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UNIVERSITY “ISA BOLETINI” MITROVICA

MASTER (MA) BUSINESS AND MANAGEMENT

ACCREDITATION

REPORT OF THE EXPERT TEAM

April 2021, Vienna-Riga



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TABLE OF CONTENTS

Contents

TABLE OF CONTENTS	2
1. INTRODUCTION	3
1.1. Context	3
1.2. Site visit schedule	4
1.3. A brief overview of the institution and program under evaluation	7
2. PROGRAM EVALUATION	8
2.1. Mission, objectives and administration	8
2.2. Quality management	12
2.3. Academic staff	13
2.4. Educational process content	15
2.5. Students	21
2.6. Research	23
2.7. Infrastructure and resources	27
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET	29
4. APPENDICES	40

2



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

1. INTRODUCTION

1.1. Context

Date of site visit: 22nd March, 2021

Expert Team (ET) members:

- *Mag. Dr. Dietmar Paier*
- *Ms. Asnate Kazoka, PhD student*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Mr. Naim Gashi*
- *Shkelzen Gerxhaliu, Senior Officer for Monitoring and Evaluation*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*
- *Leona Kovaçi, Senior Officer for Monitoring and Evaluation*
- *Ilirjane Ademaj, Senior Officer for Monitoring and Evaluation*

Sources of information for the Report:

- *Self-evaluation report Master (MA) Business and Management, 2021*
- *KAA Accreditation Manual 11.07.2018*
- *Syllabi of the program*
- *CVs of academic staff*
- *Final strategic plan 2019-2021, Faculty of Economics*
- *Revised strategic plan of University of Mitrovica 2019-2021*
- *Labor market analysis*
- *Statute UIBM*
- *Regulation of the Quality Assurance and Evaluation at the University of Mitrovica Isa Boletini*
- *Regulation on the procedures and criteria of promotion selection and appointment of academic staff UIBM*
- *Regulation on the procedures and criteria of promotion selection and appointment of academic staff*
- *Regulation on the procedures and criteria of promotion selection and appointment of academic staff UIBM*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

- *Regulation on the procedures and criteria of promotion selection and appointment of academic staff UIBM*
- *Annual working report for the Faculty of Economics within Universiteti i Mitrovices Isa Boletini*
- *Guidelines for ECTS (Albanian)*
- *and others*

Additional documents requested by the ET:

- *Regulations Complete curriculum and syllabi for the BA program Banking, Finance and Accounting*
- *List of all research projects (basic research and applied research projects with public or private funding) where teachers of the MA program are involved since 2019 (no Erasmus+ projects!)*
- *Sample questionnaire from surveys with business representatives seeking information and advice for the master program*
- *Report containing the results of survey of business representatives*
- *Recent report (last term or study year) on student assessment of teachers*
- *Information about donations, sponsorships and foundations received by the FE in the last 3 years (for each record the following information should be provided - sponsor, amount, target)*
- *Documents (property deeds, leases, inventories, invoices, etc.) that confirm the availability of those resources that will be used for implementation of MA Business and Management and are not the property of UIBM*
- *List of library collection of UIBM that is intended for implementation of MA Business and Management (for each record the following information should be provided - title, year of issue, quantity available in the UIBM library etc.)*
- *Comparison of the MA Business and Management with similar study programmes in other higher education institutions (if such comparison has been made)*
- *Any quality assurance reports on the level of FE*
- *The results and analysis of application of anti-plagiarism software in FE (how many cases, to what extent, what have been the consequences) since the system was introduced*
- *The results and analysis of student appeals and complaints in FE (how many cases, what have been the consequences) for the last 3 years*
- *Description of entrance exams (or at least the principles of deciding on the exams) that will be used for MA Business and Management applicants*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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*

Note:

It should be noted that the program is awaiting initial accreditation and has therefore not already started. Therefore, some points cannot be evaluated yet. The standards concerned are marked in the report.

1.2. Site visit schedule

Expert Team

- Prof. Dr. Dietmar Paier, University of Applied Science Vienna, Austria
- Ms. Asnate Kažoka, University of Latvia, Latvia

Coordinators of KAA

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



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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Kosovo Accreditation Agency

Site Visit Program

09.00 – 09.40	Meeting with the management of the institution (<i>no slide presentation is allowed, the meeting is intended as a free discussion, meeting with Dean, Vice dean</i>)
09.45 – 10:45	Meeting with the heads of the study programme
10:50 – 11:30	Meeting with quality assurance representatives and administrative staff
11:35 – 12:25	Meeting with the teaching staff
12:25 – 13:30	Lunch break
13:30 – 14:10	Meeting with employers of graduates and external stakeholders
14:10 – 14.20	Internal meeting – Expert Team and KAA
14:20 – 14.30	Closing meeting with the management of the institution

Study programs	Experts	Responsible persons of study program
Business and Management /MA (Accreditation)	Dietmar Paier Asnate Kažoka	Qazim Tmava Ajtene Avdullahi Mahush Aliu Bashkim Bellaqa

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

The Faculty of Economics (hereafter FE) is organized as an academic unit of the University “Isa Boletini“ in Mitrovica (hereafter UIBM). The UIBM was established as a public higher

6



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
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education institution in Kosovo in 2013. At the time of the site visit, the FE offers two levels of study: bachelor (three-year studies) and scientific master (two-year studies). According to the SER (p.10), three bachelor programs, yet no master programs are accredited at the FE at the time of the site visit.

