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“PJETER BUDI” COLLEGE

***MASTER OF ARTS IN MANAGEMENT WITH
SPECIALIZATION IN:
A. GENERAL MANAGEMENT
B. TOURISM AND HOSPITALITY***

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

June 3, 2022, Zagreb-Bucharest



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1. INTRODUCTION

1.1. Context

Date of site visit: 12th May, 2022

Expert Team (ET) members:

- *Assit. prof. Marina Gregorić, PhD*
- *Stefan Marius Deaconu, PhD student*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Ilirjane Ademaj Ahmeti, KAA officer*
- *Shkelzen Gerxhaliu, Senior Officer for Monitoring and Evaluation*
- *Flamur Abazaj, KAA officer*

Sources of information for the Report:

- *Self-evaluation report Master of arts in Management, January 2022, Prishtina*
- *KAA Accreditation Manual*
- *Syllabi of the program*
- *CVs of academic staff*
- *Sample questionnaires for students, academic staff, dean, employers and graduates*
- *Strategic plan of „Pjeter Budi“ College*
- *Statute of the „Pjeter Budi“ College*
- *Regulations for masters' studies*
- *Regulations on employment rules for academic staff*
- *Code of Ethics*
- *Regulations for organizing exams and student evaluation*
- *Human resources development plan for 2020-2025*
- *Action plan for research and development for the period 2020-2025*



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Additional documents requested by the ET:

- SWOT analysis for students
- What is the legal reason for a tax to defend the Master Thesis?
- Exact percentage of both students and graduates that are filing the surveys concerning QA topics.
- A noncomprehensive list of software tools used in different subjects (please link the software with the subject from the Syllabus).
- An example of feedback received from a partner concerning the quality of the programme.
- Detailed list of full time teachers and part time teachers with their workload (BA program and Master program and total workload per academic year)
- List of published research and conference papers for teachers
- Explanation of other duties per fully employed teachers additional to teaching
- List of projects with participants name and role for full time teachers – in the past 5 years
- List of published papers in the past 5 years for all teachers *full time and part time
- List of attended international exchange, Erasmus plus or other type of cooperation per teacher for past 5 years
- List of Tourism and Hospitality stakeholders and agreements
- Comparison with other institutions/universities/collage – detailed
- Example of written exams with their results and assessment (few courses)
- Example of Master thesis – average marked and excellent
- Learning outcome matrix – program learning outcomes and corresponding course/specific outcomes
- Internship (practical training) reports by students - examples
- Internship feedback from employers – examples
- Internship syllabus – Master Program

Criteria used for program evaluation:

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018*
- *Criteria of Relevance, Efficiency, Effectiveness, Impact, Sustainability*



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1.2. Site visit schedule

Expert Team

- Assist. prof. Marina Gregorić, PhD, University North, Croatia
- Stefan Marius Deaconu, PhD Student, University of Bucharest

Coordinators of KAA

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

Site Visit Program

09.00 – 09.50	Meeting with the management of the institution
09.55 – 10:35	Meeting with quality assurance representatives and administrative staff
10:45 – 11:45	Meeting with the heads of the study program
11:45 – 12:25	Lunch break
12:25 – 13:10	Meeting with the teaching staff
13:15 – 13:55	Meeting with students
14:05 – 14.45	Meeting with graduates
14:50 – 15:30	Meeting with employers of graduates and external stakeholders
15:30 – 15:40	Internal meeting – of KAA staff and experts
15:40 – 15:50	Closing meeting with the management of the faculty and program

Study programs	Experts	Responsible persons of study program
Management (Re-accreditation)	Marina Gregorić Stefan Marius Deaconu	Fitim Macani Marta Muqaj Drita Maliqi



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

"Pjetër Budi" College is a private higher education provider, established by decision of the Board of Directors on 15.04.2005, Law on Higher Education 2003/14 and the decision on licensing of the Ministry of Education, Science and Technology (hereinafter MEST) decision no. 494 / 02-1 dated 10.04.2006 for the organization of Bachelor studies, amended by the decision for re-licensing by MEST 586 / 02-1 dated 09.05.2007, the name of the institution has been changed by the Private Provider of Higher Education Institute for Studies "Pjetër Budi" - Prishtina at the University of Applied Sciences "Pjetër Budi" Institute for Studies in Prishtina for the organization of Bachelor and Master studies. This name was changed with the decision for relicensing by MEST decision no. 2/3583 dated 07.10.2013, from the Private Provider of Higher Education University of Applied Sciences "Pjetër Budi" Institute for Studies in Prishtina in the College "Pjetër Budi" in Prishtina (SER, pg. 3). Based on Decision no. 2804/21, "Pjetër Budi" College has an institutional accreditation for the period 01.10.2021 – 30.09.2024 (SER, pg. 4).

