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Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim  
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Kosovo Accreditation Agency

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## ***AAB COLLEGE, FERIZAJ BRANCH***

### **MANAGEMENT, BUSINESS AND ECONOMY PROGRAM**

### **REPORT OF THE EXPERT TEAM**

*2022, KOSOVO*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 20.04.2022.**

**Expert Team (ET) members:**

- *Mikus Dubickis, Ph.D.*

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

- *Ilijane Ademaj Ahmeti*
- *Arianit Krasniqi*

**Sources of information for the Report:**

- *SER*
- *Additional documents/information requested after the visit*

**Criteria used for institutional and program evaluations**

- *Accreditation Manual, Re/accreditation of bachelor and masters study programs, Kosovo Accreditation Agency.*

### 1.2. Site visit schedule

Time	Meeting	Participants
09:30 – 10:15	Meeting with the management of the faculty where the programme is integrated	- Shemsedin Vehapi, Vice Rector - Medain Hashani, Dean of the Faculty



10:20 – 11:00	Meeting with quality assurance representatives and administrative staff	<ul style="list-style-type: none"><li>- Furtuna Mehmeti, Head of QA</li><li>- Roberta Bajrami, QA Coordinator of the Faculty of Economy</li></ul>
11:10 – 11:50	Lunch break (provided at the evaluation site)	
11:50 – 12:50	Meeting with the heads of the study programme:	<ul style="list-style-type: none"><li>- Donat Rexha</li><li>- Shaip Bytyçi</li><li>- Besime Ziberi</li><li>- Rrezarta Gashi</li></ul>
12:55 – 13:40	Meeting with teaching staff	<ul style="list-style-type: none"><li>- Kosovare Ukshini</li><li>- Lulzim Shabani</li><li>- Fëllanze Pula</li><li>- Fidan Qerimi</li><li>- Pranvera Dalloshi</li><li>- Agron Mustafa</li></ul>
13:50 – 14:35	Meeting with employers of graduates and external stakeholders	<ul style="list-style-type: none"><li>- Sylejman Maqastena</li><li>- Bekim Sinani</li><li>- Kushtrim Shahini</li><li>- Besarb Blakaj</li><li>- Albenita Sojeva</li><li>- Betim Qerkini</li></ul>
14:35 – 14:45	Internal meeting of KAA staff and experts	
14:45 – 14:55	Closing meeting with the management of the faculty and program	<ul style="list-style-type: none"><li>- Shemsedin Vehapi, Vice Rector</li><li>- Medain Hashani, Dean of the Faculty</li></ul>

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

According to the self-assessment report, the AAB College is the largest non-public institution of higher education in the Republic of Kosovo and in the region, established in 2002, initially with a unique program in Journalism and Mass Communication and continued further with the accreditation of study programs in the field of forensic sciences in cooperation with the Public University of Sarajevo.

Institution's mission:



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*AAB organizes student centered and diversified studies, engages in quality basic and applied research, and partners with community and industry to provide transformational learning experiences enabling development of the full potential of the students, staff, social and economic partners and the society.*

The mission statement of the Ferizaj branch:

*To develop the full potential of young people and adults from this region by providing access to higher education and to contribute to regional development by strengthening active cooperation with the community and the industry of the Ferizaj region.*

According to the information in the self-assessment report, AAB currently consists of 14 faculties with study programs at both BA and MA levels. Now, the branch in Ferizaj offers the following accredited study programs:

- Banking, Finance and Accounting, BA (180 ECTS);
- Management and Informatics, BA (180 ECTS);
- Child Care and Welfare, BA (240 ECTS);
- Law, LLB (240 ECTS);
- Public Administration, BA (180 ECTS);
- English Language, BA (180 ECTS);
- Nursing, BSc, (180 ECTS);
- Psychology BA, (180 ECTS).

*Vision (2030): AAB is a lead institution in the country and region in the application of innovative approaches in higher education, research and technology that offers students and staff transformational experiences in the service of personal and social development in the era of globalization.*



## 2. PROGRAM EVALUATION

### 2.1. Mission, Objectives and Administration

The mission of the study program is to *prepare competitive professionals in the field of management, business, and economy, with knowledge and skills who are competent in leadership and evidence-based decision making, who by providing creative solutions to the economic community contribute to the economic development and the development of the society at large.*

It complies with the institution's overall mission statement and the Ferizaj branch's mission statement. However, the mission statements are pretty general and do not show how this institution and particular study program is different from the others. In addition, the use of *economy* instead of *economics* is confusing.

