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Republika Kosova - Republic of Kosovo

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



UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”

MASTER OF SCIENCE IN BANKING MANAGEMENT
AND INTERNATIONAL FINANCE (MBFI)
SPECIALIZATION IN ‘MONEY, BANKING, FINANCE,
INSURANCE’

VALIDATION ACCREDITATION

REPORT OF THE EXPERT TEAM

Warsaw, July 16, 2020



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1. INTRODUCTION

1.1. Context

Date of site visit: online June 2nd, 2020

Expert Team (ET) members:

- Prof. Dorota Dobija, Ph.D.
- Christoph Back (student expert)

Coordinators from Kosovo Accreditation Agency (KAA):

- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*

Sources of information for the Report:

- Self-evaluation Report (SER) as of 2020, MASTER OF SCIENCE IN BANKING MANAGEMENT AND INTERNATIONAL FINANCE (MBFI) SPECIALIZATION IN 'MONEY, BANKING, FINANCE, INSURANCE'

Requested documents:

- The mission statement of the University (Faculty) and the programme
- The strategy of the Faculty (University)
- Strategic plan
- The minutes of the meetings of the programme committee with quality assurance officers discussing the learning outcomes and overall programme
- Policy on the retirement and the use of retired faculty members in teaching.
- National Qualifications Framework
- Information of test/requirement on language sufficiency of the candidates
- Admission to the programme procedure
- Information on best practice for students with special needs.
- Policy on transfer between HEI
- Research development plan



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- Information on the publication output
- Policies for ownership of IP and procedures for commercialization of ideas developed by staff and students.

Criteria used for programme evaluation:

The criteria set in the Accreditation Manual for the Re/accreditation of bachelor and masters study programmes were used for evaluation.



1.2. Site visit schedule

09.00 – 09.30	Meeting with the management of the faculty where the programme is integrated
09.30 – 10.30	Meeting with the heads of the study programme (BA programme)
10.30 – 11.30	Meeting with the heads of the study programme (MA programme)
11.30 – 12.10	Lunch break
12.10 – 12.50	Meeting with quality assurance representatives
12.50 – 13.30	Meeting with teaching staff
13.30 – 14.10	Meeting with students
14.10 – 14.50	Meeting with graduates
14.50 – 15.30	Meeting with employers of graduates
15.30 – 15.45	Internal meeting between KAA and experts
15.45 – 15.55	Closing meeting with the management of the faculty and programme



This site visit schedule is provided below:

Nr.	Study programmes	Experts	Responsible persons of study programmes		
1	Banking and Finance BSc	Magdalena Platis	1. Hysen Ismajli	2. Skender Ahmeti	3. Vlora Prenaj 4. Alban Elshani
2	Banking and Finance MSc	Magdalena Platis	1. Driton Balaj	2. Safet Merovci	3. Drita Konxheli
3	Management BSc	Tornikie Khoshtaria	1. Berim Ramosaj	2. Lura Rexhepi	3. Veton Zeqiraj
4	Management MSc	Tornikie Khoshtaria	1. Enver Kutllovci	2. Sevdie Alshiqi	3. Gentrit Berisha



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

University of Prishtina is the first and the biggest university in the Republic of Kosovo and among highest ranked Universities in Western Balkans. It is the only institution in Kosovo providing study programmes in all three levels, namely bachelor, master and PhD. Since its foundations University of Prishtina has been at the forefront of societal change in Kosovo.

University of Prishtina has thirteen faculties. The official language of instruction is Albanian, meanwhile since 2016 it provides a study programme in English – Applied Economics and Management at Faculty of Economics. During 2018 in University of Prishtina 7282 students have graduated, from which 32 have earned a PhD degree.

Msc in Banking Management and International Finance (MBFI) – Double Degree with University of Côte d’Azur, France will be offered for the first time at the Faculty of Economics, in cooperation with Université Côte d’Azur, Nice France.

The Faculty of Economics has been cooperating with the Université Côte d’Azur, Nice, France, in the field of exchange of academic, administrative staff and students (bachelor, master, doctorate).

The programme will be offered only in English and the selection of students will be done in cooperation with Université Côte d’Azur and in compliance with applicable rules and laws in Kosovo. The number of students admitted to this programme will not be higher than 30. It will be a tuition based programme.

