



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

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*Universum College*

*BA Political Science (Prishtina)*

***RE-ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*April 22, 2021, Prishtina*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit (online): April 22, 2021**

**Expert Team (ET) members:**

- **Prof. Dr. Vlatko Cvrtila**

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

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

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- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- Leona Kovaci, Senior Officer for Evaluation and Monitoring
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

#### **Sources of information for the Report:**

- Self-Evaluation Report (SER) submitted by Universum College
- Information obtained during the online meetings;
- Meetings conducted with the management of the institution and program, quality assurance representatives and administrative, teaching staff, students, graduates, employers of graduates and external stakeholders;

#### **Criteria used for program evaluation:**

- KAA Accreditation Manual

### **1.2. Site visit schedule**

#### **22<sup>th</sup> April**

**09:00 – 09:40** Meeting with the management of the faculty where the programme is integrated (*no slide presentation is allowed, the meeting is intended as a free discussion*)

**09:45 – 10:25** Meeting with quality assurance representatives and administrative staff

**10:25 – 11:15** Lunch break

**11:15 – 12:15** Meeting with the heads of the study programme: Political Science/ BA, Ferizaj

**12:20 – 13:20** Meeting with the heads of the study programme: Political Science/ BA, Prishtine

**13:25 – 14:05** Meeting with teaching staff



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14:10 – 14:50	Meeting with students
14:55 – 15:35	Meeting with graduates
15:40 – 16:20	Meeting with employers of graduates
16:20 – 16:30	Internal meeting of KAA staff and experts
16:30 – 16:40	Closing meeting with the management of the faculty and program

No	Study programs	Experts	Responsible persons of study programs			
2	Political Science/ BA, Prishtine (Reaccreditation)	Prof. Dr. Vlatko Cvrtila	Samet Dalipi	Fadil Berisha	Shpresa Kaciku	

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

Universum College was established in March 2004, in Prishtina, the capital city, and in Ferizaj, the second largest cities in Kosovo. According to SER “Universum College thrives on providing high quality, accessible and affordable educational opportunities to a Kosovar and international student body through teaching excellence, lifelong learning, applied research and partnership building, thus, preparing students to be thoughtful, responsible and successful citizens who support the development of Kosovo and the region. Currently, Universum College offers four Bachelor level and two Master level programs: BA in Business and Management, BA in Political Science, Bsc. in Computer Science, BA in English and MA in Management and MA in Diplomacy.” The mission of Universum College is to support “students to become good citizens, successful and broad-minded leaders and thrive in the Revolution 4.0, the digital and globalized era.” The mission is building upon the following strategic pillars: Student and Learning at the Center; Quality Improvement; Innovation and Entrepreneurship; Digital Transformation; Internationalization.

According to SER “institutional objectives are:



- To provide high quality, accessible and affordable educational opportunities to our students;
- To encourage personal and social development of students through activities outside the classroom;
- To provide students with an understanding and appreciation of world culture;
- To develop the College as a life-long learning center;
- To continue development as the most internationalized HEI in Kosovo;
- To continue the development of dual-study programs with local and international companies;
- To foster applied research that is done in close partnership with the industry;
- Incorporate digital tools in teaching and student learning.”

The Political Science curriculum is designed as a focused program to offer students the fundamentals of Political science and public administration while adopting a comprehensive approach. According to SER “the programme pays most of its attention to the Kosovo specifications. It encompasses skills essential for strategic planning, decision- making, communicating and controlling in public administration.” The degree courses offer a general approach to Political Science at the first year of study (two semesters) and specialization and more focus to Public Administration at the 2nd and 3rd year of studies. The Political Science program has 184 ECTS Credits.