The FE defines its mission to develop

„effective education that contributes to the promotion of economic and social development at the national level through the provision of high quality education and research by applying modern practices and creating equal opportunities for all.“ (SER, p.19).

This statement complies with the overall mission of UIBM, which emphasizes

„up-to-date teaching on the preparation of quality staff in areas unique to Kosovo, the region and beyond, dedicated to conducting scientific research, professional projects, professional consulting in the service of sustainable development. and increasing well-being and social advancement.“ (ibd.)

The FE explains the need for the program by pointing to the demographic situation in Kosovo with still characterized by a high share of young people, the low rate of population with academic degree and the particular needs of the labour market,

In the SER (p. 92ff.), the FE explains how expert recommendations on the first application of the program for accreditation in 2018 were handled. Besides improving the mission of the program, the FE emphasizes that - among others - it followed the recommendations

- to make the objectives of the program more ambitious,
- to put more emphasis on the research concept,
- to explain the learning outcomes in more detail,
- to extend the variety of teaching methods,
- to ensure stronger engagement of the academic staff in advancing research activities and teaching skills,
- to expand the strategies and the scope of quality assurance,
- to improve the learning outcomes in the syllabi,
- to ensure involvement of students in research,
- to develop the didactical dimension of teaching in more detail,
- to introduce anti-plagiarism-tools,



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

- to integrate feedback from graduates and employers in continuous improvement of the program,
- to offer career services and psychological services for students.

The FE states in the SER that „the basic goal of teaching is preparing the qualitative and competent students to analyze and conclude independently, as well as to debate about correct decision-making.“ (p. 12), which is a rather nonspecific statement for a master program aiming at providing managerial skills in distinct business areas. These goals shall be “achieved by:

- 1) Processing and selecting programs of qualitative disciplines for each subject;
- 2) Using basic and complementary literature, books, and distinguished authors at national and international level;
- 3) Delivering interactive lectures and exercises with didactic methods, comparative analysis, active participation of students in lectures and seminars, improvised debate, etc;
- 4) Continuous training of academic staff and administrative staff through seminars, workshops and conferences, in order to ensure higher performance;
- 5) Working closer with students through continuous contacts in order to ensure that they are as active as possible in this process.” (p.12)

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

There is no specific mission statement on the level of programme and the objectives of Business and Management study programme are rather generic:

- *To prepare professionals in the field of economics who will contribute to the business management, finance and industry;*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

- *To prepare students with skills of independent work, with critical thinking approach, good knowledge of the contents in the field of economics, and, solving economic problems;*
- *Cooperation with international institutions in the field of economics in order to integrate into professional and scientific networks of the field;*
- *Cooperation with businesses and industry;*
- *Community service.*

Given the fact that the UIBM mission statement - *“to provide up-to-date teaching on the preparation of quality staff in areas unique to Kosovo, the region and beyond, dedicated to conducting scientific research, professional projects, professional consulting in the service of sustainable development and increasing well-being and social advancement”* - and the FE mission statement - *“development of effective education that contributes to the promotion of economic and social development at the national level through the provision of high quality education and research by applying modern practices and creating equal opportunities for all”* - are also very general it can be concluded that the programme objectives/ mission have been somewhat aligned with the one of UIBM.

The study programme has been developed based on extensive market research performed by the UIBM. The ET concludes that the main aim of UIBM has been to develop a product which is highly sought after in the labour market. However, there is no mission statement for the programme and the objectives of the study programme lack comparative advantages and the strategic orientation in terms of geographic area, academic relevance and research focus. Although the ET appreciates the specific market research mechanism developed by UIBM for this purpose and the general efforts put in analysing the situation in labor market, the ET is of the opinion that the study programme has been highly based on ongoing operational needs of the labour market (positions that will be hired in the near future), and almost no evidence of relevant long-term strategic planning has been observed. Also, the distinctive features and advantages of the Mitrovica region have not been explored sufficiently.

The ET believes that university-industry cooperation should go beyond the current operational needs and focus more on addressing the rapidly approaching challenges and business paradigms, especially in development of a master's study programme.

9



Republika e Kosovës
 Republika Kosova - Republic of Kosovo



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

The level 7 of the European Qualification Framework speaks of specialised problem-solving skills for research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields rather than operational skills. As mentioned before, the objectives of the study programme and the related learning outcomes are general and do not provide sound evidence of such specialised skills.

It has to be noted that UIBM does not have experience in developing and implementing a master's level study programme in business and management or in a related area. The master's study programme with three specialisations is built on the basis of a bachelor study programme with just one specialisation.

The intention of UIBM to upgrade its study programme offer to master's study level is clear and understandable as this would create more opportunities to FE. However, the strategy behind this sequence of actions, rather than updating the bachelor study programme and later building a masters study programme on its basis, is not clear. Also, the strategic goal behind such extensive market research is not clear as the primary goal of the first master's study programme established in the FE should be to ensure the possibility for study continuation to the UIBM graduates depending on their chosen career paths and keep the graduates in Mitrovica region.

