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***UNIVERSITY “Ukshin Hoti” OF PRIZREN***

***M.SC. BUSINESS ADMINISTRATION***

***RE-ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*24 July 2020, Hamburg*



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# 1. INTRODUCTION

## 1.1 Context

**Date of site visit:** 10 July 2020

**Expert Team (ET) members:**

- Prof. Dr. Yelena Istileulova
- Christopher Bohlens (student expert)

**Coordinators from Kosovo Accreditation Agency (KAA):**

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

**Sources of information for the Report:**

1. Self-evaluation Report (SER);
2. Annex (Syllabus, Strategic Plan Faculty of Economics, Quality Assurance Regulation)
3. Online meeting with the representatives of the University of Prizren as of 10.07.2020
4. Website (Annual Report of Evaluation Results 2019, List of IAB Board Members, Regulation on the Definition of Master Study Criteria, Statute of the University)

**Request of additional documents:**

- Institutional ET Report on accreditation, 2019 and 2020 (if it is available)
- Examples of 3 self-evaluations of any selected members of academic and non-academic staff
- How do you address the Standard 3.3 (written explanation with an example would be enough)?
- Two examples of contracts for (1) full-time and (2) part-time positions of the academic staff of the Faculty of Economics, Business Administration (Standard 3.1)
- Number of students for BA program, M.Sc and B.Sc, 2018-2019; 2019-2020
- Any examples of publicly available evaluation (Standard 3.8)
- Written explanation and examples of University for the standards of 3.9; 3.10
- Any examples of the Teaching strategies (Standard 4.7) for the following subjects: Scientific Research Method; Strategic Management and Public Economics



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- List of research publications of the academic staff for 2018-2020
- Description of the process of Plagiarism check (How can professors or auditors use the system? Is it mandatory? To what consequences does plagiarism lead? Are there differences between term papers and the master thesis? How many people decide on the case?)
- Research Development Plan or Strategy, or Research Actions plans
- Whether there are any policies addressed to stimulate research publications or for good teaching performance (good positive ratings in course evaluation)? (examples of documents)
- Annex 2.1.b - Regulation on personal incomes of academic staff, postings, royalties and standing commissions at Ukshin Hoti University
- Annex 2.1.1.b. - Deals with local businesses
- Video of the Infrastructure and resources (Rooms, Computers, Library). Is it the one on the web-site? [uni-prizren.com/en/faculty-of-economics](http://uni-prizren.com/en/faculty-of-economics)

**Criteria used for program evaluation:**

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



## 1.2 Site visit schedule

### 10<sup>th</sup> of July

- 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*)
- 09.30 – 10.40** Meeting with the heads of the study programme
- 10.40 – 11.20** Meeting with quality assurance representatives
- 11.20 – 12.10** Lunch break
- 12.10 – 13.00** Meeting with teaching staff
- 13.00 – 13.40** Meeting with students
- 13.40 – 14.20** Meeting with graduates
- 14.20 – 15.00** Meeting with employers of graduates
- 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

Nr.	Study programs	Experts	Responsible persons of study programs		
1	Business Administration/ MSc	Prof. Dr. Yelena Istileulova  Christopher Bohlens (student expert)	1. Halil Kukaj	2. Hysni Terziu	3. Kushtrim Braha



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

Within the University “Ukshin Hoti” Prizren University operates the Faculty of Economics (FE), which was established in 2010. The initial idea for the establishment of the FE was born as an immediate market demand for specialists in the field of management, business administration, company finance, as well as accounting and auditing in the Prizren region. In addition, FE contributes to the business community by preparing staff for the internationalization of regional and local companies through business administration study programs.

#### **Mission of the Faculty of Economics**

*The mission of the Faculty of Economics is to provide quality education compatible with academic standards in the field of economics, building research and scientific capacities that serve the community in advancing skills and experiences for employment, innovation, economic development and social welfare.*

Currently, about 864 (academic year 2019/2020) students study at FE. Students who enroll in FE mainly come from the Prizren region (Prizren, Suhareka, Rahovec, Malisheva and Dragash), from the city of Gjakova and a number of students are from the northern part of Albania. The age structure of the students is largely young. The socio-economic background of the FE students is of average level, as is the socio-economic status of the population of the Prizren region.

