University "Ukshin Hoti" in Prizren

INSTITUTIONAL EVALUATION

FINAL REPORT OF THE EXPERT TEAM

Brno, June 14, 2020

1

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TABLE OF CONTENTS

Contents

2

AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
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2

3

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3

1. INTRODUCTION

1.1. Context

Date of site visit: May 20, 2020

Expert Team (ET) members:

- *Prof. Milan Pol, Masaryk University*
- *Prof. Janez Vogrinc, University of Ljubljana*
- *Ms. Keti Tsotniashvili, PhD Student*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Naim Gashi, Executive Director of KAA*
- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*

Sources of information for the Report:

- *Self-evaluation Report (SER)*
- *Strategic Plan and many other documents submitted by the University*
- *Interviews with University leaders, staff, students, alumni and other stakeholders*

Criteria used for institutional and program evaluations

- *KAA Accreditation Manual*

4

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4

1.2. Site visit schedule

<u>20th May 2020</u>

09.00 – 10.20   Meeting with the management of the institution *(no slide presentation is allowed, the meeting is intended as a free discussion)*

10.30 – 11.10   Meeting with quality assurance representatives and administrative services

11.10 – 12.00   Lunch break *(to be provided at the site visit place)*

12.10 – 13.00   Meeting with the heads of study programs

13.00 – 14.00   Meeting with teaching staff

14.00 – 14.40   Meeting with students

14.40 – 14.55   Short break

14.55 – 15.40   Meeting with graduates

15.40 – 16.20   Meeting with employers of graduates and external stakeholders

16.20 – 16.30   Internal meeting – Expert Team and KAA

16.30 – 16.40   Closing meeting with the management of the institution

5

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5

1.3. A brief overview of the institution under evaluation

University "Ukshin Hoti" in Prizren (University) was established in 2009 as the second public university in Kosovo. It inherits the experience of former Pedagogical High School, a branch of University of Pristina, which operated since 1961. According to the Self-evaluation report, the University has about 4 thousand students at six Faculties now. It offers 21 study programs at two levels (bachelor and master), mostly in Albanian language, but some programs also in Turkish and Bosnian languages.

2. INSTITUTIONAL EVALUATION

2.1. Public mission and institutional objectives

The University mission statement is elaborated with the effort to cover teaching, research as well as third role of the higher education institution, a community service. It is formulated as follows: The University "is a competitive academic institution oriented to provide quality education by conducting scientific research and contributing to innovation, in line with the demands of the labour market, and the community locally, nationally and beyond" (SER, p. 13). It is not perhaps absolutely clear how "to provide quality education by conducting quality research", but main intention is evident, and it can be said that the mission statement is defined in a complex way. Also, it can be said the mission statement is in line with the vision of the University.

In the SER as well as during the interviews there were indications that a consultation process through which the mission statement was developed took place in some extent. A consultation process directly related to the mission development is not very well described in the SER, though.

During the interviews it was confirmed most of the University members showed that they have a certain level of awareness about the three-fold focus of the University mission.

In the SER, it is stated as one of the weaknesses "lack of financial independence for full implementation of the mission" (p. 17). We understand this concern. Yet this also raises the questions on whether and possibly until what extent the mission statement in realistic; and

6

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6

whether and possibly until what extent it can serve as an effective guide for strategic planning, decision-making and operations within the University; and whether and possibly until what extent medium- and long-term objectives are consistent with and support the mission. Overall, this can be said there is an effort ensuring an accomplishment of these requirements in case of the University, though.

Compliance level: Substantially compliant

ET recommendations:

1. *Make sure the mission statement is a subject of throughout and permanent debate within the University and beyond.*

2.2. Strategic planning, governance and administration

The University has The Strategic Plan (SP) for the period 2020-2024.

The University informs in its SER as well as in the very text of Strategic Plan that this plan was developed in a consultation with the academic community of the University and with external stakeholders. Indeed, the members of Strategic Plan Drafting Committee represent various bodies of the University and beyond (as also stated in the Strategic Plan).