Currently, at the BA and MA level the College offers the following study programs:

- Customs and Freight Forwarding (BA);
- Management (MA), specializing in (SER, pg. 3):
 - Tourism and Hotel Management
 - Insurance Management
 - General Management

The current study program Master of Arts in Management, which is under evaluation has a 5 (five) years accreditation for the period 2016 – 2022. Currently, there are 55 students enrolled in the Program (SER, pg. 6).



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2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

Based on SER (pg. 7) the study program MA in Management offered by "Pjetër Budi" College responds optimally to the needs of the local and regional market for qualified personnel in specific profiles. This program aims to prepare staff with skills and knowledge which are required by the labor market for the defined profile. The mission of the program is fully in line with the mission of PETER BUDI College to *„Adequately preparing human resources with specific scientific and professional profiles in accordance with local, regional and international labor market needs, which will contribute to the development of economically and socially sustainable Kosovo and beyond“*.

MA in Management belongs to level 7 of the NQF and EQF. It is organized in two years of study, with an accumulation of 120 ECTS in total.

As part of the efforts to improve the overall quality of the services we provide, "Pjetër Budi" college continues to pay significant attention to evaluation activities in order to improve and advance the quality of the study program and in general at the institutional level.

The College has a Quality Assurance Regulation which sets out quality assurance standards, instruments and mechanisms in place to carry out activities, to monitor them and to take relevant action when necessary to ensure the quality. The curriculum revision of study programs is foreseen by regulations and the Strategic Plan 2021-2025. The quality assurance system is seen as a continuing effort that must be demonstrated and ensured in order to bring together students, partners and society (SER, pg. 8).



However, relevant academic and professional advice needs to be 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.

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



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reviewed at least once every two years and amended as required in the light of changing circumstances.		
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Compliance level: 83% substantially compliant

Recommendations:

- 1. Make sure that 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, level 7.*
- 2. Implement didactic and teaching concepts with clear guidelines for assessment and learning process. The implementation of learning outcomes should be seen in testing the learning outcomes in all forms of assessment. Students should be aware of each learning outcome assessment in each assessment form (exams, seminars, practice, WS, etc.). The assessment should be based on passing each and every specific learning outcome in order to pass the course. This should all be structured in syllabuses and implemented during the teaching and examination process*
- 3. Definition of a clear plan for integrating research concept into the teaching process.*
- 4. Continue with implementation, monitoring and control of rules and regulations regarding ethical issues, anti-discriminatory policies and treatment of underrepresented, vulnerable and disabled staff or students.*
- 5. Continue cooperation with external stakeholders and research the market needs in order to improve study program, introduce new courses with alignment to new technologies and practices, and add value to the HRM program according to the market needs*



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2.2. Quality Management

“Pjetër Budi” College regularly maintains and reviews the internal quality structure to ensure that it fits the purpose through the College Board, Institution Management, Quality Assurance and Management Committee, Office of Quality Assurance, Academic Development, ECTS and Research and Development and Quality Coordinator as well as the involvement of the student representative in the Quality Assurance process (SER, pg. 11). The College has mechanisms and bodies which contribute to the achievement of these goals through procedures defined by regulations. The College carries out the following types of evaluations through the developed templates (Appendix 28): Student evaluation - Administration; Student Assessment - Teacher;

Evaluation Program Leaders - Teachers; Peer to Peer; Alumni rating; Employer evaluation. All these reports are processed by the Office for Quality Assurance, Academic Development, ECTS and Research and Development (SER, pg. 13).

