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TEMPULLI ACADEMY

***INSURANCES AND MANAGEMENT OF DAMAGES FROM
ACCIDENTS (BA)***

RE/ACCREDITATION

REPORT OF THE EXPERT TEAM

June 2021, Skopje



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1. INTRODUCTION

1.1. Context

Date of site visit: 25th May 2021

Expert Team (ET) members:

- *Prof. Dr. Tauno Otto*
- *Marija Vasilevska, Student expert*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Naim Gashi, Executive Director of KAA*
- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*
- *Leona Kovaci, Senior Officer for Evaluation and Monitoring*
- *Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring*

Sources of information for the Report (including additional requested resources):

- *Self-Evaluation Report, Law Program LLB*
- *Video of the Tempulli Academy*
- *Syllabuses*
- *Academic Staff CVs*
- *List of participants from the meeting of the Program Committee*
- *Meeting agenda, list of participants and meeting extract*
- *Quality assurance regulation*
- *Regulation for Scientific Research*
- *Research Strategy*
- *List of staff publications*
- *Pictures of the New Campus*
- *Strategic Plan 2021-2025*



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- *Extract of the Meeting with businesses and List of persons attended the meetings*
- *Example of labour market demands*
- *Quality Assurance Regulation*
- *Examples of Surveys*
- *Code of Ethics*
- *Statute of the Academy*
- *Financial Projections 2021-2023*

Criteria used for program evaluation:

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018.*
- *The European Qualifications Framework*
- *The Framework for Qualifications of the European Higher Education Area*

1.2. Site visit schedule

Site Visit Program

25th May

09.00 – 09.40	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>)
09.45 – 10:15	Meeting with quality assurance representatives and administrative staff
10:20 – 11:20	Meeting with the heads of the study programme
11:20 – 12:00	Lunch break
12.00 – 13:40	Meeting with teaching staff
12.45 – 13:30	Meeting with employers of graduates
13.35 – 13.45	Internal meeting of KAA staff and experts
13:50 – 14:00	Closing meeting with the management of the faculty and program



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

The Tempulli Academy was established in 2020 as a Private Provider of Higher Education (PPrHE) in Kosovo, organizes and develops scientific and professional study programs, training-professional programs and commercial activities and consulting based on the regulations prescribed in the Law of Higher Education in Kosovo. The Academy has a long tradition since 1992 as a centre of training and education of young vehicles driving students.

The main role of the Academy is organization, promotion and support to human and financial resources in the field of traffic and transport, by taking the leadership role in making citizens aware of the traffic rules and their importance for life. The organization structure is defined in its Statute and is in line with the prescribed in the responsible Law.

The Tempulli Academy visions to become a *“unique institution of higher education in the country and the region, with a focus on the development of professional research skills by way of linking innovative teaching, practical and scientific work for the benefit of the community”*. The Academy`s mission is to *“qualitatively prepare students and trainees with relevant knowledge and skills to learn and research in order to achieve a successful career as a professional and active contributor in the community”*. The Academy aims towards fulfilling its mission and vision through the following values and principles: evaluation, integrity, inclusion, cooperation and partnership, innovation and excellence. Moreover, it has settled six strategic objectives among which Management and leadership; Teaching and quality assurance; Research; Cooperation and communication; Infrastructure and digitalization and Student Affairs.

The Academy offers bachelors and a master's study programme. The bachelor-level programmes are the following: Traffic Engineering and Road Transport and Transport Engineering and Road Infrastructure. The master level programmes are the following: Traffic Engineering and Road Safety.

The bachelor programme Insurances and Management of Damages from Accidents which is the subject of this accreditation process is a 3 years programme that aims *to provide students with contemporary theoretical and practical knowledge in the field of insurance, logistics, and damage assessment*. Moreover, it aims to develop knowledge through interactive teaching and practical work in the field of insurance, treatment and assessment of claims, logistics and forwarding, in solving concrete issues and their implementation in practice. The programme is new in Kosovo and as reported developed based on the market needs.