The Mission of Public Administration specialization is to provide knowledge and skills generally in broad Political Science field and specifically in Public Administration field. According to SER,

## **PROGRAM EVALUATION**

### **1.4. Mission, objectives and administration**

The Mission of Program is to provide knowledge and skills generally in broad Political Science field and specifically in Public Administration field. According to SER, program “aims at equipping the students with theoretical and practical training that will professionally prepare them for a multitude of career options, locally, regionally, and internationally. Consequently, the program aims to offer course of study that develops analytical capacities as well as ability to examine and critically evaluate the complex political science theories, administrative decisions, policies, structures, budgeting and managing. Program also offer some related courses that will further expand the knowledge of the student and enable them



to contribute to administration of the diplomacy, international relation and EU affirmation of the country. Moreover, the program is intended to expose the importance of political science as a field of analysing researching and addressing both bilateral and multilateral issues. It includes independent learning and research to a level that demands an integrated and critical approach to other related disciplines as well.” From the SER and the panel discussion, it can be concluded that the institution pays great attention to linking the mission and goals of the institution with the mission and goals of the study program.

The study program is designed based on the NQF and EQF and follows all legal obligations in creating a sixth-level study program. The didactic and research concept of the study is presented in different parts of the SER and well explained.

Procedures and responsibilities have been established for regular reviews of all documents and policies that improve the management of the institution and the study program. It follows from the SER and the panel discussion that the institution is aware of the importance of following the procedures required to manage the institution and adapt the study program to the necessary changes.

<b>Standard</b>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.	X	
<i>Standard 1.2.</i> 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	
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.	X	
<i>Standard 1.4.</i> 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	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	



<i>Standard 1.6.</i> All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances	X	
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**Compliance level:** Fully compliant

### 1.5. Quality management

The quality management system is an integral mechanism at the level of the institution that serves the needs of quality assurance and the implementation and development of the necessary standards at the level of study programs. The institution has developed various tools to monitor the functioning of the quality assurance system and the performance of study programs. The SER describes in detail tools used including collaboration with external stakeholders and alumni. In the panel discussion, information was obtained on the use of individual tools and their application in quality assurance. The institution appears to be well organized with its quality management system and appropriate to quality assurance needs. It is not entirely clear from the SER and the panel discussion whether the results of surveys conducted in the teaching process, i.e. conducted with alumni and external stakeholders, are presented to the internal and external public on some way. Gathering this information requires continuous efforts of the institution and it is important to use it to identify trends and necessary changes. It is also important to share this information in a customized form with all internal and external stakeholders.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for	X	



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		
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Provide collected information from students, graduates and employers to the internal and external stakeholder in acceptable form.*

**1.6. Academic staff**

Teaching staff at Faculty of Political Science have academic titles and proven track record of academic activities in the chosen specialist area. It is evident from SAR that academic staff is able to deliver high level learning experience through inclusive, relevant programs and curricula while being professional and collaborative. Staff appointment and ranking is determined by educational, scientific, research and service criteria. In this study program are engaged 27 teachers (21 full-time and 6 part-time). The institution regularly organizes trainings for teachers, and encourages them to international mobility through which they can increase their competencies and abilities to improve their own and institutional capacity in higher education. Since 2018 institution has started implementing numerous capacity building projects within ERASMUS+ frame. Currently Universum College is actively involved in 7 capacity building projects. According to SER, “The projects currently being implemented are under the ERASMUS + K2 frame and aim at applying innovative





methodologies in teaching and learning, that will enable academic staff to become familiar with the latest platforms in the field of education as well as enhance the quality of teaching materials, methodology and strategies as required by standard.” It seems that the institution continuously provides new opportunities through ERASMUS + projects and other activities to teachers to develop their competencies.

Academic staff is involved in various quality assurance procedures. What is missing in full compliance with standards 3.8. regarding conducting teacher’s self-evaluation and providing different evaluation results to internal and external public.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 3.1.</i> 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	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> 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	
<i>Standard 3.4.</i> 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	
<i>Standard 3.5.</i> 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	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time,	X	



include the engagement in the academic community, availability for consultations with students and community service.		
<i>Standard 3.8.</i> 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
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
<i>Standard 3.10.</i> 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. *Provide regular information from different evaluation to internal and external public in an acceptable form.*