For its students, FE organizes studies at two study levels, bachelor and master. The development of these programs is closely related to the labor market demand and business development, particularly to the Prizren region. At the same time, within the mid-term period, the FE plans to open a PhD study program. The university would therefore like to offer all three levels.

Bachelor’s degree programs are: Business Administration (2010-ongoing) and International Management (2010-ongoing). Master’s degree programs are: Business Administration (2014-ongoing), Accounting and Auditing (2014-ongoing) and Cultural Heritage and Tourism Management (2013-2019). The present study program has already been accredited three times.

In order to further the research and scientific work, the Research Institute was established within the FE. Also, with the support of the Erasmus+ program there is a Center for Innovation and Employment. Both offices help in carrying out research projects, deepening cooperation with international professors and researchers, as well as the mobility of academic staff and students.



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FE contribution in the community is vital to FE development. Therefore, the Industrial Advisory Board (IAB) has been established, which serves the FE for communication and interaction with the regional business community.

The Program is a Regular M.Sc. in Business Administration with a duration of 2 years (4 semesters). The program consists of 120 ECTS Credit Points which are 60 ECTS/year. The currency number of study places are 80. The staff consists of 16 full time: 4. Prof. Assoc., 6 Prof. Ass, 6 Ass. Current study fee is 150 Euro per semester.

## 2. PROGRAM EVALUATION of the Business Administration, M.Sc.

### 2.1 Mission, objectives and administration

The mission of the University of Prizren (thereafter: UPZ) is elaborated to see how the university responds to its main pillars: teaching, research, and community services. The ET addresses several levels – first, the study programme mission (Master study) that should be compared to the second, the suggested mission of the Faculty of Economics (provided as well). Third, we will compare the mission of the study to the institutional level's mission.

**1<sup>st</sup> level: mission of Master's study program** of "Business administration" according to SER: *"to provide **quality education** and improving **students' research** and development capacities, developing their analytical **skills and competencies** to meet the challenges of managing a business in an **innovative entrepreneurial environment** and locally, nationally and **internationally competitive** environment. Graduates of this study program will have developed their **skills and competences** complementary to the demands of the labor market and will be responsible in providing their contribution to **community**."*

**2<sup>nd</sup> level: the Mission of the Faculty of Economics is:**

Mission of the FE is: *"to provide **quality and compatible** education with academic standards in the field of economics, building research and scientific capacities that serve the community in advancing skills and experiences for **employment, innovation, economic development and social welfare**."*



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**3<sup>rd</sup> level: Institutional UPZ's mission** is taken from the UPZ's official web-site: <https://uni-prizren.com/en/mission-and-vision#breadcrumb>

*“to provide **quality education** by conducting scientific **research** and contributing **to innovation**, in line with the demands of the **labor market** and the **community** locally, nationally and beyond.”*

*First*, because the important part of the master's degree programme is to increase the level of business research, the ET sees that quality education provided at the study program – to improve research, at the level of faculty – to make them compatible, and at the level of institution – to conduct scientific research.

*Second*, graduates will be responsible in providing their contribution to the community at the level of programme; serving the community in advancing skills and experiences for employment, innovation, economic development and social welfare at the level of the faculty of Economics; and addressing community services locally, nationally and beyond (institutional level).

*Third*, the ET assumes that teaching concepts are incorporated into quality education at all three levels.

Thus, the analysis provided for the compliance of the programme mission vs. the institutional mission confirm that they are closely related to each other, they are in line with each other and reflect their levels of correspondence.

The relevant academic and professional advice is taken into account and consistent with the National Qualifications Framework. The question related to the didactic and research concept has been asked during the online meeting by the ET, and the answers the ET got were: that research concept is linked to the local business, and the publications are done for/with students. In other words, the ET understood it that the rationale of these concepts are related to the labour market.

The Industrial Advisory Board (IAB) has also been established to contribute to the IAB regarding its teaching curricula based on labor market demand. The listed objectives are:

The objectives of this program are:

1. to enable students to acquire consistent theoretical and practical knowledge for business organisations
2. students to be able and capable to manage different businesses,
3. students be able to develop adaptability and flexibility of approach and the ability to initiate and respond positively and appropriately to change,





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4. prepare students for a career in business or business-related fields and develop their abilities to contribute to society,
5. enhance lifelong student learning skills, communication skills and personal development,
6. students to be able to approach the problems that they may face in the business competition,
7. students to be able to approach the problems that they may face in the business competition,
8. in the field of this program, students will gain social and intercultural competences,
9. students are prepared and successful in managing corporate change, and developing and practicing the need to implement business ethics and social responsibility.