In addition to the Statute and regulations that determine the functioning of the College and its study programs, the College has developed the Strategic Plan 2021-2025 (Annex 2), as well as the Action Plan for Quality Assurance 2021 - 2025 (Annex 3b) of which is a complementary document of the Strategic Plan in the field of quality assurance. It enables the staff of the Office for Academic Development, ECTS, Quality Assurance and R&D, in case of staff fluctuations to constantly follow the work and activities and to reflect on them. The implementation of activities should be reviewed every three months and reported to the management of the institution. Depending on developments at national and European level and institutional needs new activities may be included (SER, pg. 12). The importance of quality assurance for "Pjetër Budi" College is confirmed by being part of the Institutional Strategic Plan. Building a



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functional quality assurance system is among the 5 objectives included in the Strategy (SER, pg. 13). The College has established a Central Commission for Management and Quality Assurance composed of members representing the managerial level, academic, administrative staff and students (SER, pg. 13).

Additionally, quality evaluations provide an overview of quality issues for the overall program as well as of different components within it. Thus, the evaluations need to consider inputs, processes and outputs, with particular attention given to learning outcomes for students. The results of the survey data being collected from students, graduates and employers need to be made publicly available.

The currently available quality assurance reports are prepared on the UHZ level only. The reports contain a very general statistics of satisfaction, without any strengths and weaknesses identified and suggestions for further improvement. The expert team would suggest to include a more extensive analysis of the results which would result in specific recommendations to the UHZ management and could be included in the strategic planning and later followed up. The expert team would also suggest in the future preparation of such analysis/ reports on programme or on the faculty level to obtain an overview of the specific issues on the faculty level. Currently the expert team could not obtain any evidence on how these results would be used for further development of the study programme and could not identify any examples of such cases.



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Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		X
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X



Standard	Compliance	
	Yes	No
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: 78 % Substantially compliant

ET recommendations:

- 1. The undertaken quality evaluations need to provide an overview of quality issues for the overall program as well as of different components within it. In this regard the evaluations need to consider inputs, processes and outputs, with particular attention given to learning outcomes for students.*
- 2. Survey data is being collected from students, graduates, and employers; the results of these evaluations are made publicly available.*
- 3. To measure KPIs for Master programme regularly and incorporate them in quality assurance reports on the programme level.*



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4. *In the next planning period define more ambitious strategic goals/targets for quality and quality assurance processes, related to the expected outcome of processes rather than establishment of mechanisms.*
5. *Update the current student and staff survey mechanisms to assess general aspects related to study implementation (resources, support services, appeals and complaints system, student transfer, extra-curricular activities etc.)*

2.3. Academic staff

The College has a regulation for staff employment (Appendix 12), which describes the steps and criteria for hiring academic and administrative staff separately. There is a commission that evaluates the candidates according to the requirements and criteria set out in the call for teaching, scientific activities, and administration. The council selects the selected candidates from the shortlist that meets the criteria (mainly includes academic achievement, research and experience), and submits to the academic senate that decides on the selection of staff based on needs. The signed contract specifies the description of duties and responsibilities for the academic staff (Appendix 21_former of the academic staff contract) and administrative (Appendix 21_example of the contract of the administrative staff).

Establishing employment relationships in college is done regardless of race, gender, colour, religion, marital status, political opinion, national or social background. Therefore, equal opportunities are given to all potential employees, and when applicable, special assistance is given to those facing difficulties (SER, pg. 17). Employment is determined by a contract that, depending on the needs of the College, is offered in one of three forms: a. Full time contract; b. Part-time contracts; and Service contract. The College has a sufficient number of regular academic and administrative staff to meet the requirements for the number of students in the study program.



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The number of students is relatively small, therefore the ratio of academic staff to students is well balanced. Teaching hours for academic staff are regulated by the Regulation on Salaries and Working Hours for Academic Staff (Annex 14), as defined by the Law on Higher Education). Commitment to full-time staff is determined by title and academic position:

- Professors, 6 hours per week.
- Lecturers, 6 hours per week.
- Regular assistants, 8 hours per week.

For the calculation of teaching hours and the need for preparation time, please refer to Article 8 of the Regulation on Salaries and Working Hours for Academic Staff. Furthermore, the academic staff is obliged to maintain contact hours with the students as defined in the curriculum for each subject without limiting it to participation and contribution to the community (SER, pg. 20).

Academic staff evaluation needs to be 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 need to be made publicly available. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.

