Republika e Kosovës

Republika Kosova - Republic of Kosovo

Agjencia e Kosovës për Akreditim

Agencija Kosova za Akreditaciju

Kosovo Accreditation Agency

Public University of PRISHTINA

BSc in MANAGEMENT

TYPE OF EVALUATION: RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

2nd of June 2020

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1. Introduction

1.2 Context

Expert Team (ET) members:

- Tornike Khoshtaria, PhD.

Coordinators from Kosovo Accreditation Agency (KAA):

Arianit M. Krasniqi, *Senior Officer for Evaluation and Monitoring*

Sources of information for the Report:

- Self-evaluation Report (SER) as of 2020, BSC in Management and Entrepreneurship

Requested documents (some of the information has not been provided).

- *Academic performance summary*
- *Program aims and outcomes compatibility table/map*
- *Program learning outcome table/map*
- *Program teaching methods and learning outcomes compatibility table/map*
- *Program learning outcomes assessment table/map*
- *Minutes of the meetings regarding program development process (Faculty, students, academic staff, alumni and employees)*
- *Labor market research for each program*
- *A report, written or visual about resources like library capacity etc.*

Criteria used for program evaluation:

The criteria set in the Accreditation Manual for the Re/accreditation of bachelor and masters study programs.

1.2 Site visit schedule

Site Visit Program

2th of June

09.00 – 09.30	Meeting with the management of the faculty where the programme is integrated *(no slide presentation is allowed, the meeting is intended as a free discussion and this applies for each session)*			
	Venue	Participants in the meeting		
	Meeting room	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 Banking and Finance BSc	Prof. Dr. Hysen Ismajli	Prof. Dr. Skender Ahmeti	Prof. Ass. Dr. Vlora Prenaj Prof. Ass. Dr. Alban Elshani
	Institute room Management BSc	Prof. Dr. Berim Ramosaj	Ass. Dr. Sc. Lura Rexhepi	Ass. Dr. Sc. Veton Zeqiraj
10.30 – 11.30	Meeting with the heads of the study programme (MA programme)			
	Venue	Responsible persons of study programs		
	Meeting room Banking and Finance MSc	Prof. Asoc. Dr. Driton Balaj	Prof. Asoc. Dr. Safet Merovci	Prof. Dr. Drita Konxheli
	Institute room Management MSc	Prof. Dr. Enver Kutllovci	Ass. Dr. Sc. Sevdie Alshiqi	Prof. Ass. Dr. Gentrit Berisha
	Room of the PhD studies Money, Bank, Finance, Insurance MSc	Prof. Asoc. Dr. Arben Dermaku	Ass. Dr. Sc. Arber Hoti	Ass. Dr. Sc. Mjellma Carbregu Ass. Dr. Sc. Arbana Sahiti
12.10 – 12.50	Venue	Meeting with quality assurance representatives		
		Participants in the meeting		
	Meeting room	1. Prof. Asoc. Dr. Ardiana Gashi, Economics Department 2. Prof. Ass. Dr. Vlora Prenaj, Officer for Quality Assurance and Accademic Development at the Faculty of Economics 3. 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	1. Prof. Dr. Mihane Berisha, Department Management 2. Prof. Dr. Valentin Toci, Department Banking and Finance 3. Prof. Dr. Rrustem Asllanaj, Department Banking and Finance, 4. Prof. Asoc. Dr. Mrika Kotori, Head of Department, 5. Ass. Dr. Sc. Sead Ujkani, Department Banking and Finance 6. Ass. Dr. Sc. Blerim Dragusha, Department Management		
13.30 – 14.10	Venue	Meeting with students		
		Participants in the meeting		

