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INSTITUTIONAL EVALUATION GLOBUSI COLLEGE

FINAL REPORT OF THE EXPERT TEAM

Vienna-Tbilisi-Bucharest, March 2022



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1. INTRODUCTION

1.1. Context

Date of site visit: February 10, 2022

Expert Team (ET) members:

- *Dr. Dietmar Paier, University of Applied Sciences BFI Vienna*
- *Prof. Dr. Elene Jibladze, Ilia State University*
- *Ms. Delia Lupescu (ex Gologan), Student expert*

Coordinators from Kosovo Accreditation Agency (KAA):

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

Sources of information for the Report:

- *Self-Evaluation Report (SER) submitted by Globus College*
- *Information obtained during the online site visit on with the management of the institution, teaching and administrative staff, students, graduates, external stakeholders and employers of graduates*
- *Website of Globus College*
- *Additional documents requested by the ET*
- *Video presenting the campus of the college and checked by the KAA representatives*

Criteria used for institutional and program evaluations

- *Institutional evaluation standards of KAA*

1.2. Site visit schedule

09.00 – 10.25	Meeting with the management of the institution
10.30 – 11.30	Meeting with quality assurance representatives and administrative services
11.30 – 12.30	Lunch break



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12.35 – 13.35	Meeting with the heads of faculties/study programs
13.40 – 14.30	Meeting with teaching staff
14.35 – 15.25	Meeting with students
15.30 – 16.20	Meeting with graduates
16.25 – 17.10	Meeting with employers of graduates and external stakeholders
17.10 – 17.25	Internal meeting – Expert Team and KAA
17.25 – 17.35	Closing meeting with the management of the institution

1.3. A brief overview of the institution under evaluation

Globus College is a private higher education provider situated in Pristina operated as a limited liability company. It started operation as International University of Prishtina – IUP in the academic year 2007/2008 and from 2009 as College of International Management “Globus” with two Bachelor and Master programs. In 2014, a College branch opened in Podujeve. The College aims at providing quality education and research in the field of international economy and business. Associated with the College is the Institute for Economic Research "Globus", which has been operating since 26.07.2011 as a local non-governmental organization. As its main purpose, the College defines transmitting “as qualitative and as contemporary information in all learning disciplines in both theory and practice” to students, accompanied by a multi-disciplinary research approach. Thus, it seeks to contribute professional skills to the community in accordance with the standards and requirements of the local and international market.

2. INSTITUTIONAL EVALUATION

2.1. Public mission and institutional objectives

Globus College defines its mission to be a competitive higher education institution to provide education and research in international economics, broadly. The mission mentions excellence in important aspects of the college’s work, such as human resources and management structure and highlights the importance of being relevant to the labor market.



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While mission mentions teaching and research and identifies its niche in the education sphere, the third pillar - community service - is not included. During the site visit, representatives of the College were not able to pinpoint relevant examples of the community service which is carried out by the college and therefore is part of the strategic development. This indicates that the community service as a third pillar of the university work, is not entirely understood and pursued. (It is worthwhile noting that the difficulty to conceptualize - what community work entails - is persistent across the higher education institutions in the country. Community work is often understood as the institution's ability to ensure employability of its graduates, or in producing research.)

College Globus has to decide how it contributes to society and reflect it in its mission.

At the Globus College, a strategic development working group developed a strategic plan 2021-2025. The group involved representatives of administrative and academic staff and students. The involvement of the industry was ensured through the survey - a questionnaire results - which was sent to the college's Industrial Board. While students were not able to elaborate on their involvement in strategic planning processes, it was clear that the members of the Industrial Board had participated in the process. As part of the strategic planning process, it was decided that the mission of the college remains the same and does not need revision.

The mission of the college is available on its website and is part of the college's statute. However, the expert team did not find any streamlined process or any evidence that students or newcomer academic and administrative personnel get acquainted with the college's mission. However, the college is a small organization, therefore the administrative staff and its academic personnel inevitably are involved in multiple decision making structures within the college, hence, indirectly, sharing the institution's guiding values, the vision and the mission of the organization.

The strategic plan of the college outlines its development path in six strategic objectives. These objectives correspond to the broader areas of professional expertise and teaching excellence, and building up of the college's research capacity. Additionally, it highlights the importance of the improved quality assurance mechanisms and flexible as well as digitized management processes. The mission of the college is quite broad, hence these six strategic development goals fit well under this broad umbrella of excellence and competitiveness of the college in teaching and research. However, what is more important and desirable to see in the strategic plan, is what is college's approach to excellence - i.e. how do they define it and then, how do they plan to implement it. For instance, at many instances, the SER mentions 'student centered approach' as one of the approaches that the college employs in teaching. However, it is not visible in the strategic plan, what is the concept of 'student centered learning' for the Globus College and how is it implemented in the institution.



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The strategic plan does not specify medium and long term objectives. Hence it is difficult to assess whether the mission informs the medium term objectives of the institution.

Standard	Compliance <i>Yes = 1</i> <i>Partially = 0.5</i> <i>No = 0</i>
<i>Standard 1.1. The institution has a defined mission statement that includes three main pillars: teaching, research and community service.</i>	0,5
<i>Standard 1.2. The mission of the institution has been defined and, if the case, revised, based on a consultation process involving external and internal stakeholders.</i>	1
<i>Standard 1.3. The mission is recognized by the members of the academic community of the institution.</i>	0,5
<i>Standard 1.4. The institutional mission provides an effective guide for strategic planning, decision making and operations of the institution.</i>	0,5
<i>Standard 1.5. Medium and long term institutional objectives are consistent with and support the mission.</i>	0

Compliance level: Partially compliant

ET recommendations:

- 1. College Globus has to decide how it contributes to society and reflect it in its mission.*
- 2. Create a simple procedure, or informal process which will allow College representatives to learn about the mission and be able to link it with their own work or experience/time spent in the college.*
- 3. Conceptualize concepts, such as excellence, student centered approach, quality teaching and reflect it in the development strategies of the College so that it is visible, what is the institution's choice of reaching excellence, or quality or student centeredness.*
- 4. Organize a strategic plan according to immediate, medium and long term goals.*



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2.2. Strategic planning, governance and administration

The College has provided a Strategic Development Plan 2021-2025, which is based on a comprehensible SWOT analysis and where 5 strategic objectives are defined (p. 12): (1) establish an efficient management and administration in support of the study and research processes; (2) provide increased support for transparent and participatory procedures of quality assurance; (3) provide student support services that provide optimal work conditions and study to improve performance; (4) to support research projects of staff and students in function of increasing the relevance of studies; (5) strengthening cooperation and partnerships.

While the College emphasizes in its vision to offer “quality education in the field of international economy and business” (p. 10), it is striking that the list of strategic objectives does not provide an explicit statement or information about what can be assumed as key to any higher education provider, i.e. teaching and learning, but support processes only. When asked about this lack during the site visit, the expert team was informed that in the strategic objectives reference is made to the increase of the teaching capacities and that training for academic staff is organized continuously. The expert team (ET) acknowledges this, since this is definitely an important measure, however, it leaves important strategic topics such as the alignment of study programs to the needs of target groups, businesses / sectors and other stakeholders as well as the particular approaches to quality education and teaching methodologies entirely unexplained.

Regarding the vision to offer quality education it is also noticeable that no strategic objective refers to the needs of the industry and the labor market or other stakeholders. This is striking since in the additional documents which the College submitted on request of the expert team, an agreement with the Industrial Board of the College to do research on market needs is mentioned. From this, it could be assumed that alignment of programs to market needs could be strategically highly relevant. Since this is not defined as a strategic objective, it remains unclear to which extent relevant stakeholder positions are fully integrated in the Strategic Development Plan. This is also substantiated by the information the expert team received from the members of the Industrial Board. They highlighted that the strategic plan should pay more attention to the latest trends of the labor market, green economy should be given prominent place in the program design, collaborate with other higher education providers and concentrate on providing more IT skills. From the perspective of the expert team this indicates a clear lack of integrating important stakeholder positions in the strategy.

The Strategic Development Plan contains some more inconsistencies. One example are the activities which are proposed to implement strategic objective 2, which the College not only intends to realize through reinforced digitization of QA processes but also through designing, accrediting and implementing online study programs aimed at distance learning (p. 14). While



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this is without doubt an interesting option, it is surprising to find such a formulation as a subitem in the a list of several activities. Assuming that becoming an online provider for higher education study programs requires a fundamental transformation process of the College, this would require a much more prominent position in the mission and in the strategic objectives and more elaboration in strategy implementation.

