UNIVERSITY OF PRIZREN "UKSHIN HOTI"

BUSINESS ADMINISTRATION B.Sc.

REACCREDITATION

REPORT OF THE EXPERT TEAM

March 2022, Stoke-on-Trent

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1. INTRODUCTION

1.1. Context

Date of site visit: 7th of March 2022

Expert Team (ET) members:

- Dr. Jana Fiserova, BA(Hons), MSc, PhD, SFHEA
- Mr. Christoph Back, student expert

Coordinators from Kosovo Accreditation Agency (KAA):

- Leona Kovaci, KAA Officer
- Kastriot Ilazi, KAA Officer

Sources of information for the Report:

- Self-Evaluation Report (SER) submitted by University of Prizren "Ukshin Hoti"
- Interviews during the site visit (via ZOOM)
- Additional documents of University of Prizren "Ukshin Hoti" provided upon the request of the ET after the site visit

Criteria used for program evaluation:

- KAA Accreditation Manual – updated 2021

1.2. Site visit schedule

Time	Meeting
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated
09.50 – 10.35	Meeting with quality assurance representatives and administrative staff
10:40 – 11:40	Meeting with the heads of the study programme:
11:40 – 12.25	Lunch break (provided at the evaluation site)
12:25 – 13:10	Meeting with teaching staff
13:15 – 14:00	Meeting with students
14:05 – 14:50	Meeting with graduates
14:55 – 15:40	Meeting with employers of graduates and external stakeholders
15:40 – 15:50	Internal meeting of KAA staff and experts
15:50 – 16:00	Closing meeting with the management of the faculty and program

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

University of Prizren "Ukshin Hoti" was established in 2009 (decision no. 01/87 of the Government of the Republic of Kosovo) and started to officially operate beginning with 2010. University of Prizren inherited Higher Pedagogical School existing since 1962, which became independent of the University of Prishtina. Therefore, Higher Pedagogical School in Prizren was transformed into the Faculty of Education in Prizren under the umbrella of the University of Prishtina. Beginning with 2010/2011 academic year, Faculty of Education which until that time was under the University of Prishtina got transferred to the University of Prizren. University of Prizren is considered the second public university in Kosovo. The mission of University of Prizren is to provide quality education, research, and innovation in order to create leaders in the field of Technology, Economics, Law, Education, Philology, etc., who will adapt to the needs of a fast changing world.

The Faculty of Economics is one of the five faculties within the University of Prizren "Ukshin Hoti". Two Bachelor programmes of "Business Administration" and "International Management" as well as two Masters programmes of "Business Administration" and "Accounting and Auditing" are offered there.

The previous (re)accreditation of the "Business Administration" BSc programme of the University of Prizren "Ukshin Hoti" took place in May 2019. The overall compliance level was *"substantially compliant"* with the standards included in the KAA Accreditation manual. The programme was therefore accredited for 3 years with up to 150 students to be enrolled.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The Expert Team (ET) had the opportunity to read the Self-evaluation Report (SER) written by the team of the Faculty of Economics (FE) of the University of Prizren (UP) and provided by the Kosovo Accreditation Agency (KAA). The study visit, which was conducted online via Zoom, provided ET with the opportunity to interview the FE Management, the QA team, academics, students, graduates and their employers.

From the evidence presented in the SER as well as the evidence gathered during the site visit, the ET can conclude, that the study programme and its mission are in compliance with the overall mission of UP, and the objectives of the programme are in line with the Strategic Plan of UP. The mission of the Business Administration programme is to provide its students with "quality education in the field of business administration in the context of national and international enterprises by developing research skills to make them able to contribute to business and larger community" (SER, p17). The programme curriculum provides the students with the general knowledge in field of business administration and theoretical knowledge and practical skills of business research. These are developed not only in classroom but also through collaboration between academics, businesses and students.

The ET can also conclude that relevant academic and professional advice has been considered when defining the intended learning outcomes and that these are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The University has established an Industrial Advisory Board (IAB) which provides input into the design of the curriculum and provides opportunities for students to develop practical skills through internships. In addition, in line with the Higher Education Strategy of the Republic of Kosovo, this programme enables student and staff international mobility as a result of international agreements with European Higher Education Institutions.