Foundations (starting points) of the Strategic Plan are well defined, they refer to history as well as to current situation of the University and also to its links with external environment. The Strategic Plan identifies seven strategic objectives that cover main areas of the University operation and its intended development. They are as follows: QA in education; research; contribution to community; internationalization and networking process; infrastructure development; digital data system integration; and financial sustainability (SP, p. 12). These objectives (areas) are well chosen. Further, the strategic objectives are broken down into a set of expected results (in case of each objective), and the expected results seem to be identified and formulated well. The Strategic Plan is displayed in its English version on the university webpage (minor typo: expected result 3.4 remained in Albanian language).

7

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7

The Action Plan follows with a more detailed information related to each strategic objective and expected results. The Action Plan is written also for the period 2020-2024 and the financial allocations stated to each expected result seem to be related to this 5-year period (which is not what is expected from the Annual Plan). The Financial Plan follows and makes this a bit clearer by introducing breakdown into individual years, though.

The Strategic Plan is thus linked with financial planning on a yearly basis as well as in a longer run (five years). Financial planning and management of the University does not deal with the remark of impossibility to realise mission fully due to the financial constrains (see above).

The implementation of the Strategic Plan is planned to be monitored, for this, the Supervisory Board has been established, no more detailed information about mechanisms of its work was provided.

It seems, the University has a decision-making system and its internal regulations related to its operation in line with current legislative. As it appears from the documents as well as from the interviews, criteria and processes for election of individuals into elected positions are clear and published. Also, they seem to be sufficiently transparent. The same can be said about definition of responsibilities of decision-making bodies.

Students are represented in all main bodies of the university, the election process to student bodies does not seem to be interfered by the University.

The administration seems to be sufficiently organized, staffing levels and qualifications appropriate. The responsibilities of administrative staff are clearly defined. Although the university mentioned in weaknesses limited financial resources for professional development of the staff (incl. administrative staff), in the Strategic Plan, part Budget allocations, this issue is not paid attention to. A stronger emphasis on this aspect of the University development is perhaps even more urgent now when some units and processes have only recently been established and will need extra support in order to succeed in implementation process.

Compliance level: Substantially compliant

8

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8

ET recommendations:

1. *Consider developing more detailed procedures and mechanisms for monitoring of how the Strategic Plan is implemented and how results/outcomes will be evaluated.*
2. *Make sure indicators and outcomes are explicitly defined is such a way that they can be – in most cases – measurable.*
3. *When planning, consider professional development needs of the staff, incl. administrative staff more attentively.*

2.3. Financial planning and management

The University demonstrates it has at its disposal sufficient financial resources – this seems to be supported by 3-year financial report and well as by 5-year financial plan. Main income comes from the student fees and other student payments, there are also finances generated via projects and some other activities of the University. It can be assumed that the Budget Plan provides in its most parts a solid support to the efforts to fulfil strategic objectives as they are formulated in the Strategic Plan of the University.

The Financial Plan seems to be realistic and financial policies of the University indicate the financial sustainability.

Oversight and management of the budgeting is done by the Financial Office of the University, a specially established unit for this purpose, and the oversight in the responsibility of senior management of the University. This unit is staffed by five qualified people.

This can be said there is an accurate monitoring of expenditure and commitments against the budget with regular and sufficiently frequent reporting (quarterly financial reports. Annual reports). Also, audits are a part of the monitoring and controlling process in this area.

Accounting systems used are adequate and they respect professional accounting standards, as it seems. "Free Balance" accounting system provided by the ministry is used at the university. Samples of the financial reports of last year generated via this system were provided by the University.

9

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9

Compliance level: Fully compliant

ET recommendations:
N/A

2.4. Academic integrity, responsibility and public accountability

Since 2016, the University has a Code of Ethics which refers to values and other issues that are relevant for academic integrity, responsibility and public accountability. Values of academic freedom, university autonomy and ethical integrity are stressed by the University in this context. Surprisingly, this Code of Ethics uses a different mission statement (maybe the previous version of it?) than is the mission statement which the University declares to have now.