	Meeting room	1. Mr. Florim Veliu, PhD/Banking and Finance 2. Ms. Vesa Canolli, Master/Banking and Financa 3. Ms. Anisa Rexhaj, Bachelor/Banking and Finance 4. Ms. Elizabeta Murati PhD/Management 5. Ms. Gentiana Dervishaj Master/Management 6. Ms. Genita Rexhepi, Bachelor/Management
14.10 – 14.50	Venue	Meeting with graduates
		Participants in the meeting
	Meeting room	1. Mr. Kushtrim Ratkoceri, Master/Banking and Finance 2. Mr. Uran Radoniqi, Master/Banking and Finance 3. Mr. Shkemb Gashi, Master/Banking and Finance 4. Ms. Agnesa Ibrahmi, Master/Management 5. Mr. Art Alishani, Bachelor/Management 6. Ms. Gentiana Isaku, Master/Management
14.50 – 15.30	Venue	Meeting with employers of graduates
		Participants in the meeting
	Meeting room	1. Ms. Shkendije Himaj, The Central Bank of the Republic of Kosova 2. Ms. Albina Meta, Procredit Bank of Kosova, 3. Ms. Dhurata Robaj, BPB 4. Mr. Sokol Berisha, Elsig Insurance Company

15.30 – 15.45   Internal meeting between KAA and experts

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

Nr.	Study programs	Experts	Responsible persons of study programs		
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
5	Money, Bank, Finance, Insurance MSc	Dorota Dobija and Christoph Back	1. Arben Dermaku	2. Arber Hoti	3. Mjellma Carabregu 4. Arbana Sahiti

1.3 A brief overview of the institution and program under evaluation

University of Prishtina (UP or PU or the University) 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 programs in all three levels, namely bachelor, master and PhD. Since its establishment, the University of Prishtina has been at the forefront of societal change in Kosovo.

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

Nowadays, the Faculty of Economics (FE) is an independent structural unit at the University. The FE started functioning in the academic year 1961/62 as a joint academic unit with the Faculty of Law. Since academic year 1971/72, the Faculty of Economics functions as an academic unit within the University of Prishtina "HASAN PRISHTINA". The Faculty of Economics is an institution dedicated to the preparation of capacities for taking the leadership roles in the community through teaching, research and practice in the field of economics.

The faculty of economics has its mission and vision statements. Which are in line with the overall mission of the University:

"The Faculty of Economics has a mission to prepare capacities that contribute to the overall economic and social development of Kosovo and beyond, to advance global knowledge in the field of economy. This mission is in line with the mission of the University of Prishtina as a public institution of higher education in Kosovo". Additionally, the faculty sets out the key objectives to achieve its mission:

- *The progress of the teaching activity in Bachelor, Master and Doctorate studies*
- *On-going reforms related to curricula, teaching methodology, modern literature, etc.,*
- *Intensive engagement in research,*
- *Engagement of academic staff with high degrees in the scientific area,*

- *Continuous training of academic staff,*

- *Overall infrastructure improvement*

- *Transformation into a leading centre for the advancement of knowledge, and education in the field of economy in the region,*

- *Full participation in the regional and international community in the field of higher education.*

The Faculty of Economics implements the programs at Bachelor, Master and Doctorate levels. The period for each program is three years for bachelor studies, two years of master studies and three years of doctoral studies.

Besides the programs in Albanian, the Faculty of Economics also offers programs in the English language. The programs offered in English are at the bachelor level and doctorate.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

In the self-evaluation report (SER) provided by the University, there is no clear indication of the program mission statement and its compatibility with the faculty missions statement and eventually with the overall mission statement of the University. However, reading between the lines, it can be identified that there are some frequent touchpoints between abovementioned statements.

On page 10 in SER (1.1 Mission, objectives and administration) there is a slightly different version of the mission (wording) of the faculty compared the one, which is quoted on this document (page, 6):

"The Faculty of Economy is an institution devoted to the preparation of distinguished individuals for taking the lead roles in the community through teaching, research and practice in the field of economy. The Faculty of Economy has the mission to prepare cadres that contribute to the overall economic and social progress of Kosova and beyond to advance global knowledge in the field of economy".

Although the content can be translated into the same meaning, it might be confusing for the stakeholders to keep in mind the clear definition of the mission statement.