A didactic approach to teaching refers to a manner of instruction in which information is presented directly from the teacher to the student, in which the teacher selects the topic of instruction, controls instructional stimuli, obligates a response from the student, evaluates student responses, and provides reinforcement for correct responses and feedback for incorrect

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ones. The ET observed evidence of a well-defined didactic approach. Namely, academics use module descriptors to outline the content to be delivered to the students, use (guest) lectures, 'exercises' and consultations to deliver the content, and use in-class tests, colloquia and exams to check student understanding and to provide them with formative and summative feedback. In order to develop additional practical skills, students are encouraged to take part in internships, fieldwork, discussions and other independent study work.

The SER referred to the "Strategy for Scientific Research Activities 2020 – 2024" which clearly outlines the *University* objectives and associated measures regarding the development of staff capacities for research, infrastructure, internationalisation and collaboration across sectors. However, there is no evidence of any conceptual and well defined research agenda for at the *Faculty* level for the FE staff. From the discussion with academics during the site visit, it was apparent that and how staff use their own research to support their own teaching and even that they include students in research projects. Therefore, it is important that the research activities, research concept and research agenda are formalised and clearly defined for the Faculty and its academic staff and that research is explicitly linked with teaching on the programme.

Sufficient evidence was provided regarding formal policies, guidelines and regulations dealing with recurring procedural or academic issues. It can therefore be concluded that administration and quality assurance of the programme, the interaction between teachers and students and their rights and duties are well developed and well known to these groups. The Faculty of Economics publishes all relevant information and regulations on the University website and the SER states that they are being reviewed approx. once every three years (SER, p22). It is however unclear as to who reviews them and how they are/have been/can be amended.

Compliance level: Substantially compliant

ET recommendations:

1. *Research activities, research concept and research agenda should be formalised and clearly defined for the Faculty members and research should support and be explicitly linked with teaching on the programme.*

2.2. Quality management

The programme is integrated into the overall quality assurance system of the FE and the UP. The functionality and the framework of the quality assurance system is stated in the *Quality Assurance regulation* and *Guideline for the evaluation of academic staff, course evaluation and the use of evaluation results*. On faculty level, the quality assurance process is implemented by the *Quality Assurance Commission* which consists of five members (coordinator of quality assurance, a professor, an assistant, a secretary of the faculty, and a student).

The data collection and monitoring procedures include a wide range of surveys and questionnaires. All relevant data from students, graduates, employers and teachers is regularly collected. Within the *Annual Evaluation Results Report* the data is shown in aggregated tables. This report is written annually and sent to the evaluated academic staff, the Faculty management and the University management. Furthermore, the report is published on the website of the University. The ET is satisfied with the evaluation, data gathering and monitoring UP is carrying out within the programme. All necessary survey data is collected (from students, graduated and employers).

Unfortunately, the University was not able to explain how the gathered data is used to improve the programme. During the interview with the *Quality Assurance Commission*, only one output of the quality management system could be described – a minor change within the surveys for the students. Beyond that no outputs could be presented. To this end, the ET asked for more examples of quality management outputs in a request for additional documents. UP provided the *Report on the implementation of quality assurance recommendations – 2020* which was written by the *Central Quality Assurance Council (CQAC)*. The document is a list of 43 recommendations of the CQAC with very brief explanations which measures are taken to meet the recommendations. The *CQAC* is the overall quality council of UP. For the faculty or programme level, no additional documents were provided.

In the *Report on the implementation of quality assurance recommendations – 2020* it is neither explained how the *CQAC* came to the conclusion to give these recommendations nor which monitored data was used to propose the suggestions for improvement. The ET is not able to recognise which of the 43 recommendations stated in the report were outputs of the internal quality management of the UP or were inputs given by other KAA accreditations at UP.