The ET has noticed one repetition: the objective 6 and 7 is repeated twice, and suggest to replace it with *«use and apply their research, analytical skills and critical thinking»* in both objectives and the learning outcomes that either miss or do not directly emphasise the list of these needed skills. Article 12 of the Code of Ethics refers to ethical conduct in research, teaching and related activities.

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

It is also interesting to note that the didactic concept does not contain information about formats and procedures of assessment. Thus, main components of a well-balanced didactic concept which would be based on a coherent concept such as the Constructive Alignment approach are missing.

In addition, the statements on the research concept are more likely to serve as general definitions of objectives in a research strategy but this cannot replace the description of the particular measures that would foster the involvement of students in research activities at the program level



as well as on the course level. Finally, no concrete linkages were developed to relate teaching and research to each other.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		X
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

- The study program should strive for a fundamental revision of the didactic and teaching concept concentrating on three priorities: (1) creating a coherent concept of student-centered teaching and learning, (2) integration of modern teaching practices, (3) visible integration of research at the program level and strengthening the linkages between teaching and research.*
- The didactic concept should take into account all relevant stages and elements of the teaching and learning process. This would include assessment approaches and*



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*choosing a coherent overarching concept or fundamental principles which align the main stages and elements of teaching and learning.*

- 3. Remove repetitions from the objectives and insert instead of the repeated objective the need to “use and apply their research, analytical skills and critical thinking” in both objectives and the learning outcomes.*

## 2.2 Quality management

The SER contains a description of how quality management at the university works and which instruments it contains. The quality assurance instruments and measures are described to evaluate, monitor and control the quality of study programs, teaching process, learning, research, community academic staff input, administrative services, teacher performance and the governing bodies of the faculty.

While it was stated in the SER that evaluation and planning for improvement processes are integrated into the normal planning processes no evidence was provided on site how this is achieved practically and on which concepts or methodologies the quality assurance system of the University is based on. The elements and processes are described in a self-documentation annex, but the evaluators found that these are not yet properly consolidated. This may be due to the fact that much has been changed in 2019.

Further information about the quality assurance assessment and planning processes are integrated into the University strategic documents and the strategy of FE.

The university has established a process to review the questionnaires regularly. Currently, evaluation is still largely carried out using pen and paper-based procedures. However, an electronic system is being planned in order to be able to deliver the results more quickly. Anonymity has been maintained so far. An electronic system will support this even further.

Unfortunately, the sample question floors are not optimally designed. Some questions are ambiguous and not target-oriented. The questionnaire should be fundamentally revised with regard to the questions it asks. The topics that are addressed are correct and important, but not optimally formulated.

One of the survey instruments used is the survey within the framework of course evaluation, which students fill out and are made available to the teachers and responsible persons. There is no discussion of the course evaluation results with the students. Within the framework of committees there is a discussion about the general results of the course evaluations of the faculty also with



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the participation of students in the committee. But there is no presentation of the evaluation result of a course with its students within the course.

The university has a lack of training of teaching staff in the theory and practice of student evaluation. In addition to the course evaluation, the university has implemented further surveys. Their results are used in the context of internal quality management. Accordingly, the transparency of these results is a little bit lacking.

Unfortunately, it turns out that targeted questions on student workload are found in the sample questionnaires. There is a question of whether the ECTS credit points are consistent, but methodologically it would be better to ask how many hours the students have spent preparing and following the course. Accordingly, these results should be used to make any necessary adjustments to the study programme.

In order to collect data from employers, the Faculty of Economics in cooperation with the Industrial Advisory Board (IAB) of the faculty organises a survey of employer satisfaction with faculty graduates. The evaluators appreciate the facility in 2019 and already see positive effects. For example, an exchange of the IAB takes place every month.

At the same time, through the Career and Alumni Centre (CAC), the faculty provides data on the employment rate of graduates. The evaluation process through questionnaires produces quantitative data which is processed, tabulated and presented in the form of periodic/semester and annual reports.

