Public University "KADRI ZEKA" GJILAN

BSc in MANAGEMENT AND ENTREPRENEURSHIP

TYPE OF EVALUATION: RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

29th June 2020

Republika e Kosovës

Republika Kosova - Republic of Kosovo

Agjencia e Kosovës për Akreditim

Agencija Kosova za Akreditaciju

Kosovo Accreditation Agency

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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

2. Site Visit Program
29th 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)*:

1. Xhevat Sopi, Dean
2. Shefket Jakupi, Vice-dean
3. Lulzim Rashiti - Coordinator for Business and Practical Cooperation

09.30 – 10.40   - Meeting with the heads of the study programme

1. Prof. Ass. Dr. Bajram Fejzullahu,
2. Prof. Ass. Dr. Fehmi Azemi (online),
3. Prof. Ass. Dr. Xhevat Sopi,

10.40 – 11.20 - Meeting with quality assurance representatives

1. Xhvdet Thaqi, Vice Rector
2. Fitore Malaj, Office for Academic Development and Quality
3. Naim Mustafa , From the Quality Assurance Commission
4. Nexhat Shkodra , Quality Coordinator

2.10 – 13.00   - Meeting with teaching staff

1. Prof. Ass. Dr. Lutfi Zharku
2. Prof. Ass. Dr. Arben Mustafa,
3. Prof. Ass. Dr . Gezim Tosuni,
4. Prof. Ass. Dr Teuta Agaj,
5. Prof. Ass. Dr .Arbenita Kosumi,
6. Dr. Sc. Art Shala,

13.00 – 13.40   - Meeting with students

1. Dorentina Zeiqiri (BFK III), students
2. Rinor Bajrami (MRK III), students
3. Erblina Maloku (MNXH III), students
4. Belkis Sherifi (MNXH II), students
5. Ilire Salihu (MNXH I)
6. Arianita Selimi (BFK I) students

13.40 – 14.20   - Meeting with graduates

1. Adrian Bajrami,
2. Xhejlane Behluli,
3. Naxhie Rexhepi,
4. Monika Sylejmani,
5. Bledian Ramadani
6. Besnik Dushica

14.20 – 15.00   - Meeting with employers of graduate
Representatives of companies:

1. Flexograf
2. Kalabria,
3. DEA,
4. BKT
5. GAP

15.00 – 15.10   - Internal meeting of KAA staff and experts
15.10 – 15.20   - Closing meeting with the management of the faculty and program
1. Xhevat Sopi, Dean
2. Shefket Jakupi, Vice Dean
3. Lulzim Rashiti - Coordinator for Business and Practical Cooperation

This site visit schedule is provided below:

Nr.	Study programs	Experts	Responsible persons of study programs		
1	Management and Entrepreneurship BSc	Tornike Khoshtaria	1. Bajram Fejzullahu	2. Fehmi Azemi 3. Gezim Tosuni	4. Xhevat Sopi 5. Arben Sahiti
2	General Law LLB	Goce Naumkovski Marija Vasilevska	1. Sadik Haxhiu	2. Dukagjin Leka	3. Fadil Osmani 4. Fatmire Krasniqi

1.3 A brief overview of the institution and program under evaluation

Public university "Kadri Zeka" Gjilan (UKZ) was founded on 6th March in 2013 according to the decision (#118/03) by the Government of Kosovo and approved by the Assembly of Kosovo on the 30th May 2013. The establishment of the UKZ spawned possibilities of involvement of a larger number of students from Eastern Kosovo, Preshevo Valley, the region of Kumanova from North Macedonia, and other neighbouring countries inhabited with a large number of Albanians in higher education.

The UKZ continually works towards creating high quality in all activities: to ensure and improve the quality of teaching, study and scientific research, by monitoring and evaluating the performance of the academic staff and creating the learning conditions for students.

The UKZ has formally declared mission and vision statements, which are in line with global challenges of higher education. Additionally, the University attempts to design and deliver its study programs in a way that it answers all the questions posed by international or local challenges. Moreover, the focus is made on the demands of Kosovo's labour market demands.

The Bachelor program in management and entrepreneurship is designed in 3 years (6 semesters) semesters. The mentioned program has two profiles, management and entrepreneurship and marketing and sales management. The goal of this program is to equip its graduates with all necessary skills and knowledge, which makes them well prepared for the local as well as for the international labour markets.