The communication of the strategy within the College is favored by the nature of a small College, however information obtained during the site visit mainly referred to the offers for the capacity building of the academic staff and less so on actual strategy topics.

While the administrative and decision-making processes seem to be organized well, it is difficult for a small College to ensure clearly differentiated decision-making processes as became clear during the site visit. The double role of the rector being a member of the QA Committee and decision-making body which approves the QA manual is an example for this.

Since the Strategic Development Plan comprises the period 2021-2025, the expert team was interested in the level of completion of strategic objectives for 2021 and the way this monitoring is organized. The Strategic development Plan contains an overview of the most important objectives for each year. Although the expert team learned during the site visit that some performance measures were accomplished such as the digitization of lectures and examinations, no systematic monitoring which covers all measures and integrates results into processes of strategy communication is in place yet.

It is also not possible to identify the budgetary allocation of the objectives of the Strategic Development Plan in the documents provided. In addition, there are discrepancies between organizational structure (see chart, where there is no IO) and some of the cost centers in the financial plan.

<i>Standard</i>	<i>Compliance</i> <i>Yes = 1</i> <i>Partially = 0.5</i> <i>No = 0</i>
<i>Standard 2.1. The institution has a strategic plan for a period of minimum three years.</i>	0,5



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<i>Standard 2.2. The strategic plan is drafted in close consultation with the academic community at the institution, as well as external stakeholders and private sector.</i>	0,5
<i>Standard 2.3. Strategic planning is integrated with annual and longer term budget processes that provide for regular adjustments.</i>	0,5
<i>Standard 2.4. The strategic plan takes full and realistic account of aspects of the internal and external environment affecting the development of the institution.</i>	0
<i>Standard 2.5. The implementation of the strategic plan is monitored on short and medium term targets, and outcomes are evaluated.</i>	0,5
<i>Standard 2.6. The institution has a decision making system and internal operating regulations in conformity with current legal provisions.</i>	1
<i>Standard 2.7. The election criteria and processes of the decision makers and other elected positions are clear, transparent and published in institutional regulations.</i>	1
<i>Standard 2.8. The responsibilities of the decision making bodies are defined in such a way that the respective roles and responsibilities for overall policy and accountability, the senior administration for management, and the academic decision making structures are clearly differentiated and followed in practice.</i>	0,5
<i>Standard 2.9. Student representatives are members of all decisional, executive and consultative bodies. The mechanism for electing student representatives is clearly explained in internal regulations. There is a democratic, transparent and non-discriminatory election procedure that does not limit students right to represent and to be represented. The institution is not involved in the process of electing student representatives.</i>	1
<i>Standard 2.10. The higher education institution has an administration that is effective in terms of organization, staffing levels and qualifications, and functions rigorously.</i>	1



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<i>Standard 2.11. The responsibilities of administrative staff are clearly defined in position descriptions and they match the qualifications of the individual.</i>	<i>1</i>
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Compliance level: Partially compliant

ET recommendations:

- 1. Develop distinct strategic objectives which address the future development of teaching and learning and its alignment to the needs of relevant stakeholders.*
- 2. Develop a systematic procedure to integrate all relevant stakeholders into strategy development and monitoring.*
- 3. Ensure reliable documentation of all strategy processes.*

2.3. Financial planning and management

The College provided an updated financial plan upon request of the expert team, since there have been some errors in the one submitted as an annex to the self evaluation report. Major changes on the updated version of the financial plan were made regarding the numbers of academic staff where the number of lecturers with MA and PhD were increased. The new financial plan still contains some errors, e.g. in calculating sums.

The main difficulty in assessing the financial plan for a period of three years arises from the fact that also the updated plan starts with 2021/22 for which year the incomes are based on 351 active students. In another document requested from the expert team to identify the development of active students in the past three years, a decline is shown from 576 active students in 2018/19, to 240 active students in 2019/2020 and 151 active students in 2020/2021. Since no programs were accredited after this period, it is clear that the student figures for 2021/22 as well as the subsequent projections underlying the financial plan are not realistic. Consequently, the projections of incomes are not reliable, too.

On this account, it must be emphasized that it is not possible to assess the budgetary allocation of expenses to particular objectives of the Strategic Development Plan in the documents provided. In addition, and even if the erroneous budget plan would be accepted as a basis of assessment, serious discrepancies become evident. For example, the financial plan shows a decrease or stagnation of expenses for software for teaching and assessing students in online forms and for digitalization of the facility (IT Equipment, software, PC and laptops) which is contradictory to the strategic objective to increase online study programs.



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An appropriate system of budgeting and accounting with divided responsibilities seems to be in place.

<i>Standard</i>	<i>Compliance</i> <i>Yes = 1</i> <i>Partially = 0.5</i> <i>No = 0</i>
<i>Standard 3.1. The institution can demonstrate that it has sufficient financial resources in the short (one year) and medium term (a minimum of three successive years) to adequately reach its mission as well as objectives set out in the strategic plan.</i>	0
<i>Standard 3.2. The institution has a realistic annual budget and a three-year budget, as well as financial policies which address its financial sustainability.</i>	0
<i>Standard 3.3. Oversight and management of the institutions budgeting and accounting functions are carried out by a specialised office responsible to a senior administrator.</i>	0,5
<i>Standard 3.4. There is an accurate monitoring of expenditure and commitments against budgets with reports prepared at least once per year.</i>	0,5
<i>Standard 3.5. Accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.</i>	1

Compliance level: Partially compliant

ET recommendations:

1. *Develop a realistic, correct and reliable financial plan.*



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2.4. Academic integrity, responsibility and public accountability

Globus College provided a quite comprehensive “Code of Ethics” published in 2020. This Code addresses several important issues which are generally important for workplaces in every sector. Included in this code are general statements on academic freedom in teaching, scientific and professional research which may apply to every higher education provider.

In the code, plagiarism is cited as a major violation of academic integrity. It seems that the regulations about plagiarism apply to teachers and students equally, however, more detailed distinctions should be adopted here. This is especially true for the mechanisms adopted to impose consequences for academic misconduct where no differentiation is made between teachers, students, and non-academic staff neither in the Code of Ethics nor in the “Regulation on Disciplinary Measures”. This should be avoided, since consequences for teachers and students must be different, since it must be assumed that different mechanisms must be taken into account in prosecuting misbehavior or criminal behavior. Overall, the consequences for academic misconduct appear to be rather weak, since the Code of Ethics does not cover all matters of academic misconduct, such as plagiarism, data falsification or data fabrication. Furthermore, there are no clear criteria in place to determine and to identify the different appearances of academic misconduct unanimously. In the Code, general reference is made to the law applicable, but it does not specify internal procedures for all cases enumerated before well for the academic staff, while consequences and mechanisms for students are made explicit.

There is no standard software for plagiarism detection in place at the College. In the site visit, the expert teams learned that different online tools are utilized for plagiarism checks which indicates that there is no standard procedure implemented so far. Furthermore, the current threshold for plagiarism is 25% text similarity which is very high. Overall, it has to be concluded that currently no systematic and effective mechanism of detection of plagiarism is in place.

The regulations addressed here are published at the website of the College and they are easily accessible for all relevant groups.

The College does not provide complete and up-to-date information about the academic staff on its website, since at the time of the site-visit neither CVs of the academic staff nor information on their specializations, current research and other relevant activities could be retrieved.