The UIBM currently operates according to the revised Strategic Plan for 2019 - 2021 and there is a separate Strategic Plan for 2019 - 2021 on the level of FE. Although the FE claims to have based its strategic plan on the values of UIBM, the links between the two strategic plans are not clearly visible and they seem to operate as two separate plans. Both strategic plans, especially the one of FE, are rather operational and modest and it is not clear what are the overarching strategic goals that FE or UIBM is trying to achieve and what would be the strategic role of the master's study programme "Business and Management" in achieving these goals.

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.	-	-

Compliance level: Partially compliant

Recommendations:

- 1. To revise the mission of the study programme to demonstrate its comparative advantages and strategic orientation;*
- 2. To define clearly the role of the study programme in achieving the strategic objectives of FE and UIBM;*
- 3. To align the FE and UIBM strategic planning processes.*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

2.2. Quality Management

UIBM has developed a Regulation on Quality Assurance and Evaluation which has been functional since 2018. The regulation states that *“evaluation activities should be carried out in order to identify and promote good practices and identify the elements that are required for the intervention for improvement”*. Through analysing the UIBM regulatory framework, remarks of the previous expert teams for institutional evaluation and examples of implementation, the expert team has come to a conclusion that currently the quality assurance processes in UIBM are mainly internally driven and not dependent only from the external (accreditation) requirements and that the established mechanisms are generally fit for purpose and used well. In this light the ET would like to commend the UIBM staff for the significant progress achieved since 2019.

However, most of the quality assurance mechanisms are still at a rather early stage and the master's study programme “Business and Management” is not yet implemented, therefore the efficiency of the mechanisms on programme level cannot be assessed.

The Strategic Plan of the FE 2019 - 2021 includes a number of activities related to ensuring the quality of different processes. The ET would suggest clearly aligning this plan with the general strategy of UIBM to demonstrate how the FE contributes to achievement of UIBM goals. The activities included in the plan demonstrate that the FE has critically identified areas for improvement, for example, the quality of teaching and learning and lack of interactive and contemporary teaching methods. However, the plan is rather operational (more like an action plan) and lacks the strategic nature and ambition. Organisation of a meeting and distribution of questionnaires, as mentioned in the strategic plan, is a rather modest goal and it is not fully clear what strategic targets UIBM is trying to achieve. This lack of targets is also reflected by the quality assurance system where the processes are in place but it is not clear what is the desirable standard (target).

The Regulation on Quality Assurance and Evaluation is complemented by the Guidelines for Quality Assurance in the University of Mitrovica developed in 2020 which are published on the UIBM website. While the regulation refers to the guidelines and the different purpose of the documents is evident, it would be suggested to further analyse the two documents and ensure that their content does not overlap.

12



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

In the end of 2020 UIBM has established the Central Commission for Quality Assurance and Evaluation which is responsible for managing all quality assurance related activities.

The evaluation processes in UIBM are clearly defined and their regularity is fixed - student evaluation of the academic staff takes place 2 times a year, self-assessment of the academic staff 2 times a year, alumni survey once per year, deans evaluation of the academic staff 2 times per year, deans self-assessment once a year, evaluation of services by students and professors once a year, assessment of study programmes by senior students once a year and external stakeholder questionnaire once a year. However, the expert team could find little evidence on how the questionnaires for different stakeholder groups are developed and planned to be improved. In the future it would be recommended to consult the relevant stakeholders in regard to the content of the survey intended for them. In regard to the student questionnaires, it would be suggested to involve the Students Parliament in continuous improvement of these questionnaires.

As this study programme is not implemented yet, the ET could not evidence any results related to this specific study programme. After requesting the samples of survey results and quality assurance reports for the FE, the ET was provided with general reports on the UIBM level that all have been produced starting from 2019 only. This confirms the recent nature of the quality assurance processes.

In the future it would be recommended to analyse the results separately on the programme and faculty level and also include them in the activity reports either on the programme or on the faculty level. These reports on the faculty level could be linked with the strategic objectives of the faculty and used to measure the annual progress. The reports on programme level, in addition to the feedback from all stakeholders related to the study programme, could also include and analyse the changes made to content of a study programme, the statistical data on students in the particular study programme (admission, progression, graduation), changes in the composition of the teaching staff, reasons for different changes etc.

As the rest of the evaluation processes are heavily based on questionnaires for different stakeholders, the ET commends the development of KPIs and the role foreseen for the quality assurance system in the monitoring of the strategic objectives achievement. KPIs have been defined for all activity areas of UIBM and are related to the strategic objectives of UIBM. As



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

mentioned before, the ET would recommend to use these KPIs on study programme level and include in the annual reports.