The program is administered at the faculty of economics with formally established rules and guidelines prepared at faculty and university level, involving all the departments and rectorate.

In order to provide a competitive and comparable study program to others, the BSc in management was revised and transformed into BSc in management and entrepreneurship, which is under the current evaluation, submitted for re-accreditation.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

According to the self-evaluation report, the mission of the University is "temple *of knowledge that cultivates human love and affirms the principles of loyal competition!*

"To prepare young responsible and professional people capable to be part of a modern and global society, part of a wider market than traditional labour markets and, at the same time, a model for other members of our society".

As we can observe from the SER, the mission of the faculty of Economics is *"to prepare students professionally capable of being part of modern and global society, part of a wider market than traditional labour markets and, at the same time, a model for other members of society, to foster critical thinking and spirit of entrepreneurship".*

Observably, the mission of the whole University and the faculty of economics is 80% identical (the meaning and the word structure). It is difficult to see the reason why to have separate mission statements when they mean almost the same. Additionally, there is no statement about the objectives of the institution's mission, which makes it difficult to judge about the compatibility between overall mission and the objectives of "MSc in management and entrepreneurship program" based on the information what was provided in the SER and through the interviews.

Although the SER describes the detailed steps of the preparatory stages to program development and provides relevant links to the mentioned processes, it was impossible for the expert team (ET) to check those links (teaching staff, students, alumni and employers participating in the program development process), because the links were in the native language (SER p. 7). However, the indication of the participation in the development process of the above mentioned interested parties was identified from the meetings held on 29.06.2020.

According to SER and the interviews, there was a strong indication that all interested parties are involved in the program development. The academic staff, as well as students, alumni and company representatives, confirm that they participated in the process as mentioned above.

Another point is in connection with the 1.3 sub-standard. Even though all syllabi have identified teaching methods, not always the content of them is relevant. For instance, the curriculum of the subject "entrepreneurship" states in the section teaching methodology part that (see the table below). More elaboration on teaching methods is required. For example, is it induction or deduction method, problem-based learning (PBL), case study, brainstorming etc. The content of the table describes forms of teaching rather than the methods of it.

Teaching methodology	Lecturing will be organised as follows: - 2 hours per week/ lecturing from the professor - 1 hour per week/ exercises and case studies with the assistant Lectures will be delivered on Power Point. Review of the previous topic from student groups, analysis, research projects from students individually and in groups. Case study or task (with the assistant) on the topic lectured.

As it was confirmed through the interviews, there are formal policies in place, which are followed up on by the academic and administrative staff and students. Those policies also are publically available on the universities web page, and the information about them is provided to all parties who must comply with them.

	Compliance	
Standard - 1	Yes	No

Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution		X (to be revised)
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. *Differentiate between the overall university mission statement and the mission statement of the faculty of economic. The faculty mission statement has to be complementary to the overall university mission statement.*

2. *Include the mission of the program in this process of revision of mission statement at university, faculty and program levels.*

3. *More elaboration is required on the didactics concept throughout the program and syllabi.*

2.2. Quality management

The self-evaluation report describes the quality management procedures at "Kadri Zeka" university. Based on the requirements of the quality office, all faculty of Economics staff, students, etc., participate in self-assessments and are part of the reporting and quality improvement processes in teaching and learning. However, the SER states that students evaluate lecturers once a year. The site visit (online) interview with the students highlighted that students evaluate lecturers at the end of every semester, which is a good practice to detect any flaws in the teaching process. In addition, students assess the content of the courses and state their opinions about it.

Additionally, academic staff at the end of each academic year reports a self-assessment form of their academic and scientific activities. This leads them to the promotion (for example, form assistant to associate professor) or in case of any difficulties; they are offered training to boost their academic or scientific achievements. The whole process is monitored by the vice dean for the quality and the quality coordinator. The results of the surveys are passed to the central quality office, which disseminated the information to the faculties. Then, with the dean of the faculty and the quality coordinator, those observations are discussed individually with the administrative and academic staff. The online site visit justified the information provided in the SER.