From the interviews, it was clear that the University is dedicated to involving stakeholders internally and externally in the process of program development. The ET asked the University to supply the proof of the stakeholders' involvement in the process, which they did. However, the document is in Native language (additional doc. #23)

The faculty gives clear explanation on the student-centred learning (SER and interviews). The description for it is as follows:

"Due to the rapid pace of developments in the economy, it is more than necessary that the implementation of student-centred learning is promoted at the institutional and program level. For this reason, teaching, and learning at the program level are based on these principles:

Reflection, diversity, the use of the Electronic Student Management System and new technologies, the combination of theory with practice, cooperation between staff and students, internationalisation and the use of information technology within different courses".

The above mentioned makes the impression that the FE is dedicated to implementing the student-centred learning approach. The faculty has formally written document in regard to policies, guidelines, regulations, and those documents are displayed on the web page of the University (ekonomiku.uni-pr.edu)

Standard 1	Compliance	
	YES	NO
*Standard 1.1. T*he study program mission is in compliance with the overall mission statement of the institution	X (partially)	
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 (partially)	
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: Substantially compliant

ET recommendations:

1. *Standardise the meaning and the structure of the faculty mission statement*

2. *Redesign the mission statement of the program and make sure that it is aligned with the overall mission of the University.*

2.2. Quality management

Expectations concerning the quality assurance are set at the levels of Faculty and University. These are detailed in the corresponding regulation document. This includes requirements surrounding admission, assessments and internal quality assurance.

The SER and the meetings informed the ET that the program has to follow the same internal requirements and regulations as the University because it is the institution, and not the program, that holds the license from the state. Therefore, staff on the program arrange processes, for instance, surrounding admission and assessment, but always according to the requirements in the regulations.

A wide range of staff and structural units are involved in quality assurance within the University and more specifically, the faculty of economics. These include, but are not limited to, the Vice-Rector for Quality Assurance, the Center for Quality Management and the Committee on the Quality of Academic Standards. It was not immediately obvious to the ET how the work of these different units and individuals interrelated. Throughout the course of the accreditation visit, the University produced oral testimony of the quality processes, which helped to illustrate the structure and reporting lines. Nevertheless, the team found that the nomenclature could be clearer and would likely help the University to communicate the processes in this area to international partners.

In practice, quality assurance commences at the level of the program in the form of meetings between teaching staff. This usually takes place at least once a year and helps to ensure the timely preparation of documents, syllabus and the inclusion of any changes. It also serves as the driver to make these documents available to students via the electronic system. Throughout the year module, and other, surveys are carried out amongst students to help inform program development. Students reported that they are regularly asked for their opinion on classes, often more frequently than is formally required, and that this feedback is acted upon.

Main issues of quality assurance are managed at the institutional level. Different services and resources within the University are provided for students within the program. There are 108 places in computer rooms and 220 seats 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 program 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 programs, 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 program is a continuous process. The process is better when there is: 1. Evaluation of the existing program 2. Compilation of an improved program/ respectively a new program 3. Implementation of a new program 4. Evaluation of the revised program" (https://www.uni-pr.edu/page.aspx?id=2,26);

- the University has a short guide for revising the syllabi and curriculum development which also applies to the programs 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 program planning and delivery; also, various services and resources are provided by other parts of the institution. Examples of abovementioned demonstrate this support.

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.

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, in terms of conducting lectures on related topics, participating in the job fairs, etc. 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 the faculty level.

Systems to ensure academic integrity (for both students and staff) are to be delivered. At the interviews, it was clear that the University intends to purchase a license of the plagiarism detector software. Before the purchase, the lecturers are responsible for submissions of original works by students. Seminars are in place for students on their responsibility in relation to academic integrity. The University acknowledges that it has some challenges when it comes to students understanding that the institution is serious about issues such as plagiarism.

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 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		X

standards are met and that there is continuing improvement in performance.		
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. *Develop and implement formal procedures for checking the works of students on originality.*

2. *Elaborate a simple annual program overview as internal evaluation of the program considering inputs, processes and outputs, with particular attention given to learning outcomes for students; this can be done by the Head of the 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. *Include all interested parties in the assessment process like alumni and employers.*

2.3. Academic staff

Management of FE and systematisation policy attempts to create a shared sense of all the scientific activities of the faculty and all its Departments, to ensure that they contribute to the fulfilment of the UP or Faculty mission, and generate a strategic impact. In this sense, research in all levels is focused on generating applications in the field of business, management and professional training. Having mentioned that, One of the improvement 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 uninformed system of expectations. However, the individual faculty can contribute to the University's mission in several 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, usually, 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 significant to the mission of the UP and Faculty of Economics may have an essential positive, motivating effect.