There are 10 (knowledge) + 6 (skills) + 7 (competencies) intended learning outcomes defined at the study program level. The institution demonstrates that relevant advice is considered when defining the intended learning outcomes, and they are consistent with the Qualifications Framework. At the same time, it is recommended to review the statements because there are too many of them (normally, there should be approximately 7-10 statements), and there is a similar problem with the ILO statements in the study course descriptions (normally, there should be approximately 3-7 statements).

For a more meaningful study process and better preparation of graduates, it is recommended to focus more on what students are prepared for. During interviews, focus on preparing department heads versus small business owners was mentioned. In the case of preparing department heads, the program could be good. Still, in the case of preparing small business owners, it would need changes made to the program because the entrepreneurship and small business management parts are relatively poorly covered.

The study program has a well-defined overarching didactic concept. Still, there is a place for improvement in research (please find more information in the section on research). In addition, the ET observed that some institution representatives see changes as threats. Still, considering the role of the higher education institutions in the innovation ecosystem, they should be even the ones planning and driving/implementing changes.



Formal policies, guidelines, and regulations deal with recurring procedural or academic issues. They are made publicly available to stakeholders. During the visit, it was not found that there would be any difficulties in compliance with regulations. The regulations are also regularly reviewed and improved (...at least once every three years. Changes are made, when necessary, in certain circumstances), creating a reasonable basis for a quality culture of continuous improvement. At the same time, it is recommended to review policies at least once every two years to comply with the standard fully.

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

**Compliance level:** Fully compliant



**ET recommendations:**

1. *Consider reviewing the institution’s and the study program’s mission statements and show how they differ from the others.*
2. *Emphasize what students are prepared for (e.g., department heads or small business owners).*
3. *It is recommended to review policies at least once every two years to comply with the standard fully.*

**2.2. Quality Management**

Based on the information in the self-assessment and information obtained during the visit, it can be concluded that the staff participates in self-evaluations and cooperates with reporting and improvement processes in their sphere of activity.

According to the information provided by the institution, its quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution. As this is an entirely new study program, there is no self-assessment report on the program’s overall quality developed yet. It is worth mentioning that Quality Assurance at the institution experienced changes – now, the head of the department is right under the rector. The Head of Quality demonstrates high competence.

In general, quality evaluations give an overview of quality issues for the overall program and its different components. There is a variety of quality assurance mechanisms in place. Still, more attention should be given to measuring the achievement of learning outcomes (more and better measurable activities to assess the achievement of the ILOs). Overall, the institution works well in identifying strong points, weaknesses, opportunities, and threats. It demonstrates continuous improvement culture. Different surveys are being employed, but it is impossible to confirm that the survey results are publicly available.

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





Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes, and outputs, with particular attention given to learning outcomes for students.		X
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates, and employers; the results of these evaluations are made publicly available.		X
Standard 2.7. Results of the internal quality assurance system have been taken into consideration for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	NA	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g., every three years) for consideration within the institution indicating its strengths and weaknesses	NA	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**



1. *Make the survey results publicly available.*
2. *Plan more and better measurable activities to assess the achievement of the ILOs.*
3. *It would be advisable periodically (annually) to prepare one self-assessment report on the program's overall quality for consideration within the institution, indicating its strengths and weaknesses.*
4. *In addition, a comprehensive reassessment of the program conducted at least once every five years would be advisable. Policies and procedures for running this reassessment should be published; the program assessment should involve external stakeholders (e.g., experienced people from relevant industries and professions and experienced faculty from other institutions).*

### 2.3. Academic Staff

Candidates for employment are provided with full position descriptions and conditions of employment. Information on workload for teaching is provided, but not for other components (exams, consulting, administrative activities, research). There were no signs of problems with compliance with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation or teaching positions.

Many full-time academic staff representatives are involved in implementing the program, and almost all of them, except a few, have a Ph.D. degree. The full-time academic staff covers most of the classes (70% according to the SER), and there are enough of them in the context of student groups. Staff is cooperating with the external stakeholders (e.g., in developing development plans for Ferizaj and Kosovo).