The content of this programme, including literature and curriculum, is the same as the one currently being offered by Université Côte d’Azur. The programme consists of a total of 4 semesters, with a total of 120 ECTS. The first semester contains 7 compulsory courses, with a total of 30 ECTS, which will be taught by professors of the Faculty of Economics, University of Prishtina. The second semester contains 6 compulsory courses, with a total of 30 ECTS, which will also be taught by professors at the Faculty of Economics, University of Prishtina. The third semester contains 8 compulsory courses, with a total of 30 ECTS, which will be taught by professors of Université Côte d’Azur. The fourth and final semester contains a total of 30 ECTS, where the student prepares and defends the master's thesis before the



evaluation commission. Students have the opportunity to collaborate with the professors of the Faculty of Economics and the Université Côte d’Azur both in terms of mentoring and scientific cooperation. Upon completion of the studies, students will be awarded a Master's degree diploma issued by the two above-mentioned institutions

After the end of the first year, students of this programme will have a one-month study visit at Université Côte d’Azur to continue the lectures and attend the 3rd semester exams. During this period, students will cooperate with the professors of this University regarding their master thesis. The timing of these lectures will be determined in collaboration between the Economic Faculty of University of Prishtina and Université Côte d’Azur , Nice, France.

Programme scientific objectives: the programme offers skills in the area of transversal instruments of economic and financial analysis. In particular, the MBFI track trains econometric methods, risk analysis and market regulation, new forms of financing and research methodology.

Professional objectives: the programme offers professional training leading to financial leadership and management functions in banking and financial institutions. The relevant professions concern both retail banking, investment banking and private banking (MBFI).

According to the SAR, at the end of the programme, a student is able to:

- Advise clients (individuals and businesses) in their investment and investment strategy
- Master the functioning of capital markets
- Measure the risks and performance of a securities portfolio
- Master the techniques of management and coverage of financial risks
- Master the evaluation of financial products
- Master the techniques and tools of financial analysis
- Implement best practices in compliance and ethics
- Master commercial negotiation with professional or private clients
- Establish a balance sheet and help clients define their investment objectives and needs within an appropriate legal and tax framework.



2. PROGRAMME EVALUATION

2.1. Mission, objectives and administration

The UP has been in the process of mission reformulation. The Faculty of Economics currently is in a process of revising its mission. In an interview with the Dean the ET has learnt that the key elements of the new mission will be: teaching, research, internationalization and university-business cooperation. These are desirable elements of faculty mission, however, the faculty could be more specific on the uniqueness of its mission considering the role of the institution for the society and the stakeholder's needs. A new mission hopefully will allow for a clear distinction of UP from other universities in Kosovo and abroad.

Since the mission of Faculty is being reformulated the mission of the programme may change as well in the future. At present the evaluated programme is seen as a medium for internationalization and pioneering in the development of cooperation with business. The programme seems to be in accordance with the National and European Qualifications Frameworks.

Also, the strategy of the University seems to have expired in 2019 and need to be updated. The programme KPI seems to be very general and not programme specific. Providing information on the benchmark would also help the management of the programme to lead in the desired direction.

Due to the specificity of the programme and its double degree nature the UP had to accept the idea of the programme delivered at Université Côte d'Azur. Only small changes were introduced to meet the demands of the local market. However, there is little evidence for extensive market needs analysis. The management of the programme sees its value in the double-degree arrangement, hoping to attract professionals from widely understood financial sector. The SAR clearly indicates that the Faculty seems to see this programme as a medium for internationalization. However, internationalization has multiple dimensions which could be considered.

The didactic and research concept of the programme relays the student-centered learning approach. However, it is not clear how the University understands this approach. In the SAR we read: *“student-centred learning and such approach is not a determined methodology but*



rather a quest to change the culture inside the institution”. Later in the report we read: “student-oriented teaching is an easily implemented concept due to the implementation of ECTS credits system, teaching according to the learning outcomes, interaction between the professor and the student, active participation of students in knowledge-creation, participation of students as members of various academic committees including the design of study curriculums”. It would be recommended for the management of Faculty to rethink and possibly redefine the didactic and research concept. In general, the student-centred learning approach is a desirable outcome, however, there is less evidence of the common understanding of its meaning among the student’s faculty and management. Learning process differs from the teaching process. The student-centred approach would be also reflected in the learning goals of the programme, in the individual courses and well in the assessment methods for each course.

University of Prishtina has developed formal policies, guidelines and regulations dealing with recurring procedural and academic issues and its students as well as faculty are aware of them.