The role of the quality assurance office is vast, and it deals with all aspects, from the program development to its implementation. Because of that, the role of the heads of the program is diminished, and it makes an impression that the heads of the program are only leading their own teaching courses and their responsibilities stop at that point.

Also, the quality office is responsible for all aspects of the program, including syllabi. There are some significant complications concerning this aspect. The additional materials provided by the University makes it evident that the majority of syllabi does not reflect the quality of the overall program. Notably, there is not a formally approved form of the syllabi. Additionally, it makes an

impression that the lecturers follow their own guidelines whilst designing the teaching courses' syllabi.

The site visit clarified that the results of internal quality assurance are taken into consideration in the program development process. However, there are some discrepancies in this regard. The ET was not able to identify how the workload of the students is determined. In addition, there was no indication of monitoring the academic success of students at a program at as well as a teaching course level.

Moreover, it is dubious how the University makes sure that the rights of active and inactive status students' are addressed. As the program presented for re-accreditation might have some significant changes (additional subjects comparably with the old program). In this case, if a student desires to activate his/her student status, he/she should be aware of how many credits will be recognised or lost (this includes active status students of the existing program).

	Compliance	
Standard - 2	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		X

		Syllabi
consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		
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		
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 2.7. 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 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Partially compliant

ET recommendations:

1. *Make sure that there is a normal distribution of academic performance of the students at a program and teaching course levels (on average how many students have As, Bs, Cs, or fails) this will help to determine whether the content of the course and/or the program is difficult for students or easy to study.*

2. *Closely monitor the design of the syllabi, in order to make sure that all the syllabi of the*

study program are in the same form and convey the same information for students (this does not include the content of the course).

3. *Make sure that active and inactive status students are aware of program changes and the formal procedures that they need to go through to activate their student status.*

2.3 Academic staff

According to the SER, there are formal procedures in place at the University, and this information is publically available (including the information about new openings and employment opportunities) for all potential candidates. As the report states (SER p.32), there are 14 full-time academic staff engaged in the program along with six part-time academic personnel. The majority of the academic staff is assistant professors. Even though the legal requirement is met, it is advisable to have at least two full professors in each profile "management of entrepreneurship" and "marketing and sales management". This will make sure that the quality of teaching and the research is overarching. It is a good practice that the full-time academic staff approx. 70% leads the majority of the courses, which maintains the sustainability of the study program.

It has to be mentioned that only those perform sample lectures who apply for the full-time academic positions at the University. However, the interviews indicated that there was an issue with one of the invited lecturers who did not give a sample lecture, and the University had to deal with it. However, the University has all the formal documents and procedures in place. In order to avoid the mentioned complications in the process of teaching. It is recommended to the faculty management to ask all the candidates to conduct sample lectures, to make sure that their teaching methods and philosophies are compatible with the University's overall view on the teaching.

It is legally permitted that academic staff occupies only two academic positions in different universities. However, the tool checking the workload of the staff in other universities is absent. This spawns some doubts about the workload of the lecturer at other University and therefore, may hinder the quality of teaching and research at home university (where she or he works full-time) if she or he is overloaded at the host University (where she or he works on a part-time).

In the SER, on the one hand, the University provides the information about the students' groups and full professors ratio referring to the formal documents (*Article 26, point 5.3.4 and point 5.3.5 Administrative Instruction No.15 / 2018 on Accreditation of Higher Education Institutions, Republic of Kosovo, dated 28.09.2018*). Also, there is a list of full-time professors responsible for each academic direction:

1. Prof.Ass.Dr. ▉▉▉▉▉▉▉ responsible for the program-Management field
2. Prof.Ass.Dr. ▉▉▉▉▉ responsible for the program-Management field
3. Prof.Ass.Dr. ▉▉▉▉ responsible for the program –Economics field
4. Ass. Dr. ▉▉ ▉▉ responsible for the program –Banks, Finance and Accounting field

On the other hand, it is clear that the profile of "marketing and sales management" is left without the responsible full-time academic staff. This issue was discussed at the meetings as well, and the counter side agreed that they needed at least two professors to maintain and improve the quality of "marketing and sales management" profile.