The ET commends the noticeable progress quality assurance system in UIBM compared to the one described in earlier expert reports on the institutional level. The ET hopes that in the future these improvements will become more and more internally driven. After achieving the compliance with the formal requirements, the next target would be a system that reflects the UIBM strategic goals and assists UIBM in reaching them but at the same time minimises the administrative burden for UIBM staff and students. In this regard the ET would recommend the UIBM to look for best practice and advice from other higher education institutions also outside Kosovo.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		X



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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.	-	-
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.	-	-
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Substantially compliant

ET recommendations:

- 1. To analyse the results on programme and faculty level, when the study programme is operational, and to produce relevant reports;*
- 2. To review the content of all questionnaires regularly through involving the relevant parties, for example, Students Parliament in revising the questionnaires for students;*
- 3. To incorporate the results of all questionnaires as well as the monitoring results of certain KPI in the overall activity reports either on the programme or on the faculty level and make them available publicly;*
- 4. To define more ambitious goals/targets for quality and quality assurance processes, as a part of the strategic plan.*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

2.3. Academic staff

The FE provided documents which show that detailed regulations and procedures for the selection, appointment and promotion of professional and academic staff exists. In the SER, a table showing name and surname, program affiliation, qualification level, academic title, contract duration, workload divided by teaching, counselling etc, consultation, administrative work and research as well as the employment status is presented allocating skills and time resources to different tasks (p.40). Sufficient regulations for ensuring the compliance of the academic staff with legal requirements are in practice, among them „rules of ethics in teaching, professional and artistic scientific research“, rules regarding plagiarism which also comprise regulations on data falsification and forgery as well as a human resources manual defining the rights and responsibilities of staff members. Furthermore, the UIBM declares that engagement of all academic staff is complying with the relevant Administrative Instruction No. 15/2018 on Accreditation of Higher Education Institutions of the Republic of Kosovo. According to the SER, 92% of the academic staff scheduled for the program is employed full time with a sufficient share of work time for the master program under evaluation.

During the site visit, the ET learned about the opportunities provided for additional professional development of the teaching staff. Academic staff has the opportunity to visit scientific conferences and to develop further scientific and teaching skills. From the training records provided and the information obtained during the site visit it can be concluded that within the last two years about half of the full time academic staff attended one- or two day seminars with priorities on teaching methodologies and development of learning outcomes. For further training measures, UIBM has made an agreement with the Center for Excellence in Teaching at the University of Prishtina and it plans that all academic staff will be certified in this training. While there is a basic level of development opportunities with regard to teaching, this does not seem to be the case for research skills and for mobility of the academic staff. Neither training activities regarding research skills nor initiatives for staff mobility were reported during the site visit.

Academic staff is expected to be available for students for consultation at six hours per week (professors) and four hours per week (assistants) based on a full time appointment. Significant activities in the business sector were being carried out through preparation of a conference on the impact of the Covid-19 pandemic on the economy in April 2020 and of a conference on industry-business collaboration in April 2021. In addition, the FE was able to establish an

16



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

„Advisory Board of the Faculty of Economics“. Thus, a strong focus of community work is on business relations.

Self-assessment of the academic staff is done twice a year at the end of each semester. Furthermore, evaluation of the academic staff is based on course evaluation by students taking place once a year and business meetings are used to get feedback from company representatives and from alumni about the skills levels of students and graduates. The basic results of these evaluations including recommendations are published at the website of the university and in a summary report from assessments in UIBM per academic year. The UIBM declared that the results are used to develop an „annual plan“ of the FE, however, a sample report was not provided.

Continuous improvement of teaching strategies and improvement of teaching materials can be accounted as a weakness in the SER and this impression was not dissolved during the site visit, since teachers declared unanimously that these matters are mainly decided by the teachers themselves which suggests a better overarching approach towards advancement of teaching skills and teaching quality.

An appropriate regulation concerning the retirement of teachers is in place.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	



Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	X	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Develop a concise plan for long-term improvement of the teaching skills of all academic staff including e-learning and distance learning methodologies.*

18



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

2. *Define high-priority teaching methodologies for the program.*
3. *Include methodologies for research-guided teaching in any case.*
4. *Make participation in the program obligatory for all staff members within a certain time.*
5. *Set up an internal program to initiate international staff mobility.*
6. *Develop a clear process where the results of evaluations are deployed for deriving improvement measures regarding learning outcomes, teaching methods and learning resources.*

2.4. Educational process content

The study programme has been developed based on extensive market research where 77 enterprises have taken part. Also, the content of the programme has been compared with a number of publicly available vacancies in Kosovo.

The starting point for the programme development have been the employment needs of the industry for managers, financiers, accountants and related professionals rather than the generic content of the masters level qualification. For the development of the study programme, the current operational needs of enterprises rather than the future needs of businesses have been used. The SER also states that the UIBM study programme has been harmonised with master's studies in foreign universities, for example, the University of Nottingham, but it is not clear why and what study programmes have been chosen for comparison and what advice has been taken from it.

The SER indicates an inconsistency in the number of learning objectives (learning outcomes) - in different places 9 and 11 learning objectives have been listed, for example p. 12 and p. 52. The learning outcomes are rather generally formulated with some of them being subject-specific. Given the fact that the study programme includes three different specialisations and some of the learning outcomes are subject specific, the ET questions the possibility of all students to reach the same learning outcomes which should be the case of a one study programme. The general approach of modelling the study programme against the operational



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

needs of the industry (specific job positions) questions the possibility of acquisition of disciplinary, methodological and generic skills, especially for the master's level.

The study programme consists of two semesters of general studies, choice of three specialisations starting from the 3rd semester - Industrial Management, Bank, Finance and Accounting and Management and Entrepreneurship - and a final semester devoted to development of master's thesis in the chosen specialisation.