Opportunities are provided for the professional development of teaching staff, including the ones according to the survey findings. Overall, the academic staff is qualified and improves teaching strategies. They are being evaluated, but it is impossible to confirm that the survey results are publicly available.

<i>Standard</i>	<b>Compliance</b>	
	<b>YES</b>	<b>NO</b>
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as:		X

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name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.		
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	X	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**



1. *Provide complete information about academic staff.*
2. *Make academic staff evaluation results publicly available.*

#### 2.4. Educational Process Content

The study program is designed based on qualification objectives and complies with the qualification frameworks and EHEA. Study program ILOs are mapped, but the mapping should be reviewed – e.g., it shows that any part of the studies does not cover Competence No 5 (c5).

The disciplines within the curriculum have study course descriptions which comprise the discipline’s objectives, the content, learning outcomes, the distribution of classes, seminars and applicative activities, students’ assessment system, and the minimal bibliography. At the same time, the institution should consider developing a matrix or any other means to show how the achievement of each ILO is being assessed. It will also allow reviewing the methods used (assurance of learning). In addition, it is recommended to include the necessary prior knowledge.

As per the suggestion of the external stakeholders of the institution, it is recommended to increase the amount of practice in the study program (it could be a separate part of the study program and not a part of the study course like it is now), to plan it in the first or second year of the studies (that would be an excellent opportunity for the students to collect data on actual business problems to be solved). The second suggestion was to invite more guest lecturers from the industry. Regarding the content, employers suggested putting more emphasis on teaching Incoterms. Overall, a good understanding of the student-centered approach was observed, and all the relevant standards are being met.

Standard	Compliance	
	YES	NO
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment,	X	



contributing to the civil society and of developing the students' personality.		
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program	NA	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students	X	



Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	NA	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units	NA	

**Compliance level:** Fully compliant

**ET recommendations:**

1. *Include the necessary prior knowledge and the matrix that shows the assessment methods for each ILO statement (assurance of learning) in the descriptions of study courses.*
2. *Consider increasing the amount of practice in the study program and plan it in the first or second year of the studies.*
3. *Review the ILO mapping – e.g., it shows that any part of the studies does not cover c5.*
4. *Consider inviting more guest lecturers from the industry.*
5. *Teach Incoterms.*



## 5.6. Research

There is an institutional strategic plan, a development plan for AAB Ferizaj Campus, and study programs performance indicators, but no scientific/applied research objectives are defined for the study program.

The international grant structures at AAB College promote the publication of scientific research in journals indexed through the recognized databases of Web of Science (Clarivate) and Scopus. At the same time, providing a differentiated bonus system for publications of a certain quality level is recommended to boost the development of high-quality basic research published in the top journals. *At an individual level, scientific research is contractually obligated for the regular staff members at AAB College as well as linked to the academic advancement of the personnel. The employment contracts stipulate that each member of the academic staff is obliged to produce at least one scientific paper within a year and to engage in other scientific projects which aim to increase the quality of research at AAB College.* While checking randomly, the staff publishes under the name of the institution under evaluation. Mainly, the academic staff publishes on the same topics as their teaching activity. Unfortunately, not each academic staff member has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.

Research is validated through publications, and strong partnerships with the industry also can be observed (e.g., outstanding partners in the evaluation’s meeting). However, there is still a place for improvement in technology transfer. Although heads of the study program claimed that the research is being integrated into studies, it is not identifiable in the study course descriptions. In the future, it is suggested that integration can be identified. There are no students yet in the program.

*Intellectual property rights in any work related to or created by the employee during the employment relationship (during working hours) and in the workplace, is counted as the work of the employer and is given the full guarantee of the holder.* The recommendation would be to consider shared ownership to boost commercialization (technology transfer) and establish a policy for the ideas developed by students also considering shared ownership.

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





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

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Define scientific/applied research objectives for the study program. While defining objectives, sufficient financial, logistic, and human resources should be allocated to achieve the proposed research objectives; the SMART framework is recommended.*
2. *A differentiated bonus system for publications of a certain quality level is recommended.*
3. *Besides publications and conferences, other research validation instruments should be considered (e.g., technology transfer).*
4. *Academic staff should be encouraged to include in their teaching information (study course descriptions) about their research and scholarly activities relevant to the courses they teach and other significant research developments in the field.*
5. *Establish a policy for the ideas developed by students.*
6. *Consider shared ownership of ideas developed by staff and students to boost commercialization (technology transfer).*

**5.7. Infrastructure and Resources**



The possibilities for evaluating the infrastructure and resources of the program are limited due to the remote nature of the visit. The examination relies on the information provided in the self-assessment report, provided during the visit, and the documents and information sent electronically after the visit.