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While the evaluation processes are integrated into the normal planning processes, the ET is not able to state the same for the planning for improvement of the programme. The gathered data is not sufficiently used to generate outputs. Because of the lack of described quality management outputs for faculty and programme level by UP, the ET is unfortunately not able to state that the quality assurance processes ensure that there is a continuous improvement in performance of the programme. The same applies to the further development of the study programme. UP was (as described) not able to provide sufficient evidence that the results of the internal quality assurance system are taken into account for improvement. Furthermore, UP was not able to explain how the quality assurance arrangements for the programme themselves are evaluated and improved. Within the SER this procedure is also not mentioned.

In conclusion the ET can state that the data collecting part (surveys, self-evaluations, …) of the quality management system at UP is working in a satisfactory manner. However, this does not apply to the usage of the gathered data for the implementation of improvements. The ET was not able to determine a functional quality assurance circle. The quality management of UP in this programme is mainly directed to the measurement of quality and not to the further generation (or development) of quality.

Compliance level: Partially compliant

ET recommendations:

1. *While the ET is satisfied with the data collection mechanisms of UP in the programme, UP is not using this valuable data in a sufficient manner. UP should broaden the perspective on quality management from "measurement of quality" to "measurement & improvement of quality"*

2. *UP should precisely describe which actions for improvement were derived from the internal quality procedures. A report like the "Report on the implementation of quality assurance recommendations – 2020" is the first step. A more detailed report*

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with information about the used data on programme or at least faculty level would be very beneficial for the quality management system of FE.

3. *The implementation of the improvements developed by the internal quality management system should be integrated into the normal planning process of the programme. A Plan-Do-Check-Act circle based system could help to resolve the stated shortcomings of the quality management.*

4. *UP should implement a meta-process to evaluate the quality assurance arrangements within the programme. With the help of a meta-process, the shortcomings of the quality management system could be better detected.*

2.3. Academic staff

There is substantial evidence, which is also appropriately presented in the SER, that academic staff at the FE are highly qualified and perform duties associated with the roles of professors, associate professors, teaching assistants and lecturers. It is stated in the SER that out of the total of 28 members of academic staff, 18 academics are employed on a full-time basis with fixed-term contracts and the remaining 10 academics are employed on a part-time basis, and more than 50% of teaching hours are covered by full-time staff, thus meeting the KAA requirements. In addition, for each 60 ECTS credits in the study program, FE employs at least one PhD holder.

According to the SER, the teaching staff are in compliance with the legal requirements regarding the occupation of teaching positions, which are included in the Administrative Instruction on Accreditation. Academic staff are recruited as a result of a transparent public open call example of which was provided as evidence in support of the SER. It is stated in the SER that academic staff do not cover, within an academic year, more than two teaching positions and an approval must be granted by the Dean if a member of the FE wants to accept another position in addition to the one they hold at UP.

The responsibilities of all academic staff at the FE include engagement in the academic community, availability for consultations with students and community service. Sufficient evidence in support of this claim was gathered during the discussions with academics during the site visit. Academics have pre-determined number of hours they dedicate to consultations each week, which are transparently communicated to the students. Academics at the FE also engage with academic community both nationally and internationally through staff mobilities, studies abroad and scientific conferences. In addition, staff tend to be engaged in cooperation with the public and private sector companies and organisations thus contributing to their local and national community.

There is some evidence that opportunities for additional professional development of teaching staff are provided, which can be requested using the "Teacher/assistant professional development plan". The Centre for Teaching Excellence was established in 2020 and aims to "ensure excellence in teaching, by promoting academic culture and providing opportunities for the professional development of current [and new] professors and assistants" (UP, 2022).

However, there is no more information on the web page dedicated to the Centre and, according to the SER, the first 14 academics (two of which were from FE) went through the training provided by the Centre in January 2022, it is difficult to assess the usefulness and effectiveness of the professional development provided to the Faculty members. It is apparent, that there is support available for staff to attend conferences which will maintain their cutting-edge knowledge of their respective disciplines and which will in turn benefit their teaching and in turn improve their students' learning. However, it was not specifically outlined how the teaching- and research-related professional development will have improved the teaching strategies and the learning materials. Therefore the page dedicated to the Centre should include its overall scope, aims and objectives, strategies, and the desired output with concrete outline of the structure of the professional development offered to academic staff.

