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UNIVERSITY OF PRISHTINA

BACHELOR OF SCIENCE IN ECONOMICS

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

10 July 2020, Vienna



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1. INTRODUCTION

1.1. Context

Date of site visit: 26 June 2020

Expert Team (ET) members:

- *Mag. Dr. Dietmar Paier*
- *Christopher Bohlens (student expert)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Mr. Naim Gashi*

Sources of information for the Report:

- *Self-evaluation report “Bachelor of Economics”, 2019 (no precise date) including course catalogue*
- *KAA Accreditation Manual 11.07.2018*
- *Syllabi*
- *Staff CVs (Full time, part time)*
- *Annexes: Work and Scientific Projects, List of Evidence, Rule of Procedures for the Electronic Managements System for Students, Regulation on Quality Assurance and Evaluation at the University of Prishtina, Guide for Course Evaluation from Students, and others (24 annexes in total).*

Requested documents:

- *Document procedure about the Industrial Board*
- *Accounting Program: Performance Indicator 1.1. the results of previous year*
- *Accounting Program: Students’ and Graduates Survey results for Study program and Study courses for the last year*
- *Regulations regarding the appeal of exam grades.*
- *Consequences due to plagiarism or repeated failure to pass exams.*
- *Quality management manual / regulations regarding quality management, if it exists, which contains the descriptions of the individual processes and measures.*
- *Programme of the Center for Excellence in Teaching (CET) for 2018 and 2019 (including descriptions of the seminars and trainings offered to teachers).*



- *Mitigating / Extenuating Circumstances Policy / Procedure*
- *Academic Appeals Policy/ Procedure*
- *Module Handbook for 'Diploma' module on BSc Marketing and 'Master Thesis' on MSc Marketing as well as on BA Thesis for BA Economics and MA Thesis for MA Economics*
- *Most recent meeting minutes of the Faculty Council and Ethics Committee*
- *KPI for Academic Staff*
- *Link to Campus Video/ Physical Resources (e.g. via YouTube)*

Received documents:

- *Regulation on establishment and functioning advisory board*
- *Sample completed by student assessment*
- *Sample completed by student assessment_Accounting Program (actually again the sample completed by student assessment provided as annex to self-evaluationi report)*
- *Article 114_Statute of UP*
- *Consequences due to plagiarism or repeated failure to pass exams*
- *Regulation for Quality Assurance and Evaluation at the University of Prishtina*
- *Titles of trainings offered by Center for Teaching Excellence of UP*
- *Administrative instruction completed with payment and freedom*
- *Regulation on Dicipinary Measures and Procedures for Academic Staff of the University of Prishtina*
- *Bachelor Thesis Manual*
- *F1B-Request for granting the bachelor thesis and supervisor appointment*
- *F1-Request for the evaluation of the masters thesis*
- *Master Thesis Manual*
- *Procedure of the Ethics Council*
- *Process verbal_meeting of the Faculty Council 30.01.2020*
- *Ethics Council_agenda*
- *Code of Ethics for Academic Staff*
- *Minutes of the Ethic Council*
- *Meeting the Faculty Council at the Faculty of Economics*
- *KPI for Academic Staff*
- *Link to campus video - Physical Resources*
- *SER - Bachelor of Science in Economics, Information on Study Programme*
- *SER - Bsc Marketing, Information on Study Programme*



Criteria used for program evaluation:

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018*
- *Criteria of Relevance, Efficiency, Effectiveness, Impact, Sustainability*

1.2. Site visit schedule

Expert Team

- Prof. (FH) Mag. Dr. Dietmar Paier
- Mr. Christian Bohlens (Student Expert)

Coordinators of KAA

- Naim Gashi, Acting Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

Site Visit Program

09.00 – 09.30	Meeting with the management of the faculty where the programme is integrated <i>(no slide presentation is allowed, the meeting is intended as a free discussion and this applies for each session)</i>	
	Venue	Participants in the meeting
	Meeting room	<ol style="list-style-type: none"> 1. Prof. Ass. Dr. But Dedaj, Dean 2. Prof. Asoc. Dr. Driton Balaj, Vicedean for teaching 3. Prof. Asoc. Dr. Aferdita Berisha, Vicedean for finance 4. Ms. Valbona Zhubi, Secretary



09.30 - 10.30	Meeting with the heads of the study programme (BA programme)			
	Venue	Responsible persons of study programs		
	Meeting room Economics BSc	Prof. Asoc. Dr. Mrika Kotorri	Prof. Asoc. Dr. Driton Qehaja	Prof. Asoc. Dr. Adriatik Hoxha
	Institute room Marketing BSc	Prof. Asoc. Dr. Fatos Ukaj	Ass. Dr. Sc. Saranda Kajtazi	Ass. Dr. Sc. Vjosa Fejza Ass. Dr. Sc. Arlinda Kotorri
	Room of the PhD studies Accountancy BSc	Prof. Asoc. Dr. Muhamet Aliu	Prof. Asoc. Dr. Nexhmije Berisha-Vokshi	Prof. Ass. Dr. Sadete Pllana Ass. Dr. Sc. Edona Perjuci
10.30 – 11.30	Meeting with the heads of the study programme (MA programme)			
	Venue	Responsible persons of study programs		
	Meeting room Economics MSc	Prof. Dr. Florentina Xhelili	Prof. Dr. Rahmije Mustafa	Prof. Ass. Dr. Nagip Skenderi
	Institute room Marketing Msc	Prof. Asoc. Dr. Visar Rrustemi	Prof. Asoc. Dr. Besim Beqaj	Ass. Mr. Sc. Berat Rukiqi