The Code of Ethics expects in its elaborated text that all internal stakeholders act consistently with high standards of ethical conduct and avoidance of plagiarism and in performance of duties. In the SER, the University declares it uses antiplagiarism software; during the interviews it appeared this software was only obtained few months ago and there is so far no experience of working with it. Apparently, some issues/processes have recently been newly established and will need time and special effort for their successful implementation. Therefore, more attention to processes and mechanisms supporting this seems to be a need here.

The above stated is related to another observation – overall, it is not clear from the SER and other documents, neither from interviews, how the University makes sure the Code of Ethics is made well known to the staff and students.

The University declares it has established a designated structure to deal with cases of any potential breaches on the Code of Ethics. This is described in detail in the SER.

The University publishes most of its reports on the website which is frequently updated and seems to be serving its purpose well, since a number of relevant information about the University activities and outcomes is available there, too (English version of the webpage).

10

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10

Compliance level: Substantially compliant

ET recommendations:
1. *Make sure the Code of Ethics works with updated mission statement of the University.*
2. *Make sure antiplagiarism software is largely used, staff as well as students can learn how to use it.*
3. *Develop and implement mechanisms to ensure the Code of Ethics becomes well known to all staff as well as students of the University and is implemented across the University.*

2.5. Quality management

The University has formally adopted a quality assurance policy "Quality Assurance Regulation", which describes quality assurance system, evaluation procedures, timeframes, areas of quality assurances, which are the following: 1. Quality assurance of the of study programs; 2. Quality assurance of the learning process; 3. Quality assurance of scientific research and professional work; 4. Quality assurance of academic staff and external associates; 5. Quality of the administration staff, recruitment and professional development processes; 6. Quality in administration of Students and Support Services; 7. Quality of students' learning; 8. Quality of textbooks, library and information sources; 9. Quality of institutional cooperation; 10. Quality of the premises, infrastructure and equipment; 11. Quality of Funding and Financial Planning.

The institution has developed 16 questionnaires to evaluate the above-mentioned areas. The regulation on quality assurance does gives a list of the instruments that are used for quality assurance purposes, such as: observations, questionnaires, interviews, monitoring and self-evaluations, but does not provide explanation on how those instruments are used.
The questionnaires give the opportunity to all stakeholders to evaluate all range of university's activities and resources. The questionnaires apply 5-point Lykert scale type of response choices for all areas of evaluation. However, in some cases the questionnaires are overloaded with too many questions, their formulation do not provide a clear and useful results for further improvement, some questions might not be understandable for the respondents or might not be measured by the Lykert scale, require too much time from the respondent to complete the surveys, which might result in provision of invalid data (e.g question for the academic or administrative staff "How do you evaluate tuition fees at the University? is useless as there is a unified tuition fee in Kosovo and the institution cannot

11

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11

change it, moreover, the possible answers whether it is "excellent" or "very good" is not adequate).

The institution publishes the results of the evaluation; however, the presentation of the data does not give information about all the issues that are included in the questionnaires, but only give the overall ratings of grouped areas of evaluation. For example, student evaluation results for study programs, administration services, faculty, library and infrastructure management bodies summed up as one indicator expressed in 5-point rating scale for each faculty. This limits the possibility to address the specific issues that are problematic. The report also does not include the results of the alumni surveys.

During the interviews ET has learned that the teaching staff is expected to meet the 50% of rating in their evaluation to be assessed as positive. They contacted by the deans or the program heads if their evaluation is less than 50%. However, this indicator is not defined in the regulations.

The institution carries out the surveys using the hard copies of the questionnaires. Although the surveys are anonymous as respondents do not have to indicate their names on it, completing the surveys on papers in the same space includes the risks of anonymity and confidentiality, thus this might resist the respondents to completely express their opinions. Also, the alumni representatives mentioned that they submitted the surveys via email, thus the respondents could be identified.

