide students with the opportunity to work on 'live projects' with real clients, (5) organise annual student conference - where undergraduates can present their research projects and (6) engage students in problem based learning -this learning and teaching approach encourages students to construct their own knowledge through reading and research. The Professor's role is as their guide, to facilitate their understanding and engagement with the research process, rather than imparting knowledge to them.” (Self-evaluation, pg. 47).

Performance indicator 6.1. Assistance and support is given to teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.



Compliance level: Partially compliant

ET recommendations:

1. *Clearly define what is recognised as research outcomes, and especially what is the impact of every individual outcome on career and advancement of teachers.*
2. *There should be more teachers' work (articles, textbooks, etc.) as mandatory literature for courses they deliver.*

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.)

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.

According to data presented in Self-evaluation (pg. 48), the Institution disposes with 2200 square meters of space out of which 875 sqm (cca 40 per cent) are classrooms, IT room and library.

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.

Financial plan presented on pg. 58 of the Self-evaluation report. Financial plan is developed on the estimation that the Institution will enrol 80 students in the first year, and Programme Overview (pg. 3) envisages only 50 students per year.

Resources planned for research are set at 2.3 percent of the total envisaged budget. This amount should gradually increase and stabilise to at least 10 per cent of the budget.



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.*

Some data presented in the Self-evaluation, but not all.

The Institution provided promotional video of premises used for its purposes.

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.

The Institution has on its disposal 11 classrooms with average size of the classroom 47 square meters. Although the 1st year students (envisaged no. 50) might be a little cramped. In general, the classrooms should be sufficient to run the programme.

Standard 7.5. The education institution's libraries must ensure, for each of the study programs:

- a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;*
- b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;*
- c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;*
- d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;*



e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.

Only video material presented. Data for every element of the standard are not provided in the Self-evaluation report

Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.

It is stated that the Institution "... infrastructure has been certified as meeting the minimum standards for special needs students."

ET recommendations:

- 1. Several Public Administration Journals from the SEE region should be acquired and made available for the students*
- 2. Financial Plan of the programme should be developed on the basis of 50 students as initially planned*
- 3. Library should be equipped with sufficient number of professional books, textbooks and scientific journal especially devoted to public administration*
- 4. Resources for research and development of academic staff should be increased to at least 10 per cent of the Institutions' budget*

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.)

In conclusion, the Expert Team considers that the study program MA Public Administration offered by RIINVEST college is substantially compliant with the standards included in the KAA Accreditation manual and, therefore, recommends to accredit the study program for a duration of 3 years with a number of 50 students to be enrolled in the program.



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4. APPENDICES *(if available)*

1. A
2. B
3. C

Expert Team

Chair

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)



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Member

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)