Although the University provides additional professional developments to teaching staff (SER p.35), it was unclear from the interviews the procedures of selecting the potential candidates. When the ET asked the question about "what if the lecturer fails to perform at his/her best what is the university approach towards such personnel," the answer received wat that, "we talk to that lecturer and if he/ she does not improve the management makes a decision on replacing the lecturer". However, there was nothing mentioned about helping underperforming lecturers in the form of providing training or seminars to boost or improve the quality of their professional skills. Moreover, when the academic staff was asked how they were selected for the training or other events for developing their professional skills. They referred the "the rule of thumb" which abolishes all the formal side of the selection process of determining the need in academic personnel for the training.

	Compliance	
	Yes	No
Standard - 3		

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.		
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. *Make sure that the workload of the full-time academic personal is relevant at the host university of their part-time position (in this regard the home university might ask to provide a reference letter form host university where teaching and other teaching-related activities' hourly workload is clearly indicated).*

2. *Make sure that the selection process criteria and guidelines for professional development are understandable for everyone and the process is transparent.*

3. *Engage two full-time professors (full professors) for each of the profile of the MSc management and entrepreneurship program.*

2.4 Educational process content

As it can be observed from the links (SER, p. 40) to the universities and programs that are provided makes an impression that the University attempted to benchmark the program. However, there is only scarce information (for ex. Aston University) about the program. Also, there was not enough information provided, at the interviews, to the ET to judge from whether or not the program of management and entrepreneurship was compared to other programs (no similarity report of the courses or course credits, teaching methods, aims of the program or learning outcomes).

As per to the SER, the program has 13 learning outcomes. Those learning outcomes are too broad for the bachelor program students.

Outcomes of the program (SER p. 41):

1. *Familiarise with theories and concepts in the field of management and entrepreneurship.*
2. *Familiarise with real-world problem solving and problem-solving methodologies.*
3. *Defining and comparing clearly the nature of the problem and finding the appropriate methods.*
4. *Use of appropriate techniques for collecting and analysing data that will serve for decision-making.*
5. *Implementation of appropriate management problem solving methodologies at all levels of management.*
6. *Implementation of appropriate methodologies related to the development of entrepreneurship and new businesses.*
7. *Implementation of appropriate methodologies related to enterprise marketing and facing the market and competition.*
8. *Key concepts underpinning innovation and issues related to developing and sustaining innovation within organisations.*
9. *Application of managerial and marketing strategies.*

10. *Analyse and clearly categorise real-life business problems*

11. *Use of information technology in business.*

12. *How to design creative strategies for pursuing, exploiting and further developing new opportunities.*

13. *Issues related to securing and managing financial resources in new businesses*

For instance, outcome #5 "explicitly indicates that the graduate of this program is able to implementation of appropriate management problem-solving methodologies at all levels of management", which is not achievable for bachelor graduate. Also, outcome number 12 "exploiting and further developing new opportunities" it is almost impossible for a graduate to identify "new opportunities" at an entry-level of his or her professional career. This issue was discussed with the heads of the program. The argument they provided in this support was that "after gaining some experience graduates would be able to perform those tasks". However, this has to be specified. Otherwise, it will be too confusing for the graduates.

Although all syllabi have learning outcome information, in most cases the mentioned information is either too broad or not complete. For example, the "informatics course" has following outcomes: make a paper or document in WORD, make a presentation on PPT by standards, make tables with mathematical calculations in Excel, to search a database in Access, Communicate requests. It is advisable to detail further the learning outcomes. Additionally, according to the national qualification framework, the learning outcomes fall in three categories: knowledge, skills and competences. However, the mentioned information is missing from the part program overview in the SER as well as from Syllabi provided by the University.

At the interview meetings, students seem to be content with their relationship with the lecturers. They emphasised that all the lecturers are quite easily approachable and always in place if a student needs any assistance. Apart from fixed consultation hours, they can use their email or social media, or even call lecturers if they are in need of that.

The University possesses the system through which they can communicate with students and

its personnel. All the assessments and evaluation are done through the system, ensuring the anonymity of the surveys. The system also allows students to have their personal pages where the information about the courses and their academic performance is displayed. This allows students to have permanent access to the course syllabi. Additionally, lecturers and students confirm that at the beginning of the classes, they have discussions regarding the syllabi. Therefore, students are aware of what the content of the syllabi is and what the assessment criteria are.