**1.7. Educational process content**

As we noted earlier the Political Science study program is designed to include the theoretical approach to Political Science, especially in first and second semester, with the focus on Public Administration in third to sixth semesters. According to SER “this study program is also unique in offering concrete modules in exploring key challenges of Kosovo’s political system, administration, governing, budgeting issues, allocation of the means and resources, public finances, local and central distinctions and various other matter both political and administrative which are required as a means of EU affirmation of the country since gaining its independence.” Comparing this program with other political science programs in the region and the EU, one can see similarities, but also differences that are a consequence of the specificity of Kosovo as a new state, its political system and the need for specific knowledge and competencies in public administration. Also, it can be said that the differences in the structures of the study program were influenced by the mission and vision of the institution, as well as the strategic orientation and the comprehensive didactic concept developed by the institution. Learning outcomes at the level of the study program indicate the content of competencies that students will acquire upon completion of the study program. It seems that



the outcomes emphasize too much competencies in the field of international relations and diplomacy, although in the structure of the study program there are only two subjects (International Relations Theory, Diplomacy, Foreign Policy Analysis) as elective subjects. The following is also emphasized in one outcome: "Use sources of information for studying public administration and international and European relations". In the structure of the study program, there are the following elective courses related to the EU: Policies of the EU: Justice and Home Affairs and Economic Policy of the EU, which are not sufficient to meet the stated learning outcomes. The orientation towards the development of competencies for work in state and local administration is well chosen, so the learning outcomes should be adjusted accordingly. It seems that learning outcomes that are not guaranteed to develop into appropriate competence should be avoided. Full competencies in such wider fields (International and European relations) are not achievable through just one or two electives. The recommendation for the institution may be to adjust the learning outcomes to the structure of the study program.

The subjects in the structure of the study program are well distributed and ensure appropriate study dynamics from general to specific. There are courses in the study program that require certain knowledge in the field of psychology, such as "Human Resource Management" and "Leadership and Negotiation", so it is suggested that the institution consider introducing the course "Social Psychology" which can provide students with the necessary knowledge for above mentioned, but also for othersubjects related to political behavior and social change.

Within the syllabus, models for measurement of student workload is presented as well as learning outcomes. Teachers use new IT solutions to communicate with students and provide them adequate learning materials. Institution has provided all syllabuses with all needed information. Learning outcomes has been explained at the beginning of each course. Student assessment mechanisms are conducted fairly and objectively and are part of syllabus. The study program includes the course "Internship and and Career Orientation" in the second semester, which according to SER "aims to help students in the transition from student status to a professional worker, and will give them the right guidance in achieving long-term goals through anticipation and the acquisition of skills and experience necessary for the initial work, that would be the optimal way of starting their desired career."

As part of the study program, an internship is also planned, but it is not entirely clear how it is conducted. The SER states: "Although internships are mandatory for undergraduate students, in this program students are not required to participate in practical work / practice." According to SER the internship requires two months of practical work (250 hours of work and an additional 50 hours of writing a report on what they learned and how they were able to



incorporate their studies into the work). It is not clear from the SER how the report is evaluated and how it is linked to program learning outcomes. The orientation of the institution towards providing practice is valuable, but it should be well organized and related to learning outcomes and the development of the necessary competencies. Also, higher education institutions usually award ECTS credits for practice because it requires a certain student workload that is an integral part of the total student semester workload. In SER on page 115 is explained content of subject “Internship and Career orientation” and stated: “The course is mandatory for all junior year students of respective faculties. This course earns students 4 ECTS (credits), and internship is an undividable component of the course... The in-class work and internship will be done simultaneously. Whilst in class students will learn how to write a CV, how to prepare an application form. If students are unable to secure an internship, The Career and Welfare Office will assist them on their search. On some cases, students intern at our institution where they are be able to perform different tasks and duties set by their mentors.” It follows that internship is an integral part of the subject and is carried out in parallel with teaching. It remains unclear how students do their internship during the semester if they attend classes at the same time. In SER page 102 this subject is presented in structure of program with 8 ECTS and on page 115 with 4 ECTS. In the future SER the internship model should be better described and clarified.