11.30 – 12.10 Lunch break

12.10 – 12.50	Venue	Meeting with quality assurance representatives
		Participants in the meeting
	Meeting room	<ol style="list-style-type: none"> 1. Prof. Dr. Drita Konxheli, Head of Department 2. Prof. Asoc. Dr. Besnik Krasniqi, Head of Department 3. Prof. Ass. Dr. Vlora Prenaj, Officer for Quality Assurance and Academic Development at the Faculty of Economics 4. Mr. Besnik Loxha, Director for Quality Assurance of the University of Prishtina
12.50 – 13.30	Venue	Meeting with teaching staff
		Participants in the meeting
	Meeting room	<ol style="list-style-type: none"> 1. Prof. Dr. Nail Reshidi, Head of Department Marketing 2. Prof. Dr. Ramiz Livoreka, Marketing Department 3. Prof. Dr. Gazmend Qorraj, Economics Department 4. Prof. Asoc. Dr. Ardiana Gashi, Economics Department 5. Prof. Asoc. Dr. Petrit Gashi, Economics Department 6. Ass. Dr. Sc. Arber Hoti, Accountancy Department



13.30 – 14.10	Venue	Meeting with students
		Participants in the meeting
Meeting room		<ol style="list-style-type: none">1. Ms. Luljeta Aliu, PhD/Economics2. Ms. Emirjona Hoti, Master/ Economics3. Mr. Shkup Avdyli, Master/Marketing,4. Mr. Erion Billali, Bachelor/ Economics,5. Ms. Leonita Vokri, Bachelor/Marketing,6. Mr. Rinor Bajraktari, Bachelor/Accountancy
14.10 – 14.50	Venue	Meeting with graduates
		Participants in the meeting
Meeting room		<ol style="list-style-type: none">1. Mr. Bardh Ahmeti, Master/Marketing,2. Ms. Fjolla Kavaja, MasterMarketing,3. Ms. Lumturie Limani, Master/Ekonomiks,4. Mr. Altin Gashi, Master/Economics,5. Ms. Arrita Gola, Bachelor/Economics,6. Ms. Blerina Istrefaj, Bachelor/Accountancy
14.50 – 15.30	Venue	Meeting with employers of graduates
		Participants in the meeting
Meeting room		<ol style="list-style-type: none">1. Ms. Merita Gjyshinca, Insurance Company Siguria,2. Ms. Ardiana Gashi, Executive Director of the The Association of Certified Accountants and Auditors of Kosovo (SCAAK)3. Mr. Betim Humolli, Executive Director of the ALBI Mall4. Mr. Arian Zeka, Executive Director of the American Chamber of Commerce in Kosovo5. Mr. Bekim Lekaj, Marketing Manager at Meridian Corporation LLC

15.30 – 15.45 Internal meeting between KAA and experts

15.45 – 15.55 Closing meeting with the management of the faculty and program



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

The Faculty of Economics is organized as an academic unit of the University of Prishtina "HASAN PRISHTINA", the largest public higher education institution in Kosovo, since 1971/72. The Faculty of Economics offers three levels of study: Bachelor (three-year studies), Scientific Master (two-year studies), Doctoral studies (three-year studies). According to the SER, six Bachelor programs, four Master programs and five Doctoral Studies were accredited and offered to students in 2016 (more timely data was not provided). In the meeting with the faculty management, the experts were informed that currently about 7.300 students are studying at the Faculty of Economics.

According to the self-evaluation report, the basic mission of the Faculty of Economics is “to prepare capacities that contribute to the overall economic and social development of Kosovo and beyond, to advance global knowledge in the field of economy”. The internationalization of the Faculty of Economics was presented in the as a main target of particular importance. Besides, Quality Assurance and advancement of research were referred to as very important targets, too.

As can be learned from the SER, the Faculty of Economics strives for achieving these objectives through certain measures. The most important measures include:

- Advancement of teaching at all levels
- Further development of curricula, teaching methodology, modern literature, etc.,
- Intensive engagement in research
- Continuous training of academic staff
- Improvement of infrastructure

These measures are considered being crucial in leveraging the transformation into a leading centre for the advancement of knowledge, and education in the field of economy in the region as well as achieving full participation in the regional and international community in the field of higher education.

During the site visit, the Faculty Management declared that it changed the contents of some Bachelor and Master programs in the Faculty of Economics, which, according to a former evaluation report, were very similar in content. Another important aim of the Faculty is to develop professional programmes in order to generate funds which would compensate for low regular funding.



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

In the SER, the purpose of the study program Bachelor of Science in Economics is described as equipping students with problem-solving abilities, enabling them to work independently and responsibly in future professional areas, in both scientific and practical environments. The program is characterized by a distinct methodological aiming at offering “thorough knowledge and a wide range of abilities on economic and business theory and on organizational and financial issues by utilizing quantitative and analytical methods.” Thus, the program emphasizes “the use of economic concepts and critical analysis for solving economic and managerial issues”.