Standard 1	Compliance	
	YES	N0
<i>Standard 1.1.</i> The study programme mission is in compliance with the overall mission statement of the institution	X (partially)	
<i>Standard 1.2.</i> 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	
<i>Standard 1.3.</i> The study programme has a well-defined overarching didactic and research concept.	X (partially)	
<i>Standard 1.4.</i> 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	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	x	
<i>Standard 1.6.</i> All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the programme are reviewed at least once every two years and amended as required in the light of changing circumstances.	x	



Compliance level: Substantially compliant

ET recommendations:

- 1. Align the mission of the programme with the new mission of the Faculty when it is available*
- 2. Clarify the student-centred approach making sure that all stakeholders understand the approach in the same way. Additionally, rethink the individual course learning outcomes as related evaluation of the learning outcomes to reflect the accepted learning approach.*
- 3. KPIs are very general and there is little evidence how they can be used to monitor the strategy of the organisation.*
- 4. One way of improving university – business cooperation would be to establish a Corporate Advisory Board for the programme. This would be an excellent way of having direct access to the knowledge about specific market needs but also developing closer links with the potential employers and internship providers.*

2.2. Quality management

The evaluation of this standard is made based on the assessment of the quality management of the other programme at University of Prishtina as well as the process of quality management at the design stage for the evaluated programme.

The staff of the Faculty of Economics participates in self-assessment to enhance the quality of the teacher as well as teaching in general. Evaluation and planning for improvement processes are integrated into the normal planning processes” and currently the assessment “is computerized and implemented through SEMS and that has facilitated the process of producing quick analyses and has made the data generated for staff performance more reliable”. According to the Statute of the University (<https://ekonomiku.uni-pr.edu/getattachment/Vendimet/Statute-of-UP.pdf.aspx>), Art. 216: “Evaluation of teaching, of scientific research, and artistic work of staff shall be conducted in the following manner: 1.2. questionnaires and self-evaluation conducted by academic staff”. Nevertheless, although, the SER mentions that self-assessment is integrated in the process of enhancing quality of



teaching, there is no clear evidence at this stage on the fact that all staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

In addition, academic staff should have a visible interest in their sphere of activity, including research; unfortunately, in some case, based on CVs provided the teaching staff is rather practice oriented and is not involved in research activities

An interest in improvement is integrated into normal planning process, mainly on the basis of the students' evaluation on teaching and courses. In the list "THE LIST OF ALL CERTIFIED STAFF MEMBERS OF THE UNIVERSITY OF PRISHTINA DURING THE PERIOD NOVEMBER 2017 - FEBRUARY 2020 (UNIVERSITY OF MITROVICA "ISA BOLETINI" - UMIB STAFF INCLUDED)" provided to ET as additional document, different teaching trainings were taken by staff member of the Faculty of Economy. In addition, the real number of participants is higher, as in the end of the document is the following explanation: *"The number of participants in CTE trainings is greater than is shown on this list. Only those participants who attend all the sessions of the training get certified. Participants who miss sessions are required to attend them in the next round of trainings in order to complete the training and have their certificate issued"*.

Main issues of quality assurance are managed at the institutional level. Different services and resources within university are provided for students within the programme. There are 108 places in computer rooms and 220 places in the library, according to the additional document called "Report, written or visual about resources like library capacity etc". There are several examples of services and support related to the programme planning and delivery:

- Advisory Board at the Faculty of Economy established since 2015, about which it is mentioned that *"All the present members signed a memorandum of understanding and committed to offer technical assistance in improving study programmes, to develop joint scientific projects, and to offer students opportunities to apply their theoretical knowledge in practice"* (<https://www.uni-pr.edu/page.aspx?id=2,24>);
- in the area of curriculum development: "The development of a study programme is a continuous process. The process is better when there is: 1. Evaluation of the existing programme 2. Compilation of an improved programme/ respectively a new programme 3. Implementation of a new programme 4. Evaluation of the revised programme" (<https://www.uni-pr.edu/page.aspx?id=2,26>);



- the university has a short guide for revising the syllabi and curriculum development which applies also to the programmes at the Faculty of Economy (<https://www.uni-pr.edu/desk/inc/media/02BA1AB5-2325-4800-9BD5-1FBF4EBA253F.pdf>).

Therefore, ET considers that in general, quality assurance processes deal with different aspects of programme planning and delivery; also, different services and resources are provided by other parts of the institution. Examples abovementioned demonstrate this support.