<i>Standard</i>	<i>Compliance</i>
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	<i>Yes = 1</i> <i>Partially = 0.5</i> <i>No = 0</i>
<i>Standard 4.1. The institution has a code of ethics and academic integrity through which it defends the values of academic freedom, institutional autonomy and ethical integrity.</i>	<i>1</i>
<i>Standard 4.2. The code of ethics requires that all internal stakeholders act consistently with high standards of ethical conduct and avoidance of plagiarism in research, teaching, performance evaluation, and in the conduct of administrative duties, and avoid conflicts of interest.</i>	<i>0.5</i>
<i>Standard 4.3. The code is enforced through clear processes and mechanisms, and it applies to all staff and structural units in the institution.</i>	<i>0.5</i>
<i>Standard 4.4. The institution has established a designated structure (such as Ethics Committee) responsible for the analysis and resolution of any potential breaches in the code of ethics.</i>	<i>1</i>
<i>Standard 4.5. There is evidence that the institution is applying the code of ethics and its associated processes and mechanisms on all activities related to management, administration, teaching and research. The results of its application are made public.</i>	<i>0.5</i>
<i>Standard 4.6. All internal regulations, procedures, self-evaluation reports and decisions of governing bodies are made publicly available.</i>	<i>1</i>
<i>Standard 4.7. The institution is publishing clear, accurate, objective, relevant, accessible and detailed information regarding its academic staff, its research and academic activities, the programmes it offers, the number of students enrolled, the intended learning outcomes of its programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, graduate employment information, scholarship opportunities, as well as tuition and administrative fees.</i>	<i>0.5</i>

Compliance level: Substantially compliant



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ET recommendations:

- 1. Implement a systematic process of plagiarism check based on an on-premise software solution.*
- 2. Concretize the mechanisms, criteria and consequences for all appearances of academic misconduct and implement standard procedures applicable to teachers and students.*
- 3. Make all results of internal and external evaluation as well as information on academic staff and other relevant officers public at the website immediately.*

2.5. Quality management

Two guiding documents govern quality assurance processes in the college: QA regulations and QA manual. Both of these documents are dated 2021 and reference the 2021-2025 strategic planning document of the college. QA regulations is a comprehensive document which spells out the purpose of the QA in the institution and intends to bring different aspects of the college work together under the umbrella of the QA. These concern teaching and learning, research, staff recruitment and professional development, infrastructure development and maintenance, management effectiveness, student support. The QA manual also covers the same topics and is largely duplicating the document on QA regulations, which raises the question of the purpose of this document. The conceptual difference between the two documents could be drawn by providing a regulatory framework - processes, responsible structures, procedures in the QA regulations and the college's QA approach, QA mechanisms and data collection instruments - in the QA manual. Due to the significant overlap between these documents, the paragraph below refers to the QA regulations only.

Few points for improvement are worth considering; (i) The document spells out 'Procedural goals' (p. 4), which is slightly misleading, as these types of statements belong to the strategic plan, but not the document that spells out regulations. Moreover, the statements in this section (Section 4) remain abstract and are hard to be followed through in this document, or in the activities of the college, for that matter. For instance, it is unclear how QA procedures will ensure that 'knowledge is transferred into practice' (p. 5). (ii) Reference to the artistic skills, talents and activities is confusing (e.g. p. 4, 5, 6), as the college is specialized in international economics and management.

The QA regulations need to be consistent and should not contain such information as procedural goals, or reference to the artistic activities.

Furthermore, it is important to rethink the division of responsibilities within the college that is related to the QA. For instance, the rector of the college is responsible for initiating, developing,



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implementing and approving QA measures (p. 14). While profound involvement of the rector in QA processes stresses the importance of the QA within the college, it is - (i) hardly effective to involve the leader of the management team in the QA processes at this level of detail, and - (ii) distorts the idea of checks and balances within the management structures of the college. Instead, the rector should be only overseeing the implementation of the QA processes and be part of the decision making body(ies), which is concerned about the QA strategy development. The rest of the activities should be delegated to the QA office and other relevant units in the college.

In the same manner, the decision making responsibilities of different units in the college should be revisited and simplified with regards to the QA. For a small institution like Globus College, multiple layers of the QA structure is somewhat excessive. While the quality management office is established within the institution's central administration and has sufficient staff to carry out its activities, the composition of the quality assurance committee needs to be revised and simplified. Also, the responsibilities of the rector with regard to the QA need to be revised. In addition to all, creating an opportunity of standing evaluation committees invites inevitable duplication of the members of these representative and decision making bodies as well as their functions and roles. It is unlikely that the functions and roles, as proposed in the regulations will prove to be operational and effective in the long run. It is advisable that the college simplifies QA structures.

The college lists a variety of assessment instruments, which it uses to collect data in order to improve the performance in different areas. Predominantly, these are different types of survey questionnaires, whether those are for students, alumni, industry members or academic staff. Student satisfaction surveys are predominantly used as the main program assessment tool, but should also refer to the facilities and learning resources (*more about these is discussed in sections 9 and 10 of the current report*). The data is collected twice a year (per semester) per program, per course and is used for the course improvement. The same data, but combined for the entire academic year is used to review the program while preparing for the new academic year. The expert team gained an understanding that the data for further improvement is being collected, however there is not enough evidence to conclude that the data is analyzed and used for the improvement on a systematic basis. In other words, the monitoring processes are still weakly institutionalized, if at all. Well established monitoring system needs clear performance indicators, which are not quite worked out in the strategic plan yet. Put it differently, the college still needs time to gain experience in formulating relevant performance indicators, collect data accordingly and then use those for further improvement.

Lastly, while the QA office is implementing comprehensive assessment processes, it is not evident that the QA system itself is under a regular review. The SER mentions that the QA system has its strategic goals and acts in accordance to those. However, when enquiring about the QA objectives, what was provided to the expert team was not the reflection on the



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improvement of the QA system itself, but reiteration of the QA benchmarks or goals of the Globus College, such as student-faculty ratio and alike. Instead, the college needs to have a policy on reviewing its QA mechanisms and deciding upon what works and what - doesn't. Whether QA decision making bodies are effective or not? Whether the assessment instruments are collecting relevant data for institutional improvement? Those are the questions that the QA improvement strategy or the QA policy should be addressing, the QA committee is the body that should be putting this policy together.

Standard	Compliance Yes = 1 Partially = 0.5 No = 0
<i>Standard 5.1. The education provider has formally adopted a quality assurance policy that describes the institutional quality assurance system, its processes, mechanisms, instruments, reporting, data collection, timeframes, quality cycle, responsibilities of all individuals and units involved in these processes. The policy is a public document.</i>	0.5
<i>Standard 5.2. Adequate human, financial and material resources are provided for the leadership and management of quality assurance processes.</i>	0.5
<i>Standard 5.3. Mistakes and weaknesses are recognized by those responsible and used as a basis for planning for improvement.</i>	0.5
<i>Standard 5.4. Quality assurance functions throughout the institution are fully integrated into normal planning and development strategies in a defined cycle of planning, implementation, assessment and review. The quality assurance system covers the whole range of institutional activities.</i>	0.5
<i>Standard 5.5. Regular evaluations are carried out at the end of each semester and reports prepared that provide an overview of performance for the institution as a whole and for organizational units and major functions within it.</i>	0.5



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<i>Standard 5.6. Evaluations take into account inputs, processes and outputs, but give particular attention to the quality of outcomes. Evaluations deal with performance in relation to continuing routine activities as well as to strategic objectives. They also ensure that required standards are met, and that there is continuing improvement in performance.</i>	0.5
<i>Standard 5.7. All academic and administrative units within the institution (including the governing body and senior management) participate in the processes of quality assurance and contribute to its continuous improvement.</i>	0.5
<i>Standard 5.8. A quality management office is established within the institutions central administration and sufficient staff, resources and administrative support are provided for the office to operate effectively.</i>	1
<i>Standard 5.9. A quality committee is established with members drawn from all types of members of the academic community, including students.</i>	1
<i>Standard 5.10. The roles and responsibilities of the quality management office and committee, and the relationship of these to other administrative and planning units are clearly specified. If quality assurance functions are managed by more than one organizational unit, their activities are clearly specified and effectively coordinated under the supervision of a representative of institutional management.</i>	0.5
<i>Standard 5.11. Common forms and survey instruments are used for similar activities across the institution (academic activity, student services, administration, etc.) and responses are used in analysis of results including trends over time. Survey data is collected from students, staff, graduates and employers; the results of these surveys are made publicly available.</i>	0.5
<i>Standard 5.12. Statistical data is being retained in an accessible central database and provided routinely to departments and units for their use in preparation of reports on indicators and other tasks in monitoring quality.</i>	0.5
<i>Standard 5.13. There is clear evidence that quality assurance data is used to guide enhancement and as a base for improvement.</i>	0.5
<i>Standard 5.14. The quality assurance arrangements are themselves regularly evaluated, reported on and improved.</i>	0



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Compliance level: Partially compliant

ET recommendations:

1. *Distinguish the content of the QA regulations and the QA manual more.*
2. *Make QA regulations consistent and eliminate the type of information in the document as procedural goals, or reference to the artistic activities.*
3. *Simplify QA structures.*
4. *Institutionalize the monitoring system: formulate relevant performance indicators, analyze collected data and use it for improvement in a systematic manner.*
5. *Develop a QA improvement policy*