It is recommended that the institution develop learning outcomes and tools for measuring (reporting) the implemented practice and fulfilling the outcomes for the internship that students perform during their studies.

There is no final thesis in the structure of the study program, so it is assumed that the BA study ends with passing all exams. On page 137 the final project / thesis is mentioned, but it cannot be deduced from it whether it exists or not. Typically, the final thesis is used to check sets of competencies at the end of studies and is used by most higher education institutions. But there is also a minority of BA study programs in which the study does not end with writing and defending the final thesis because it is assumed that the final competencies are acquired during the study by passing exams and other academic activities. The model for completing studies needs to be better explained in future SER.

In the conversation with the students, the difficulties in the realization of the student internship during the pandemic were emphasized, as well as the need for the institution to be more engaged in the realization of the internship.

<i>Standard</i>	<b>Compliance</b>
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	Yes	No
<i>Standard 4.1.</i> 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	
<i>Standard 4.2.</i> 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	
<i>Standard 4.3.</i> 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	
<i>Standard 4.4.</i> 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	
<i>Standard 4.5.</i> 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.	X	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> 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	
<i>Standard 4.8.</i> 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	



<i>Standard 4.9.</i> 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	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> 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
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. <i>*To be inserted the overview of the program (with all areas to be filled out).</i>	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Discuss recommendations related to the structure of studies and individual subjects, propose and implement the necessary changes.*
2. *Provide learning outcomes for internship and connect them with learning outcomes at study program level.*

**1.8. Students**

The admission procedure is clear and transparent and applies to all students. All students that enrolled in study programs should have completed four-year high school. The study program groups are dimensioned to ensure an effective and interactive teaching and learning process. Students used to receive feedback after the exam and have the ability to inspect the test. There is also a procedure of appeals to teacher behavior. Students can use consultations to talk to the teacher about learning materials or about writing a written work. There is present





model for flexible treatment of students in special situation. The institution has plagiarism detection software. Transfer students from another institution is regulated by internal rules and procedures. Teachers hold regular and occasional consultations for students and the consultation time are announced in advance. The institution supports students in many student and academic activities in accordance with the mission and strategic orientation towards which the student is at the center of the academic process.

<b>Standard</b>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 5.1.</i> 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	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	X	
<i>Standard 5.9.</i> 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	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	



**Compliance level:** Fully compliant

## 1.9. Research

Universum College is defined as the teaching institution that pays the most attention to the teaching process. This is not to say that it has completely neglected research and research orientation. A new research strategy has been adopted, which should increase the involvement of students in research, as well as increase the institution's support for individual research projects of teachers. In SER is explained approach that provides students with “opportunities to gain practical research experience through course-based undergraduate research experiences and individual undergraduate research experiences.” From information provided in SER we could conclude that institution develop a model in which students would have greater opportunities to participate in research projects and publish their work independently or in collaboration with teachers. The SER emphasized the importance of research competencies in the labour market in Kosovo, as well as their importance for the career development of young people.

From the data presented in SER we can conclude that full-time employees publish papers in accordance with the rules of the Universum College and the regulations of the Republic of Kosovo. According to Article 10, Point 10 of the Employment Contract, each academic staff is obliged to produce 1 publication per year, and include Universum College as the main institution. Academic staff who might need financial support to pay the publication fees will submit the request with relevant authorities. The Research Committee will review the request and decide to either cover the fees fully or partially. The scientific research program largely depends on the available funds provided by the Universum College.

The SER is not accompanied by a table that shows the number of publications in significant scientific databases and research activities of teaching staff. A review of the attached CVs showed that some teachers do not have a list of published papers. From the attached papers it can be concluded that only a small proportion of teachers publish in relevant international journals, which is probably due to certain limitations listed in the SWOT analysis. An analysis of the list of literature on the subjects revealed a very small number of textbooks and articles written by teachers who teach particular subject, which may indicate that they do not include their research in the teaching process, or that their research is not related to the subjects they teach. Teachers can be expected to include their work in the literature on the subjects they teach.