At the general level of information provided, the mission of the study program is in compliance with the overall mission statement of the institution. Nevertheless, it should be noted that according to the information received during the site visit, some ambiguities were reported resulting from the challenge of meeting the skills requirements in both, the public and the private sector, which is comprehensible since the curriculum has a strong focus on quantitative methodology to be deployed in public institutions and companies primarily. Overall, the curriculum of the program appears to be consistent with the mission.

Regarding the consistency of the program with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area, no evidence-based information was provided in the SER nor during the site visit. In particular, no explicit formulations which would link the intended learning outcomes of the program to specific level descriptors relevant to the program were provided.

With regard to the didactic and research concept, the SER contains very general statements on didactical approaches and research activities. Quite often the statements are rather abstract or normative statements without giving information how they implemented in the study program practically. It was also interesting to learn that the implementation of student centered learning and student oriented teaching is considered an “easily implemented concept” due to “the implementation of the ECTS credit system”, “teaching according to the learning outcomes” and “interaction between the professor and the student” to name but a few explanations. Further information on how an important concept such as student-centered learning is implemented was not received.

Another important fact concerns the complete lack of information on the state and the usage of e-learning and digital media in the SER. In the meetings, it could be learned from the teaching staff that several teachers use Google Meet for e-learning purposes, which is also linked to student and teacher IDs. It is the more surprising that this approach was not mentioned at all in the didactic concept. It is also interesting to note that the didactic concept does not contain



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information about formats and procedures of assessment. Thus, main components of a well-balanced didactic concept which would be based on a coherent concept such as the Constructive Alignment approach are missing.

In addition, the statements on the research concept are more likely to serve as general definitions of objectives in a research strategy but this cannot replace the description of the particular measures that would foster the involvement of students in research activities at the program level as well as on the course level. Finally, no concrete linkages were developed to relate teaching and research to each other.

From this perspective, the didactic and research concept consists of a cumulative enumeration of didactical terms and research objectives, however, they seem to be only loosely connected, which makes it difficult to regard it as an elaborated, overarching concept in its entirety.

In the annexes belonging to the SER and during the site visit, considerable information was provided on formal policies, guidelines and regulations dealing with recurring procedural or academic issues. It can be assumed that program topics related to administration and quality assurance of the program as well as the interaction between teachers and students as subjects of academic rights and duties are well developed and well-known to these groups.

In the meetings with the program directors, professors and students, the experts gained the impression that a good level of compliance with internal regulations relating to ethical conduct in research, teaching and assessments in most of the relevant areas has been achieved so far. One major difficulty that was reported concerns the lack of a system for plagiarism detection. In the meetings, experts were informed that there is no software for plagiarism detection and that there is no standard procedure regulating the management of plagiarism since teachers handle this individually. However, there is a regulation concerning the consequence of plagiarism which was submitted as an additional document after the site visit.

The information received about the procedures and intervals for reviewing policies and regulations are ambiguous. The Faculty of Economics publishes all relevant information and regulations on the website of the university. In the SER, the university reports a one year-interval for reviewing policies and regulations which is supposed to facilitate quick changes. However, in the SER it also says that a review of questionnaires for course evaluation takes place every five years, which would be a far too long interval considering the quick changes in teaching and learning technologies.



Standard	Compliance	
	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 program mission should clearly define the intended learning outcomes at the descriptive levels of the European Framework of Qualification.*
- 2. The study program should strive for a fundamental revision of the didactic and teaching concept concentrating on three priorities: (1) creating a coherent concept of student-centered teaching and learning, (2) integration of modern teaching practices, (3) visible integration of research at the program level and strengthening the linkages between teaching and research.*



3. *The didactic concept should take into account all relevant stages and elements of the teaching and learning process. This would include assessment approaches and choosing a coherent overarching concept or fundamental principles which align the main stages and elements of teaching and learning.*
4. *A particular priority should be to integrate e-learning and online teaching and learning at all levels of the teaching concept and the entire curriculum in a differentiated way.*
5. *Fulfillment of evaluation standards must be substantiated through evidence-based, empirically testable statements, not normative statements.*

2.2. Quality management

The SER contains a description of how quality management at the university works and which instruments it contains. While it was stated in the SER that evaluation and planning for improvement processes are integrated into the normal planning processes no evidence was provided on site how this is achieved practically and on which concepts or methodologies the quality assurance system of UP is based on. UP uses a set of questionnaires that have been developed within a European project. The university has established a process to review the questionnaires regularly. The electronic system SEMS enables an evaluation, which can deliver the results promptly.

One of the survey instruments used is the survey within the framework of course evaluation, which students fill out and are made available to the teachers and responsible persons. There is no discussion of the evaluation results with the students. In addition to the course evaluation, the university has implemented further surveys. Their results are used in the context of internal quality management, but are not published further. Accordingly, the transparency of these results is lacking.

As already recognised in the self-report, the university has recognised that there is room for improvement in the area of alumni tracking. The expert(s) can confirm this by stating that the university still has a connection to the alumni in the often small study programmes, but that there is a lack of institutional integration. For this reason, efforts should be further intensified to involve graduates, for example in an alumni network, and to conduct corresponding institutionalised surveys of alumni. Tracking can be very useful to find out after periods of 3 or 5 years which personnel development has taken place after graduation.

However, it can be seen that if there are correspondingly poor results of course evaluation by teachers, this leads to appropriate measures. These measures and processes are documented accordingly.