While the course content for the specialisations Industrial Management and Bank, Finance and Accounting is generally relevant for the specialisation, the content for the specialisation Management and Entrepreneurship contains very little entrepreneurial aspects (e.g. no innovation management, business plans, start-ups etc). The ET also highlights the relatively short period of time (one semester) that is devoted to specialisation in this case where specialisations are diverse and each of them requires a different set of skills and competences.

After studying the curricula of the UIMB bachelor study programme Business and Management with the specialisation in Bank, Finance and Accounting the ET can conclude that it is well developed and the graduates would be well prepared to study at the master's specialisation Bank, Finance and Accounting. However, for the other specialisations of the master's study programme this bachelor study programme does not provide sufficient background knowledge. As mentioned earlier, if the study programme is not intended to be a unique study programme in Kosovo, among the main priorities for UIMB as a regional university should be keeping the current UIMB graduates and ensuring the possibility for study continuation. The information on the entrance examination provided to the ET states that all applicants for the study programme would be subject to entrance exams in Economics and in Research Methodology and Statistics, whereas the applicants for each of the specialisations would need to take additional exam - in Corporate Finance for the specialisation in Banking, finance and accounting, in Management for the specialisation in Management and Entrepreneurship and in Project Management in Industry for the specialisation in Industrial Management.

This setup of the study programme suggests that specialisation has to be the initial choice of each student, rather than a choice made after the first year of studies. Therefore it would be suggested to specialise earlier and ensure that the generic subjects, for example, Research Methodology, Advanced Management etc cover the competences and skills related to the particular specialisation.

20



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

There is also no elaborate explanation on how students will be prepared to prepare their master thesis in terms of research skills. The research-guided teaching should be embedded in the areas of specialization and rather different research methodologies should be used, since research on finance and accounting (e.g. econometric methodologies) is done very differently from research in industrial management (e.g. operations research) or in entrepreneurship (e.g. case studies, more qualitative approaches, trend analyses). Currently the Research Methodology subject is taught in the first semester, together for all specialisations.

The Regulation on Master's studies states that Master studies in UIBM are conducted according to the modular system and are based on narrow subjects of specialization within the study programme. In this study programme the number of ECTS to be acquired each semester is 30 ECTS which includes mandatory subjects amounting to 24 ECTS and an elective subject amounting to 6 ECTS. The elective subject has to be chosen from a pre-defined list of two subjects for each specialisation.

The ET would like to make two remarks related to the structure of curricula. Currently all subjects included in the curricula have the same weight - mandatory subjects amounting to 8 ECTS and elective subjects to 6 ECTS. It would be suggested to reconsider the weight of all subjects by indicating the core and supporting (or major and minor) subjects. Also, UIBM currently uses the term “electives” in a situation where a student has to select a subject from a predefined list of two subjects only. According to the European best practice, this is a very narrow implementation of “restricted electives”. The ET would like to suggest broadening the list of “restricted electives” and also allocating a number of ECTS for “full electives” meaning that student can choose any subject offered by UIBM and it does not necessarily need to contribute to reaching the specific learning outcomes of this study programme.

The syllabuses for the study programme are detailed and include the relevant information according to the formal requirements. The ET would like to recommend UIBM to use a detailed ECTS calculation model.

However, the majority of learning outcomes are developed in a rather traditional way attributing a passive role to the student which contradicts the student-centred approach that is emphasized in the SER. The formulations used in the syllabi, for example, „students will become familiar with ...“, „possess the skills ...“, „are able to understand ...“ does not confirm the use of systematic learning taxonomy which usually builds on active, competence-oriented formulation of skills and competences.

21



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

As this is a master's study programme, the ET would assume that for each of the subjects the students need to possess certain background knowledge, either in the form of a certain subject studied at UIBM or in the form of general knowledge and skills. Currently the course descriptions do not contain any prerequisites for enrolling in each course.

Detailed learning outcomes have been developed for each subject. As there are no students in the study programme it is not possible to assess the student awareness of the learning outcomes and the way how they are communicated. For most of the study courses the final mark has been calculated in the following way - participation and interactivity in lectures and exercises 10%, seminar papers 10%, first assessment 40% and second assessment 40% - without a final exam. The ET would like to emphasise the different nature of subjects and suggest that the way for calculating final marks is reviewed accordingly.

The SER states that in the beginning of each subject the content of the subject and teaching, learning and assessment methods used are discussed with the students but, as elaborated more in the section 2.3 of this report, the teaching strategies are mainly decided by the teachers themselves which suggests a better overarching approach towards advancement of teaching skills and teaching quality would be needed. This has already been noted as a weakness by UIBM and included among the action lines of the Strategic Plan 2019 - 2021 for FE.

From the course descriptions it is evident that a formative assessment approach is used where the final mark is formed based on performance throughout the semester.

The fact that the students enrolled would have different backgrounds emphasise the importance of support mechanisms that would assist in meeting equal standards, if necessary. The information presented in the SER is very general and the UIBM representatives interviewed currently had a very general perspective on the prospective applicants, their needs and personal and professional backgrounds.