As already recognised in the self-report, the university has recognised that there is room for improvement in the area of alumni tracking. The experts can confirm this by stating that the university still has a connection to the alumni, but that there is a small lack of institutional integration. For this reason, efforts should be further intensified to involve graduates, for example in an alumni network, and to conduct corresponding institutionalised surveys of alumni. Tracking can be very useful to find out after periods of 1, 3 or 5 years which personnel development and job market has taken place after graduation.

Quality assurance at the University level is guaranteed by two complementary mechanisms - the Quality Assurance Office and the Central Commission for Quality Assurance. At the faculty level, the quality assurance process is evaluated and implemented by the Quality Assurance Committee at the faculty level. All status groups of the university are involved in these commissions.

The Quality Assurance Committee at the faculty level is responsible for evaluating a wide range of quality assurance activities. These activities include monitoring the progress of the teaching process, organising the assessment process through questionnaires, developing an action plan



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for the implementation of KAA quality standards and recommendations, analysing curricula and study program courses/subjects, analysing assessment procedures for students, analysis of student passage in courses/subjects of study programs, collecting and analysing data on student dropout rates and proposing measures to reduce dropout rates, monitors student satisfaction with study programs, teaching resources and support for students, career development programs for graduates.

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

At the same time, this committee oversees the monitoring and analysis of teaching infrastructure, student services and support services. All quality assurance activities are summarised in a report to the Faculty Council and the Central Quality Assurance Commission. The report of the Quality Assurance Committee at the faculty level is compiled twice a year.

It remains a challenge for the university to carry out numerous evaluations, especially in the case of pen and paper evaluations, when evaluation fatigue sets in. The university can, for example, counteract this if it communicates more transparently what the evaluations are for and what measures have been taken on the basis of these results. A general report of the university's evaluation results is available annually, starting in 2019, but it is clear that the results could be better communicated within the university so that all status groups are aware of the changes based on the results of the evaluation. This should lead to the establishment of a quality culture at the university.

From the available documents and the discussions on site, it is clear to the experts that the data collected will also be used for continuous development. The corresponding responsibilities have been defined and are carried out by the appropriate persons. Previous evaluation results have also led to corresponding adjustments to the study programmes, including study content and professional qualification.

Overall, the evaluators come to the impression that the university has undertaken a great deal in the area of quality management in recent months, but has not yet fully consolidated this in its processes.

Standard	Compliance
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	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.		X
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		X
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.		X
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**



- 1. Discussion of the course evaluation results with the students. The results of the course evaluation could be discussed with the students. The lecturer can discuss the results with the students and present them during the course. This should promote the dialogue between the students and the lecturer.*
- 2. The faculty and the university should make efforts to develop and implement a quality management system which is (1) grounded in a widely accepted quality management framework, (2) ensures proactive involvement of all stakeholders following a PDCA-cycle approach and (3) will be implemented with testable action plans for improvement.*
- 3. The student workload must be collected, for example by asking appropriate questions in the course evaluation. These results must be systematically incorporated into the further development of the program in order to make any necessary adjustments to the workload.*
- 4. Review the questionnaires and ensure that the formulation of the questions are understandable for respondents, they provide meaningful information for further development, integrate the questions with overlapping contents and diversity the type of questions to receive most relevant feedback.*

## 2.3 Academic Staff

The SER provided the detailed explanation for the professional and academic staff engaged as well as the links about the open vacancy positions published and advertised on the University web-page. The report with evaluation of all candidates is prepared by the review committees set up by the Review Board. The SER explains the various steps up to the stage when the academic staff is provided with employment contracts as well as for procedures when members of staff are not appropriate for some course/area.

The members of academic staff do not cover more than two teaching positions (full and part-time ones). There are 10 professors and 6 professors assistants, in total, 16 full-time members of the academic staff for the master study programme “Business administration”.

The SWOT analysis provides the weakness that the institution does not sufficiently support the professional development of the academic staff. During the online meeting, this question about the professional development’s support was addressed to the members of the academic staff, who said that there is a new regulation according to which he was awarded 700 and 1.200 EUR as monetary incentive. The member of the academic staff told us that he was rewarded with 1.200 EUR for the article published in one of the international journals. The Faculty of Economics also set up the mixed supervisory council that includes the members of academic staff to implement the issues of the Strategic plan 2020-2024.



During the online meeting, the ET also was provided with the information about the various projects with the involvement of academic staff and students, about the center “Theory to Practice” which has been established. There is some mobility for the members of the staff in Germany, Austria, and Turkey. Evaluation at the institutional level takes place according to the article 12 Quality Assurance regulation, and the members of the academic staff are involved into this evaluation twice a year.