There is substantial evidence that staff are regularly evaluated by students and their Dean and the output of the evaluation is made publicly available. From the SER, it is apparent that peer observation of teaching (POOT) has been implemented and consists of 20% of the academic staff evaluation (SER, p35), which means UP is recognising the value of peer evaluation. However, it is important that the University as well as the Faculty use peer observation of teaching as a further *developmental* tool for professors and other student-facing academic staff. Staff should be able to engage in a critical discussion and learn from each other and the scheme should be set up so that both the observer and the person being observed will benefit from the process. The "Intercollegiate classroom observation form" which is being used should be improved to facilitate this process by including sections on identifying areas for reflection and possible improvement, on anything the observer learnt that they can use in their own teaching, and any specific areas of focus identified prior to observation, as the process should also allow for pre-observation discussion and goal setting to find out if there is anything specific the observed member of staff would like feedback on. Therefore, whilst UP should be recognised for heading in the right direction with peer observation, the process should be improved so that it is fit for purpose.

Compliance level: Substantially compliant

ET recommendations:

1. *The process of peer observation of teaching should be improved so that it is fit for purpose.*
2. *The webpage dedicated to the Centre for Teaching Excellence must be populated with relevant content such as scope, strategic aims and objectives, structure of the training provided and the desired output in terms of improved teaching strategies and learning materials.*

2.4. Educational process content

The programme contains relevant modules so that upon completion of the programme students are able to understand, apply and analyse economic and business concepts and issues. The combination of the modules is appropriate to develop skills and knowledge in Business Administration. Each module carries an appropriate number of credits and the overall programme contains 180 ECTS credits, thus meeting the requirements of an undergraduate Bachelor programme in line with European standards.

The module descriptors contain information on objectives and contents of the courses as well as on the proportions of different assessment formats. However, the SER does not list at least seven learning outcomes of the Programme. It would therefore be useful, in line with European Higher Education practice, to develop a Programme Specification document which would define the overall learning outcomes and objectives of the programme, its teaching and assessment strategies, its explicit alignment with the relevant qualification frameworks, and specific competencies such as professional, methodical-analytical, social and personal, which student will develop during the programme.

Some modules in the Programme are to be delivered in English, however, there does not seem to be any formal requirements for students or staff in terms of proficiency in English. From the discussion with academics during the site visit it became clear, that a certificate in English provided by the Faculty of Philology is used to support students. It would be useful to include official minimum English language requirements for students to be able to enrol on the modules delivered in English. This would ensure that the prospective students have sufficient command of the language in the business and economic context to ensure sufficient understanding throughout the programme. Staff who teach on the modules delivered English have studied abroad, particularly in the United Kingdom, Italy, Germany, and Slovakia, and thus are proficient in English and their delivery is therefore facilitated to a very high standard. From the discussion with both students and staff it was apparent that all of them had a very good command of the English language.

The student-teacher relationship is clearly a partnership in which each party assumes the responsibility of meeting the learning outcomes. Learning outcomes are explained at the beginning of each module. Students are encouraged to discuss matters arising from teaching

directly with the academics be it in lectures, exercises or during consultations. The types of assessment are sufficiently varied to ensure that all students can present their skills in a variety of ways and that all skills are examined ranging from written assignments and exams, to team collaboration and oral presentations.

Assessment strategies are varied and communicated to students transparently via module descriptors. There are processes in place to ensure that a student can appeal against the grade they were given and the assessment and student performance are evaluated by another academic. However, to make this mechanism even more fair and objective, the ET recommend that an *internal moderation* and *external examination* process is implemented in line with practice in e.g. British higher education institutions. This process ensures that individual grades cannot be challenged by individual students as an independent internal moderator (i.e. another academic from the department/faculty) and an external examiner (i.e. an academic from another higher education institution) checks a proportion of assessments and associated feedback for accuracy, consistency, and alignment with the assessment criteria and learning outcomes. This way students can only challenge the process and thus as long as the process was followed and assessment was internally moderated and externally verified, students cannot challenge individual grades. This not only makes the students more assured of the fairness and objectivity of the marking process but also academics will face fewer challenges from students and thus maintain good collaborative relationships. In addition, this process maintains consistency over time, across modules and programmes not only across the institution but across the sector as a whole. Furthermore, whilst UP provides grading standards and assessment policies in its "Regulation on the definition of the basic study criteria", the internal moderation and external examination process ensures that these standards are indeed followed and met.