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The University performs evaluation activities on an ongoing basis in areas such as

Assessment of the quality of teaching, Evaluation of Student Services, Evaluation of scientific activity and doctoral studies, Evaluation of international cooperation, Evaluation of learning resources.

It remains a challenge for the university to carry out numerous evaluations, especially in the case of electronic evaluations, when evaluation fatigue sets in. The university can, for example, counteract this if it communicates more transparently what the evaluations are for and what measures have been taken on the basis of these results.

The assessment of the University activities is guided by the Central Quality Assurance and Evaluation Commission at the University. All status groups at the university participate in this commission. Quality Assurance Central Committee and Assessment at Rectorate develops a five-year plan and an annual action plan, which elaborates the activities undertaken each year. It includes evaluation activities of academic units.

Quality assessments provide an overview of quality issues for the study program. Dean of the Academic Unit ensures that the academic development coordinator carries out his/her responsibilities in relation to the realization of the assessments at University and Academic Unit level. Dean of the Academic Unit develops the improvement plan after each evaluation activity and sets the measures to be taken in the annual budget of the Academic Unit.

From the available documents and the discussions on site, it is clear to the expert(s) that the data collected will also be used for continuous development. The corresponding responsibilities have been defined and are carried out by the appropriate persons.

The university carried out an external evaluation for the faculty in cooperation with students from TUCK Business School. The data provided by students and graduates was taken into account. The results of this survey and the interviews conducted with companies and other institutions, including recommendations on what the management of the Faculty of Economics and UP should do, is aimed to offer students greater opportunities for working and internships.

Previous evaluation results have also led to corresponding adjustments to the study programmes, including study content, workload and professional qualification.

Reports are provided to program administrators for each course delivery and these include details if planned content cannot be addressed and any difficulties in finding the planned strategies. Appropriate adjustments are made in teaching plans after examining course reports. Assessment of teaching (courses) by the students is done at the end of each semester. Analysis of the faculty for the course results for academic staff, and provision of information on quality assurance measures and ranking of plans to improve quality.



If less than 30 % of students or less than five students have completed the questionnaire, the results should only go to the teacher (due to lack of statistical validity).

Unfortunately, there are no reports on how the public or university members are informed about quality development in a public report.

A comprehensive re-assessment of the program takes place at least once every five years. Policies and procedures for carrying out this re-assessment are published. Program review includes experienced people from relevant industries and professions, and faculty with experience from other institutions. The assessment of the need for quality improvement fits the dynamics of institutional accreditation with the exception of the need identified for estimates outside this timetable.

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

Compliance level: Partially compliant

ET recommendations:

1. *Establishment of alumni tracking and the corresponding integration into institutionalised surveys.*
2. *Discussion of the course evaluation results with the students.*
3. *Publication of evaluation results from the general surveys. Summary of these results for the public. In particular, make clear what changes have been brought about by evaluation results.*
4. *The faculty and the university should make efforts to develop and implement a quality management system which is (1) grounded in a widely accepted quality management framework, (2) ensures proactive involvement of all stakeholders following a PDCA-cycle approach and (3) will be implemented with testable action plans for improvement.*

2.3. Academic staff

The Code of Ethics (“the Code”) drafted on the basis of the Statute of the University of Prishtina (UP), aims to establish rules of conduct for the academic staff and is mandatory to be applied at the UP across departments. The objective of the Code is “*to encourage all academic staff to be free to pursue and teach what is true, in line with the relevant academic research standards*”. This statement is reflected in nominal academic strengths (formal qualifications)



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as well research activities undertaken by most staff and are highly commendable. Most staff have professional titles and proven track record of academic activities in the chosen specialist area.

It is evident from the Panel discussion as well as formal staff profiles submitted prior to the review, that academic staff at University of Prishtina (Department of Economics) is able to deliver high level student learning experience through inclusive, relevant programmes and curricula while being professional and collaborative. This in turn fosters students' ability to advance their career, be resilient and responsive to change, become global citizens that meaningfully contribute to professional communities and wider society.

The Faculty staff formally consists of full professors, associate professors, assistant professors, teaching assistants and lecturers. Staff appointment and ranking is determined by educational, scientific, research and service criteria. In order to enhance the academic strengths of the Faculty overall, full-time and part-time academics have been provided with relevant training opportunities (two compulsory workshops as a minimum requirement) through Centre for Teaching Excellence (CTE) of UP. The Panel was provided with the list of Workshops that were offered to staff during academic year 2018/19 nationally as well as internationally.

Following the recommendations made by the Panel from previous programme evaluation, whereby UP (Department of Economics) was advised to strengthen their full-time faculty by hiring more staff on a full-time basis, the Department responded by addressing this demand at a Rectorate level. This was further approached by introduction of new syllabi and collaborations with guest lecturers/ industry experts. As a result, the staff-student ratio is significantly smaller than in 2017. This is complemented by more manageable student numbers with revalidated programmes outlining more realistic expectations for student recruitment not compromising on quality of student experience.

The responsibilities of full-time staff seem to vary; and range from regular teaching, material design and student consultations to departmental events and meetings. Although it is assumed that teaching staff are encouraged to maintain their own portfolio of materials, it is vital that staff participate in regular peer-observations as well unannounced observations at least twice a year for sharing best academic practices. The aim of teaching observations is to enable academic staff to gain feedback from a trained and experienced observer as part of a process of reflection on teaching performance. It is the Panel's understanding that staff are currently engaging in discussions about

Teaching Observations Scheme but the emphasis at UP should be on the intention to engage academics in critical discussion about learning and teaching overall as well as enhance teaching quality at the programme level.