It can be considered that, in general, adequate long-term implementation of the study program is ensured in both quantitative and qualitative terms. The projected income and expenses for the study program for the next three years are available. Still, it is unclear whether the amount of the planned investments is sufficient (see Standard 6.1).

The premises of the Ferizaj branch (about 6112.24m<sup>2</sup>, respectively, 16 classrooms with a capacity of 30 to 80 students each, nursing laboratories, computer labs and cabinets, classrooms for independent student work, rooms for academic staff, etc.) are an investment and property of the founders of the College.

Although there are no exact numbers given, the institution claims that the number of seats in the reading room and the number of seats in the group work rooms corresponds to 10% of the total number of students for the study programs offered at the branch. Teaching materials and other resources are available.

*The campus in Ferizaj has flat spaces at the entrance and exit of the building, as well as appropriate toilets for people with special needs. Persons with special needs have free access to the branch facility in Ferizaj but in certain cases are assisted by the administrative staff of the branch or by the coordinators of study programs. As the number of people with special needs in AAB is very small, and these mainly include mobility disabilities, AAB has not yet functionalized teaching materials that are dedicated to the category of blind or hearing-impaired people. Once there will be students registered who need special conditions, AAB will take all necessary actions to provide the technology to meet the learning needs of students with disabilities. During the visit, it was not reported that students with special needs would have difficulty studying.*

<b>Standard 7</b>	<b>Compliance</b>	
	<b>YES</b>	<b>NO</b>
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and	X	



equipment. At the same time, it is guaranteed that qualitative aspects are also considered.		
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;	X	



e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs	X	

**Compliance level:** Fully compliant

## 6. FINAL RECOMMENDATION OF THE ET

There is continuous improvement culture. Still, there is a place for improvement in different areas (mainly, in research). The following recommendations have been made for the further development of the study program:

1. *Consider reviewing the institution's and the study program's mission statements and show how they differ from the others.*
2. *Emphasize what students are prepared for (e.g., department heads or small business owners).*
3. *It is recommended to review policies at least once every two years to comply with the standard fully.*
4. *Make the survey results publicly available.*
5. *Plan more and better measurable activities to assess the achievement of the ILOs.*
6. *It would be advisable periodically (annually) to prepare one self-assessment report on the program's overall quality for consideration within the institution, indicating its strengths and weaknesses.*
7. *In addition, a comprehensive reassessment of the program conducted at least once every five years would be advisable. Policies and procedures for running this reassessment should be published; the program assessment should involve external stakeholders (e.g., experienced people from relevant industries and professions and experienced faculty from other institutions).*
8. *Provide complete information about academic staff.*
9. *Include the necessary prior knowledge and the matrix that shows the assessment methods for each ILO statement (assurance of learning) in the descriptions of study courses.*



10. Consider increasing the amount of practice in the study program and plan it in the first or second year of the studies.
11. Review the ILO mapping – e.g., it shows that any part of the studies does not cover c5.
12. Consider inviting more guest lecturers from the industry.
13. Teach Incoterms.
14. Define scientific/applied research objectives for the study program. While defining objectives, sufficient financial, logistic, and human resources should be allocated to achieve the proposed research objectives; the SMART framework is recommended.
15. A differentiated bonus system for publications of a certain quality level is recommended.
16. Besides publications and conferences, other research validation instruments should be considered (e.g., technology transfer).
17. Academic staff should be encouraged to include in their teaching information (study course descriptions) about their research and scholarly activities relevant to the courses they teach and other significant research developments in the field.
18. Establish a policy for the ideas developed by students.
19. Consider shared ownership of ideas developed by staff and students to boost commercialization (technology transfer).

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

**Compliance level:** Fully compliant.

**Student quota recommended:** 200

**Accreditation period recommended:** three years (maximum for the new program).



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Kosovo Accreditation Agency

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### Expert Team

#### Member

**Mikus Dubickis, Ph.D.**

**03.07.2022.**

(Signature)

(Print Name)

(Date)