Another tool that is recommended by the ET to further improve the consistency of application of the marking criteria and grading standards is the process of *standardisation* before marking commences. This is particularly useful if multiple academics mark the same module assessment (e.g. to reduce the workload on a single academic). This process enables academics to independently grade a small sample of papers or exams and then discuss together any discrepancies in their grades or feedback, why they may have occurred, and how they can be addressed so that marking is standardised across markers before the official marking begins.

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The intended learning outcomes of the "Practical Internship in Business" 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. It is however not clear, how the diary entries are evaluated. The module is allocated 4 ETCS credits and the work of the students at the practical training organizations is monitored through diary entries. A professor is in charge of the students during the internship and the students undertake their internship at organisations which have a signed collaborative agreement with the University.

Compliance level: Substantially compliant

ET recommendations:

1. *To further enhance fairness, objectivity and transparency of assessment and related processes, it is recommended that standardisation, internal moderation and external examination are considered to be implemented.*

2. *Clarify how the Practical Business Internship Diary entries are evaluated/assessed/graded.*

3. *Set up official minimum English language requirements for students to be able to enrol on the modules delivered in English.*

4. *It would be useful, in line with European Higher Education practice, to develop a Programme Specification document which would define the overall learning outcomes and objectives of the programme, its teaching and assessment strategies, and its explicit alignment with the relevant qualification frameworks.*

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2.5. Students

Currently 306 students are enrolled in the Business Administration B.Sc. programme of the UP. As stated in the SER 40% of students are female and 60% are male. Most students are from Kosovo (>98%) and, within Kosovo, more than half of students come from Prizren. Suhareka and Rahovee are the municipalities with the second and third most students enrolled in the programme.

Student admission process into bachelor studies is formally organized at the University level. This process is transparent and open to all interested students, regardless of age, gender, ethnicity, residence, religion, etc. Admission requirements for student are provided by the *Law on Higher Education in the Republic of Kosovo, UP University Statue* and *Regulation on the definition of the criteria for basic studies.* The criteria for student admission are clearly defined. All candidates of the programme have to provide a diploma of completed secondary education. The ET has no reason to assume that these criteria are unfairly applied in any case.

During the interview with the students the ET was able to get information about the daily teaching and learning process. The students explained in a comprehensible way that the size of the study groups is adequate. If a study group is too big, UP manages to split this group into smaller cohorts. The students also stated that they are satisfied with the promptly given feedback on their results of assessments. They have never waited more than two weeks for their grades and an academic record, which obtains all the grades of a student, is available for the students anytime.

The rights and obligations of students (including the right to academic appeals) are publicly available. The students explained that this information is available on the website of UP and also in the student handbook which is handed out to all students during enrolment. Furthermore, the students explained that the teaching staff is sufficiently available for consultation and advice, namely at least two hours per week.

During the interview with the teaching staff, UP was able to credibly explain how the flexible treatment of students in special situations is ensured. Because of the comparatively small group of students only sometimes cases of special needs for students take place. With the help of examples, the teaching staff described in a satisfactory manner how such cases are handled.

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The monitoring system of UP (as stated in 2.2) records all necessary data regarding the students of the programme. This includes the completion rates and the academic success.

The students' transfer between higher education institutions, faculties and study programs are regulated in the *Regulation for transfer of studies*. This document contains all necessary processes and information and is publicly available.

With the help of a plagiarism-detection-software UP ensures that the work submitted by students is original. This software is working in Albanian and English language.