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2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of the Tempulli Academy is oriented into qualitative preparation of their students and trainees with relevant knowledge and skills to learn and research in order to achieve a successful career as professionals and active contributors in the community. On the other side, the mission of the study programme Insurances and Management of Damages from Accidents is to provide students with contemporary theoretical and practical knowledge in the field of Insurance, logistics and damage assessment. Moreover, the Self Evaluation Report (SER) shares that the mission of the programme is to develop knowledge through interactive teaching and practical work in the field of insurance, treatment and assessment of claims, logistics and forwarding, in solving concrete issues and their implementation in practice. When asked about the relations between the Academy`s mission and the programme`s mission, during the site visit the management team confirmed that the *programme`s mission is in line with the Academy`s mission due to the fact that the programme`s mission is the orientation towards professional education and since the programme offers unique education.*

In general, the Programme`s mission is in line with the Academy`s mission. Two things that can be identified in the mission of the Academy are lacking in the programme`s mission. Those are the part with the research and trainees as target groups included in the Academy`s mission, but not in the programme`s mission.

The SER declares that the programme`s learning outcomes are on Level VI of the National Qualification Framework and the Qualifications Framework of the European Higher Education Area, as it can be concluded from the limited information provided in the SER. In particular, SER evaluates that the particular programme operates based on College`s regulations are in line with both Frameworks.

The framework for Qualifications of the European Higher Education Area describes the qualifications for students to be awarded for studies on Level VI as the following:

- have demonstrated knowledge and understanding in the field of the study that builds upon their general secondary education and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;



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- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific, or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences and
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

The programme's learning outcomes are divided into general and specific ones, as described in the SER. The General Learning Outcomes are the following: recognize various academic, professional and research ethical issues; work individually and in groups on theoretical and practical problems; develop analytical and practical skills in solving complex problems; know the legislation, regulations and legal norms on insurance, claims assessment and logistics; communicate and present their work using academic language and terminology. The Specific Learning Outcomes are the following: demonstrate knowledge of management of activities in the field of insurance; know the nature and risk management in insurance; calculate, evaluate and promote insurance products (insurance packages); know the types of insurance and their classification and demonstrate knowledge of insurance contracts and their content. When asked for the learning outcomes during the site visit the management team shared that they perceive it as detailed and enough functional. *"They are fine-tuned with the industry representatives"*. The same is confirmed in the SER, all provided documents and through the conversations during the site visit.

The representatives of the Academy also highlighted the importance of the study programme, especially since the programme is the only one of this type in Kosovo. In addition, the SER specifies that the programme was developed based on the experience from the Chartered Insurance Institute-CII London & International Risk Management Institute- IRMI. The experts' team is not sure in which capacities their experience was taken into consideration but still finds their involvement useful.

The academic staff and the management confirmed their willingness and a strong commitment to student-centred learning. Student-centred learning is included as orientation in the Quality Assurance Regulations and in the active Strategic Plan. In addition to this, the SER highlights the opportunities for practical work offered to the students due to the fact that the Academy is cooperating with many companies from the Industry sector.



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However, no specific proves can be identified for this by the Experts` team, especially for the research part of this standard. In addition, one of the Academy`s weaknesses is the lack of space at Academy where students would do practical work. The team is aware that there is a solid base for such expectations, but the Academy must ensure further progress in this regard and continuously work on strengthening the didactic and research concept of the particular study programme.

The Academy has formal policies, guidelines and regulations dealing with recurring procedural or academic issues. This was confirmed in the SER, the annexes additionally submitted documents and on the Academy`s website (<https://bit.ly/3zdYjFd>). Various tools for making sure that the staff and students are informed of the regulations are used by the Academy such as staff meetings, notification week – for the newcomers and Students` parliament. However, the Academy must ensure that regularly all of them, especially students are informed, upgraded and reminded of the policies, guidelines and regulations.