Thus, under the premise of providing first-class education based on the quality of each faculty, the staff is continuously trained through various institutional agreements signed with international educational institutions. The selection of strategic partners of the University is made to take into account these qualifications, which are documented by the faculty before the teaching assignment, the information of each faculty qualifications is in their resumes.

Although the program is BSc in management, the link between the teaching and practice is well established, supported and is a precondition of all pedagogical activities. This link exists in several different forms. There are several visiting lecturers, practitioners and entrepreneurs participating in the study process; students are participating in visits to companies etc. The feedback from these activities is monitored and transformed into the study plans.

The SER provides detailed information (table 3) about its academic personnel: names, engagement, qualifications, academic degree, contract length teaching loads and administrative engagement. However, there is an indication that the faculty is engaged with 6 hours of teaching and 4 hours of consultations, there is no information about a workload of research activities and administrative duties. Additionally, the ET found out that apart from 10 hours of teaching and consultations the faculty is also supervising the bachelor and master students through their theses writing process, which adds up extra hours to their weekly load.

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.

Moreover, the additional support and training are provided to the faculty with difficulties. The 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 digitised (for more see section 2.2 Quality Management). However, as indicated in section 2.2, the focus of faculty evaluation is only in one area of activating: teaching.

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 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	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 multiple ways, not only by teaching but also by research and society/community involvement.*

2. *Optimise the teaching hours of academic staff and make sure that at other HEI FT academic personnel does not cover too many teaching hours.*

2.4. Educational process content

From the self-evaluation report (pp.31) and online interviews, the ET concluded that the procedures for design, revision and approval of the study programmes are implemented and regulated. The study programmes are revised and updated in terms of courses syllabi, lists of recommended texts, lists of suggested topics for course projects and graduation thesis, assessment packages on account of the development in science and industry. The Programme academic leader(s) with quality assurance office and dean's office is responsible for any changes.

All the relevant stakeholders (teaching staff, administration, students, alumni, employers) to different extents participate in the process. It is also noteworthy that the involvement of alumni and employers occurs mostly through informal communication at special faculty's faculty events such as Business Weeks, Alumni Associations, visiting lectures, thesis defence where participation of the employers is desirable. The students' opinion is taken into consideration as a result of analysis of the students' feedback questionnaires (students are questioned on the programme title, courses to be included or excluded from the programme, courses syllabi).

A proposal for a new study programme is developed as a result of regular research of the labour market needs and employment landscape, monitoring of alumni employability, admission campaign. The procedure for proposal, design and approval of a new study programme is clearly defined by the Regulations. The primary role in programme development is assigned to the Chair (initiator) and Review (Methodical) Commission at the Faculty level; the approval of a study programme is the responsibility of the Academic Council of Pristina University (PU).

The BSc in Management study programme is developed to meet the National Educational Standards, which set a list of general and professional competences. Thus, the learning outcomes of each study programme are formulated in compliance with these standards. On the other hand, though, PU's faculties are closely cooperating with the professional associations (Industry board), that develop professional standards in line with the National Qualifications

Framework (NQF). The recommendations of professional panel (external stakeholders) are continuously incorporated in programmes design.

While visiting Prishtina University (online), the review team members had the opportunity to talk with the management, teachers and students of the University. The meetings showed that the University pays attention to student-centred learning and creates all the conditions for this. In particular, this is manifested in the assessment of students. Teachers use various methods of testing students and conduct them independently for each course, taking into account the current requirements and preferences of students and employers. The final grade for the teaching course consists of attendance, activity at seminars, projects, and the final examination.

Teaching methods for bachelor's and master's courses are distinguished. In the first case, more teamwork, accompanied by a theoretical basis. In the second case, more practical work with real case studies of existing companies. It is also possible to complete tasks based on the student's place of work.