From the meetings, it was evident that lecturers or the responsible people of the program do not monitor the academic performance of students. They did not show any interest in such behaviour or did not feel the need for it.

The University has established a Placement Office and has appointed a Business Cooperation Coordinator who regularly organises student practical training and field visits in public and private sector organisations. However, in the program overview section (SER p. 48, sub-chapter 2.4.2), there is no indication of filed practice or placement as an obligatory course. Although, it is evident that the University has a sufficient number of ongoing memorandums of understanding with public and private organisations.

	Compliance	
Standard – 4	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 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		X

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.		
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. *The learning outcomes of the program has to be tailored to the requirements of the bachelor program (for example, a graduate is able to participate in the decision-making process)*

2. *Closely monitor the academic performance of students at the teaching course as well as at a program level.*

3. *Include placement or field practice as an integral part of the study program.*

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2.5 Students

According to SER (P.51), a student engages for 40 hours during the week, therefore, Student engagement during one academic year equals 1500 hours. During this period a student will accumulate 60 credits in order to complete the academic year successfully, so we have:

- *Considering that the total number of hours per semester should be 750, including lectures, exercises, internships, seminars, individual work (library and home) as well as exams or other assessment activities, in all subjects forming the structure of the syllabus for the semester and then individually determine the credits for each subject separately, taking care not to exceed 750 hours or 30 total credits per semester.*

In cases where an incomplete number of credits is presented, rounding is allowed, e.g. when a the subject has 135 hours; then it has five credits (in some cases it maybe six credits), and the subject

which has 105 hours, will have 4 credits. The program of study is 3 years (180 ECTS). Student load for three years includes a total of 4500 teaching hours for 6 semesters (1 semester has 30 ECTS / 750 hours).

There is a formal procedure for students' enrolment. The criteria are in accordance with MEST Guidelines and consistently applied to all candidates upon entering the University. The rules on foreign qualifications are in accordance with the Lisbon Convention are also respected when recruiting new students. All students willing to enrol in the bachelor program are asked to present a high school diploma and certificate of national examinations.

At the interview, it was confirmed that students groups are formed in a way that both parties, students and lecturers are content with the sizes of the groups. In addition, the group sizes vary for the type of activities, for example, class sizes for seminars and laboratory work are relatively smaller than lectures, which is totally acceptable and guarantees the quality of teaching.

Students regularly get feedback on their final examinations. Course lecturers are open to discuss students grades if the latter needs further clarification on their examination grade. Moreover, lecturers enter the exam grade in the system, and a student has an opportunity to accept the grade or reject it (even she or he has a passing grade). As it was confirmed during the interviews, a student can perform this procedure multiple time. It is unclear why students are given this opportunity. In case a student is entitled to graduating with honours (red diploma) and is in shortage of some excellency in grades in some subjects (he or she has to be given opportunity to retake those subjects), this procedure is acceptable. In other cases, the mentioned procedure is unclear. However, students do not get feedback on their overall academic performance. This was confirmed at the interview with them. Additionally, the academic performance of students is not monitored by the lecturers, quality coordinator or heads of the program. This justifies the story of students regarding the overall academic performance.

As per the interviews, course lecturers oversee the quality of students' works in terms of originality. The University does not have any software to check students' works on plagiarism. In the given situations, theses supervisors are obliged to guarantee that student submits plagiarism free work. It was unclear whether or not the University attempts to raise awareness about plagiarism and how to avoid this dishonest behaviour among students.

In addition to the aforementioned, there is a well-defined complaint management system implemented at the University. For instance, if students complain about an examination grade, the commission is formed and attends the issue in order to clarify the issue. There is a special department dealing with an incoming and outgoing student in terms of mobility. The department is in charge of preparing mapping and credits recognition. Also, students confirmed that there is a students' services department, where they can get any relevant service they are in need for—starting form getting around the University finishing with careers advisory services.

	Compliance	
Standard - 5	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:

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. *Establish an examination centre. This guarantee to the quality of knowledge assessment and eliminate any bias for the lecturer side towards favourite students.*

2.6 Research

There is an evaluation rule of the academic and scientific staff involved in the program which includes particular methods and instruments of evaluation. In particular, this mechanism envisages assessment of the activities related to research and training and the results of the assessment are used for the professional development of the personnel, encouraging and promoting them.