The institution is very active in cooperation with foreign higher education institutions, which contributes to the development of research and teaching capacities. The SER presented projects through Erasmus and other platforms that enable the development of institutional capacities in various areas.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<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	X	



and students.		
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Motivate academic staff to increase research production and connect their research with content of their subject they teach.*

**1.10. Infrastructure and resources**

Universum College has quite a modern and suitable infrastructures in several campuses. College owns sufficient space for the delivery of the program. Spaces available are fully complying with the requirements stated in the standards. Institution has a rich library resources with literature both in Albanian and English.

It seems that at the moment the library does have an adequate number of required literatures in the field of Political Science. Through donations from foreign partners, the institution has managed to provide literature in English, but there is still a problem of lack of literature in Albanian. In terms of infrastructure, the institution can provide students with adequate library space at the moment. In SER, the institution presented investments in the library and space, which shows the continuous concern for the improvement of infrastructural and spatial conditions. Institution did not provide financial plan in SER for next three years.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 7.1.</i> 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	
<i>Standard 7.2.</i> 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
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices	X	



<p>etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</p> <p>a) owned or rented spaces adequate for the educational process;</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>		
<p><i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p>	X	
<p><i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	X	
<p><i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Provide financial plan for the next minimum three years.*
2. *Provide more textbook in Albanian language linked with core teaching subjects.*



## 2. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In process of evaluation was observed a strong proactive attitude from management, quality assurance team, teachers, students and other external stakeholders. The panel discussions were very informative and helped to clarify the necessary conditions for meeting the standards. All teams in panels showed a strong motivation, team spirit and sense of ownership. The institution and teachers have shown that they have extensive institutional and teaching experience in the field of political science. Current and former students have shown a great connection with the institution as well as satisfaction with the institution's attitude towards them. After considering the provided documentation and discussing with the program development team, the accreditation team recommends the following:

Overall compliance:

Standard	Compliance level
1. Mission, objectives and administration	Fully compliant
2. Quality management	Substantially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Substantially compliant
5. Students	Fully compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Substantially compliant
<b>Overall compliance</b>	<b>Substantially compliant</b>

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

The general impression is that there are important elements of quality assurance in the institution and that institution has considerable experiences in higher education. The institution successfully develops various tools that encourage students to acquire broader knowledge and competencies.



Considering the recommendations, ET noticed that there is room for improvement in some areas. We suggest that the institution consider the recommendations related to the structure of the study program and individual subjects, and related to internship and final thesis in sense of better description of models they are using in this fields. The institution has made great efforts to develop a SWOT analysis and we suggest that all these analyzes be used for an internal discussion on improvement activities.

The institution prepared a comprehensive SER which, in addition to the facts related to meeting the standards, presented and explained through broader descriptions the institutional approach to academic and other activities. This approach has provided a better insight into the fulfillment of individual standards, although in some parts of the SER one can find too broad descriptions of topics that are not directly related to the standards. The institution provided additional documents with necessary evidence of compliance with the standards. Minor difficulties arose in the review of syllabi, since provided map also included numerous syllabuses that do not belong to this study program. It should also be mentioned that it would be good to standardize CVs in the future because they are not done on the same forms, do not offer all the necessary information, and some are in whole or in part Albanian, which made it difficult to review them.

Based on SER and panel discussions Universum College seems to be a well-organized institution with a motivated staff and a clear institutional orientation towards ensuring a high quality of education with students at the center of academic education and research processes. All this guarantees the continuation of the development of the study program of Political Science by meeting the expected standards. ET noted adequate capacities in faculty and department leadership and the teaching team to implement recommendations and changes in order to better meet the required standards. For these reasons, we believe that a period of three years is appropriate for the implementation of changes.

In conclusion, the Expert Team consider that the Bachelor of Political Science offered by Universum College in Prishtina is **substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends to accredit the above study program for duration of **three years** with **150** students to be enrolled on the program.

## Expert Team

### Chair



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

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**Prof. Vlatko Cvrtila, PhD.**

**May 10, 2021**

(Print Name)

(Signature)

(Date)