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



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



<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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 the age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: 80% Substantially compliant

ET recommendations:

- 1. Conduction of peer and superiors' evaluations at least once each year.*
- 2. Enhance and strengthen the cooperation with other institutions and universities in the region and internationally (especially EU), to increase competencies of teaching staff and improve methodology of teaching and learning process*
- 3. Self-evaluation of teachers should be implemented regularly with the aim of creating yearly plan of skills and competencies to be improved or enhanced according to the trends, technologies and resource in the academic field*



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4. *Revision of syllabuses should be done based on the changes in the field but also on the students' feedback provided by the students' surveys*
5. *Revise learning outcomes of the Master program and develop the matrix of learning outcomes of each course of the program in compliance with program learning outcomes*

2.4. Educational process content

For the MA in Management, it needs to be ensured that 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. Revision of the learning outcomes needs to be done, by providing at least 7 learning outcomes for the study program under evaluation. The faculty should use Bloom's revised taxonomy when reflecting on learning outcomes.

Since the Master Program, includes practice stages, the intended student learning outcomes needs to be clearly specified and ensure that effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program. Additionally, there needs to be a clearer distinguish between the Internship planned in the 2nd and 3rd semester and preferable to be linked with the Master thesis, as well.

The cooperation with industry sector in Hospitality in Tourism was not presented (there was no representatives) during the interviews/meeting with stakeholders but there is a promise that



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such organisations are present in the market and will be available for cooperation. Since this program is on the Master level, this is very important activity to be implemented.

The focus on developing soft skills was not clear enough. As society is in an abrupt digital transformation, these skills should be acquired. Suitable software should involve electronic platforms more suited for the scope than YouTube or other mainstream platforms. Critical thinking should also receive significant primacy in the curriculum. The Expert Team urges the faculty to take further steps on this topic.

Developing language skills such as in English should also be considered a priority within the faculty. None of the students who participated in the Expert Team meeting had a sufficient level of speaking in an international language. Even though the level of proficiency is relatively high (at least theoretically), we still consider that further steps should be taken in this regard.

Sufficient evidence was proved towards implementing teaching strategies that fit the study program's different types of learning outcomes. The students are happy with the learning methods and consider that those suit them. There are diverse means to conduct a lawfully and objectively student assessment. Students expressed that those are unquestionably communicated at the beginning of each semester. "Pjeter Budi" College also has regulations within Regulation of the Organization of Exams and Student Assessment in terms of policies and procedures that provide means of action when dealing with student achievements that are inadequate or inconsistent.



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Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	



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Standard	Compliance	
	Yes	No
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	-	-
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	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 dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	



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Standard	Compliance	
	Yes	No
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.		X
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

Compliance level: 82% Substantially compliant

ET recommendations:

- 1. Revision of the learning outcomes of the Master program and make sure they are in line with the National Qualifications Framework and the European Qualifications Framework, level 7. Bloom's revised taxonomy when reflecting on learning outcomes.*
- 2. Review the syllabus and the number of ECTS for Internship and make sure that 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.*
- 3. There needs to be a clearer distinguish between the Internship planned in the 2nd and 3rd semester and preferable to be linked with the Master thesis, as well.*



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4. *The faculty should further develop soft skills such as digital skills or critical thinking. Suitable software should be used in this consideration.*
5. *Developing language skills such as in English should also be considered a priority within the faculty. This could be operationalized throughout the bibliography or other learning materials. On-demand language courses could also be an option. Faculty should provide some English lessons focused on economics and management vocabulary.*
6. *Management should sign cooperation contract with industry sector in Hospitality and Tourism and involve them in the realization of the program actively *practical training, guest lectures, projects involving students, thesis in the field and problem solving for the industry sector.*

2.5. Students

MA in Management study program applies the institutional policies driven by 'Pjeter Budi' College on student admission. They have clear and transparent procedures connected to the KAA decision on accreditation. The admission criteria are clear and require that candidates should have completed BA studies (180 or 240 ECTS) in fields that are not compulsory, the same as Management.

The study program has currently 55 students. Considering this, we did not foresee problems as the KAA Accreditation manual state that lectures should not exceed more than 80 students per group. Nevertheless, if the number of students grows, it is essential to consider that exercises should not be organised with more than 40 students per group. Students have revealed to the Expert Team that a learning and teaching environment can be described as interactive. Also, we learned that there is good staff-student communication.