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<i>Standard</i>	<i>Compliance</i>	
	<i>YES</i>	<i>NO</i>
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	
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. Continue evaluating and improving the standards of quality of teaching and learning by addressing staff KPIs (Key Performance Indicators). Please refer to the section on Overall Evaluation and Recommendations for the criteria.*
- 2. Department of Economics should recognise that teaching observations/ peer-observations should be carried out throughout academic year on a multiple basis to obtain a full picture on staff performance.*
- 3. Actively involve academic staff not only into regular CPD and research activities but also consulting activities in terms of delivery planning and quality enhancement at the Faculty level.*
- 4. Nominate staff who can take lead on developing manuals / teaching resources for Blended Learning Models in the light of current external challenges and transition to online learning model.*



2.4. Educational process content

The curriculum covers a broad range of qualifications required to work as economist in public institutions, large private enterprises and in data economy. As an undergraduate program it has a strong focus on macro and micro-economics, finance, analytical and methodical skills, law, ethics and some management skills, thus offering students solid interdisciplinary approaches to economics. Although representatives of the faculty mentioned during the site visit that the program should also prepare for solving managerial issues, this should be regarded as being confined to issues of information and data based decision-making and knowledge about basic principles in leadership and business, without including tasks in actual business management, since relevant fields of management such as human resources management, innovation management, project management, quality management or others are not covered in the curriculum. Regarding the development of student's personalities, the course on Business Ethics may be regarded as primary source of development of personal competences; yet this competence area seems to be not integrated in-depth in the curriculum.

The curriculum contains some weaknesses regarding the digitalization topic. The course entitled "Information Management" does not contain information management in the academic sense of the term, but is entirely about standard office applications. Therefore, the course should be given an appropriate name. The course on "Digital Economy" seems to address digitalization at a general level, however, key concepts of digitalization such as disruptive technologies, transformation of business models, substitution of labor and skills, knowledge economy and data economy and others should be addressed explicitly.

Overall, not much information was provided about the why and how of the curriculum's structure, however, the definition of the learning outcomes at the program level corresponds to level 6 of the European Qualifications Framework in general.

The disciplines represented in the curriculum are provided in a logical flow and they meet the defined competencies at a general level. All in all, the intended learning outcomes at the program level are presented in three short paragraphs which contain a sufficient number of comprehensible specificities.

It is necessary to mention a certain ambiguity in the overall objective of the program. On the one hand, the mission of the program aims very much at preparing students for jobs in the public sector and perhaps in large companies in the private sector, too. On the other hand, in the site visit the heads of the study program explained that it is difficult to meet the skills demands of the private sector and that students face some difficulties to find internships.



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However, given the particular focus of the program, it is not a surprise that graduates are prepared for work in public institutions to a greater extent than in private companies. Somewhat different, in the meeting with professors they very much favored a clear focus of the program on the public sector anyway.

In both the meetings with professors and students, the information received about the student-teacher relationship was congruent. Students appreciated the availability of teachers for consultation. Students also emphasized the readiness of teachers to give additional support when necessary. The communication of learning objectives at the beginning of the courses was confirmed by students, too.

A true weakness of the SER concerns the teaching strategy which is portrayed in a rather normative way without giving information how it is implemented in the study program practically. As was mentioned before, the implementation of student-centered learning and student oriented teaching is considered an “easily implemented concept” due to “the implementation of the ECTS credit system”, “teaching according to the learning outcomes” and “interaction between the professor and the student”. However, this is not self-evident and further information on how an important concept such as student-centered learning is implemented was not provided. The structure of teaching mainly relies on lectures which can be combined with exercises. Although the majority of syllabi contains solid information on objectives and contents of the courses as well as on the proportions of different formats of examinations and assessments in the courses, an overall teaching strategy could not be discovered. Furthermore, learning objectives are seldom explicitly differentiated according to different types of competencies such as professional, methodical-analytical, social and personal competencies.

Another issue with regard to the teaching strategies stem from the similarities of the formulations in the SER for the BA and the MA program in economics. It is difficult to understand that the teaching strategies at BA and MA level are the identical, since one can assume that at the BA level basic courses are more frequent which would entail different teaching strategies than this would be the case at MA level, where research-based activities and research-oriented learning can be expected to play a dominant role. However, no essential differentiation is drawn in the self-evaluation reports for both programs.

The syllabi provided reveal different quality levels of course descriptions. The majority of syllabi is characterized by using active verbs for defining learning outcomes at the course level. Some course descriptions are developed in a very traditional way emphasizing mainly the provision of knowledge. One example is the course “Mathematics for Economists” in the

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second semester which, according to the curriculum, consists of two hours lectures per week and two hours exercises per week. In this course description, the learning outcomes only refer to “understanding” of theoretical foundations but not to the performance of calculation in terms of a performance-related skill for practical problem-solving in economic contexts, which seems to be covered in the exercise parts of the course. Similar shortcomings can be identified in other courses, too. Perhaps the reason for this uneven description of learning outcomes is mainly a matter of wording and can be improved by making these parts more explicit in the course descriptions.