2.6. Learning and teaching

The college provides ample regulations that are applicable to its BA and MA program development, delivery and assessment. To list a few, these are Regulations for TSC, regulations for BA and MA studies, regulations for the BA and MA thesis defense, regulation for student evaluation, survey questionnaires for the BA and MA programs as well as academic staff, guidelines for practical work of students. Some of these documents are derivatives of the regulations for the BA (or MA) program. The Regulations for TSC or student evaluation regulations are good examples in this regard. Others are somewhat complementary, but overall, these are the procedural bases of how to administer the teaching and learning process and what is missing is the substantial part of the teaching and learning, i.e. the teaching and learning philosophy of the college. Without it, it remains unclear what are the main approaches that the college follows. This, in its turn, would inform the choice of the focus that the program heads would take when deciding upon the content of the program, as well as the choice of the pedagogical approaches. Based on these choices, it would be clear how to work out the learning outcomes for a particular program and only afterwards decide upon the teaching methods, assessment techniques and the teaching material. In other words, the college teaching and learning approach misses the fundamentals, while is very skilled at providing the procedural/technical part of the learning delivery. This creates a fragmented understanding of how to develop and offer programs, which creates a risk that the college is not able to ensure the same standard of learning delivery across its programs.

The core challenge when it comes to the teaching and learning in the college, is that the college does not seem to have a teaching and learning philosophy, which would bring the educational processes together. The illustrative example that this issue exists is that the college representatives could not elaborate on the student centered approach, which as stated in the SER (pp. 42-48), they embraced. Neither could they elaborate on the concept of civic-



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mindedness (except that it is related to the awareness about the environmental issues) which, as was suggested in the SER (pp. 42-48), is something that is nurtured across the programs. Moreover, program heads as well as the teaching staff present on the site visit could not describe the process of how learning outcomes of the program are developed and how it is followed through the courses in the program. If these building blocks are not there, or at least, are not visibly present, then it is questionable, how the individual professor decides upon the coursework, or whether the choice of their assessment method is valid, and how do they ensure that the courses stimulate motivation? Overall, the expert team could not find evidence that the teaching and learning processes are interlinked in the manner which provides a comprehensive framework which ensures a high standard of learning and teaching across the programs.

Having said that, it should be mentioned that the teaching assessment processes are in place, and the courses and teaching personnel are being assessed on a regular basis. Also, The programs are being reviewed on an annual basis, prior to the start of an academic year. For this purpose, teaching personnel together with the program heads hold meeting(s), to make sure that the courses do not have overlapping topics and that the teaching material is updated.

As mentioned earlier, when discussing the QA system in the college, the program assessment heavily relies on the student (course) satisfaction surveys, while other assessment tools, such as alumni input or feedback from the industry are not yet streamlined. This is expected to a certain extent, as different assessment tools have been introduced into the higher education system only recently. The matter, that the feedback of the external stakeholders, such as the industry and alumni is not well incorporated within the program improvement processes was observable during the meetings with these stakeholders, when they repeatedly stressed that the college needs to reflect the needs of the industry in the programs more and modernize the programs, in general.

While it was mentioned previously that there is no clear understanding of the teaching philosophy and the idea of student centred learning at the institutional level, student feedback made it clear that the personalised approach and caring for student's experience in the college is something that the college academic personnel pays attention to.

Teaching personnel at the college are a good mix of experienced and young professionals. According to their credentials, these are qualified individuals for the courses that they are delivering. It is yet not visible whether the teaching personnel uses modern teaching methods in their classes, however the college has the awareness that the personnel needs the skill upgrade in the teaching methods. As a result, several trainings have been organized in this regard, but primarily concerning the distance learning techniques as this became a number one priority for the college during pandemics, as elsewhere. The expert team could not gather evidence whether training improved the teaching effectiveness of the personnel, hence is unable to assess this particular matter.



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Standard	Compliance Yes = 1 Partially = 0.5 No = 0
<i>Standard 6.1. The institution has drafted and adopted policies and procedures applicable to all academic programs; the institution monitors the extent to which those policies and procedures are effectively implemented.</i>	0.5
<i>Standard 6.2. There is an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, regular changes and monitoring of performance.</i>	0.5
<i>Standard 6.3. The institution monitors quality indicators, identifies and investigates differences in quality between programs, and takes action required to ensure that all programs meet required performance standards.</i>	0.5
<i>Standard 6.4. Each study program is based on correlations between learning outcomes. A study program is presented in the form of a series of documents which include: general and specific objectives of the program; the curriculum, with the subjects' weight expressed in ECTS credits and disciplines distributed over the study period; thematic programs and syllabuses expressing learning outcomes in the form of cognitive, technical or professional and affective-value competences achieved by a discipline; the assessment methods for each discipline taking into consideration the planned learning outcomes; the method and content of the graduation examination which certifies the assimilation of cognitive and professional competences corresponding to the academic qualification.</i>	0
<i>Standard 6.5. Student learning outcomes of each program are consistent with the National Qualifications Framework and with the Framework for Qualifications of the European Higher Education Area.</i>	0,5
<i>Standard 6.6. There are effective processes in place to ensure the fitness and effectiveness of the assessment methods for the achievement of the intended learning outcomes.</i>	0



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<i>Standard 6.7. Teaching staff are appropriately qualified and experienced for their particular teaching responsibilities, they use teaching strategies suitable for the different kinds of learning outcomes and participate in activities to improve their teaching effectiveness.</i>	0.5
<i>Standard 6.8. The learning methods and environments are student-centered and stimulate students' motivation, self-reflection and engagement in the learning process.</i>	0.5
<i>Standard 6.9. Teaching quality and the effectiveness of programs is evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement.</i>	0.5

Compliance level: Partially compliant

ET recommendations:

- 1. Ensure that the teaching and learning philosophy is in place and that all academic staff members understand it and are able to implement it in the teaching and learning processes.*
- 2. Make development of learning outcomes as a core of the program development process.*
- 3. Strengthen the program monitoring processes.*

2.7. Research

In the SER, p. 48ff, the College does not elaborate directly on the research objectives but refers to the “Annual Plan for Scientific Research” for the period 2021-2024. There (p. 3f), a list of “designated research objectives” is presented, which comprises two activities in knowledge transfer, summary of technical innovations in economic sciences, close cooperation with partners in educational institutions at the national and the international level, providing assistance and advice to companies, businesses and individual on management systems as well as “permanent scientific and professional approach to activities in the field of contemporary marketing” and “permanent orientation in the realization of in-depth analyzes (!) in the field of project management and investments, applying modern techniques of analysis of short-term and long-term effects of investments in the economy. In this regard, the application of DCF techniques, ROI and the calculation of characteristic indicators NPV and IRR, have been adopted as permanent working tools in plans, analyzes and reports dedicated to companies seeking high professional services”.



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These designated research activities are fully consistent with the repertoire of a business and management consulting firm, however, the expert team misses fully true scientific and academic approaches to research which would be appropriate for a higher education provider. Techniques such as DCF, ROI and others are business valuation methods or calculating profitability ratios can hardly be understood as genuine scientific methodologies. Providing knowledge transfer requires that some knowledge has been produced before. Such activities may be used as case studies in master theses, as is stated in Annual Plan for Scientific Research, however, it is not a substitute for careful definition of research priorities.

The research activities and the policies described in the relevant documents do not contain reliable information on how academic research will be implemented in the future. The expert team appreciates that the College strives for promotion of research which is relevant to the country and the region. However, no clearly defined research priorities are visible, nor provisions which would support capacity building in the field of research funding, cooperation with renowned research institutes and other measures to increase academic research performance.

Among the elements that would constitute a concrete research plan, there would be a concept which types of research the College intends to implement, which research priorities will be addressed, how funding will be achieved, and which partners would be the most favorable to support attainment of research objectives. This would also require a coherent academic staff development plan which covers a broad range of measures ranging from research management skills to highly specialized skills in distinct research methodologies. However, in the documents available for the expert team no such information could be obtained.

The question how research objectives can be defined and how they shall be attained remains even if the institution pursues a more profession-oriented concept of research, which addresses practical problem-solution, feasibility and business efficacy as major issues. The expert team acknowledges the strong motivation to develop research at the institution and there is no doubt about the research talents and the research skills of staff members but the strategic, managerial and staff-related challenges for becoming an institution with solid research and the time needed for this development process are not addressed appropriately at the moment.