Paper-based surveys are also associated with the difficulties and additional workload to enter and analyze the data, considering the fact (as defined in the regulations and reported by the university representatives) that the institution has 16 questionnaires with high number of questions and conducts the surveys at the end of each semester. It is highly recommended that the institution develops online surveys that guarantee the anonymity and confidentiality of the respondents. This will also support more efficient feedbacking from alumni and employers on the university's activities. In order to motivate the student, staff and other stakeholders to participate in the surveys, it is essential that the university takes into account the survey results, addresses the concerns expressed in the surveys and reports back to the academic community about the steps that the institution takes to improve its performance and resources.

The head of the QA office has been appointed three months prior to the "site visit", which implies that she was not participating in the recent revision of the QA regulations and tools. So far, she did not participate in any training or professional development activity and it was also ambiguous how efficient her onboarding process was.

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12

According to the organizational structure of the university the QA office is established under the Department of International Relations, Quality, Career and Alumni, Summer School and Translation, which to its end is established under the General secretary. However, the QA regulation or the scheme of the QA structure given in the SER (p.39) do not mention the role of this department in the organization of QA process and reporting. Also, in terms of the organizational hierarchy the QA office is at the lowest level of organizational structure and it is hard to say that the QA office is established as a central unit of the university administration. The institution has a vice-rector for international cooperation and quality assurance. However, according to the organization structure of the university there is not a formal subordination of the QA office to the Vice-Rector. Distribution of the central QA functions between two unrelated units with different supervisory bodies is prone to complicating the coordination of the QA processes and inefficient segregation of resources and staff.

The university has established the Central Quality Assurance Commission and also the Quality Assurance Commissions at faculty levels. They are composed from all types of members of academic community, including the student. The chair of the QA commission is the vice rector for international cooperation and quality assurance. The Commission is responsible for developing and adopting the QA related policies and procedures.

There was a lack of evidence to conclude that the quality assurance functions are fully integrated into normal planning processes and are used to guide the further improvements.

Compliance level: Partially compliant

ET recommendations:
1. Revise the Quality Assurance Regulation and provide details on **all instruments** (how are they used, for what purpose?) that are used for internal quality assurance purposes.
2. 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 diversify the type of questions to receive most relevant feedback.
3. Review the organizational structure to ensure that the QA office is established as part of the institution's central administration; functions and reporting channels are clear, logical, efficient. Although, addressing this recommendation is partially constrained by

13

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13

the governmental legal acts, initiating the relevant legislative changes is essential for independent, transparent and efficient operation of the internal QA system.

4. Enhance the capacity of QA management in terms of: developing electronic system for data collection and analysis that ensures anonymity and confidentiality of respondents; provision of training of staff on specific issues related to the development and implementation of internal QA system (e.g. survey design, data collection, analysis and benchmarking). Ensure that the new head of the QA head is well-integrated in the university community and quipped with all necessary information and support, and takes ownership on the coordination of the QA processes.

5. Ensure that QA results are used in the improvement of all range of institutional activities and development and monitoring of strategic plan.

2.6. Learning and teaching

The university has developed regulations and procedures for Bachelor and Master studies. The regulations include requirements and process for student admission on the program, rules related to students' status and registration requirements, procedure for transferring from one faculty to another, process and timeline of student examinations and assessment, students' rights and obligations including the norms related to academic integrity and disciplinary responsibilities; requirements for academic succession and completion of the program and students' participation in the governing bodies. The regulation of Quality Assurance defines the process for development and approval of the new educational program. The institution has established the Industrial Advisory Board which gives consultations to the institutions in the process of elaboration of the new programme.

The statute of the institution defines the organization and structure of the study programs, which should include: title and type of the study program, conditions for enrolment, programme goals and learning outcomes, content of the curriculum, competence, ECTS values (subjects, theses) and conditions for individual studies.