Quality assurance processes are mostly organized at an institutional level (<https://www.uni-pr.edu/page.aspx?id=2,25>). As supporting mechanisms, *“there are a number of mechanisms for quality improvement in the University. The quality of research activities of the academic staff of UP is measured through publications in scientific journals with international review and participation in scientific conferences in the country and abroad. Also, the promotion of academic staff is done based on the number of publications in journals with international review. The data is collected from the faculties for students’ performance such as: the percentage of passing in exams, organization of continuous assessment, duration of studies etc. Also, a traditional mechanism is the accreditation of study programmes by the Senate of UP, where every new study programme should pass through the faculty structures, and then be approved by the Senate”*.

Since the evaluated programme is only to be offered the analysis of the system on quality assurance has been based on the bases of other programmes delivered by the Faculty of Economics. At the programme level for Banking and Finance, there is only a report on staff performance provided as additional document called “Example of Staff performance report”. Here, there are only issues in relationship to the teaching activity. In fact, quality assurance processes include more criteria than teaching and not only related to academic staff.

Quality assurance processes cover at least the following areas: teaching and learning; research; service to society; student support services; governance and administration of the faculty. At this stage, there is evidence only for teaching domain, as part of the quality assurance internal evaluation. Therefore, ET considers that quality processes should cover more areas, such as the abovementioned to ensure both that required standards are met and that there is continuing improvement in performance; for example, an internal review can be done annually at a programme level, following the standards for accreditation/reaccreditation.



Survey data is collecting from students. Unfortunately, at this stage, there is no clear evidence on surveys and their reports from graduates and employers. During the discussion with the employers, participants mentioned more or less of their cooperation with the faculty, such as participation as investors in classrooms, as lecturers on topics related to Banking and Finance, to career development, participation to job fairs. They did not mention any survey at this stage. Indicators from the institutional strategy can be applied (<https://www.uni-pr.edu/page.aspx?id=2,27>) at faculty level.

The evaluated programme is a part of a double arrangement and it follows in principle the structure and the content of the courses offered at Université Côte d'Azur. However, UP has a well established regulation on the development of the study programme, which is based on the curriculum development which is institutionally managed (<https://www.uni-pr.edu/page.aspx?id=2,26>). In addition, the programme follows the institutional guide for reviewing and revising the syllabi (<https://www.uni-pr.edu/page.aspx?id=2,26>); in this document (page 7) it is mentioned that *"The aim of writing a good and quality syllabus is to provide information to students on the content of a course and its key elements: aim and purpose of the course, learning outcomes, student's workload, methodology of teaching and learning, assessment method and reading material. This enables students to pick suitable courses and prepare for them - they will know what to expect from the course and what is expected from them as learners. Students will be aware of the expected workload to master the course, and on the expected learning outcomes and competencies that he/she will gain after the completion of the course. Students need to be provided with this information so they can take on more responsibility in their own learning. At the same time a well written syllabus serves as a guide for all academic/teaching staff involved in implementing the course"*.

Standard 2	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 programme 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 programme 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 programme. 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 programme are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the programme are themselves regularly evaluated and improved.		X

Compliance level: Partially compliant

ET recommendations:

1. *Create a formal procedure for self-assessment of academic staff, including all their areas of activity: teaching, research and society engagement based on criteria and indicators; the same criteria and indicators can be considered in the process of evaluation of academic staff by the management;*
2. *Elaborate a simple annual programme overview as internal evaluation of the programme considering inputs, processes and outputs, with particular attention given to learning outcomes for students; this can be done by the Head of department and presented to the Dean, with few indicators as performance;*
3. *Include in the quality assurance processes, not only teaching but also criteria related to teaching and learning; research; service to society; student support services; governance and administration of the faculty;*
4. *Extend surveys to graduates and employers, besides the survey addressed to students; make them public, as statistical reports and show that this work counts by taking proper decisions based on them;*
5. *Develop an assessment for programme quality assurance arrangements.*



2.3. Academic staff

According to the SER *“The teaching staff is in compliance with the legal requirements regarding the occupation of teaching positions, which are included in the Administrative Instruction on Accreditation. The Economy Faculty of (EF) has adequate academic staff for offered studies. The Faculty has consistently invested in academic staff by supporting them in academic studies and academic advance. In accordance with Article 171, paragraph 2, the academic staff of the UP consists: regular professors, associate professors, assistant professors, university assistants, lecturers. Appraisal procedures for appointment to academic invocations relies on criteria derived from activities such as: educational, research, scientific and professional activity as well as service activity”* (page. 27). The ET did not find evidence that the Faculty of Economics does not follow the existing regulations. The interviewed faculty members seem to be satisfied with their employment contracts and the workload.