'Pjetër Budi' College needs to ensure that feedback to students on their performance and results



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of assessments is given promptly and accompanied by mechanisms for assistance if needed. Both from the SER and within the talks with students and academic staff, we understand that feedback is a formalised process rather than a natural part of the educational process. We urge the faculty to change the perspective on the role of feedback as it should be approached in a student-centred learning system.

4

'Pjeter Budi' College has ascertained that the results acquired by the students throughout the study cycles are certified by the academic record. Also, the system complies with the demands of the European Higher Education Area. The students also receive a graduation certificate, a grade certificate, and a diploma supplement. We would like to recommend that the faculty develop an electronic system that could provide transcripts of records at any time for students. The Expert Team considers that the faculty proved flexible treatment of students in special situations, as the SER also states the 'students are the main focus of the college' as 'each department is obliged to orient the students and serve them in the best possible way'. Both students and graduates have acknowledged that the academic staff was flexible towards their requirements, including examinations.

SER states there are records of student completion rates kept for all courses and the program. The Office for Academic Development monitors the process, ECTS, Quality Assurance, and R&D collect data on the number of students, student profile, student progression and students drop-out rates, as well as students' satisfaction with the study program services through surveys after the end of the semester and annual basis. This process is also backed by the Student Support Service and Career Development Office. Data collected from both offices are used to improve the study program as depicted in the Strategy and Regulation for Quality Assurance, but no further evidence was given on this topic. After the Expert Team meetings with the faculty representatives, we rather consider that this is a formalised QA process rather than a



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process suited to a quality culture. In this regard, we urge the faculty to improve its methods and deliver a better monitoring process of quality indicators.

'Pjeter Budi' College strives to apply effective procedures to ensure that the work submitted by students is original starting from January 2021. The faculty uses the Academy Platform, the first anti-plagiarism in the Albanian language. There are also clear regulations and mechanisms in The Statute, the Code of Ethics for students and the Regulation on Disciplinary. For instance, various approaches could be embarked upon, from written rebukes to stricter disciplinary measures.

Students from "Pjeter Budi" College have several rights and obligations made publicly available. The students seem to acknowledge them. Nevertheless, the Expert Team would like to strongly recommend that all rights and obligations should be introduced in one document, publicly available and disseminated to students at the beginning of each study program.

There are clear procedures and rules concerning students' transfer between higher education institutions. Those rules comply with MEST regulations and respect the ECTS. The procedures and regulations are publicly available on the college website.

Students have highlighted that the academic staff is available at sufficient scheduled times for consultation and advice to students. As stated before, the academic staff-student relationship seems close and fruitful for both sides. The professors have mandatory consultation hours twice a week concerning academic activity, career planning and employment. Nevertheless, personal issues can also be discussed. Also, the Office of Student Career Support and Planning has an extensive program and is open to any needs that could be provided.



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Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.		X
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.		X



Standard	Compliance	
	Yes	No
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	X	
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: 82% Substantially compliant

ET recommendations:

- 1. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.*
- 2. Study groups for exercises should not be established with more than 40 students, considering even financial constraints, if the number of students increases.*
- 3. "Pjeter Budi" College should develop an electronic system that could provide transcripts of records at any time for students.*



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4. *The faculty should improve its methods regarding the indicators used to monitor quality standards. The study program should be scrutinised on a more data-based policy when considering the improvement in its quality.*
5. *All students' rights and obligations should be introduced in one document, publicly available and disseminated to students at the beginning of each study program.*

2.6. Research

With the Strategic Plan 2021 - 2025, it is intended that scientific research work become an integral part of daily activities at Pjetër Budi College to develop scientific and research capacities as well as the advancement of study programs. Scientific research is the daily activity of all academic institutions that aim to be competitive in the country and beyond. Furthermore, it is common for the institution and its staff to be judged by the number of publications and citations (SER, pg. 45-46).

The college aims for academic staff to be engaged in scientific research as well. Therefore, the Strategic Plan 2021 - 2025 also has an Action Plan and Budget. Details of the involvement of staff in research activities are provided in the Research and Development Action Plan (Annex 3a). Vice Rector for Research and Development monitors R&D-related activities. Thus, the following measures are envisaged to achieve the objectives, and each measure has an integrated budget in the Action Plan and Budget:

- Providing support for publication in peer review journals; - Encouraging participation in research projects;
- Development of master programs and their connection with research;
- Providing access to electronic scientific journals (SER, pg. 46).