Also the financial plan can be read as a manifestation of these issues, since there is no income from research funding except for a so-called "ATC Institute" which seems to be a consulting unit and expenses are only provisioned for "funds intended for financial support of staff (Journals, Conferences) and "Organization of the Annual International Conference and IJBME Journal of Globus", as it says in the financial plan" but not for actual research projects. The expert team acknowledges the expenses for the academic staff's visits to scientific conferences and publication in journals, but it also misses a coherent and comprehensive plan for development of scientific skills. With regard to the publication activities, the expert team



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noticed that the documentation contained publications until 2019 but no recent publications. No information on the monitoring of individual research performance could be obtained.

Standard	Compliance Yes = 1 Partially = 0.5 No = 0
<i>Standard 7.1. A research development plan that is consistent with the nature and mission of the institution and the economic and cultural development needs of the region is prepared and made publicly available.</i>	0.5
<i>Standard 7.2. The research development plan includes clearly specified indicators and benchmarks for performance targets.</i>	0.5
<i>Standard 7.3. The institution has formally adopted an adequate research budget (including allocations for research equipment and facilities) to enable the achievement of its research plan.</i>	0
<i>Standard 7.4. Sufficient financial, logistic and human resources are available for achieving the proposed research objectives.</i>	0.5
<i>Standard 7.5. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.</i>	1
<i>Standard 7.6. 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.</i>	0
<i>Standard 7.7. Expectations for teaching staff involvement in research/scholarly/artistic activities is specified, and performance in relation to these expectations is considered in the individual performance review system and in promotion criteria.</i>	0
<i>Standard 7.8. Teaching 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.</i>	1



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<i>Standard 7.9. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.</i>	<i>1</i>
<i>Standard 7.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.</i>	<i>0.5</i>
<i>Standard 7.11. There are clear policies, procedures and relevant structural units to ensure the safeguarding of ethical principles in research.</i>	<i>0.5</i>

Compliance level: *Partially compliant*

ET recommendations:

- 1. Develop a realistic research strategy based on applied research and technological research and development.*
- 2. Include partners from industry, higher education and public institutions in the development of the research strategy.*
- 3. Define clear research priorities.*
- 4. Develop an academic staff development plan which comprises advancement of skills in research management, development of research proposals, research methodologies, research networking and research marketing.*
- 5. Develop key performance indicators for research and monitor goal attainment by applying economic indicators, efficiency indicators and quality indicators.*

2.8. Staff, employment processes and professional development

Teaching personnel at the college are a good mix of experienced and young professionals. According to their credentials, these are qualified individuals for the courses that they are delivering. Most of the staff has already been working with the college. The few newcomers mentioned that they are provided the contract and the orientation session on their first day at the Globus College.

The statute of the Globus College spells out the qualification requirements for the academic staff (Article 37), but it does not provide the same details for the position of the rector, the dean or administrative staff for that matter. The document - Regulation of Academic Title -



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elaborates on the hiring criteria of each academic title in the Globus College. However, the document is slightly confusing, as together with the selection criteria of the academic personnel, e.g. master degree in the relevant discipline, it defines the mandate of the particular academic title. For instance, for the assistant, if one is a doctoral student, in the absence of the course leader, he/she is mandated to deliver lectures, but not otherwise (Article 5). It is better, if the employment criteria and the duties and responsibilities of the specific academic title are defined separately.

Hiring procedures are also described in the Regulation for Academic Titles, making sure that the transparency of the process and non-biased selection of the candidate is ensured. However, the document does not describe the firing or promotion procedures. It is better, if the process of hiring, appointing, promotion and dismissal is described together in one document. SER also mentioned that the detailed job descriptions are available and references the regulation of job systematization (SER p. 55-56). However, this document does not provide the job descriptions according to the job titles concerning both administrative and academic. It is important that the college develops a document(s) with the duties and responsibilities for the typical administrative and academic titles.

The student/faculty ratio, as presented in the SER is satisfactory. For the BA program, the ratio is 1 to 5 and at the MA program, the ratio is 1 to 4,5. However, when we look at the full time academic staff of the college, it counts 7 assistant professors, 6 lecturers and 1 assistant (Annex 66). Given that the lecturers have limited capacity to assess students and assistants are rarely teaching without supervision, then it leaves only 7 full-time academic staff to carry out the main workload. The workload matrix in Annex 66 does not specify, which category does the BA/MA supervision falls into: working hours or consultations with students? This would further clarify, what is the actual workload of the full-time assistant professors. Similar questions arise with regard to the part-time academic staff. The college does not have full or part time professors and employs only four part time associate professors. Overall, given the regulations with regard to the academic titles and hence the duties and restrictions that lower level academic titles come with, it is unclear how the college manages to attend to the needs of all students without widening the scope of work for the lecturers and the professors' assistants. The expert team does not have enough evidence to be conclusive about this issue, but suggests that the college strengthens the full time representation of the academic personnel.

It did not become clear for the expert team, according to which specific performance criteria do they assess their academic personnel. The college provided individual development plans for the academic personnel, which could be regarded as the performance criteria set by the institution towards its personnel. The document lists the individual targets of the academics, such as number of publications, or number of conference presentations, etc. What is confusing in all this, is that the individual development plans are supposed to be professional development plans of the singular academic, and the document should be based on the self-assessed need of



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a person in further professional growth. Overall, the college confuses the purpose of the personal development plan and the performance criteria that is defined at the institutional level in order to assess the academic staff. It is highly desirable that these two areas are separated. As for the assessment of the academic personnel, mainly student assessments are used. There is no clear evidence that the self-assessment is well-practiced and used for the improvement purposes. Assessment by the superior happens regularly, while peer assessment is not practiced.

As mentioned in 2.6, the college is aware that the academic personnel needs the skill upgrade in the teaching methods and it has organized several trainings in this regard. Few trainings were organized in raising awareness in quality publication and some basic courses in data analysis software, such as SPSS. The expert team could not gather evidence whether training improved the teaching effectiveness of the personnel, hence is unable to assess this particular matter. The expert team could not gather evidence on whether individual needs/preferences for professional development are also taken into account. In general, professional development is predominantly understood as training, and study visits, while peer collaboration or other types of professional development opportunities are not yet considered as viable options.

Standard	Compliance <i>Yes = 1</i> <i>Partially = 0.5</i> <i>No = 0</i>
<i>Standard 8.1. A comprehensive set of policies and regulations is included in an employment handbook or manual accessible to all teaching and administrative staff. It includes rights and responsibilities, recruitment processes, supervision, performance evaluation, promotion, support processes, and professional development.</i>	<i>0</i>
<i>Standard 8.2. The recruitment processes ensure that staff have the specific areas of expertise, qualification and experience for the positions they occupy. The recruitment processes ensure equitable treatment of all applicants.</i>	<i>1</i>
<i>Standard 8.3. Candidates for employment are provided with full position descriptions and conditions of employment.</i>	<i>0.5</i>



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<i>Standard 8.4. New teaching staff is given an effective orientation to ensure familiarity with the institution and its services, programs and student development strategies, and institutional priorities for development.</i>	1
<i>Standard 8.5. The level of provision of teaching staff (the ratio of students per full time staff member) is adequate for the programs offered. Teaching loads are equitable across the institution, taking into account the nature of teaching requirements in different fields of study.</i>	0.5
<i>Standard 8.6. All staff employed in the institution (academic, scientific, administrative) hold the relevant qualifications so that they are able to effectively manage educational, scientific, research, creative activities and administrative processes.</i>	0.5
<i>Standard 8.7. Criteria and processes for performance evaluation are clearly specified and made known in advance to all staff.</i>	0
<i>Standard 8.8. Academic staff evaluation is done 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.</i>	0.5
<i>Standard 8.9. If staff performance is considered less than satisfactory, clear requirements are established for improvement. The institution is closely monitoring the improvements in staff activity, especially in the segments underlined during the evaluations.</i>	0.5
<i>Standard 8.10. The institution has a clear plan for all staff professional development, a structured approach in identifying such needs, and allocates appropriate resources for its implementation.</i>	0.5
<i>Standard 8.11. All staff are given appropriate and fair opportunities for personal and career development, with special assistance given to any who are facing difficulties.</i>	0



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ET recommendations:

1. *In the regulation, define separately the employment criteria and the duties and responsibilities of the specific academic title.*
2. *Describe in one document the processes of hiring, appointing, promotion and dismissal.*
3. *Develop a document(s) with the duties and responsibilities for the typical administrative and academic titles*
4. *Invest in increasing the number of full-time academic personnel.*
5. *Separate from each other the performance criteria of the academic personnel and their individual professional development plans.*

2.9. Student administration and support services

Admission requirements for **BA level programmes** are mentioned in the SER, „Selection is based on achieving success in high school and achieving results in the entrance test of the College” [SER, p. 58]. According to Annex 44 the entrance exam is given in `Mathematics, English Language, Specific groups of prior schooling`.