The SER states that the study programme includes internship stages but the curricula of the study programme does not provide any evidence of this. The ET questions the need and practical implementation of the internship if the potential students are already employed. In case the study programme foresees an internship, it has to be clearly defined, communicated to the prospective students and a relevant document portfolio has to be developed (description of internship including the learning outcomes and methods for assessing them, internship agreement and report, mentoring agreement with the companies). The list of university-industry cooperation agreements currently possessed by FE suggest that the study programme

22



could in fact be mostly focused towards the current graduates of UIBM and the local industry in Mitrovica region therefore the ET would like to draw UIBM attention to the remarks made in section 2.1 of this report.

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	



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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

Compliance level: Partially compliant

24



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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Kosovo Accreditation Agency

ET recommendations:

- 1. Review the content of the study programme in order to include methodological and generic skills and competencies defined for the European Qualification Framework level 7;*
- 2. Revise the learning outcomes at the program level following rigorously the information of the National Qualification Framework and the European Qualification Framework.*
- 3. Develop learning outcomes using a learning taxonomy and active verbs.*
- 4. Develop a systematic overarching didactic concept which provides teachers and students with information which teaching concepts will be used to support achievement of the learning outcomes both at the program level and at the course level.*
- 5. Integrate e-learning and digital media in the didactic concept and describe in the syllabi how it will be used in the courses.*
- 6. Review the number of the learning outcomes defined for the study programme in order to ensure consistency;*
- 7. Ensure the necessary mentoring / support in case of students from diverse educational, professional and personal backgrounds;*
- 8. Review the concept of the internship/practice in the study programme and develop/adjust the necessary documentation.*

2.5. Students

The master's study programme “Business and Management” is intended to be open to all graduates of the bachelor level, depending on their admission results. According to the Regulation on Masters Studies the admission procedure includes the assessment of previous results (30 percent of the score) and entrance examination (70 percent of the score). Students who haven't passed internationally recognised language tests are subject to foreign language exam whose results represent approximately one third of the total score for the entrance examination.

25



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

There is a contradiction between the information provided in the SER and Regulation on Masters Studies - the SER states that applicants already have to possess some English proficiency results, however the regulation states that there is an exam, and the regulation states that all applicants are subject to entry examination and does not specify any differences for those who have completed bachelor education in a related field and those who have not.

From the practical side, on the bachelor level UIBM currently implements study programme Business and Management with the specialisation Bank, Finance and Accounting. The ET is therefore concerned about the possibility of UIBM graduates to successfully continue studies in the master's specialisations Management and Entrepreneurship and Industrial Management and suggests to review the content of the bachelor programme accordingly.

In regard to the formal documentation, it is said that the administration of the study process takes place according to the Regulation on Master's Studies. Although the regulation available on the UIBM website in the section for the FE (<https://www.UIBM.net/wp-content/uploads/2021/02/REGULATION-ON-MASTER-STUDIES-fe.pdf>) is generally well developed, the ET would assume that the general regulation for bachelor and master's studies has to be developed and approved on the central UIBM level and be the same throughout the university, not depending on the faculty. The ET would also like to point out that the Regulation on Master's Studies currently available on the central UIBM website (<https://www.UIBM.net/en/regulations/>) is claimed to be the regulation for the Faculty of Food Technology only.

In the FE on the master's level the maximum number of students for lectures is 70 and for practical exercises 35. For elective subjects the minimum number of students must be 10. The proposed number of students - 180 with 60 students enrolled in each of the 3 specialisations - is therefore feasible, also taking into account the available teaching resources.

The Regulation on Master's Studies and also the UIBM Statute does not include any fixed deadlines (number of days) for issuing (announcing) marks for the exam. It would be suggested to introduce internal deadlines for issuing marks for different types of assessment in regulations for different study levels.

The SER and the Regulation on Master's Studies also does not provide any information on the general principles for providing feedback on their academic achievements to students. As there



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

are currently no students in this study programme, the ET was not able to assess what and how the principles would be applied in practice.

As a result of the study programme the students will be issued a master's diploma and this is confirmed by the Regulation for Master's Studies. The SER states that the academic record or transcript for each student can be easily generated by the University Management System (SMU) at any time. UIBM has also presented a sample of diploma supplement in Albanian and English which includes the full track record and is issued to graduates.

The Statute of UIBM foresees that a student may be allowed by the dean of the academic unit to enter the exam earlier or later, if he/she participates in an international exchange program or is doing practical training/internship abroad. However, the ET would like to suggest a broader formulation of such cases to allow more flexibility for the dean to decide, for example, in case of urgent health issues, family conditions and other. It would be important that such special cases are not counted as a failure of the exam and do not prevent the student from receiving a scholarship or other benefits.

The SER states that the records of progression/completion rates have to be collected by the faculty and kept in the SMU. However, the ET did not evidence any reports on this and assumed that they would not be published separately. The ET would like to emphasise that the recently defined KPI of the UIBM include, among others, the number of students admitted for each study programme, student academic performance, abandonment of studies, student transfer, graduation etc. and would suggest that in the future these data are analysed and included in the annual/semestral reports in aggregated format.

There are not yet samples of such annual/ semestral reports that would include these KPIs but the intention of UIBM to monitor these indicators is evident.