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In general, expectations for teaching staff involvement in research and scholarly activities need to be clearly specified, and performance in relation to these expectations has to be considered in staff evaluation and promotion criteria. „Pjetër Budi“ College needs to make sure that 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, under the name of the Institution. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

<i>Standard</i>	Compliance	
	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



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<i>Standard</i>	Compliance	
	Yes	No
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 speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
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	



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

Compliance level: 55% Partially compliant

ET recommendations:

- 1. Provide clear policies for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.*
- 2. Make sure that each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year under the name of the Institution, as a full-time staff.*
- 3. Development of policies about ownership of intellectual property and setting clear procedures for commercialization of ideas developed by staff and students.*
- 4. Provision of the support to staff on accessing different funding related to information, project development, project submission and implementation.*
- 5. Increase the quantity and quality of research in the topics related to the field of Master Program.*
- 6. Provide clear policies for defining what is recognized as high-quality research, consistent with international standards and established norms in the targeted field.*



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7. *Encourage more utilisation of Erasmus+ exchange for students but also teaching staff and administration. The Erasmus+ is very important for further compliance with EU standards therefore evaluation team strongly recommends to intensify business activities towards successful implementation.*
8. *Integrate research, teaching and learning in the didactic concept of the Master program and revise syllabuses with recent research according to the level 7 and appropriate learning objectives*

2.7. Infrastructure and resources

The college has ample space for teaching and research development. In the college offices are located the directorate, the office of the Rector, the office of the Vice-Rectors, the Office of the Secretary General, the Administration, the Office of Finance and Accounting, the Office of Quality Assurance, the Library, the Amphitheatre, the Professors' Room, the IT Hall and the classrooms for learning (SER, pg. 50). The College offers suitable learning environments for all candidates. The rooms are equipped with a projector, computer, internet and all the necessary conditions for learning (SER, pg. 51).

Teaching rooms, libraries and cabinets are equipped with computers, projectors and audio, which are easily accessible and easily accessible by teaching staff and students. Teachers regularly provide teaching materials and program users who suggest users that materials can be found in the library.

There are cooperation agreements with libraries such as: National Library for using the electronic library EBSCO, LOGIN, American Corner, JSTOR, BioONE, Cambridge Journals and Oxford Online.



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The Electronic Literature Management System -SITOS also provides access to the use of various materials such as lectures, curricula, various announcements related to students and staff. Within the website of the institution there is information on the activities that take place inside and outside the institution (SER Teaching rooms, libraries and cabinets are equipped with computers, projectors and audio, which are easily accessible and easily accessible by teaching staff and students (SER, pg. 52). The infrastructure and facilities dedicated to the implementation of the program needs to be adapted to students with special needs.

<i>Standard</i>	Compliance	
	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process;	X	



<i>Standard</i>	Compliance	
	Yes	No
<p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>		
<p>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.</p>	X	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;</p>	X	



<i>Standard</i>	Compliance	
	Yes	No
d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs		X

Compliance level: 83% Substantially compliant

ET recommendations:

1. *Continue adaptation of infrastructure for students with special needs.*
2. *Continue improving and updating facilities according to the educational, technical and social needs of students and teaching staff.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Standard	Compliance Level
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Substantially compliant



3. Academic Staff	Substantially compliant
4. Educational Process Content	Substantially compliant
5. Students	Substantially compliant
6. Research	Partially compliant
7. Infrastructure and resources	Substantially compliant
Overall Compliance	Substantially compliant

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

Overall recommendation:

- 1. Make sure that 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, level 7.*
- 2. Implement didactic and teaching concepts with clear guidelines for assessment and learning process.*
- 3. The implementation of learning outcomes should be seen in testing the learning outcomes in all forms of assessment. Students should be aware of each learning outcome assessment in each assessment form (exams, seminars, practice, WS, etc.).*
- 4. The assessment should be based on passing each and every specific learning outcome in order to pass the course. This should all be structured in syllabuses and implemented during the teaching and examination process*
- 5. Definition of a clear plan for integrating research concept into the teaching process.*