The university has elaborated questionnaires and conducts regular students, alumni, employer surveys to monitor implementation of educational programmes. As it was mentioned in section 2.5 the institution has recently developed the new questionnaires, the results still have not been reflected in the revision of the educational programs. however, the institution is planning to

14

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14

observe the results and discuss the identified challenges with the faculty QA commissions and the academic staff to improve the educational programmes and their implementation process. The institution tracks the students' academic progression, however there is not a mechanism in place to assist students that have academic difficulties.

The expected learning outcomes of educational programs are in line with the National Qualifications Framework and the European Qualifications Framework for Higher Education. Teaching staff is appropriately qualified and experienced for their particular teaching responsibilities and try to use divers teaching methods and actively engage students during the classes.

The institution has established cooperation with industries, schools and local municipality and provides internship opportunities for students. Students, alumni and employers still underlined more practical component and experience as the area the institution should improve in future. Moreover, graduates and employers suggested that focusing on the development of transversal skills with special emphasis on English language competences (especially that some of the course literature is provided only in English language), would help students to be better prepared and more competitive on a labour market.

Compliance level: Substantially compliant

ET recommendations:
1. Take a closer look at the students, alumni and employer surveys and results of monitoring the student progression and consider them for improvement of educational programmes, teaching practice and student succession.
2. Intensify practical component in educational programmes and provide students with better practical skills and experience.
3. Improve the teaching practice by incorporating and strengthening the provision of transversal skills for students and increase hours for teaching the English language.

2.7. Research

15

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15

The University has established Strategy for Scientific Research Activities 2020-2024, the Regulation for Scientific Research and the Regulation for the International Summer School in Prizren". In the strategy for scientific research activities 2020-2024, there are four general objectives with related measures / indicators: Development of human resources capacity for scientific research activities at Prizren University (including the development of doctoral programs in academic units of the university based on the Bologna system); functionalisation and modernisation of the scientific research infrastructure to provide services; internationalization of scientific research activities by promoting research excellence (one of the indicators is also training and technical assistance in project design) and cooperation with the public and private sector in the implementation of research projects that serve economic and social development. The strategy for scientific research was set in 2020, which is probably the reason why there are still many areas where the university has not yet or has only just begun to work (e.g. development of a doctoral program).

Scientific research is also part of the Strategic Plan 2020-2024 strategy and the research strategic goals are fully in line with the nature and mission of the university. Scientific research is based on the Strategy for Scientific Research Activities and the Regulation for Scientific Research and defines the activities of scientific research, the rights and obligations of the university's competent bodies and participants in scientific research activities, publication activities, participation in scientific congresses and conferences, seminars and symposia as part of the university's scientific research activities. In this plan, the strategic research objectives are clearly defined as follows: building and developing research capacities; developing and implementing policies and incentives to promote research; active participation of academic staff in international congresses, conferences, seminars and workshops; increasing student participation in scientific research; increasing the number of scientific papers published in internationally renowned journals (indexed in Web of Science (WOS) and Scopus); organizing scientific conferences in cooperation with international strategic partners; organizing Summer School. Again, ET would like to stress that the University has only just started to work on some of the objectives, so we can expect them to be achieved in the next few years (e.g. they have issued a regulation on an international summer school, but plan is to organize this summer school in June or July 2021).

The University has adopted an appropriate research budget to achieve the strategic research objectives. The University has planned 630,000 euros for research activities.

16

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16

It is well regulated and required by the university statute that each academic staff and researcher publishes on average at least one scientific/applied research publication or artistic result/product per year over the last three years. These activities are essential for the further promotion of the staff. Regular academic staff publishing scientific work in scientific journals indexed on the Web of Science (WoS) platform could be rewarded with a monetary value of EUR 1.200 and on the Scopus platform with a monetary value of EUR 700. However, so far no one has received this award, as the university has set this rule for 2020. ET would like to suggest that the University in the future promote research activities and raise the awareness of academic staff to publish the results of their research in high-quality international journals.

It is a well-known practice that teaching staff include in their teaching information about their research and scientific activities relevant to the courses they teach, together with other important research developments in this field.