The UIBM Code of Ethics refers to the academic integrity issues. The SER states that UIBM has made progress in ensuring academic integrity and since the academic year 2019/2020 an anti-plagiarism system has been operating within SMU. The ET would encourage the UIBM management to take further actions in ensuring the authenticity of all student works - both in Albanian and English and both course works and diploma thesis - and to provide further guidance to the students in regard to the plagiarism issues.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Student rights to complain about the quality of teaching are defined by the Regulation on Master's Studies. In regard to general rights and obligations, the regulation refers to UIBM statute. The Strategic Plan for FE 2019 - 2021 lists the development of a Student Handbook as one of the actions planned. The ET commends this and emphasis the importance of communicating the student rights and obligations in a way and manner understandable to the students.

In addition to what has been mentioned before about the availability of Regulation on Master's Studies, the ET would like to draw attention to the importance of accessibility of the regulatory framework for all the involved parties, especially the students and staff. While the ET has been able to navigate the UIBM website, the division of information between the central website and the specific part for the Faculty of Economics should also be reviewed. In this regard the ET would suggest organising internal and external audit of the website to identify the improvement needs, especially in regard to the placement and accessibility of information.

The Regulation on Master's Studies states the possibility to complain against the decision announced by the bodies of the FE related to their rights, obligations and responsibilities where the complaint has to be submitted within 8 working days after the decision. While the ET appreciates the different possibilities for complaints, from the regulation it was not entirely clear in what situations this complaint would be applicable and it would be suggested to elaborate on this more.

The possibility to change the study programme is stated in the Regulation for Master's Studies and the main principles for this transfer are described in the UIBM Statute. However, the description provided in the Statute is declarative rather than operational therefore it would be suggested to develop a more detailed procedure for student transfer on a lower level of the hierarchy of regulatory documents.

According to the SER, each member of the UIBM academic staff has to be available for consultation for two hours a week and there is mentoring support provided.

Standard	Compliance	
	Yes	No



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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	



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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	
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Compliance level: Partially compliant

ET recommendations:

- 1. Introduce a general Regulation on Master's studies on UIBM level and supplement it with relevant faculty-level decisions by the faculty council, if needed;*
- 2. Revise the general admission principles for master's level and the specific principles for this study programme to make it clear what admission exams would be applicable to students with different backgrounds, to ensure a clear and transparent process;*
- 3. Introduce internal deadlines for issuing marks for different types of assessment;*
- 4. Revise the regulations in regard to flexible student treatment in exams in cases where the student is not able to participate in the exam due to objective reasons other from those currently prescribed by the regulation and ensure that such special cases would not be counted as a failure of the exam and would not prevent the student from receiving a scholarship or other benefits;*
- 5. Include the results on student progression/completion for study courses as a part of the annual/semestral reporting process and present them as a part of the public reports;*
- 6. Ensure that the information about student rights and responsibilities is available in a format that is clear and accessible to the students, for example, the Student Handbook;*
- 7. Take further actions in raising the student awareness about plagiarism issues and ensuring the authenticity of all student works;*
- 8. Further elaborate on the possibility to complain against the decision rendered by the university bodies, academic units with regards to the student rights and obligations;*
- 9. Develop a clear formal process for student transfer on the master's level.*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

2.6. Research

As can be learned from the SER and related documents as well as from the information obtained during the site visit, there is a certain level of research activity the academic staff carries out, however, a concise plan for research neither exists for the FE nor for the program yet. The establishment of a „Center for Research and Development“ was scheduled for 2020, however, this seems to be delayed for understandable reasons. In the Strategic Plan 2019-2021, the UIBM denominated two measures as key actions for 2021 with regard to research: Establishment of the institute of economics within the Faculty of Economics and the Establishment of a scientific research group within the Faculty of Economics (p. 16). However, these plans can only be at the very beginning, since no information could be obtained about the particular research objectives in general and for the master program in particular. This is not to say that the UIBM does not undertake significant activities in order to strengthen its research capacities. For instance, it is an active partner in an Erasmus+ project which aims at fostering the research culture in higher education in Kosovo. The benefits of this project can be expected to become effective in the future. However, at the moment, the research orientation of the FE remains completely unclear, since the types of research are not defined, a strategy for research funding is not developed yet and the linkage between teaching and research is not developed, too. The ET praises the UIBM for its efforts in strengthening research capacities and important steps have already been made, but at the moment a detailed research development plan which would describe the research objectives and the allocation of financial, logistic and human resources to achieve these objectives does not exist.

Expectations for inclusion of teaching staff in research and academic activities are defined in several regulations such as the number and quality standards of publications the academic staff is supposed to achieve. Also, the ET praises that the relevance of research outputs for academic promotion is defined in a differentiated way for staff categories. However, there are no provisions how the academic staff which teaches in the program will be involved in research activities as a part of an endeavour which follows a strategic plan and making staff members agents of the implementation of this plan. Furthermore, no clear policies in defining research and how it would correspond with international standards are at place. Instead, as can be seen in the SER (p. 80), distinct levels of researchers are listed up.

The academic staff has already demonstrated that it is capable of producing significant publications and the ET praises the achievements of the academic staff. Yet, there is no

31



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

conceptual and institutional framework which could shape individual actions by aligning them to overarching research objectives. Development of this framework is a predominant task of the faculty.