There is also comprehensive analysis that is performed based on evaluation results. The examples of three evaluation results have been provided to the ET. It remains however unclear which opportunities are provided to the members of academic staff who are facing difficulties (whether it is related to the evaluations or research. The Law on Employment regulates the standard 3.10 according to which the teachers are retired at a certain age and lose the status of full-time teachers.)

Therefore, the evaluators were able to gain the impression that there is a lack of a concept to promote the further development and training of personnel. Therefore, there should be a corresponding concept to promote didactic further training as well.

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 case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *More active use could be made of further training opportunities for staff.*
2. *On the one hand, the university has excellent opportunities to provide the rewards for publishing, on the other hand, the UPZ has no concept to promote the further training of professors and staff. Therefore, the introduction of those stimulus in training could create appropriate incentives for professors and staff.*

## 2.4 Educational process content

The curriculum of the M.Sc. Business Administration program covers a reasonable range of qualifications required to work in public institutions, private enterprises and in modern business environments. The disciplines represented in the curriculum are not fully provided in a logical flow and they meet the defined competencies at a general level. Overall, the information provided about the why and how of the curriculum's structure was detailed, however, the definition of the



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learning outcomes at the program level corresponds to level 7 of the European Qualifications Framework in general.

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

As a true weakness of the program concerns the teaching strategy which is portrayed in a rather normative way without giving information how it is implemented in the study program practically. As was mentioned before, the implementation of student-centered learning and student-oriented teaching is considered an “easily implemented concept” due to “the implementation of the ECTS credit system”, “teaching according to the learning outcomes” and “interaction between the professor and the student”. However, this is not self-evident and further information on how an important concept such as student-centered learning is implemented was not provided. In particular, it remains unclear how the principle of student-centered learning can be met without teaching strategies for self-regulated learning which is a prerequisite for a master program.

All in all, the intended learning outcomes at the program level are presented in one short paragraph containing a low number of comprehensible specificities. More details on how research is integrated into the programme can be found in chapter 6. This is about the discrepancies in the research methods course.

According to the course structure, teaching is mainly delivered through lectures. It is only when screening the syllabi that practice-oriented types of teaching can be discerned. The majority of syllabi contains solid information on objectives and contents of the courses as well as on the proportions of different formats of examinations and assessments in the courses. However, usually there is no precise information on specific examination methods, nor is there an explicit overall teaching strategy that could be identified. Furthermore, learning objectives seldom explicitly differentiate between different types of competencies such as professional, methodical-analytical, social and personal competencies.

In the course of studies, a lot of literature is used in English. In the Bachelor's programme offered by the university there are courses in English. However, if students from other universities enrol in this programme, optional, voluntary additional English language courses might be useful.



A difficult issue concerns the internships, which can be done by students on a mandatory basis. On the one hand, the study program as a part of the FE maintains important cooperation with highly renowned institutions and companies, which provide internships, as the experts could learn in the meetings with representatives from public institutions and private companies. Since the internships are voluntary, they are an additional workload for students. However, this is not depicted in the curriculum at all as this is the case in other programs across Europe which define these activities as an integral part of the curriculum.

Here, the program should seek to resolve this issue as soon as possible and arrange it according to European standards, since as it is handled presently, students are not given ECTS credits for internships and the internships are not adequately linked to other teaching and learning activities. The Career and Alumni Centre (CAC) will be responsible for organising both paid and non-paid internship for students (2 weeks) to increase the level of future availability.

Provisions for fair verification of student achievement were presented in a comprehensible way and its implementation was confirmed in the meeting with students and graduates.

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X



Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.		X
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	Not relevant	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.		X
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	



Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. The program is strongly advised to develop a coherent teaching strategy which contains a variety of teaching and learning formats that are appropriate for different types of learning outcomes, types and levels of competencies and different student groups.*
- 2. Review all courses regarding a consistent, state of the art use of learning taxonomies and active verbs for defining learning outcomes.*
- 3. In order to enable a higher practical orientation, the university can create appropriate support offers to make an internship possible. This could be, for example, a database of companies or institutional support. This could be done by the Career and Alumni Center (CAC).*

## 2.5 Students

The area of university admission and admission procedures are documented and are applied in the study programm. The documents regarding the admission and vacancy are published on the University's website.