The complete lack of e-learning and online teaching as key elements of a modern teaching strategy is a striking feature of the SER and the additional documents provided. During the site visit, the experts were informed that there have been initial attempts to develop elements of online teaching and e-learning, but these attempts were not integrated in practical teaching nor has there been a considerable program to implement new teaching methodologies at a large scale in the program.

Provisions for fair verification of student achievement were presented in a comprehensible way and its implementation was confirmed in the meeting with students and graduates. Also, the workload can be regarded as feasible from the students’ perspective. For objections of students against inadequate or inconsistent assessment, an IT-based system and regulations were presented, which enable students to proceed with hardships.

A difficult issue concerns the internships, which can be done by students on a mandatory basis. On the one hand, the study program as a part of the Faculty of Economics maintains important cooperation with highly renowned institutions and companies, which provide internships, as the experts could learn in the meetings with representatives from public institutions and private companies. Since the internships are voluntary, they are additional workload for students. However, this is not depicted in the curriculum at all as this is the case in other BA programs across Europe which define these activities as an integral part of the curriculum. Here, the program should seek to resolve this issue as soon as possible and arrange it according to European standards, since as it is handled in presently, students are not given ECTS credits for internships and the internships are not adequately linked to other teaching and learning activities.



Standard	Compliance	
	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	
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	
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. *The program is strongly advised to develop a coherent teaching strategy which contains a variety of teaching and learning formats that are appropriate for different types of learning outcomes, types and levels of competencies and different student groups.*
2. *E-Learning and online teaching as well as online formats for examinations must be fundamental elements of such a teaching strategy.*
3. *Review all courses regarding a consistent, state of the art use of learning taxonomies and active verbs for defining learning outcomes.*
4. *Resolve the ambiguous situation regarding the status of internships and make it a regular part of the curriculum that is fully integrated in monitoring and quality management processes, too.*
5. *Integrate the topic of digitalization, its development, its manifestations, its impact and its relevance for different areas and levels of economics systematically into the curriculum.*



2.5. Students

The area of university admission and admission procedures are documented and are applied in the study programmes. After evaluating previous student admission processes and the graduation reports, and after evaluating the demand for studying at the Faculty of Economics, the dean of the academic unit, in consultation with the heads of departments, drafts the proposal for quotas for admission of regular students and part-time students for Bachelor, Master, and Doctorate studies. Upon approval by the Senate of the University of Prishtina, the Rectorate announces the competition and conditions for admission of prospective students. Based on this competition, the Faculty of Economics organizes the admission exam for students.

The university has defined appropriate admission criteria for applicants and published them. A points system is applied. The system is comprehensible for the evaluators and aims at finding suitable candidates. The students are divided into study groups to ensure an effective and interactive teaching and learning process. There are lectures at the university with a large number of students, as well as seminars with a smaller number and a seminaristic atmosphere.

The university has established an Electronic Management System for Students (SEMS). A corresponding documentation about the SEMS system is available and can be viewed by everyone. Here, the individual achievements of the students are recorded, as well as their presence in the courses. A corresponding system based on RFID ID cards is used, in which students log in when entering the room, the same applies to the teachers. This enables automatic recording of students present in the lesson as well as generates an electronic attendance report that replaces the hard copy student lists used so far. The student has no right to be absent more than three times; otherwise he/she loses the right to enter the exam for that course. Given that the use of cards is a pilot project, this measure has not been applied yet but is foreseen to be applied in the following years. For the evaluators it can be seen here that the university uses a very modern IT-based system.

When students receive new credits, they are informed by email. Furthermore, the system offers the possibility to get in contact with the professors. Students have the right to enter the same exam three times. If the exam is not passed after the third time, the evaluation is done by commission. If even after the fourth time the student fails to pass the exam, he/she automatically fails the whole year.



The following methods are used to determine academic achievement: Exam; Tests; Seminar work; Professional practice; Practical test during exercises; or interpretation and presentation of other works. Each of these represent a part of assessment, and the result of each contributes to the final grade. On the number, date of the exam, and the evaluation criterion, students are informed through the course syllabus. Also, one academic year has three regular exams periods. There is a flexible student treatment if a particular situation arises. For example, in addition to regular examinations, they may also be assessed by an examination committee if the student has complained or if it is assigned to the study program.

Unfortunately, it turns out that there is no adequate check for plagiarism in submitted works or final papers. The university must therefore establish a system to check corresponding examination papers and theses for plagiarism and take appropriate measures.

All rights and obligations of students are publicly available. According to the Statute of the University of Prishtina, students who are admitted to the University have different rights, e.g. attending courses etc. After the impressions the experts can confirm that, the students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.

According to the available documents and after the discussions at the university, the evaluators can also state that the lecturers are accessible to the students and can be approached for problems.

In the university's own SWOT analysis, a number of points have already been mentioned which the university should also pursue itself.

Standard	Compliance	
	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' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
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

ET recommendations:

- The university is strongly recommended to establish a system to check corresponding examination papers and theses for plagiarism and take appropriate measures.*



2.6. Research

Establishment of the Institute for Economic Research at the Faculty of Economics in 2018 with the aim of promoting and advancing scientific research work, motivating the educators to increase creative capacities for fruitful and effective work based on scientific research is evaluated positively. According to the SE report research concept at the program level depends a lot on the Institute for Scientific Research at faculty level, while the study program must also develop its own research priorities and objectives. The study program has defined scientific/applied research objectives only in general that can be applied to all faculty and even the university. The self-evaluation report does not contain information on the research development plan of the Faculty of Economics nor does it give information on the research plan of the study program regarding the reflection of scientific / applied research objectives.