PU students consider this University the best teaching specialists in the field of management and highly value the level of professionalism of the teaching staff. Students are motivated to learn and spend much time preparing for seminars and examinations. At the same time, teachers give only the most relevant knowledge of their subjects and involve students in scientific and extracurricular activities of the University. It is essential for teachers that students obtain knowledge on how to solve common problems in real life, focusing on the fact that students highly value and reinforces the concept of the student-oriented learning process.

The process of the development of academic level descriptors is in place. The level descriptors describe the depth and complexity of each level of study and outline the academic skills, amount of prior knowledge and amount of learner autonomy required to pass a programme or module at that level. However, there is no clear understanding among teachers how the students'

workload is determined. **It Seems that teaches do not check the academic performance of students in their teaching courses**.

As additional documents, the Faculty management was asked to provide the following:

- Program aims and outcomes compatibility.

- Program learning outcome's table.

- Program teaching methods and learning outcomes compatibility table.

- Program learning outcomes assessment table.

It has to be mentioned that those documents are supplied as requested. However, there are some discrepancies in them, namely: In the SER (p. 49) program learning outcomes are: ***"The main learning outcomes for bachelor level graduates in management are:***

- *Benefit of basic knowledge in the disciplines that form the basis of the management practice*

- *Develop understanding of management bases through studying areas that analyse different aspects of management*

- *Acquiring skills for critical analysis of management issues*

- *Developing awareness of managerial responsibilities in the context of business environment*

- *Developing quantitative skills and training to implement in the context of problem solving*

- *Developing decision-making skills and group work in pursuit of organisational goals*

- *Knowledge of human resource practices and the acquisition of skills to develop best practices to advance the human side of the organisation.*

- *Acquisition of work with software tools for management support (Microsoft Office, SPSS, Microsoft Project, Outlook)"*

In additional documents (Doc 13 in the zip file) learning outcomes are laid out as following:

Program aims	Program outcomes

Gaining basic knowledge of management practice	*Knowledge and skills for management practice*
Understanding human resource practices for business	*Skills for planning and organising human resources in organisations*
Understanding management theories and their application	*Knowledge on theory to practice application of functions of management*
Understanding decision making levels and structures	*Skills for decision making in operational, tactical and strategic levels of management*
Understand aspects of business planning	*Knowledge on business plan development*

By comparing the abovementioned two lists of learning outcomes, we can see the difference between them. Additionally, in the SER (p. 49) the last learning outcome states that Bachelor graduates will possess necessary skills of SPSS; however, the course of this analytical software is not included in the curriculum.

In addition, overall, the syllabi are standardised; however; there are some variations while describing course aims, learning outcomes and course descriptions. Some syllabi call it Description of the subject, Content of the course, Course Goals and course aims, outputs and the expected outcomes.

It has to be mentioned that there is a friendly relationship between students and faculty, which is based on partnership principles. The interviews showed that teachers explain learning outcomes and assessment criteria to students at the beginning of the course. Although, students have an opportunity to embark on the field practice at the University has many MoU with employers, the practical aspect is not included in the course catalogues as an obligatory or even elective course. However, the University claims that students are frequently taken to the companies to see how businesses are run and also, participate in business processes.

As mentioned in the SER, 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. However, the programme does not have a clear link between expected program-level outcomes and individual courses' learning outcomes. One useful way of matching the learning objectives of the programme with the individual course objectives would be the development of a learning objectives matrix.

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

Standard – 4	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	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	X	

flexibility to meet the needs of different groups of students		
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: Partially compliant

ET recommendations:

1. *To monitor the academic performance of students at teaching course levels.*

2. *To match the program learning outcomes in the compatibility form and in the program*

3. *To include professional practice course in the program (elective).*

4. *To remove all the mistakes, form the syllabi and give them a standardised form.*

5. *To develop learning objectives matrix linking the learning objective on the programme level with the learning objectives on the course level to monitor and manage learning competencies delivered in the programme.*

6. *To revise the learning objectives on the course level to clearly distinguish between (1) knowledge and understanding, (2) skills and (3) social/communication skills*