The main internal regulation related to ethical conduct in research, teaching, assessment in all academic and administrative activities is the Code of Ethics available on the Academy`s website (<https://bit.ly/3z70JFi>). The Code of Ethics among the other regulations for ethical behaviours in article number 18 defines plagiarism of any kind as a violation that is subject to punitive measures. In addition, article number 19 specifies all aspects regarding academic plagiarism, such as the definition of plagiarism, the need for avoiding it, and the respective Law in cases that are not specified in the Code of Ethics. In addition, the SER shares that the Academy functions based on several values among which is the purchase of anti-plagiarism software for verifying scientific works. During the site visit, the management team when asked about antiplagiarism highlighted that they have legal procedures for ensuring originality and protection from plagiarism. Academic staff, have specific regulations meaning pointing out what can be specified as academic research and whatnot. The same is for the student's misconduct. Finally, they purchase external software for checking the originality that will be used for checking the quality of the students` work in the future.

However, there are no visible proves that all staff and students comply with all of the above-mentioned regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities. The Academy must ensure that those regulations are regularly promoted among the staff and students as a way for raising awareness.

The frequency of revision and required amendments of the policies, regulations, terms of reference, and statements of responsibility relating to the management and delivery of the program is conducted at least once every three years, as specified on the page 19 of the SER. In



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specific both the SER and the Quality Assurance Regulations do explain the process and all tools used for the self-evaluation and review process. However, the document Quality Assurance Regulations does not specify the frequency of the review of policies and regulations. Such specification is needed. Even though the whole process is well specified its frequency should be also specified and planned according to the KAA`s regulations.

<i>Standard</i>	<i>Compliance</i>	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
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.	X	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		X
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.	X	
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.		X
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.		X

Compliance level: Partially Compliant

ET recommendations:

1.The Academy should make sure that the students are regularly informed, upgraded and reminded of the policies, guidelines, and all internal regulations including the Code of Ethics, not only through the Students` Parliament but through various other tools for information.



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2.The frequency of the reviewing of policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program is specified and conducted at least once every two years.

3.The Academy should ensure opportunities for the research concept of the programme will be continuously developed and updated.

2.2. Quality management

Tempulli Academy has developed Quality Assurance Regulation. According to that each teacher is obliged to analyse the evaluation reports made by students and thereafter make a self-assessment. The corresponding forms were elaborated and provided to expert team as evidence (Example of Surveys). SER on page 19 states, that Tempulli Academy will realize a self-assessment report at least once every three years. There is appointed a Commission for Quality Assurance under Academic Council responsible for academic structures and study program development. It will involve also a student representative. Also, there is Quality Assurance Office under General Secretary as support structure.

In Statute of Academy has been set in vision to improve the quality of teaching by establishing IT labs and IT enabled classrooms. Quality is outlined in the same document also as value, to be acquired through continuous improvement.

The evaluation processes in Tempulli Academy are pre-defined, there are elaborated forms (Example of Surveys). However, their regularity is not fixed. The frequency of student evaluation of the academic staff, self-assessment of the academic staff, alumni survey, deans evaluation of the academic staff, deans self-assessment, evaluation of services by students and professors, assessment of study programmes by senior students and external stakeholder questionnaire was not set.

There were not any surveys so far, the surveys are to be filled in Internet by Google forms.

Overall quality of the program is prepared periodically in every three years for consideration within the institution indicating its strengths and weaknesses. As the quality evaluations are heavily based on questionnaires for different stakeholders, the expert team commends the development of KPIs and the role foreseen for the quality assurance system in the monitoring of the strategic objectives achievement. KPIs are recommended to be defined for all activity areas of Tempulli Academy and should be related to the strategic objectives of Tempulli.



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Overall, there has been a noticeable activity of Tempulli Academy management in developing a functional internal quality assurance system. After achieving the compliance with the formal requirements, the next target is a system that reflects the Tempulli Academy strategic goals and assists Tempulli Academy in reaching them. In this regard the expert team would recommend the Tempulli Academy to look for best practice and advice from other higher education institutions also outside Kosovo.