All candidates who have successfully completed their bachelor's degree with a grade point average of 8.0 or higher and have achieved at least 180 ECTS can apply. Students who have completed basic studies abroad are also eligible to enrol in master studies, provided these studies are recognized by the European University Association or institutions recognized by the International Accreditation Agency. The student admission process is formally organized at the institutional level. The admission quota is approved by the University Senate.



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Currently there are 103 students in the Program in the academic year 2019/2020. Due to non-accreditation of the University, during the academic year 2019/2020, the FE could not admit and enroll new students. In the previous year it was 142 students.

The university has defined appropriate admission criteria for applicants and published them. A points system is applied. The system is comprehensible for the evaluators and aims at finding suitable candidates. The students are divided into study groups to ensure an effective and interactive teaching and learning process. There are mandatory lectures at the university with up to 150 of students, as well as elective lectures with min. 20 up to max 70 and mandatory/elective exercises up to 50 students.

The university has a University Management System (SMU) which provides appropriate performance tracking. Relevant documents containing the rights, obligations and other information regarding the study program are published on the website. There is also a student handbook and the Master degree criteria. Replacement of the program and transfer from other Universities is defined.

Exams are held in writing, orally, or in writing and orally. However, other evaluation mechanisms, such as colloquia, seminars, exercises and practical exercises, are also taken into account to measure student performance. The grading system also uses the ECTS grading scheme. On the number, date of the exam, and the evaluation criterion, students are informed through the course syllabus. There is a flexible student treatment if a particular situation arises. Regular attendance of the lecture by the student is confirmed by their signature on the evidence sheets, but there is no electronic system. The way the student is evaluated is set out in the syllabus of each subject in the "student workload" section.

Students have the right to enter the same exam three times. If the exam is not passed after the third time, the evaluation is done by commission. If even after the fourth time the student fails to pass the exam, he/she automatically fails the whole year.

The university has established since May 2020 a system to check corresponding examination papers and theses for plagiarism and has described appropriate consequences.

Students within each faculty are also organized in the Student Council as well as the Student Parliament to guarantee their rights. Students are an active part of the University's governing bodies, such as the Senate, the Faculty Council, and are part of any committees created at the faculty level.



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

In the university's own SWOT analysis, a number of points have already been mentioned which the university should also pursue itself. During the interviews the students were able to confirm the good impression of the evaluators. In particular, the university has changed a great deal in recent months. Wishes of the students only go in the direction of more English language study programs, and more marketing for the institution to make it better known.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	



Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	X	
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

**Compliance level:** Fully compliant

## 2.6 Research

The Strategic Plan of the UPZ announces scientific research as a priority number 2 at the university level.

In its SWOT analysis, the Strategic Plan shows that there are some weaknesses related to the

- Limited financial support for research
- Low productivity of research

The ET confirms that there are various research documents - from the Regulation of scientific research up to the related issues incorporated in the Strategic Plan 2020-2024 of the FE that promote research at the institutional and program levels. The ET also sees the progress made in the list of publication of academic staff during the last five years. During the 2019, there are 14 articles published in the research-scientific journals.

The SER makes the reference to the Report on Scientific Publications and Conference Participation (Regulation on Quality Assurance – Annex Questionnaire A.4.) linked to the papers and publications under the name of UPZ. The ET also sees it as a positive sign that the Faculty of Economics also was the co-organizer of three research-scientific conferences during 2018-2019.





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The UPZ also involves into projects that have been implemented in the last five years (but it does not put the years of activities):

1. Increasing the financial autonomy and accountability at public higher education institutions in Kosovo (FAITH)
2. Creating theory to practice centres for innovation and employment (T2P)
3. Enhancing research culture in higher education in Kosovo (Research Cult)

The positive impressions are left from the list of publications – presented for 2019; and for the last 5 years; and participation in the scientific conferences – for the same period.