7. *To revise the system of evaluation on the course level to correspond to the expected types of learning objectives.*

2.5. Students

 The ET was able to get a good impression of the situations for students from the Self Evaluation Report and throughout the online visit. No fundamental problems were found. The University applies fair additional requirements to all students. The process goes as follows, after determining the students' demand, the dean of the faculty along with the heads of departments drafts the proposal for quotas for admission of regular students with correspondence for Bachelor program. Then upon approval of the document by the Senate of the University of Prishtina, the Rectorate announces the conditions for the admission of new students. Based on this competition, the Faculty of Economics organises the admission exam for students. The criteria of the exams and the list of required documents are presented below (SER, p. 57):

For students who have a diploma for completion of high school and did not have a matura exam:

A maximum number of points according to the following criteria is 100:

- *Success in high school up to 20 points and*
- *Success in the entrance exam up to 80 points.*

For students who have a diploma for high school and have successfully passed the Matura exam:

A maximum number of points according to the following criteria is 100:

- Success in high school up to 20 points,
- Success in maturity up to 50 points and
- Success in the entrance exam up to 30 points.
- Each high school diploma is evaluated on the basis of success at a maximum five points.
- The right of recruitment according to points (1) and (2) have only candidates who reach 30% of the number of points foreseen for the entrance exam. The Faculty of Economics organises the entrance examination in two subjects, and in Mathematics and Introduction to Economics.

On the occasion of submission, candidates must provide the following documents:

- Birth certificate (original),

- All grades of secondary school (original),

- High school diploma or matriculation certificate, if the Matura exam (original)

- Copy of ID card

The target group of new students is *"potential students of the management program tend to be energetic young people who have the ambition to create managerial care beyond a salary job, but claim to be tactful dictators (presumably managers or directors) in the organisations they serve. The target of the management program is elite students of high schools and economic schools who see management as a career and accept the challenge of learning management as a practice and taking managerial responsibility based on results".*

There were no significant issues found regarding the feedback for the students on their performances. In the meeting, the students reported a case in which an individual performance did not get 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. At the meeting, students mentioned that the final exam grades are inserted in the system, and they can reject the grade within 24 hours and retake the exam, even though they have pass grade. It is unclear why the students have such an opportunity.

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 program. The generation of the similarity report of the written assignments like theses, dissertations or articles is hindered because there is no detection-software in the Albanian language developed yet. The academic staff is trying hard to encounter this issue in an appropriate manner. The rights and obligations for the student are available within the University; the academic staff is also supporting if any problems occur regarding the rights and obligations. In the case a student transfers (from or) into another higher education institution, faculty or program, 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 a better understanding of lecture-contents are offered.

In the SER, there is a notion about the well-functioning Career Development Center at the University. This information was crosschecked with students and alumni by the ET and was confirmed. The *CDC "provides students and graduates with opportunities for personal and professional development through information, counseling, training, mediation with the employer, compilation of professional documents in the career field and career guidance as well as providing academic advice"*. Besides, the University has a network for alumni and students where they can communicate easily and share knowledge and experience among fellows.

Standard 5	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 (only final grades)
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	x	

with respect to deadlines and formal requirements in the program and to all examinations.		
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: Fully compliant

ET recommendations:

1. *Monitor the academic performance of students at course as well as at program levels.*

2. *It is recommended to have plagiarism detecting software to make sure that students work submitted is original and plagiarism free.*

3. *To establish an examination centre. That will guarantee the quality of knowledge assessment and eliminate any bias for the lecturer side towards favourite students.*

2.6. Research

The SER (p.) displays rich information about the opportunities which the University provides for its academic personnel and the student for engagement in the research activities. Additional, document (excel file) portrays the information about the publications of the faculty and its participation in the local or international conferences. The numbers on the matter are displayed below (2015-2018):

- *Scientific Publications 147;*

- *International Conferences 39;*

- *Local conferences 25;*

The academic staff confirmed the abovementioned statement during the interviews. The Institute of Economic Research has been designed as a centre 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 not a clear definition of the expectation from the faculty to the mission contribution. Research activities may also take different forms. Internationally recognised research requires different skills than applied research. Besides, the faculty may also 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 organising different research-related activities: conferences, seminars, an invitation of guest speakers etc. Research is also promoted at the program level. The students are supported in their research projects would that be bachelor theses, individual or group projects. However, the faculty does not have sufficient funds to boost the research activities. There was no indication that the faculty financed research.