Additionally, the additional support and training is provided to Faculty with difficulties. Faculty evaluation process is administered on the University level: *“The Office for Academic Development in the framework of the UP, respectively the Assessment Unit, performs evaluations, processes the data, conveys results and according to the management requirements compiles reports related to the evaluation results. Data management is fully digitized (for more see section 2.2 Quality Management)(page 29.).* However as indicated in section 2.2. the focus of faculty evaluation is only on one area of activating: teaching.

One of the improvements would be a development (or clarification) of the policy on expectation related to faculty contribution to the mission and related performance. At present it seems that the UP has a very uniformed system of expectations. However, the individual faculty can contribute to the University’s mission in a number of different ways. At present, the focus seems to be on teaching and community service (understood in a narrow sense as consultation hours to students). However, normally, it would be expected that a faculty member would devote its time to: teaching(learning), research and community service. It is difficult to expect the same contribution coming from different faculty members. Some faculty members may be willing to devote its time mainly to research and teaching(learning), some other faculty would be willing on the other hand to contribute to teaching(learning) and community service. Some faculty may wish to contribute to the Faculty’s mission by developing international research projects and publications, some other faculty members would be more predestined to develop university-industry collaborative projects, leading to programme level innovations. Acknowledging the importance of all contributions important



of to the mission of the UP and Faculty of Economics may have an important positive motivating effect.

One additional aspect of analysis would be the evaluation of the desired faculty portfolio teaching on the programme. The evaluated programme will include the full-time faculty members of UP but also faculty members of University of Côte d'Azur as well as practitioners. The programme management should find an appropriate mix of competences in order to deliver the programme at the highest standard to use it as a guiding principle in the decisions about faculty teaching on this programme.

Standard	Compliance	
	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 programme 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 programme are full time employees, and account for at least 50% of the classes of the study programme.	x	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study programme, the institution has employed at least one full time staff with PhD title or equivalent title in the	x	
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: Fully compliant

ET recommendations:

- 1. Develop a faculty performance expectation model and related performance indicators acknowledging that faculty may contribute to the University/Faculty/Programme mission in a multiple way, not only by teaching but also by research and society/community involvement.*
- 2. Developing a portfolio of desired competences for the double-degree programme, which could serve as a guiding principle on decision about faculty teaching on the programme.*

2.4. Educational process content

The evaluated programme is part of a double-programme arrangement with Université Côte d'Azur. For that reason the PU does not have much flexibility in designing the programme. The programme is modelled on qualification objectives. The programme meets the requirements of the level 7 of national and European Framework for Qualifications. The flow of courses and disciplines covered seems to be coherent. However, the programme seems to be very technical but to address only to lesser degree competencies required from a modern financier related to IA and advanced data analytics. Also, the decision was made not to provide a course of Financial Reporting. A good understanding of Financial Reporting is needed for everyone using financial information. On the other hand IA and data analytics could provide competitive advantage for students on a broadly defined Finance programme, especially that most financial institutions are already using different data analysis tools. Additionally the programme could be also enriched by adding some innovative topics: like Fintechs, Cryptocurrencies, Blockchains etc.

As mentioned in section 2.2. there seems not to be a formal assurance of learning on the programme level. However, all courses have well developed syllabi with also necessary



components. The programme seems not have a clear link between expected programme-level outcomes and individual courses learning outcomes. One usefull way of matching learning objectives of the programme with the individual course objectives would the development a learning objectives matrix.

When evaluating the link between the individual courses learning objectives and the course evaluation, some mismatching between them can be noticed. For instance for a course wich dominating skills being developed a dominating evaluation in a form of exam is proposed (exam can only text knowledge and understanding). For instance in course “Corporate Finance” only two learning objective are knowledge-based. The other 3 are skills based. At the same time evaluation is based on two tests representing 50% each. A test-based evaluation is devoted to assessment of knowledge and undersanding type of competences. As a result skills-based competences are not properly evaluated.

The programme management could be encouraged to analyse the student workload distribution. The expected workload is similar for each course, regardless the type of competences it provides.