<i>Standard</i>	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
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.	X	
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.	X	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		X
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
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.		X
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.	X	



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Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.		X
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Compliance level: Partially compliant

ET recommendations:

1. *To incorporate the results of all questionnaires as well as the monitoring results of certain KPI in the overall activity reports either on the programme or on the faculty level and make them available publicly;*
2. *To review the KPIs of all questionnaires regularly through involving the relevant parties;*
3. *To develop a functional mechanism for systematical translation of the recommendations derived from the stakeholder surveys (questionnaires) into certain improvement measures;*
4. *To introduce mechanisms for raising the participation rate of Tempully Academy staff, students and stakeholders in all evaluation processes.*

2.3. Academic staff

Academic staff at Tempulli Academy amounts to 13 full time members from which 7 possess Dr. Sc academic degree and 3 are PhD students in teaching duties. However, one of them have been in doctoral studies for more than 6 years. Besides there are 14 part time members from which one has doctoral degree. The teaching related academic staff election processes are clearly stated. The full-time positions status is well described and corresponding to regulations. All staff members were below 65 years by age, academic staff corresponds legal requirements according to the law. The average age of staff members is 46 years, which is a very good result, showing potential and leveraged development.

There is a plan for staff members’ development. New staff members without previous teaching experience are allocated to special short term trainings. The results of the academic staff evaluation are taken into account for promotion purposes and renewal of contracts. There was foreseen a system, how participation in national and international conferences is supported by a grants, yearly dedicated sum was 1000 EUR for conference participation and



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publishing activities. The amount is relatively small for internationalisation, and should be increased. However, there was no clear system of ranking the publications and motivating staff members to target higher scientific visibility described in the SER.

In meeting with the expert team, the some staff members communicated via translator. The academic English is important when targeting visibility, but also for preparing better specialists for the local industry. The lack of modern and relevant literature in Albanian was also mentioned as a weakness in the SER.

Academic staff members are involved in learning materials preparation. The e-learning was mentioned in the SER to be populated with programs and modules, but without a clear number of study programme related e-courses.

<i>Standard</i>	<i>Compliance</i>	
	Yes	No
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.	X	
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.	X	
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	X	
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.	X	
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.	X	

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Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X
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.		X
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.	X	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
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.	X	

Compliance level: Substantially Compliant

ET recommendations:

- 1. Motivation of the academic staff members currently in PhD student status to get a degree in time should be considered.*
- 2. Motivation of staff members to publish in international proceedings and journals should be increased.*
- 3. Motivation of staff members to participate in international conferences and support of academic*
- 4. English teaching to staff members should be increased in terms of higher education internationalisation and to enable all staff members to participate in international projects.*
- 5. The importance of preparation of e-courses should be underlined and monitored to achieve larger coverage in study programme.*

2.4. Educational process content

The study programme provides skills and competences, essential for transportation economics and important for companies and overall labour market in Kosovo. The modules of the study

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programme are well designed and corresponding to National Qualifications Framework (NFQ). However, the team work skills building, which are so important in European Higher Education Area are not evident from the overall curriculum.

The course sequence is logical. The importance of digitalisation skills is not evident, while the whole logistics sector in Europe is targeting “single window” digital solutions and development of new business models, e.g. rental of electric scooters and internet-based rent of different vehicles from cars till vans. Preparation to digital and sustainable services is vital in the EU policies, and a university study programme should set the learning outcomes also targeting the future developments.

The courses in curriculum have well described analytical descriptions.

In SER the Tempulli Academy has brought out difficulty in finding literature in Albanian language. Language skills of the majority of students and academic staff members currently do not enable use of study materials in English or German available through electronic library resources.

The teaching strategies in SER are listed, and e-learning was considered to be important. However, various forms of assessment are stated at SER, but modern e-learning enabled e-test, self-evaluation tests were not included.

Student assessment is regulated, and organisation of exams includes reporting and analysis. Internship in companies is part of the study programme and the workload on 6th semester is defined in ECTS altogether with Thesis. There are agreements between Tempulli Academy and partner organisations to arrange the internship and both companies and public partners confirmed at meeting with experts their commitment.