There is still a need to address policies are established for ownership of intellectual property and clear procedures set out for commercialisation 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 recognising the problem.

The faculty management highlighted that they have numerous MOUs with employers. Which mainly are engaged with internships, inviting guest lecturers from the companies, etc. it is advisable for the University to engage with the private sector in terms of research to be able to commercialise this type of activities.

Standard 6	Compliance	
	YES	NO
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	x	
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	x	
Standard 6.3. Clear policies are established for defining what is recognised as research, consistent with international standards and established norms in the field of study of the program.	x	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	x	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	x	
Standard 6.6. Research is validated through: scientific and applied research	x	

publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		x
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	x	
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.	x	
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialisation of ideas developed by staff and students.		x
Standard 6.10. Students are engaged in research projects and other activities	x	

Compliance level: Substantially compliant

ET recommendations:

1. *Develop the policies and procedures for ownership of the intellectual property for commercialisation of ideas developed by staff and students*

2. *Engage with the private sector in terms of mutual research projects.*

2.7. Infrastructure and resources

The SER provides information about the teaching facilities. The Faculty of Economics has about 3,500 m2 of physical workspace, not including corridors and staircases. About one-third of them 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 Faculty of Economics also has a library, which has very little room for a large number of students. Space where the administrative staff who have direct contact with students is functional, although still needs investment to make it more functional and expand the space due to a large number of students (see tables 1 and 2).

Table 1

Teaching room		
Great Amphitheater	1	500
Small Amphitheater	1	150
Large halls of instruction	6	108
Small halls of instruction	5	45
Hall in the basement	3	62
Computer room	1	108
Library	1	220
Office of management- dean and vice dean	1	90
Finance	1	35
Postgraduate office	3	30
Council Hall	1	72
Warehouse or Storehouse	2	20
Referentet	1	100
Chief of service	1	30
The office for transcript of records	1	20
Cabinets	48	10
Corridors	-	413

Table 2

Unit	Njesi
Projectors	25

Internet	1^1
WI FI,	1
Camera	46
Video conference	1
Number of PCs for academic staff	60
Number of PCs for administration	23
Number of PCs per student	4

The FE also has its library and reading rooms, however, there is a little space for the large number of students who are accepted each academic year. The number of places in the reading rooms in this reading room is 100. The Faculty of Economics has more than 2200 book copies.

Recognising that Faculty of Economics is a part of the University and "*has no legal competencies for independent financial planning and management*" still, the ET suggests that some internal financial planning can be done to manage those resources which are centrally allocated to the faculty. Since the program is tuition-based, some funds could be devoted to the program development and faculty teaching.

Based on the information in the SER, it can be concluded that the University has sufficient infrastructural resources to implement the program without significant complications.

Standard	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		X

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[1] Download 60 Mbps; Upload 60 Mbps

would demonstrate the sustainability of the study program for the next minimum three years.		
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50%	X	

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.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program 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 in particular for each program.*

2. *Make sure that enough and updated literature is available for students in the reading rooms and for rent.*

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 employers. All of them provided a positive view of the perspective 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 BSc in Management programme 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. *Develop the faculty and research plans. Rethink the faculty performance expectations in terms of contribution to the mission and individual competences and capabilities.*
6. *Given the limitation of funding in the 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 BSc in Management study program offered by the University of Prishtina "Hasan Prishtina" is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *accrediting* the study program for *three years with the full number of student places claimed*.

Expert Team

Chair

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(Signature)   (Print Name)   (Date)

Member

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(Signature)   (Print Name)   (Date)

Member

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(Signature)   (Print Name)   (Date)

Member

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(Signature)   (Print Name)   (Date)

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Member

(Signature)	(Print Name)	(Date)