However, the college could continue its efforts in ensuring transparency about the admission by clarifying as to what proportion of the two main conditions apply to the selection of future students. Moreover, this point could benefit from extra clarification `7. Students who have completed a Bachelor in inappropriate study fields of a certain course or program, before starting the studies they are required to submit two additional exams in order to have the right to continue their studies. Details on this point are foreseen in the Regulation for students’ registration in Master’ [SER, p.57]. Even though relevant information about this matter is provided to potential students at registration, we consider that many more potential students would have the courage to apply should they receive the information beforehand.

The ET observed that the website does not mention the tests, nor does it provide sufficient details about them (e.g. the bibliography the students have to prepare from, the possible dates for tests etc.).

For **MA level study programmes**, admission is possible for graduates of a BA level programme, of 180 credits, based on the performance during the BA level programme (transcripts of records is required upon registration for admission) and English-knowledge. `7. Students who have completed Bachelor in inappropriate study fields of a certain course or program, before starting the studies they are required to submit two additional exams in order to have the right to continue their



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studies. Details on this point are foreseen in the Regulation for students' registration in Master. [Annex 44]

The second evaluated aspect is the **transparency of the institution**. The college website - <http://www.kolegijglobus.com/> - includes a series of relevant details about the college activity, but could be completed with data about the administrative fees, students rights and responsibilities. Complete information about the institution is made publicly available prior to application for admission.

As far as an **orientation program** is concerned, the college organizes a festive first day of school which includes presentations and dissemination of information relevant for students and which could be considered part of such an orientation program. Students mentioned they were satisfied with this induction opportunity. However, the college could continue its efforts in adapting this program to the current context, in order to ensure that the students understand the range of services and facilities available to them, as well as their rights and responsibilities. Though there is no student handbook made easily available to students, the college offers relevant information to its (potential) students online, through the website and offline within the brochures prepared for dissemination in high-schools during the informative campaigns. However, the website (as also previously indicated) does not include all relevant information for students – e.g. recognition of prior learning, certification, students rights and responsibilities etc. The ET commends the effort of the college to `remake` the website (as stated in the SER, page 60), but there is still out-dated information – e.g. timetables for the 2018/2019 academic year. Continuous efforts should be put into keeping these info up-to-date.

Next, the ET analyzed **the scholarship and financial support available for students**. The College offers such opportunities, but there is mis-matching information about scholarships in the SER, page 59 and on the website (<http://www.kolegijglobus.com/studenet/registrimi/>). The first document mentions scholarships for excellent students as well as scholarships for students from disadvantaged backgrounds, while the second source mentions scholarships of 200 euros/year without mentioning the criteria of allocation. Discussions during the online site-visit clarified that there are multiple ways of supporting students through scholarship and that information on the website needs to be updated. From the available information, it seems that the scholarships have both the role to stimulate and reward performance, as well as to socially support students with disadvantaged backgrounds

According to the SER (page 59) **data about the student population**, student progress, student success etc. is collected by the Alumni Association. However, discussions during the online study-visit indicated that the Alumni Association only gathers details about graduates employment rates and satisfaction with the study programmes they graduated from, while other types of data is collected by other departments of the college - e.g. The Career Development Office (as mentioned in the comments received from the college as a response to the draft report).. The college should consider intensifying its efforts of collecting reliable data referring to the profile of its student



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population - through staff / departments paid by the college-, but most importantly use these statistical data for both quality assurance purposes, and decision making.

Appeal procedures. In page 60 of the SER, the college describes a procedure for dealing with student complaints, but it is not clear whether this also applies to the cases when students disagree with their grades and consider they have been wronged by the teacher. Efforts can be made in the future to guarantee impartial consideration of the student exam/paper by another person (teacher) or committee than the teacher that initially evaluated it. Interviews during the online site-visit indicated that both students and academic staff were aware of these procedures.

As far as **policies dealing with academic misconduct, plagiarism and cheating** are concerned, the college does not have an anti-plagiarism system in place (*this aspect was also discussed in detail in section 2.4 of this report*), but uses online platforms like akademia.al - <https://akademia.al/#sistemi> and google [SER, page 61]. Moreover, the college has adopted a Code of Ethics that deals with plagiarism mostly among students. which is defined as `Plagiarism is the use of another person's words, ideas, concepts or data without quoting` and `Plagiarism involves the direct use and paraphrasing of another's words, thoughts, or concepts without citation` [Annex 7]. Punishment for violation of the Code of Ethics varies from a 0 grade in the exam up to suspension from studies. More on this subject is discussed in section 2.4 of this report.

The interviews during online site-visit indicated that members of the academic community knew these regulations and were aware of the importance of preventing plagiarism. They mentioned that final papers are checked for plagiarism (online) and no more than 25% similarities are accepted.

There is a Regulation on publication, but it does not specifically discuss the issue of plagiarism in academic work (papers of the academic staff members). *The aspects of academic integrity, responsibility and public accountability were also discussed, in detail, in section 2.4 of this report.*

Student services. The SER mentions several services dedicated to students – e.g. an online Student Information System (SIS) and a `grievance redressal system` [SER, page 61]. QA procedures – adopted as formal plans – target also the constant improvement of student services. However, there is no evidence that the implementation and effectiveness of these plans are monitored regularly. More can be done by the college to ensure this and thus a constant improvement of its services in relation with the always changing needs of the students.

One has to observe though that admission to the study programmes offered by the college is open to any interested potential student no matter their disability. Nevertheless, the video presenting the college premises indicated that only some of its spaces are available to persons with physical disabilities – e.g. there is a ramp at the entrance of the building but no elevator for the upper floors. No mention of the support offered by the college for potential students or staff members with other types of disabilities – e.g. persons with visual or hearing impairments.

The college states that they collect feedback from students regarding the students services through multiple ways: student requests, the student union, questionnaires [SER, page 61]. Based on the



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data collected through these instruments, the college is developing operational plans to solve the student requests.

In conclusion, not all student services reflect all requirements of the student population. The provider could continue its efforts of developing formal plans for the provision and constant improvement of these services. The policies and practices should include periodical monitoring of implementation and effectiveness, and modification of the services in response to evaluation and feedback.

The college has a Career Development Center available for students [SER, page 62]. During the online interviews, students confirmed that this center helped them find a job (some of them were working for the college). There was no evidence of provision of personal or psychological counseling services being made easily available to students - which might have been useful during the COVID19 pandemic and the social distancing and isolation it imposed.

The College offers opportunities and encourages students to participate in extracurricular activities. To achieve this objective, the Globus college offers its spaces for extracurricular activities of students. According to the SER [p. 63]: Globus College on the initiative of Student Union supports and funds many extracurricular recreational and cultural activities for students, such as various summer and winter excursions, brucoshiads, absolventiades and many other activities.

The student union has organized:

1. Recreational visits to Albania and Montenegro;
2. Student evenings;
3. Visits to cultural and artistic places;

The COVID19 pandemic has put a pause in these activities, but both students and college management representatives indicated that they will restart them as soon as the epidemiological situation will allow it.