<i>Standard</i>	<i>Compliance</i>	
	Yes	No
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.	X	

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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.		X
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.		X
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.	X	
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.	n.a	
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.	X	
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.	X	
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.	X	
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.	X	
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.	X	



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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.	X	
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.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Learning outcomes of the study programme should underline also digitalisation, sustainable/ circular economy and green/ eco-friendly approach.*
2. *The content of the study programme is lecture-oriented. A separate course project, targeted to team-building and problem-solving should be included.*
3. *To become more international, and to promote Erasmus exchange, the curriculum should include some speciality courses taught in English.*
4. *The study programme does not include free choice studies, enabling students to take restricted amount courses from other specialities, or other universities. Such a free choice studies possibility e.g., in amount of 5 ECTS should be introduced.*
5. *The current headline “Insurances and Management of Damages from Accidents” is quite narrow and, in BSc level headlines of study programmes are expected to be wider. Internationally the study program name at least in English could be reconsidered, e.g. as “Insurance and Risk Management” which is internationally well recognisable.*

2.5. Students

The experts` team did not meet students during the site visit, due to the fact that the particular programme will be offered for the first time this year. All the conclusions listed below are the results of the observations and evaluation of the available information provided in the SER additionally provided documents and information collected during the site visit.



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The Academy has formally adopted admission procedures for the students` recruitment. The Statute of the Academy is the main document where such regulations are included. Article number 94 and 95 from the particular document specifies the conditions for the admission of bachelor students. 100 students per year are expected to be enrolled in the particular programme. The main body responsible for the admission process is the Council of the Academy. The conditions for enrolment are in the same line with the regulations posted in the respective national law and specified in details in the Academy`s Statute. Among them is the competition of high school diploma and the State Matura. The Academy is announcing the call for enrolment of students on the Academy`s website, social media and the online news portals in Kosovo. In addition to this, the Statute of the Academy in its article number 98 regulates the students` transfer between *“Academies/universities, in the same or other programmes, in the form of study and allows the departure of its students to other Academies/universities, according to the procedures provided in the Regulation of Academy Studies”*.

The SER provides information about the plans for the organization of study groups. In specific, the SER shares that the theoretical subjects will be organized in groups of 50 students and the practical in 5 times smaller groups – the group with 10 students.

The experts` team did not find any proves that the effectiveness of the feedback to students on their performance and the results of assessments are given promptly and accompanied by mechanisms for assistance if needed.

The Students Education Management System (SEMS) is a system used for communication between the students and the Academy. It includes all details and information for the studies, such as the grades, information, schedule, and all students` information are recorded. The results of the exams certified by the academic records, as specified in the Statute of the Academy, are also kept in that system. Moreover, the Student Parliament as a body for the protection of the students` interest is used for sharing information.

The SER and the Statute of the Academy are specifying the certain level of flexible treatment of students, especially when it is up to the exams. There is no provision for flexible treatments in other.

The same situation is for the students` rights and obligations and the right to academic appeals. The Academy is publishing the documents that regulate the rights and obligations on their website and developed a manual that is shared with the students at the start of their first academic year,



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as shared in the SER. However, the experts think that the management of the Academy should continuously share information with the students regarding the regulations.

The Academy has purchased external software for checking the originality that will be used in the future.

The main internal regulation related to ensuring that work submitted by students is original is the Code of Ethics, available on the Academy's website. The SER and the management team specified that they have an effective procedure for ensuring that the students' work is original. However, there are no visible proves that such a procedure is effective. The Academy must ensure that those regulations are regularly promoted among the students as a way for raising awareness for the importance of the originality of their work.

The SER shares information that the academic staff is required to be available to students at least twice a week on a scheduled basis for both academic and advisory type counselling. The Statute of the Academy shares information that the personal supervisor system will be established. The system is explained as a system *where each student will have a teacher appointed as a personal tutor who must meet with the student at least once a year and follow the development of the student during the whole time of studies.*

The SWOT analysis included in the SER is that the Academy has not enough administration to meet the students' needs.

In addition, the Academy plans to provide two types of scholarships, as the experts learned during the site visit. One is for the already enrolled students with good results and the other way is for the high school students with good results willing to enrol in the study programme.

Finally, the experts' team can conclude that the Academy, in general, is taking care of the position of the students and ensuring the quality and effectiveness of their studies. However, there are some things that should be additionally shrunk such as the flexibility, continuous information and follow up and need for assuring feedback to the students for their performance.