The ET also notes that a decision was made not to offer internship as a part of the study programme.

Standard	Compliance	
	YES	NO
<i>Standard 4.1.</i> The study programme 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	
<i>Standard 4.2.</i> The study programme complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the programme are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
<i>Standard 4.3.</i> 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	X	



programmes and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study programme under evaluation.		
<i>Standard 4.4.</i> 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 programme under evaluation.	X	
<i>Standard 4.5.</i> 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 programme	X	
<i>Standard 4.6.</i> 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	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programmes are intended to develop. Strategies of teaching and assessment set out in programme and course specifications are followed with flexibility to meet the needs of different groups of students		x
<i>Standard 4.8.</i> 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	
<i>Standard 4.9.</i> 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 programme, and in comparison with other study programmes at highly regarded institutions.	x	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	x	
<i>Standard 4.11.</i> If the study programme 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 programme.	X	



<i>Standard 4.12.</i> 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	
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Compliance level: Substantially compliant

ET recommendations:

- 1. Development of learning objectives matrix linking the learning objective on the programme level with the learning objectives on the course level to monitor and manage learning competences delivered in the programme.*
- 2. Revising the learning objectives on the course level to clearly distinguish between (1) knowledge and understanding, (2) skills and (3) social/communication skills*
- 3. Revising the system of evaluation on the course level in order to correspond to the expected types of learning objectives.*

2.5. Students

ET were able to get a good impression of the situations for students in the SER and also during the visit. No fundamental problems were found. The programme targets students who just got their bachelor's degree but also graduates with professional experience. The different levels of knowledge of the students could lead to some problems, some difficulties in the teaching process will appear. This issue could easily be solved by restricting the target group on either only graduates with working experience or graduates who just finished their bachelor's degree.

The admission procedure follows clearly defined and legitimate rules. Students must have a bachelor's degree with at least 180 ECTS to be able to enrol in the programme. The maximum number of 30 students per academic year is suitable for the teaching approach that the university wants to follow in this programme. Also, no issues were found regarding to the feedback for the students on their performances. In the meeting, the students reported a case in which an individual performance did not get an adequate feedback. With the support of the academic staff, an appropriate solution was found for the issue (in this case: repetition of an oral examination). The feedback mechanism is working quick and reliable. The grades are noted within an academic record which is available for the student. Adequate treatment for students in special situations is ensured by individual support of the learning officer. The completion rates are collected statistically by the institution, the data is used within the quality assurance to improve the programme. The situation for detecting plagiarism is



difficult in Kosovo because of a missing detection-software in Albanian language. The academic staff is trying hard to encounter this issue in an appropriate manner. The rights and obligations for student are available within the university, the academic staff is also supporting if any problems occur regarding the rights and obligations. In the case that a student transfers (from or) into another higher education institution, faculty or programme, a policy is regulating this procedure. During the meeting, the students ensured that the availability of their teachers for consultation and advice is sufficient. Tutorials for repeating and better understanding of lecture-contents are offered.

In respect to the evaluated programme one recommendation could be made. The programme management should carefully monitor and periodically evaluate the effect of having a mix of pre-experienced and experienced students in the programme, ensuring that both groups get the highest of learning. If managed well such a combination of students may be enriching for both groups.

Standard 5	Compliance	
	YES	NO
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study programme respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students	x	
Standard 5.2. All students enrolled in the study programme 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 programme and to all examinations.	x	
Standard 5.7. Records of student completion rates are kept for all courses and for the programme 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,	x	



promoted to all those concerned and enforced equitably; these will include the right to academic appeals.		
Standard 5.10. The students' transfer between higher education institutions, faculties and study programmes 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: Fully compliant

ET recommendations:

1. Careful monitoring and periodic evaluation of the effect of having a mix of pre-experienced and experienced students in the programme, ensuring that both groups get the highest learning standards.

2.6. Research

The Institute of Economic Research has been designed as a center of research excellence at Faculty of Economics, University of Prishtina. The ET notes that the Faculty of Economics does not have a current research development plan. Additionally, as mentioned in standard 2.3. there is no a clear definition of the expectation from the faculty to the mission contribution. Research activities may also take different forms. Internationally recognized research requires different skills than applied research. Also, faculty may have different preferences. However, in general Faculty members are involved in the research production processes.