<i>Standard</i>	<i>Compliance</i> <i>Yes = 1</i> <i>Partially = 0.5</i> <i>No = 0</i>
<i>Standard 9.1. Admissions requirements are clearly specified and appropriate for the institution and its programs; admission requirements are consistently and fairly applied.</i>	0.5



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<i>Standard 9.2. Complete information about the institution, including the range of programs and courses, program requirements, services, scholarship opportunities, tuition and administrative fees and other relevant information are made publicly available prior to application for admission.</i>	<i>1</i>
<i>Standard 9.3. A comprehensive orientation program is organised for starting students to ensure thorough understanding of the range of services and facilities available to them, policies and procedures at the institution and of their rights and responsibilities.</i>	<i>1</i>
<i>Standard 9.4. A range of scholarships and financial support are available to students in order to both stimulate and reward performance, as well as to socially support students with disadvantaged backgrounds. These two categories and their criteria are operated separately; these scholarships and financial support can be cumulated.</i>	<i>1</i>
<i>Standard 9.5. There are effective processes in place to collect and analyse reliable data referring to the profile of the student population, student progression, success and drop-out rates, students satisfaction with their programmes, learning resources and student support available, career paths of graduates. The statistical data is used for quality assurance purposes, as well as in supporting decision making.</i>	<i>0.5</i>
<i>Standard 9.6. A student handbook is made widely available within the institution, covering all information required for all phases of the student life cycle - admission, progression, recognition and certification – including all concerning regulations, the rights and responsibilities of students, actions to be taken for breaches of discipline, responsibilities of relevant officers and committees, and penalties that may be imposed.</i>	<i>1</i>
<i>Standard 9.7. Student appeal procedure is specified in regulations, published and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available. The appeals procedures guarantee impartial consideration by persons or committees independent of the parties involved.</i>	<i>1</i>



<i>Standard 9.8. Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.</i>	0.5
<i>Standard 9.9. The range of services provided and the resources devoted to students reflect all requirements of the student population. Formal plans are developed for the provision and improvement of student services; the implementation and effectiveness of those plans is being monitored on a regular basis.</i>	0.5
<i>Standard 9.10. The effectiveness and relevance of student services is regularly monitored through processes that include satisfaction surveys. Services are modified in response to evaluation and feedback.</i>	1
<i>Standard 9.11. Academic counselling, career planning and employment advice as well as personal or psychological counselling services are made available with easy access for students from any part of the institution.</i>	1
<i>Standard 9.12. Opportunities are provided through appropriate facilities and organizational arrangements for extracurricular activities for students. Arrangements are made to organize and encourage student participation in extracurricular activities.</i>	1

Compliance level: Substantially compliant

ET recommendations:

- 1. Continue efforts of increasing the transparency of admissions – e.g. by clarifying aspects about written examinations;*
- 2. Publish relevant information about the admission in due time, for potential students to prepare for the examination – e.g. bibliography for written exams.*
- 3. Continue to update information on the website – e.g. about the available scholarships and financial support opportunities.*



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4. *Continue efforts of implementing an effective process of collecting and analyzing data about the profile of the student population, student progress, student success etc. that can be reliably used for improving study programmes.*
5. *Increase efforts of making both spaces (venues of the college) and learning resources available to all students and staff no matter their potential disability/impairment.*
6. *(in addition to the recommendation made in section 2.4 of this report) Continue efforts of fighting against plagiarism by preventing it from happening to academic staff members too and clarifying the policy/procedures. E.g. developing a practice that involves checking all draft papers of teachers for plagiarism.*

2.10. Learning resources and facilities

This section of the report analyzes the existence and adequacy of learning resources and facilities in report with the proposed learning and teaching objectives of the college. More on the adequacy of the available resources for research is discussed in section 2.7 of the present report.

Available financial resources. According to the SER the Globus College has invested in libraries, technological equipment, tools for classrooms and modernization of staff cabinets. According to Annex 23, in 2021 there were 350 Euros allocated for the library per month (thus a total of 4,200Euro), 20.000Euro for the `Digitalization of the facility (IT Equipment, software, pc and laptops)`. For now, the resources are enough to answer to the needs of the enrolled students (150), however, there is a need for extra-resources to be bought once new programmes will be accredited or more students will be enrolled. Constantly extra resources should be directed towards acquisition of equipment and software that ensures the development of the colleges' services and systems, in connection with the growing needs of the college (as new programs are developed and more students enrolled).

Availability of learning resources. The library is equipped with books and materials both in Albanian and English and can host up to 40 students to study inside, at once [SER, p.64]. The library is open between 8 a.m. to 10 p.m. and the college manifested its openness to extend these hours according to the needs of the students [SER, p.65]. The extended hours of the library ensure access to learning resources for students, when needed.

Availability of electronic resources. According to the SER, the library is equipped with computers for students to use to access online/electronic materials. The college has signed a Memorandum of Understanding with the National Library of Kosovo to facilitate access to their electronic library. However, it does not mention any international journal/database that



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they can offer access to for their students and teachers. The interviews indicated that more than half of the students use these electronic resources and they access it from their personal computers using IDs and passwords received from the college. The SER mentions in page 64 that during the COVID19 pandemic steps were taken for increasing the speed of the internet in order to facilitate online education. At page 67, the SER also mentions that the college classrooms are equipped with 7 projectors and 10 dash-bards, as well as a total of 52 computers to support the teaching-learning process. In terms of making the space available for students and staff with physical disabilities, the SER [page 67] mentions a bar at the entrance of the building.

Students mentioned during the interview that they are satisfied with the access to learning resources. However, though adequate facilities are provided to host learning resources, more can be done to make learning resources available and easily accessible to persons with different disabilities. Moreover, the provider could continue its efforts of ensuring access to uptodate international databases and journals, encourage both students and academic staff to use them and monitor their usage.

The college has a **system for recording loans and returns** and practices that are supposed to **prevent loss of materials**. For example, there are Regulations in place specifying the measures in case of loss or damage of library resources. However there was a contradiction between the SER and the Annex 46 regarding the possibility to use the library resources outside of the library premises or not – as the library regulations impose the obtaining of a special permission to take the resources outside the premises of the library.

As the ET could see from the provided video, the institution provides an adequate, clean, attractive and well-maintained physical environment for learning and teaching. The college uses a premise with 7 lecture rooms, 1 room for reading, 1 conference room and 10 staff/teachers rooms, beyond the administrative spaces. As the experts could see in the video provided by the college, the premises look adequate, clean and well-maintained. They seem to be fit for the teaching and learning purposes they are intended for.

According to the SER, the college has **QA processes in place that include requiring feedback from students regarding the facilities**, nevertheless, as shown above the entire QA system is focused on students feedback on the teaching process. Both the QA representative and the students confirmed that this policy is implemented in practice, during the online interviews, however the ET found little evidence of this and of its impact on the continuous improvement of the college activity. The college mentions having 52 computers at the moment - equipment available and accessible for teaching, staff and students throughout the institution. The inventory is annually assessed and there is a contract with a private company for security. The college could continue its efforts to evaluate regularly the adequacy of provision of computer equipment.



Availability of technical support. The SER mentions [page 68] that the college provides technical support to staff and students, and there was relevant training provided to them - especially the academic staff. During the online interviews, academic staff members confirmed they all received training that helped them transition to online teaching after the COVID-19 pandemic has started and determined a switch to online education due to health reasons. However, there is little proof that such technical support and training are offered to students. The college should continue its efforts to provide relevant training to all the members of its academic community in order to ensure effective use of computing equipment and software for assessment, teaching and administration.

<i>Standard</i>	<i>Compliance</i>
	<i>Yes = 1</i> <i>Partially = 0.5</i> <i>No = 0</i>
<i>Standard 10.1. Adequate financial resources are provided for acquisitions, cataloguing, equipment, and for services and system development.</i>	<i>0.5</i>
<i>Standard 10.2. Books, journals and other materials are available in Albanian and English (or other languages) as required for programs and research organised at the institution.</i>	<i>1</i>
<i>Standard 10.3. Reliable and efficient access to online databases, research and journal materials relevant to the institution programs is available for users</i>	<i>1</i>
<i>Standard 10.4. Adequate facilities are provided to host learning resources in a way that makes them readily accessible. Up to date computer equipment and software are provided to support electronic access to resources and reference material.</i>	<i>0.5</i>
<i>Standard 10.5. Library and associated facilities and services are available for extended hours beyond normal class time to ensure access when required by users.</i>	<i>1</i>



<i>Standard 10.6. Reliable systems are used for recording loans and returns, with efficient follow up for overdue material. Effective security systems are used to prevent loss of materials.</i>	<i>1</i>
<i>Standard 10.7. The institution provides an adequate, clean, attractive and well maintained physical environment of both buildings and grounds. Facilities fully meet Kosovo legislation on health and safety.</i>	<i>1</i>
<i>Standard 10.8. Quality assurance processes used include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.</i>	<i>0.5</i>
<i>Standard 10.9. Appropriate provision for both facilities and learning resources is made for students and staff with physical disabilities or other special needs (such as visual or hearing impairments).</i>	<i>0</i>
<i>Standard 10.10. Complete inventories are maintained of equipment owned or controlled by the institution including equipment assigned to individual staff. Space utilization is monitored and when appropriate facilities reallocated in response to changing requirements.</i>	<i>1</i>
<i>Standard 10.11. Adequate computer equipment is available and accessible for teaching, staff and students throughout the institution. The adequacy of provision of computer equipment is regularly evaluated through surveys or other means.</i>	<i>0.5</i>
<i>Standard 10.12. Technical support is available for staff and students using information and communications technology. Training programs are provided to ensure effective use of computing equipment and appropriate software for assessments, teaching and administration.</i>	<i>1</i>

Compliance level: Substantially compliant

ET recommendations:

- 1. Continue investing in learning resources along with the development of new study programmes or enrollment of more students in the current ones.*
- 2. Continue the efforts of making learning resources and facilities accessible to all potential students and staff members, no matter their disability or impairment.*



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3. Increase transparency regarding the acquisition of learning resources and make the respective bureaucratic procedures easier to navigate.