The university Statute sets out clear criteria for the fulfilment of research activities, and the promotion of academic degrees depends on the academic performance of the academic staff. The expectations of the teaching staff are incorporated into the research activities on the basis of the plan of the faculty and individual professors. Professors from Prizren University publish under the name of the institution in Kosovo to which they belong as full-time staff.

Intellectual property guidelines are well defined at national and international level, and there are clear procedures for the commercialisation of ideas developed by staff and students. Intellectual property is regulated by the University Statute, and at the national level, intellectual property is defined by the Law on Copyright and Related Rights, which defines the copyrights that authors can claim under the Law on Intellectual Property with respect to their works in the field of literature, science and art.

Compliance level: Fully compliant

ET recommendations:
1. Better support and promote academic staff in international research cooperation.
2. Raise awareness of the importance of publishing research results in international journals of high quality.
3. Raise involvement of students in research work.

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17

2.8. Staff, employment processes and professional development

The university has developed an employment handbook that is accessible to all teaching and administrative staff. It contains rights and duties, recruitment procedures, performance appraisals, promotion and professional development.

The recruitment procedures ensure fair treatment of all applicants. The recruitment processes ensure that staff have the specific expertise, qualifications and experience for the positions they occupy. All conditions are defined in the Regulation and even more detailed in the open call for applications. Tasks and responsibilities are defined for each position, as well as qualifications, professional experience, other skills such as foreign language skills, computer skills, interpersonal communication, etc.

Full job descriptions and conditions of employment are made available to applicants for a job. The Office of Human Resources is responsible for providing advice and information to all new staff, including academic staff.

The level of provision of teaching staff (the ratio of students per full-time staff member) is appropriate for the programs offered. The teaching load is evenly distributed throughout the university.

All staff employed in the institution (academic and administrative staff) have the appropriate qualifications to enable them to effectively manage educational, scientific and research activities and administrative processes.

Performance evaluation criteria and processes are clearly defined and communicated to all staff in advance. Academic staff are evaluated through self-evaluation, evaluations of students, peers and supervisors, and are conducted on a formal basis each semester. The evaluation criteria are: Evaluation by students (20%), evaluation by peers (20%), evaluation by the Dean (20%), scientific publications and participation in conferences (20%), contribution to the university and contribution to society (20%). If the performance of the staff is considered less than satisfactory, clear requirements for improvement are established.

18

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18

The University has a clear plan for the professional development of all staff, a structured approach to identifying such needs, and allocates adequate resources for their implementation. All staff are offered appropriate and fair opportunities for personal and professional development. They actively participate in congresses, conferences, seminars and research workshops. In March 2020, the Center for Excellence in Teaching was founded at the university. The purpose of this Center is to ensure excellence in teaching by promoting academic culture and providing opportunities for the professional development of the current professors and assistants and new professors and assistants at the University. Within the Center they will also organize training for publication in credible journals, training in ethical behavior and training for publication in credible journals.

Compliance level: Fully compliant

ET recommendations:
1. Increase the number of full-time academic and administrative staff.
2. Increase financial support for staff development, in particular for cooperation in international research projects, staff mobility and the publication of scientific articles in high-quality journals.
3. Make knowledge of English one of the very important criteria in recruitment procedures.

2.9. Student administration and support services

The university has clearly defined admission requirements by the Statute and regulation for Master's and Bachelor's studies that are publicly available. Information about the programs and available services is published on the university website.

The institution provides an orientation program related to the university services, policies and procedures. The student handbook that is publicly available at the university website includes information about the study process, student's status, rights and responsibilities, graduation procedures, study rates and payment forms, university management system (UMS), library, student's code of ethics. The handbook misses some of the important information, such as the possibility for students to participate in the governing committees, student organizations, availability of career development center, scholarship opportunities, etc.

19

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19

According to the SER the university provides the scholarship opportunities for students who have the overall minimum grade 9.0 or higher. The amount of the scholarship is determined based on the number of scholarship beneficiaries. It is not specified what is the amount of budget allocated for student scholarships.