The assessment of the performed work ensures the determination of individual contributions to the activity of the University made by the academic staff on the basis of a formal and systematic approach, with the purpose of further improvement of teaching and research processes and promotion of the constant process of development.

Periodically, satisfaction surveys are conducted for the staff engaged in the program with regard to the services offered by the University. The needs identified as a result of the mentioned surveys served as the basis for planning of the creation of a professional training module related to the evaluation methods and teaching and learning and use of such resources as the projects of Erasmus +.

Besides, the academic staff of the program is provided with different projects, researches, local/international conferences to promote their development. University also helps the academic personnel to participate in academic personnel mobility in the framework of Erasmus+. It involves taking part in conferences/seminars/ lectures at different universities in the world for several weeks.

The list of publications:

- *Prof.Ass.Dr.Xhevat Sopi - publications 4*

- *Prof.Ass.Dr.Shefket Jakupi - publications 7*

- *Prof.Ass.Dr.Refik Kryeziu - publications 10*

- *Prof.Ass.Dr.Naim Mustafa - publications 4*

- *Prof.Ass.Dr.Arben Mustafa - publications 7*

- *Prof.Ass.Dr.Bajram Fejzullahu   - publications 1*

- *Prof.Ass.Dr.Gezim Tosuni   - publications 1*

- *Prof.Ass.Dr.Lutfi Zharku   - publications 3*

- *Prof.Ass.Dr.Milote Sadiku - publications 9*

- *Prof.Ass.Dr.Musa Ajeti - publications 3*

- *Ass.Phd C. Lulzim Rashiti - publications 4*

- *Ass.Phd C. Arbenita Kosumi - publications 5*

- *Ass.Phd C. Nexhat Shkodra - publications 1*

- *Ass.Phd C. Arben Sahiti   - publications 5*

There are some issues with the publication list of professors listed above. The first, there are variations in the numbers of publications. This leaves the impression that the academic staff is not equally supported and motivated. Moreover, the second point is that the ET failed to find any marketing related publications in the given list. The latter is important because, in the profile of marketing and sales management, there are seven marketing subjects. The lack of scientific researches in the field translates into the less research-based approach to the teaching of the mentioned profile, which diminishes the quality of teaching in the mentioned direction. The same scenario is relevant to the training provided to the academic staff. There are some professors who benefit the most from this opportunity but not all (see the list of training for the professors in the annexe.)

	Compliance	
Standard - 6	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research center or interdisciplinary		X

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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.		
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 specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
Standard 6.8. Academic and research staff publish under the name of the	X	

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institution in Kosovo they are affiliated to as full-time staff.		
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. *Improve research activities in the direction of marketing.*
2. *Provide equal opportunities for training for all academic personnel.*
3. *Provide training to the academic staff with program learning outcomes and their reaching, measuring/evaluating issues on a regular basis for program development.*

2.7 Infrastructure and resources

The self-evaluation report states that the University of "KADRI ZEKA" has all the required resources, which are required for the adequate long-term implementation of the study program. Those resources include human, financial, infrastructure etc. The University provided the financial plan related to all the programs, which are implemented at the university level. However, it was impossible to see the budget for the particular program. The explanation for that was that the budget is centralised and faculties do not have any means allocated for each program they implement. The good occasion is that the University intends to build another campus (all documents are provided in this regard), which significantly will improve the quality of university infrastructure.

In the SER (p. 60), the FE provided the table of the spaces, classrooms, cabinets, amphitheater by number and area used in m²:

- *Office for administration 21*
- *Classroom (lectures) 25*
- *Cabinets for lecturers 10*
- *Natural Sciences laboratory 1*
- *Storehouse 1*
- *Informatics cabinets 4*
- *Music cabinet 1*
- *Library 1*
- *Reading room 3*
- ***Total space** 6100 m*

The university facilities for organising the teaching process are for 695 students at entry A and 790 at entry B, or a total of 1485 students at a time. As per to the university management, the student number can be raised up to 1815 students.