2.11. Institutional cooperation

The College has adopted a Strategic Plan of the college for 2021-2025 [Annex 6] that guides the institutional decisions and resource allocation in the area of internationalization. Thus, they have formally adopted an internationalization strategy that includes among the areas of intervention one dedicated to `cooperation and partnership` with a strategic objective to strengthen these elements of the academic activity. There is a panel responsible for monitoring the implementation of the strategy but at the time of the online site-visit it was too early for an intermediate report.

Moreover, in order to reach its objective of international cooperation, the college established a Consolidated Office for International Cooperation, assigned the portfolio of internationalization to a higher management position – Vice-Rector for International Relations - and has allocated a total of 45.000euros for the four years.

The college intends to **continue its existing partnerships** – there are Memorandums of Understanding signed with institutions and organizations from Albania, North Macedonia, Turkey etc. Moreover, the college intends to establish new cooperations, to apply for funding for different projects and involve students and staff members in international mobilities.

The institution takes part, either as a leader or as a partner, in international projects and organizes events of international visibility and outreach. The SER mentions in pages 70-71 at least four projects in which the college was or is currently involved. Moreover, there are 11 conferences organized by the college in the period 2008-2018. Academic staff members confirmed they will be re-organised once the epidemiologic situation will allow it.

The institution **supports its members to be involved in international cooperation and become internationally visible.** For this objective, the college encouraged its staff and students to go study abroad. The SER mentions 6 persons who have gone to doctoral studies in Albania – there is an agreement with the University of Tirana for this. The intention of the institution is to hire them after their graduation and thus increase the number of PhD academic staff members. Knowing and acknowledging the national and international political context of Kosovo, the ET appreciates the college's efforts to increase its international visibility and offer opportunities to its students and staff members to participate in conferences, seminars, summer schools and exchange programmes.



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However, though the SER mentions [p.75] that engagement in international cooperation and contributions to the community are part of the evaluation of the staff, the Annex 32 'Regulation of Academic Title' does not mention such a criteria. There is only the obligation to publish one or three papers in international journals in order to become Assistant professor or College Professor.

The SER does not mention how the college encourages/supports the participation of its staff members in community forums or the involvement of the college in solving community issues. However, during the interviews, members of the academic community confirmed they were involved in different town and regional forums and that the college encouraged them in this activity. Nevertheless, as shown in previous sections of this report, there is a lack of understanding of the concept of 'community service' and thus the impossibility of the teaching staff to pinpoint relevant examples of community service.

The college could consider including types of activities associated with serving the community - e.g. involvement in internationalization or local community - as criteria in promotions, to encourage academic staff to initiate international cooperations, go in mobilities, participate in conferences or international events or become part of forums at the level of the local/regional/national community that discuss significant issues for the community and plan the community development.

Moreover, the ET observed that though there is an institutional strategic objective to intensify international cooperation and increase the number of Associations of international universities that the college is a member of, the SER does not mention a specific mechanism for supporting cooperation with international HEIs/networks/organizations. Such mechanisms could be established to encourage the staff involvement in internationalization.

The SER [p.76] mentions the ways in which the college cooperates with local industries and potential employers for their graduates in order to facilitate internships for students. For this, there are MoUs signed with local businesses. They are contacted by the Office for Career Development periodically and are invited to be part of the Industrial Board of the College. This board could suggest ways to improve the study programs offered by the college and cooperate with the college in scientific research. The interviews confirmed that the industry representatives that are also part of the industrial board have periodical formal and informal meetings with the college representatives. During these meetings they made suggestions for the improvement of the college activity – e.g. ideas to be considered for new study programmes (e.g. green energy, sustainable development). The Globus college should continue its efforts of involving the local industries and employers in developing the study programmes and improving the institutional activity.

Regular contact is maintained with alumni [SER, p.77]. The College has an Alumni Association which has created a registry of the graduates and follows their employment status,



while also informing them periodically about the development of the college. The college could continue its efforts of encouraging graduates to support the new developments of the college - for example by raising donations from alumni or inviting them to speak in lectures as guest speakers. Moreover, the college could benefit from developing the practice of asking graduates for feedback about the study programmes they followed and using their answers to constantly improve the study programmes.

<i>Standard</i>	<i>Compliance</i>
	<i>Yes = 1</i> <i>Partially = 0.5</i> <i>No = 0</i>
<i>Standard 11.1. The provider has drafted and adopted an institutional cooperation and/or internationalization strategy/policy that guides the institutional decisions and resource allocation in this area.</i>	<i>1</i>
<i>Standard 11.2. The institution has created and assigned the portfolio for institutional cooperation and/or internationalisation to a member of the upper management that is directly mandated and accountable for the initiatives and results in this area.</i>	<i>1</i>
<i>Standard 11.3. The institution has different agreements and memorandums of understanding with relevant international partners and organisations. The responsibilities of partners are clearly defined in formal agreements.</i>	<i>1</i>
<i>Standard 11.4. The institution takes part, either as a leader or as a partner, in international projects.</i>	<i>1</i>
<i>Standard 11.5. The institution organises events of international visibility and outreach (conferences, summer schools, etc.)</i>	<i>0,5</i>
<i>Standard 11.6. The institution is encouraging the international visibility of its staff and students by supporting their participation in different study mobility, forums, events, internships, summer schools, seminars, etc.</i>	<i>1</i>



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<i>Standard 11.7. Engagement in international cooperation and contributions to the community are included in promotion criteria and staff performance review.</i>	0.5
<i>Standard 11.8. Mechanisms are established to support cooperation with international higher education institutions, networks and organisations. Assistance is given for teaching staff to develop collaborative arrangements with the international community.</i>	0.5
<i>Standard 11.9. All staff are encouraged to participate in forums in which significant community issues are discussed and plans for community development are considered.</i>	0
<i>Standard 11.10. Relationships are established with local industries and employers to assist program delivery (these may include placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)</i>	1
<i>Standard 11.11. Local employers and members of professions are invited to join appropriate advisory committees or other structural units considering study programs and other institutional activities.</i>	1
<i>Standard 11.12. Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their support for new developments.</i>	1

Compliance level: *Substantially compliant*

ET recommendations:

- 1. Continue efforts of maintaining close relationships with international partners that could result in common projects or research papers;*
- 2. Consider rewarding academic staff members for their efforts of initiating and maintaining international partnerships – e.g. by taking them into account in their promotion or including them as a criteria in the staff evaluation.*
- 3. Consider developing a department /structure to offer institutional (e.g. technical) assistance to academic staff members that initiate or have to maintain cooperation relationships with international partners.*



3. OVERALL EVALUATION AND JUDGEMENTS OF THE ET

As shown above the compliance levels per general areas are:

General area (from the KAA manual)	Compliance level
1. Public mission and institutional objectives	Partially compliant
2. Strategic planning, governance and administration	Partially compliant
3. Financial planning and management	Partially compliant
4. Academic integrity, responsibility and public accountability	Substantially compliant
5. Quality management	Partially compliant
6. Learning and teaching	Partially compliant
7. Research	Partially compliant
8. Staff, employment processes and professional development	Partially compliant
9. Student administration and support services	Substantially compliant
10. Learning resources and facilities	Substantially compliant
11. Institutional cooperation	Substantially compliant

*The expert team considers that Globusi College is “partially compliant” with the standards included in the KAA Accreditation manual and, therefore, recommends **not to accredit** the institution for now. The present report suggested a series of relevant recommendations that would bring the college closer to the KAA standards and these should be implemented by the college before another future request of accreditation is made.*



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