The ET also notice the Faculty efforts to increase research production outputs by organizing different research related activities: conferences, seminars, invitation of guest speakers ect. Research is also promoted on the programme level. The students will be supported in their own research projects (master dissertation). They will be also encouraged to advance in research methods by taking specially designed courses and being encouraged to get involved in research project on the course level. There exist also plans for engagement of students in research project.



Not all faculty on teaching on the programme have produced substantial research output. Since this is a skills-based programme, a use of experts of practice is justified. However, as suggested in standard 2.3. an analysis of competences required for the programme could also help to address the need for research competences.

There is still a need to address policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students. So far there is no evidence the University of Prishtina/Faculty of Economics has addressed this issue, besides recognizing the problem.

Standard 6	Compliance	
	YES	NO
<i>Standard 6.1. The study programme has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary programme), 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.</i>	x	
<i>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.</i>	x	
<i>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 programme.</i>	x	
<i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i>	x	
<i>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.</i>	x	
<i>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.</i>	x	
<i>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.</i>		x



<i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.</i>	x	
<i>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.</i>	x	
<i>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.</i>		x
<i>Standard 6.10. Students are engaged in research projects and other activities</i>	x	

Compliance level: Substantially compliant

ET recommendations:

1. *Development of policies* are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

2.7. Infrastructure and resources

Due to the nature of the site-visit (online visit) the evaluation is based on the information provided in the SER as well as an onsite visit of one of the member of the ET evaluating a different programme concurrently.

Recognising that Faculty of Economics is a part of the University and “*has no legal competencies for independent financial planning and management*” (page 82) still, the ET suggest that some internal financial planning can be made in order to management those resources which were centrally allocated to the Faculty. Since the programme in question is tuition based, some funds could also be devoted to the development of programme and the faculty teaching on the programme.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 7.1. The adequate long-term implementation of the study</i>	X	



programme 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.		
<i>Standard 7.2.</i> There is a financial plan at the level of the study programme that would demonstrate the sustainability of the study programme for the next minimum three years.		X
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study programme 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	
<i>Standard 7.4.</i> 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	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programmes: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study programme; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study programme; 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	
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the programme is adapted to students with special needs.		X



Compliance level: Partially compliant

ET recommendations:

- 1. Development of an internal financial plan on the use of resources allocated to the Faculty of Economics.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The site visit left a positive impression about the friendly academic and non-academic staff, students, graduates and the employers. All of them provided a positive view about the prospective of the University of Prishtina, for many aspects of its functioning. The site visit as well as the materials provided for the evaluation of the programme (MASTER OF SCIENCE IN BANKING MANAGEMENT AND INTERNATIONAL FINANCE (MBFI) SPECIALIZATION IN ‘MONEY, BANKING, FINANCE, INSURANCE’) allowed to evaluate the programme according to the Standards used by the Kosovo Accreditation Agency. Some additional suggestions for improvement are intended for further successful development of the evaluated programme and are based on international experiences.

The main recommendations for improvement:

- 1 Clarifying the mission of the Faculty and the mission of the programme
- 2 Clarifying the meaning of the student-centred learning approach
- 3 Improvement of the quality assurance on the programme level as well as ensuring the link between the objectives on the programme level with the individual course level
- 4 Linking the course evaluation with the course intended objectives
- 5 Developing a faculty and research development plans. Rethinking the faculty performance expectations in terms of contribution to the mission and individual competences and capabilities.



- 6 Given the limitation of funding in hands of Faculty an internal financial plan for the development of programmes and faculty would help the decision makers to managed resources in event a more efficient way.

Standard	Compliance level
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Partially compliant
3. Academic staff	Fully compliant
4. Educational process content	Substantially compliant
5. Students	Fully compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Partly compliant
Overall compliance	Substantially compliant

In conclusion, the Expert Team considers that the study programme MASTER OF SCIENCE IN BANKING MANAGEMENT AND INTERNATIONAL FINANCE (MBFI) SPECIALIZATION IN 'MONEY, BANKING, FINANCE, INSURANCE' offered by University of Prishtina "Hasan Prishtina" is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit* the study programme for a duration of 3 years with a number of 30 students to be enrolled in the programme each year.



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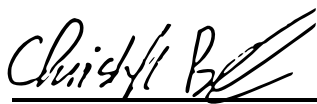


Expert Team

Chair

	Dorota Dobija	17.07.2020
(Signature)	(Print Name)	(Date)

Member

	Christoph Back	17.07.2020
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Member

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