<i>Standard</i>	<i>Compliance</i>	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students'	X	



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recruitment. Admission requirements are consistently and fairly applied for 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.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.		X
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
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.		X
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.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	X	
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.		X
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
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.	X	

Compliance level: Substantially Compliant



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ET recommendations:

- 1. The Academy should develop a plan for regularly sharing information to the students regarding all Regulations active within the Academy, including the negative consequences from the plagiarism.*
- 2. The flexibility and effective feedback to the students should be ensured and included within the documents that are regulating the rights and obligations of both the students and academic staff.*

2.6 Research

The study programme research objectives are general and related to serving the local economy needs. Strategic plan 2021-2025 of the Academy Tempulli development foresees international cooperation in the field of scientific research. The annual budget for research is foreseen to be increased from 10000 in 2020 to 18000 by 2025.

The publication is supported by 1000 EUR on yearly basis, targeted to participation in international conferences and publishing in academic journals. The quality of publications is monitored and used as indicators in evaluation for promotion. It is expected that each academic staff member has published at least one publication in the last three years. Tempulli staff members foresee involvement of students into research work. Academic staff carries out mainly individual research. There was evidence of collaborative research arrangements with colleagues in other institutions and in the international community.

However, when analysing the publication activity, then in several cases the international publications regarding the last 3 years were missing or were on low level. H-index according Google Scholar or Scopus was moderate, in most cases staff members did not have the Google Scholar profile, or the publications are not referred by Scopus database. There was no analysis regarding research, so it is recommended to implement system e.g. as PowerBi analysis of research, but also setting target value (e.g. at least one research paper in three years per academic staff member).

There is a system considering the value of publications to be used in elections/re-elections. However, not all academic staff members have a publication record from the last three years.

Research is validated in publishing activity mostly. Academic staff members have participated only in a few projects, and mostly as individual researchers. There was missing evidence for each academic staff member's scientific/applied research activity in the last three years.

Researchers are expected to combine the research experience and activities to teaching - include the results of their research in the study process.

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IPR and ownership policies are not defined nor made publicly available, this might be a bottleneck for commercialisation of research related intellectual property.
Students are foreseen to be involved in university related research.

<i>Standard</i>	Compliance	
	Yes	No
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.	X	
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.	X	
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.		X
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
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.	X	
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.		X
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.		X
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	



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Standard 6.9. 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.	X	
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		X
Standard 6.11. Students are engaged in research projects and other activities	X	

Compliance level: Partially Compliant

ET recommendations:

- 1. The forming of a focused research group in Insurance and Road Safety Management, having strategic research topics and additional financing is recommended.*
- 2. The cooperation of study programme related researchers and industry should be intensified to involve students into R&D course projects coming from industry.*

2.7 Infrastructure and resources

The Tempulli Academy operates in the usable area of over 1260 m² including the spaces for the Institute for Road Safety and the Driving School. The SER, the video, and the photos available on the Academy`s website are showing equipped infrastructural places. The Academy plans to build a new campus for which they have already signed a contract with a construction company. The SER shares that currently the academy has 5 classes and adequately equipped laboratory spaces with 114 m². The laboratories of the Institute for Road Safety can also be used for student`s practical work and for Academy`s commercial activities. In addition, the Academy has also cooperation agreements with several enterprises/institutions where the students can realize practical learning. However, the management team shared the lack of space where students would do practical work as one of their weaknesses during the site visit. The experts` team would like to highlight the importance of having such places, especially for the students, and advise the management team to take serious steps towards renting new places for practical work or accelerate the construction of the new campuses.

The SER offers information that the Academy has purchased the building offices and they are not paying rental costs for that. The same can be confirmed from the financial projection 2021-2023 submitted to the experts` team as additionally requested document. In the particular



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document, there is no budget item for renting the building. The agreement for the construction of the new building is included as an annex to the SER.

Having all the above mentioned in mind, mostly the documents provided, we can say that the long-term stability of the programme can be expected, mostly due to the expectations of building the new campuses.