The university collects and analyzing the data on student profile, student progression, students' satisfaction and their employment. However, the ET could not find an evidence on how this data is used for decision making and improving the students' academic achievement or institutional performance of the university.

Appeal procedure and regulations related to the students' disciplinary responsibilities are described in regulations in the statute of the university, student handbook and the regulation on disciplinary procedures. The statute and the code of ethics specify the rules related to the academic misconduct and plagiarism, and the students are aware about the above-mentioned procedures. s

The university has recently established the career development and alumni center. The center has conducted a career fair so far. At this point the university does not provide academic or psychological counseling services. The strategic development plan does not include the development of student services as one of its strategic goals or tasks.

The student parliament organizes various activities and socialization events for students.

Compliance level: Substantially compliant

ET recommendations:
1. Develop and diversify student support services, such as academic counselling and psychological counselling; ensure that the career development and alumni centre provides all the services that are defined in the regulation.
2. Regularly monitor and improve the provision of student services. In this regard, incorporate the development of student services in the strategic development plan and allocate relevant financial and human resources.
3. Ensure that the student data is collected, analysed and used to support them to improve their academic achievements;

20

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20

4. Define a clear procedure for awarding the student with scholarships, review and diversify the criteria, specify the budget that is allocated for the scholarships and range of the scholarships that will be provided for the beneficiaries.

2.10. Learning resources and facilities

The university campus is located near the city park of Prizren. The university infrastructure consists of: 40 classrooms, 3 amphitheatres, 47 offices for academic and administrative staff with a total infrastructure area of approximately 14,820 m2. The university offers an adequate, clean, attractive and well-maintained physical environment both in the buildings and the grounds, but some faculties (e.g. the Faculty of Education) still have some problems with a lack of lecture halls and relatively small rooms.

The university facility owns a University Library, within the university campus there are actually two libraries, which have a fund of over 60,000 book titles in Albanian, English, Turkish, Bosnian and other languages. University Library coveres all the fields that are currently offered at the university including Education, Philology, Economy, Law, Life Sciences.There are three full-time staff, including the director of the library and two full-time librarians. The services offered in the library are continuously evaluated by means of questionnaires. On an annual basis, the University purchases books according to the needs of the department. Every year the library asks the departments for a list of the titles they need.

Users have reliable and efficient access to online databases, research and journal materials relevant to the institution's programs. The availability of access to relevant journals has improved significantly following the agreement with University Library Prishtina to become a member of the Electronic Libraries Kosovo Association. The University has also made other agreements, including with the University of Prishtina Library, National Library, Electronic Library Association of Kosovo and the Municipality of Prizren Library. University libraries and their services are also available for longer periods. Students and academic staff have access to the library until 20.00 hours. Students can also have access to electronic resources at any time through the library computers installed in front of the University Library.

Computer equipment and software is provided to support electronic access to resources and reference material. Informatics and IT cabinets are also an important part of the university infrastructure. Technical support is available for staff and students using information and

21

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21

communications technology by the department of the information technology and technical staff.

The entire campus, especially the library areas, are monitored 24/7 by security cameras, and a private security company has been contracted, and civil security personnel are employed in all buildings on campus.

The university has adapted its infrastructure for people with disabilities relatively well. These categories have special access to all university buildings and facilities. These include a separate entrance for people with disabilities, elevators and toilets.

The inventory owned by the University, including the laboratories in all academic units, is monitored and maintained daily.

The University is a public higher education institution and was established entirely by the Kosovar government, which established the University and is responsible for its financial functioning. The University also generates secondary sources of funding from students' tuition fees and through participation in international projects and donations. In the SER the University has submitted a three-year budget report and a five-year budget plan to demonstrate financial sustainability. The forthcoming budget plan is fully in line with the University's strategic goals as set out in the strategic five-year plan.