The study program has defined scientific/applied research objectives only in general that can be applied to all faculty and even the university. The self-evaluation report does not contain information on the research development plan of the Faculty of Economics nor does it give information on the research plan of the study program regarding the reflection of scientific / applied research objectives.

The university has detailed regulations on intellectual property rights and good scientific practices which are parts of the „Code of Ethics“. This regulation contains rules about plagiarism, but also on falsification and fabrication of data which the ET wants to praise as compliant with up-to-date standards.

Yet, there is no distinct strategy to integrate teaching, learning and research in terms of research-guided didactics. It is interesting that research as a didactic element can be found in several syllabi, yet is not a part of an overarching didactic concept, which would ensure systematic involvement of students in research activities and continuous development of the research skills of students. In the SER, the FE refers to industry study visits as attempts to link theory to practice. However, these activities do not seem to be integrated in a systematic way into the entire curriculum.

A real lack must be stated with regard to master theses regulation: There is no regulation for master thesis which defines the scientific requirements of master theses and the research methodologies and its levels students should adopt in developing their theses. This is surprising since the curriculum has three specializations in the third semester which partially imply the use of very distinct research methods and, furthermore, students are supposed to develop their theses in one of these specializations.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.		X
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.		X
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	



<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		X
<i>Standard 6.11.</i> Students are engaged in research projects and other activities	X	

Compliance level: Partially compliant

ET recommendations:

1. *Define basic and applied research objectives based on the priority areas of research for the program and for the faculty.*
2. *Implement a conceptual and resource-based framework based research objectives at the faculty level and at the program level.*
3. *Develop differentiated research methodologies for specialisations and for master theses.*
4. *Develop a regulation for master theses which defines high-quality scientific requirements, research methodologies and requirements in terms of good scientific practices.*
5. *Provide clear policies for defining what is recognized as high-quality research, consistent with international standards and established norms in the field of study of the program.*
6. *Define and implement operational measures to build up research capacities in terms of financial and human resources (e.g. writing proposals, knowledge of funding schemes, marketing for contract research) at the faculty level and at the program level.*
7. *Integrate research, teaching and learning in the didactic concept of the master program.*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

2.7. Infrastructure and resources

Maintaining a new campus, UIBM has ample space, classrooms, reading room and computer room providing solid space for academic staff and students for the study program. From the financial plan presented in the SER (p. 88), it can be concluded that there is a sustainable financial basis for implementation of the study program. With regard to expenses for „research and explorations“, the ET strongly advises the FE to follow the recommendations in the previous section on research and to allocate the main part of this budgetary item for real research and involvement of students in research activities and not to spend the main part on explorations in terms of mere business visits or excursions. Expenses for research should be dedicated to its main purpose.

The FE highlighted in the SER (p. 89) that it plans to invest in „software for econometrics such as STATA and SPSS as well as application software for financial management“. For the purposes of qualitative research, which must be a relevant element of research-guided teaching and master theses, software for qualitative data analysis should be a part of the digital resources of the program, too.

UIBM operates within a campus where all faculties are concentrated. The university maintains a shared library for all faculties. The FE has a computer room equipped with computers and software programs according to most of the teaching requirements. Upon request of the ET, the FE submitted a list of 89 books which represent basic and supplementary literature of the program, which is a low number of titles for a master program. Screening the titles revealed that some topics which are of fundamental importance for a new program offering three specializations are not covered yet, such as digitalization and special research methods such as qualitative methodologies, trend analysis and others. The current state of the literature is broad and general, yet not specific enough in key areas of the curriculum. Furthermore, no information was obtained if there are enough periodicals in the fields of specializations available, since this will be absolutely necessary for students to prepare their master theses state of the art. Overall, there is a significant lack of digital resources, which becomes an even larger difficulty, when student-centred learning is made a key principle of didactics, since this implies that students need these resources for self-regulated learning which is often done through distance learning.



In the opinion of the ET, the resources for teaching and research are not fully adequate yet. In terms of resources, the main problems concern the lack of e-books, e-journals and software.

The premises of the university are barrier-free, the university provides special wheelchair platforms and different sorts of amenities for people with special needs.

<i>Standard</i>	Compliance	
	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	



Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
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 discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		X
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Review the literature resources and expand it in terms of providing more specialised literature in the key areas of the curriculum.*
2. *Expand access to e-books and e-journals in all key areas of the curriculum in general and in the fields of specialisations in particular.*
3. *Purchase software for qualitative data analysis.*



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3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Standard	Compliance Level
Mission, objectives and administration	Partially compliant
Quality management	Substantially compliant
Academic Staff	Substantially compliant
Educational Process Content	Partially compliant
Students	Partially compliant
Research	Partially compliant
Infrastructure and resources	Substantially compliant
Overall Compliance	Partially compliant

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



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In conclusion, the Expert Team considers that the Master of Arts study program “Business and Management” offered by the University Isa Boletini Mitrovica is **partially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends not to accredit the above study programme.

Expert Team

Members

Prof. Mag. Dr Dietmar Paier

.....
Signature

Dietmar Paier

29.04.2021

Asnate Kazoka (student expert)

.....
Signature

Asnate Kazoka

29.04.2021



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4. APPENDICES (*if available*)

None