UP home page section: Scientific Research consists from nine subsections, however almost all of them are empty, with the exception of a few sub-sections: Core group, Research Projects supporting unit and Dokumente në fushën e kërkimeve shkencore, which also have only minimal and not updated information. The intention to create this section and subsections is assessed as positive but must be completed as soon as possible. It would be necessary to create a separate research section at the Faculty of Economics homepage: Priority research directions for each Department; Journals, Conferences etc.

Expectations for inclusion of teaching staff in research and academic activities are clearly defined and performance related to these expectations is considered in the criteria for staff evaluation and promotion are set out in the Regulation on Selection Procedures for Appointment, Not Appointment and Advancement of Academic Personnel at the University of Prishtina "Hasan Prishtina". The discussion with academic Faculty members during the site visit showed that academic staff is informed about the criteria for evaluating and promoting staff and considers them achievable.

Since 2017, the Faculty has organised 3 international scientific conferences. This is definitely a positive initiative to organize international scientific conferences and seminars, panel discussions. However, given that organizing annual conferences requires a lot of resources, it would be useful to network with other foreign universities and organize a conference in Kosovo every 4 or 5 years.

In addition, the faculty publishes Balkan Economic Review, a scientific journal in the field of economics, business and law. The journal publishes academic scientific articles, preliminary



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reports, scientific papers presented at conferences, and reviews of academic books. At present, 2 volumes have been published, mostly the authors are PhD students. As a positive, it should be noted that the papers are internationally co-authored.

University of Pristina has a subscription to Elsevier, through which academic staff and students are enabled membership and access to e-libraries of scientific works. Membership in Elsevier enables access to company products such as Science Direct. ScienceDirect is the portal of journals and scientific articles. Academic staff and students are provided access to the Elsevier / Scopus science database. However, it is recommended to look for EU projects to obtain financing for the purchase of databases with data access as Orbis, Market Line etc.

SE report didn't provide information for the 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.

Statistics on the number of published works of professors / assistants shows that almost 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, except Ass. Dr.Sc. Edona Perjuci (only 2 papers) and Ass. Msc. Sead Ujkani, PhD.c (only 1 paper). Unfortunately, according to the SE report the attached annex (Annex 10,11,12) that should prove the conformation for the standards 6.4 and 6.5. includes information for other Department (Economics), and only few publications can be found there. Information about conferences (Annex 10,11,12) is not provided with the names of the authors, as a result of which it was impossible to find out how actively academic staff participates in conferences, seminars and discussions. The experts also used the attached document "List of workshops, conferences and trainings_academic staff" and staff CV to find necessary information.

A large number of staff have completed their studies as a whole or a part of them outside of Kosovo and have brought their international experiences in teaching, learning and research.

Policies establishing intellectual property rights and clear procedures set out for commercialization of ideas have to be developed by staff and students.



<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 6.1.</i> 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
<i>Standard 6.2.</i> 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	
<i>Standard 6.3.</i> 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
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> 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	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> 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
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	



<i>Standard 6.8.</i> 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	
<i>Standard 6.9.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		X
<i>Standard 6.10.</i> Students are engaged in research projects and other activities	X	

Compliance level: Substantially compliant

ET recommendations:

- 1. The study program needs to add the scientific/applied research objectives based on the priority areas of research.*
- 2. Create a separate faculty home page with Research section, identifying Priority research directions for each Department; Journals, Conferences etc.*
- 3. Networking with international universities in the organisation of conferences.*
- 4. Stimulate students to apply for the independent research grant and funds from the external funding, donors and projects.*
- 5. Apply for projects to get funding for databases as Orbis, Market Line etc.*
- 6. Provide clear policies for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.*
- 7. Policies establishing intellectual property rights and clear procedures set out for commercialization of ideas have to be developed by staff and students.*
- 8. The program should develop and implement measures for better involvement of students in research activities.*



2.7. Infrastructure and resources

The Faculty of Economics has about 3,500 m² of physical space, not including corridors and various halls, which are sufficient for accommodation of lectures and exercises for all study programs. Of 3,500m², about one-third are classrooms. All the academic staff is located in cabinets / offices which are solid spaces for independent scientific work which are equipped with computers, internet, printer / scanner. The corridors are set up for computers with internet access for student needs, which are a donation from Procredit Bank as a result of cooperation between these two institutions regarding student practices.

According to the Statute of the University of Prishtina (Art. 60 and Article 61), the Faculty of Economics likewise, as other academic units have available a percentage of the financial resources that come from student fees to improve educational quality as well as to cover unforeseen expenditures educational staff. This percentage is decided by the Steering Council of the University of Prishtina. This implies that the Faculty of Economics has no legal competencies for independent financial planning and management. As a result, there is no financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years (Standard 7.2). SE Report Annex 16 - Budget 2019-2021, shows that received revenue from the student fees is very small compared to expenses. It is not clear from the document whether this is the budget of a faculty or university, but it is clear that there are no separate positions at the program level.

There is lack of computers according to SE report to ensure adequate software for the disciplines of study included in the curriculum, with utilisation licence (Standard 7.3. c).