The structure of the lecture spaces is distributed in the two entrances of the UKZ facility: A and B. This distribution is as follows:

Enterence A		Enterence B	
Hall No.	Number of seats	Hall No.	Number of seats
A/01	110	B01	100
A/02	120	B02	100
A12	70	B03	30
A13	LAB.BSHN	B04	30
A14	70	B10	IT Cabinet/30
A21	35	B11	150
A22	70	B12	IT Cabinet/30
A23	40	B13	40
A24	Music Cabinet 30	B21	100
A25	30	B22	50
A26	Art Cabinet 30	B23	Routers Cabinet Switches 50
A27	30	B24	IT Cabinet/35
A31	60	B31	IT Cabinet/35
A33	30		
Total	695		790

Also, it is stated in the SER (p. 63) that *"UKZ has the University Library as a separate organisational unit. The Library has a capacity of 180 reading places and about 52 thousand book copies and about 15 thousand book titles. The library has two types of reading rooms: the open type, where all students can use it and one room has more seats; the second type are the smaller rooms, with a limited number of seats, serving the master students or even the academic staff. The literature in the Library is available in several languages: Albanian, English, Serbian and any other language. UKZ has in its procurement plan the regular purchase of books for the needs of students. Such purchases have been made for 2018, 2019 and it is planned to be purchased in 2020 and the following years. The Library has a considerable number of scientific journals, both in Albanian and English. A number of publications, mainly those purchased since the establishment of the UKZ, are new publications, not older than 10 years. While a number of*

books are old but important in the development of science. In order to enrich the professional literature, UKZ has encouraged academic staff to publish university books and scientific monographs. To this end, it has established the University Publishing Council in 2019".

According to the interviews with students, academic staff and the management and based on the information mentioned above (and, the link, which is provided by the University - https://www.youtube.com/watch?v=XV584D5Sx1A&feature=youtu.be) it can be identified that there is sufficient infrastructural resources to make sure flawless implementation of the program applied for re-accreditation.

	Compliance	
Standard - 7	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	X	

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.		
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective	X	

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? (please clarify)	

Compliance level: Substantially compliant

ET recommendations:

- *To have a budget for the program which comprises finances for internationalisation, student activities, library funds, professional development for the academic staff.*

- *To renew the literature for the program (not older than ten years does not sound sufficient). In some cases, the literature is more than ten years old (for instance, the basic literature in the teaching course of Macroeconomics is 17 years old).*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

To sum up, the site visit left a positive impression about the friendly attitude among academic and administrative staff, students, graduates and employers. All of them provided positive opinions about the University of "KADRI ZEKA" Gjilan, for many aspects of its functioning. Also, the online site visits and the supporting documents of the program under re-accreditation gave the ET the possibility to evaluate the program according to the KAA standards. However, the ET draw some additional suggestions for the study program to develop further and implement it with ease.

The main suggestions for improvement are:

- *Include the mission of the program in this process of revision of mission statement at university, faculty and program levels.*
- *More elaboration is required on the didactics concept throughout the program and syllabi.*
- *Make sure that the selection process criteria and guidelines for professional development are understandable for everyone and the process is transparent.*
- *Engage two full-time professors (full professors) for each of the profile of the MSc management and entrepreneurship program.*
- *It is recommended to have plagiarism detecting software to make sure that students work submitted is original and plagiarism free.*
- *Establish an examination centre. This guarantee to the quality of knowledge assessment and eliminate any bias for the lecturer side towards favourite students.*
- *To have a budget for the program which comprises finances for internationalisation, student activities, library funds, professional development for the academic staff.*

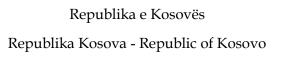| 1. Mission, objectives and administration	Partially compliant
2. Quality management	Partially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Partially compliant
5. Students	Substantially compliant
6. Research	Substantially compliant

7. Infrastructure and resources	Substantially compliant
Overall compliance	Substantially compliant

The Expert Team concludes that the study program BSc in Management and Entrepreneurship offered by the Public University of "KADRI ZEKA" Gjilan is substantially compliant with the standards included in the KAA Accreditation manual. Therefore, it recommends the study program for accreditation for three years with the number of students for the profile of Management and Entrepreneurship 100. However, The ET considers that it is not reasonable to grant any places for the profile of Marketing and Sales management unless the program has a full-time professor in that field.

Appendixes (N/A)

Expert team

Chair

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(Signature)   (Print Name)   (Date)