Upon the request of the experts` team the Academy has submitted their financial projections for 2021-2023. From the particular document, it can be concluded that the Academy plans to increase its income in the upcoming years, mostly based on the increase of the students` numbers and the fees that they will pay. The analysis of the situation income vs. expenses are showing a stable financial situation. During the site visit, the management team shared that they have diverse means of finances and highlighted that their financial situation is stable. In addition, they shared that they have income from the Institute, driving schools and different projects. Finally, in the SER it is prescribed that due to the fact that they are not paying rent for their premises their funds can be used for other means such as purchasing equipment and tools, enriching the library, building laboratories, and others.

Having all the above mentioned in mind, mostly the documents provided, we can conclude that in terms of the finances the Academy is stable.

Neither the SER nor the additionally provided documents show that the Academy has adequate software for the disciplines of the study included in the curriculum. They have the Electronic Student Management System (SEMS) and plan to involve e-learning platform, but not an adequate software for the study programme, that is included in the curriculum and is licensed.

The SER, the video and the additionally provided documents are showing that the Academy has a library and reading spaces for students as part of the library and out of it. The Academy has 50 reading spaces or places for half of the students that this programme plans to enrol. Additionally, places around the premises are available for students for reading.

There are computer rooms equipped with 80 computers accessible for all students.

Despite the physical library the Academy has an electronic library and online academic and scientific journals. They have access to the National University Library allowing them to use numerous electronic databases and open access journals. The electronic library can be used by the students and the academic staff. They are also using their membership in several international networks related to the industry in order to provide literature in both Albanian and English language. However, the limited number of titles in the Albanian language in the library is



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mentioned as one of their weaknesses. The management team should mitigate this weakness and continuously search for opportunities to enrich the library.

The video provided by the Academy shows that the Academy owns a stair-climbing wheelchair, but not an evaluator. The wheelchair is only one and the experts` team is not sure that it will be available for the programme`s students always when needed. Having this in mind, we cannot conclude that the infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs. The Academy is in process of building a new campus, so the adaptation to the students with special needs should be taken as one of the priorities.

<i>Standard</i>	Compliance	
	Yes	No
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.	X	
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.	X	
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.		X



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

Compliance level: Substantially Compliant

ET recommendations:

- 1. The management team should take serious steps towards renting new places for practical work-laboratories, or accelerate the construction of the new campuses.*
- 2. There is a need for plan that will mitigate and address the lack of titles in Albanian language and continuously search for opportunities to enrich the library, either through new memberships in different networks or through development of partnerships with other educational institutions.*
- 3. The new campus should be adopted for students with special needs.*



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1. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Tempulli Academy is a relatively new name on higher education, but has made preparation for a modern campus building and has shown potential of rapid development. The evaluated BSc programme is an important study programme for local economy, in order to offer them specialists capable to increase safety and push the local economy forward.

Due to the Covid-19 crisis, the assessment process did not include any site visits to Tempulli Academy locations. Also, the interaction with the interviewed stakeholders was done only through electronic means. Within these circumstances the expert team has made every effort to make the conclusions sound, substantiated by concrete evidence and not a result of speculation or misjudgement.

This evaluated BSc program has potential for students to gain employment in the region, and for staff to engage in associated international research. Every effort must be made to realise this potential. This includes modern teaching and learning approaches which are interactive and research-based, and with increased access to e-learning resources.

In conclusion, the Expert Team considers that the study program Insurances and Management of Damages from Accidents offered by Tempulli Academy is **Substantially compliant** with the standards included in the *KAA Accreditation manual* and, therefore, recommends to *accredit* the study program for a duration of **three years** with a number of **60** students to be enrolled in the program.

Standard	Compliance Level
Mission, objectives and administration	Partially Compliant
Quality management	Partially Compliant
Academic Staff	Substantially Compliant
Educational Process Content	Substantially Compliant
Students	Substantially Compliant



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Research	Partially Compliant
Infrastructure and resources	Substantially Compliant
Overall Compliance	Substantially Compliant

2. APPENDICES (if available)

N/A

Expert Team

Chair

Prof. Dr. Tauno Otto

15/06/21

(Signature)

(Print Name)

(Date)

Member

Marija Vasilevska

15/06/21

(Signature)

(Print Name)

(Date)