The Faculty of Economics has its own library and reading room, however, it has very little room for the large number of students who are admitted each academic year (Standard 7.3. d). The number of places in the reading rooms in this reading room is 100 (this number is less than 10% of the active faculty of economics students in all programs). The faculty of Economics faculty possesses over 2,200 exemplars. It should be noted that the students of the Faculty of Economics also have access to the National Library of Kosovo (KCB), which has over 400 student reading and learning rooms, which operates during the hours 07:00 - 20:00 (Standard 7.5.).

At present, the infrastructure of the Faculty of Economics is not adapted to meet the needs of students with disabilities. However, the University of Prishtina has decided to build an elevator for the Faculty of Economics and Law, which will enable disabled persons and special needs



to have access to the classrooms located on the floor second, third, and fourth. Otherwise, such students have so far accessed only in classrooms 2, 3, 4, 5 and the Great Amphitheater(Standard 7.6.).

<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	



<p>Standard 7.5. The education institution’s libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	X	
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs</p>		X

Compliance level: Substantially compliant

ET recommendations:

1. *Faculty still needs to invest in student computing halls.*
2. *Development of 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.*
3. *Develop the list of free library resources to all categories of users (from students – up to professors). Prepare the additional source of information – like the Guide to Free Online Library Resources.*
4. *Continue the elevator construction project for the Faculty of Economics and Law.*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The Panel would like to commend the programme development team for their proactive engagement with the Panel during the validation event. There was a very strong sense of teamwork and ownership exhibited by the programme development team. It is evident that a good level of care and attention has been given to the (re)design of the programmes for the upcoming cohorts of students. Having considered the documentation provided and discussed it with the programme development team, the Re-accreditation Panel recommends the following:

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
Research	Substantially compliant
Infrastructure and resources	Substantially compliant
Overall Compliance	Substantially compliant

The overall compliance is assessed by the experts at the level of **Substantially Compliant**.

However, the following recommendations need to be considered in relation to programmes re-accreditation:

1. A number of grammatical, translation, spelling and formatting errors have been recorded across all sections of original self-evaluation reports for all programmes; this often impeded understanding and could raise further questions. It is important for the institution



to verify that the report is written as a third-person narrative, i.e. without using ‘I’ or ‘we’ or other pronouns, and that all comments are written with the consistent choice of grammatical tense. As a third-person narrative, the comments and observations should have a neutral tone throughout.

2. With regards to evaluation of staff performance across KPIs, it is suggested that the following criteria are integrated into individual staff records:
 - *Regular module monitoring/ review processes and participation in course team meetings (e.g. Course Committee);*
 - *Views of the external examiners for the course/ programme/ individual module in their visit and reports;*
 - *Student performance data, career progression and feedback from alumni;*
 - *Participation in Department Learning and Teaching events and conferences;*
 - *Peer observation of teaching as required (with development of appropriate observation criteria);*
 - *Staff appraisal in terms of identifying staff development requirements;*
 - *Staff membership of the educational and professional bodies;*
 - *Staff involvement with learning and teaching research initiatives.*
3. In addition to teaching observations, a variety of other methods should be effectively deployed to fulfil performance management function in full. Teaching observation should be collaborative and centred around a professional and supportive dialogue. This can particularly be achieved when design of the process is informed by such criteria as planning, presentation, teaching approach and aids to share good practices in teaching (as well indicate one’s performance). Finally, it is important to assess student response to one’s teaching (e.g. general atmosphere, level of student engagement, etc.).
4. For achieving greater publicity about departmental research activities, it is recommended that a separate faculty home page with Research section, identifying priority research directions for each Programme is created. Information about student opportunities for applying for independent research grants and funds from the external donors should be included into the same dedicated area; as well as clear policies clear policies for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program are provided. The same is true also for other



homepage sections, more detailed information on at least two languages (including English) is strongly recommended.

5. It is strongly recommended that the program develops a differentiated catalogue of intended learning outcomes which is complemented by significant explanations how these learning outcomes and the competences to be acquired by students relate to the relevant descriptor levels of the European Qualification Framework.
6. There is a strong need in further development of teaching practices through strengthening e-learning and online teaching. Both approaches should be integrated systematically in the teaching strategies. In order to reach an extensive deployment of online teaching methods, an extensive program of teacher training offering appropriate courses for teachers should be implemented, standards for e-learning and online-teaching should be defined and made parts of the course evaluation and of the self-assessment of teachers.
7. The digitalisation dimension should be integrated systematically as a cross-section subject in the curriculum. This refers to the particular areas and manifestations of digitalisation and its impact on economy and society, but also to the competences required for production, management and analysis of (big) data in data-driven environments.
8. The improvements suggested above should be subjected to rigorous quality management based on a proven quality management framework which is communicated to all stakeholders and which serves as a basis for participatory action involving all stakeholders.
9. The University of Pristina should aim to create an environment which welcomes all students, enabling them to participate fully in university life. This applies to students with physical disabilities. Additionally, Student Welfare Support Unit should be established to support students with learning difficulties such as dyslexia, for example

In conclusion, the Expert Team considers that the Bachelor of Science in Economics study programme offered by University of Prishtina is **substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends to accredit the above study programme for a duration of **three** years with **200** students to be enrolled on the programme.



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Expert Team

Members

Prof. Mag. Dr Dietmar Paier

.....
Signature

Dietmar Paier

13.07.2020

Christopher Bohlens (student expert)

.....
Signature

Christopher Bohlens

13.07.2020

4. APPENDICES (if available)

None