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6. *Continue with implementation, monitoring and control of rules and regulations regarding ethical issues, anti-discriminatory policies and treatment of underrepresented, vulnerable and disabled staff or students.*
7. *The undertaken quality evaluations need to provide an overview of quality issues for the overall program as well as of different components within it. In this regard the evaluations need to consider inputs, processes and outputs, with particular attention given to learning outcomes for students.*
8. *Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.*
9. *To measure KPIs for Master programme regularly and incorporate them in quality assurance reports on the programme level;*
10. *In the next planning period define more ambitious strategic goals/targets for quality and quality assurance processes, related to the expected outcome of processes rather than establishment of mechanisms.*
11. *Update the current student and staff survey mechanisms to assess general aspects related to study implementation (resources, support services, appeals and complaints system, student transfer, extra-curricular activities etc.)*
12. *Continue cooperation with external stakeholders and research the market needs in order to improve study program, introduce new courses with alignment to new technologies and practices, and add value to the HRM program according to the market needs*
13. *Emphasise on improvement of cooperation with external stakeholders in the field of Hospitality and Tourism since Insurance is quite well covered.*
14. *Conduction of peer and superiors' evaluations at least once each year.*
15. *Enhance and strengthen the cooperation with other institutions and universities in the region and internationally (especially EU), in order to increase competencies of teaching staff and improve methodology of teaching and learning process*



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16. *Invite foreign teachers as guest lecturers and implement co-mentorship with foreign (EU) mentors for master thesis and research projects.*
17. *Self-evaluation of teachers should be implemented regularly with the aim of creating yearly plan of skills and competencies to be improved or enhanced according to the trends, technologies and resource in the academic field*
18. *Revision of syllabuses should be done based on the changes in the field but also on the students' feedback provided by the students surveys*
19. *Revise learning outcomes of the Master program and develop the matrix of learning outcomes of each course of the program in compliance with program learning outcomes*
20. *Revision of the learning outcomes of the Master program and make sure they are in line with the National Qualifications Framework and the European Qualifications Framework, level 7. Bloom's revised taxonomy when reflecting on learning outcomes.*
21. *Review the syllabus and the number of ECTS for Internship and make sure that 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.*
22. *Consider analysis of number of ECTS in order to distinguish more demanding and less demanding courses (some courses might have less ECTS, some more).*
23. *There needs to be a clearer distinguish between the Internship planned in the 2nd and 3rd semester and preferable to be linked with the Master thesis, as well.*
24. *The faculty should further develop soft skills such as digital skills or critical thinking. Suitable software should be used in this consideration.*
25. *Developing language skills such as in English should also be considered a priority within the faculty. This could be operationalized throughout the bibliography or other learning materials. On-demand language courses could also be an option. Faculty*



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- should provide some English lessons focused on economics and management vocabulary.*
- 26. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.*
 - 27. Study groups for exercises should not be established with more than 40 students, considering even financial constraints, if the number of students increases.*
 - 28. "Pjeter Budi" College should develop an electronic system that could provide transcripts of records at any time for students.*
 - 29. The faculty should improve its methods regarding the indicators used to monitor quality standards. The study program should be scrutinised on a more data-based policy when considering the improvement in its quality.*
 - 30. All students' rights and obligations should be introduced in one document, publicly available and disseminated to students at the beginning of each study program.*
 - 31. Provide clear policies for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.*
 - 32. Make sure that each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year under the name of the Institution, as a full-time staff.*
 - 33. Development of policies about ownership of intellectual property and setting clear procedures for commercialization of ideas developed by staff and students.*
 - 34. Provision of the support to staff on accessing different funding related to information, project development, project submission and implementation.*
 - 35. Increase the quantity and quality of research in the topics related to the field of Master Program.*
 - 36. Provide clear policies for defining what is recognized as high-quality research, consistent with international standards and established norms in the targeted field.*
 - 37. Encourage more utilisation of Erasmus+ exchange.*



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38. *Integrate research, teaching and learning in the didactic concept of the Master program and revise syllabuses with recent research according to the level 7 and appropriate learning objectives*

39. *Continue adaptation of infrastructure for students with special needs.*

Master's program in Management should be evaluated again in 3 years. The student quota recommended is 60.

Expert Team Members

Doc. dr.sc. Marina Gregorić

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Signature

Marina Gregorić

05.06.2022.

Stefan Marius Deaconu (student expert)

.....
Signature

Stefan Marius Deaconu

05.06.2022.

4. APPENDICES (if available)

None