Compliance level: Fully compliant

ET recommendations:
N/A

2.11. Institutional cooperation

The University has adopted the "Strategic Plan 2020-2024", which includes the strategic goals of institutional cooperation and internationalization of the university. The University has also developed and approved a strategic plan for internationalization and defined strategic objectives. These goals are realistic and achievable. The University has also adopted the dynamic plan and planned the costs of the internationalization strategy.

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22

The University has defined five strategic goals: Increasing the number of agreements with International Universities; membership in recognized University Associations; increasing the mobility of academic staff and students; cooperation with international academic staff for the publication of scientific papers and the organization of joint conferences; opening of study programs in English.

The University signed various agreements and memorandums of understanding with relevant national and international partners and organizations. The responsibilities of the partners are clearly defined in formal agreements.

The University promotes the international visibility of its staff and students by supporting their participation in various study mobility schemes. Professors and administrative staff have participated in courses and workshops in Europe. However, the number of students and staff who have been abroad is still very low. In the period 2017-2019, 8 academic staff were abroad (Turkey, Austria) and 8 administrative staff (Slovenia, Turkey and Czech Republic). 6 academic staff from abroad (Slovenia and Austria) visited Prizren during the same period. In the period 2017-2019, 7 students of the university "Ukshin Hoti" in Prizren went abroad (Germany, Bulgaria, Austria, Turkey) and no student from abroad came to Prizren University. ET proposes to develop courses in English language as this will increase the number of students and staff to come on mobility at Prizren University. ET proposes also better support and encouragement for students from Prizren University to study abroad and better guidance (e.g. presenting comparable programs from abroad to your students) in this area.

The University "Ukshin Hoti" Prizren has participated in many international projects since its establishment. The projects are mainly funded by the European Commission under the Capacity Building Program ERASMUS + under KA -2 (e.g. The development and implementation of a PhD program in ICT for the Kosovo Education System - 2019-2022; Creating Theory to Practice Centers for innovation and employment 2017-2020; SMART4ALL; Enhancing Research Culture in Higher Education in Kosovo - ResearchCult 2019-2022; Quality development of international cooperation and project management / QUADIC - 2019-2022). In all projects the University participated as a partner institution, therefore ET proposes that the University should organize better support in the submission of research projects in the future.

23

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23

The University has organized conferences and other research and scientific activities at both national and international level. The conference "The East of the West and the West of The East", which is organized every year by the University "Ukshin Hoti" in Prizren, deserves special mention. In 2019, the University has also organized the conference Science for Sustainable Technology in Prizren and III. International Conference on Awareness Proceedings in Turkey.

Commitment to international cooperation and contributions to the Community are included in the promotion criteria and staff performance review. The Vice-Rector for International Relations, the International Relations Office and other mechanisms are established to support cooperation with international higher education institutions, networks and organizations. Assistance is given for teaching staff to develop collaborative arrangements with the international community.

Industrial Advisory Boards (IAB) units have been established within each academic unit. The University has established the Career and Alumni Centre (CAC), which focuses on building a bridge between academic work and the labour market through student guidance, counselling and career development, i.e. the professional development of graduate students and their approach to the labour market. However, ET, during the interview learned that membership in ALUMNI is not voluntary, graduates automatically become members.

Compliance level: Substantially compliant

ET recommendations:
1. Provide English language courses and study programs in English.
2. Develop a strategy to encourage more students and staff to participate in various mobility activities.
3. Provide better support in planning and managing research projects.
4. Make membership in ALUMNI voluntary.

24

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24

CONCLUSION

In conclusion, the Expert Team considers that: The University "Ukshin Hoti" in Prizren is *substantially compliant* **with the standards included in the** *KAA Accreditation manual* **and, therefore, recommends** *to accredit it for 3 years.*

Expert Team

Chair

Milan Pol

(Signature)	(Print Name)	(Date)

Member

Janez Vogrinc

(Signature)	(Print Name)	(Date)

Member

Keti Tsotniashvili   **13/06/2020**

(Print Name)	(Date)

25

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25