Some weaknesses are noticed by the ET, linked to the syllabus of the selected course “Research Scientific Method”. The expectation from this course “Research Scientific Method”, is linked to the knowledge of appropriate frameworks and tools for qualitative and quantitative studies in various fields (business, market research, and others). The ET conducted the check of the Research Scientific Methods course which revealed that there are some inconsistencies or mistakes within the content and the context of the course:

1. Instead of the **Course’s objectives**, it starts from “The purpose of the case study”, and a case study is a research *method by itself*. *There is no “Objectives of the course” (it is under “case study”)*
2. **The literature** for “Scientific research methods” includes the sources of the literature, which is not related to research, and does not contain any single word “research”. There are no so-called The Required reading: Materials: Textbooks, Readings, Supplementary Readings;
3. **Learning outcomes** show that there are no research skills gained as a result of this course. It lists skills in finding, evaluating and using information, academic writing skills (based on what?), but no use of quantitative and qualitative methods, no any analysis, etc.
4. Use of software, which is mentioned (but which one? – it is not clear)
5. Didactic methods are not quite clearly mentioned
6. There is no “Course requirements”

During the online sessions, the ET was asking about delivery of this course, and there was one member of the academic staff (man) who delivers this course. However, according to the content of the master study programme, there is another member of the academic staff (woman) who delivers this particular course. She also explained that the other course on Econometrics will be delivered (but both courses are listed in the content of the master study programme).



Through this course, the student is able to research information using different techniques and strategies, to evaluate information using the necessary filters, and to use it in scientific work. This course develops students' abilities to write a scientific paper, develop research skills, evaluate and use information effectively and efficiently. At the same time, the course develops the student's ability to communicate information effectively by using appropriate communication tools.

The SER report didn't provide information for the standard 6.4.: The academic staff has a proven track record of research results on the same topics as their teaching activity.

Also the expected results are (2.2 and 2.4): Improving the situation in the field of scientific research; and greater involvement of students in scientific-research work. At the same time, the SER also makes references for the SWOT analysis which mentions that there are following factors that are not stimulating: a (1) limited budget for research; (2) low students participation in research projects; and (3) limited number of research institutes in Kosovo. The strategic plan also includes the additional weakness for research: (4) Low productivity for research.

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.		X



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Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
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 commercialization 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. The policy with some incentives towards involvement of students by the teachers in the research projects of the faculty would be helpful.*
- 2. The Curriculum of the Research scientific methods course should be re-considered.*
- 3. The course for quantitative methods of research is recommended to be introduced in addition to the research scientific methods.*



## 2.7 Infrastructure and resources

The building of the FE facility is located within the UPZ campus, near the Prizren park. The FE infrastructure consists of: 9 classrooms, 1 amphitheatre, 8 offices for academic staff, 1 common room for professors, 9 offices for FE management, administrative and technical staff divided into 3 floors with an area of approximately 3,500 square meters.

The FE facilities own the Library which has a fund of 1,159 book titles in Albanian, English, Turkish, Bosnian as well as in other languages. The IT cabinet is also an important part of the FE, for the development of the teaching process as well as for other research activities.

In the opinion of the evaluators, the resources for teaching and research are adequate. The rooms are designed to be barrier-free.

Unfortunately, some of the projectors are very old, and there are few technical staff to maintain the equipment. In addition, there is little budget to buy new books for courses that are kept up-to-date.

The university has already recognized these problems itself and the experts are hopeful that the university will solve the problems itself. The students could not report any major grievances. On the basis of the documents submitted, the experts assume that there is financial security.

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 would demonstrate the sustainability of the study program for the next minimum three years.	X	



<p>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:</p> <ul style="list-style-type: none"> <li>a) owned or rented spaces adequate for the educational process;</li> <li>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</li> <li>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</li> <li>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</li> </ul>	X	
<p>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.</p>	X	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <ul style="list-style-type: none"> <li>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</li> </ul>	X	
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs</p>	X	

**Compliance level:** Fully compliant



### 3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

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

Standard	Compliance Level
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Substantially compliant
3. Academic Staff	Substantially compliant
4. Educational Process content	Substantially compliant
5. Students	Fully compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Fully compliant
Overall Compliance	Substantially compliant

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

In conclusion, the Expert Team (The Panel) considers that the M.Sc. Business Administration study programme offered by University of Prizren is **substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends to accredit the above study programme for a duration of **three (3) years** with **80** students to be enrolled on the programme.



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## 4. APPENDICES (if applicable)

None

## 5. EXPERT TEAM

### Member

**Prof. Dr. Yelena Istileulova**

(Signature)

Yelena Istileulova

24. July 2020

### Member

**Mr. Christopher Bohlens**

(Signature)

Christopher Bohlens

24. July 2020