Compliance level: Fully compliant

ET recommendations:

2.6. Research

The study programme does have defined scientific/applied research objectives as part of the FE and UP and their respective Strategic plans. Research and scientific work is regulated and facilitated by the "University strategy for scientific research activities 2020-2024" and "Regulation for scientific research". Expectations and incentives for academic staff regarding their involvement in research and scholarly activities are specified in the "Regulation on for Scientific Research" and the research and scholarly outputs required for promotion are outlined in the "Regulation on Academic Selection and Promotion". There are some commendable initiatives such as the establishment of the "Centre for Innovation and Employment" and research institutes of academic units such as Faculty of Economics Research Institute however more detail of their activities should be provided on their respective web pages on the University website. The Institute is responsible for drafting the research plan and the research budget. Whilst it was apparent from the discussions with academics that they are encouraged to be research active in disciplines relevant to their teaching, it would be useful to have a clearly defined research agenda for the Faculty in terms of specific research focus.

Staff have a proven track record of publishing research and scholarly output which is relevant to their teaching. Through the discussions with staff it was apparent that they actively use their own research output and experience gained from their involvement in community practice to share cutting-edge knowledge with their students and thus improve their learning. Indeed, academics on the programme publish their work in highly recognised academic and scientific journals and present at international conferences. It must be noted that the publication record submitted as part of the SER was very well presented. It was apparent that whilst there are some members of staff who are active researchers and publish their work regularly/often, not all have published at least three publications in the last three years, as required by KAA.

From the discussion with academics, students and graduates, the ET can conclude that academic staff underpin their teaching with their own research and scholarly activities as well as other significant research developments in the field. Moreover, staff include, where possible, students in (applied) research projects, which is commendable. However, neither the SER nor the site visit provided any evidence that policies have been established regarding ownership of intellectual property and commercialization of ideas developed by staff and students. This

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should be rectified centrally by UP particularly because students and staff are encouraged to and have been taking part in applied research.

Compliance level: Substantially compliant

ET recommendations:

1. *Research agenda and focus should be specified for the Faculty of Economics and should be explicitly connected to teaching.*

2. *Details of activities and outputs of the Research Institute(s) and the Centre for Innovation and Employment should be provided on their respective web pages on the University website*

3. *Each academic staff member and researcher should produce at least an average of one scientific/applied research publication or artistic outcome/product per year*

4. *The University should establish policies regarding ownership of intellectual property and commercialization of ideas developed by staff and student*

2.7. Infrastructure and resources

Because of the ongoing Covid-19 pandemic situation the ET was not able to travel to Prizren. The procedure was conducted via ZOOM platform. The information for this chapter was provided by UP and KAA in the form of photographs and documents.

The FE is located in the city centre of Prizren and, according to the SER, the buildings of the FE have a total usable area of $3620m^2$. There are 11 halls including an amphitheatre. The library of FE has 80 seats, 10 computers and contains 1,159 books in both Albanian and foreign languages.

The premises, human resources and equipment is according to the SER sufficient for an adequate long-term implementation of the study programme. Taking into account that the UP is a public university, the ET does not see any major problems which would harm the adequate long-term implementation of the programme.

With a request for additional documents, the ET asked for adequate documents for owning or renting the used infrastructure for the programme. UP provided an overview of all infrastructure used by the programme and also contracts which ensure the long-term usage of these infrastructures.

During the interview, the students credibly explained that the lecture halls and seminar rooms are adequately equipped for the size of the study groups. The same goes for the IT equipment and the library. Overall, the students stated, that they are very satisfied with the infrastructure of the FE.

The facilities which are dedicated to the implementation of the programme are adapted to students with special needs. The ET were provided with photographs of the elevators. During the interviews, the students and the staff ensured that the infrastructure is easy to use for students with special needs.

UP provided a financial plan for the programme to the ET. This financial plan obtains the total revenues, total costs and the profit/loss for the timeframe of 3 years. Unfortunately, this financial plan uses a fixed number of students for each year (150 students). No explanation is provided for the case that this number is not reached. Furthermore, it is stated that the

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programme makes a profit of €1,420 within 3 years, if 150 students are enrolled each year. No budget is mentioned which would ensure the funding of the programme if ever a loss occurs.

Compliance level: Substantially compliant

ET recommendations:

1. *The financial plan should provide information about the security of funding if the programme makes a loss for a certain duration.*

2. *The financial plan should provide information for the scenario that the number of 150 students is not reached.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The Expert Team would like to thank the Kosovo Accreditation Agency and the Faculty of Economics at the University of Prizren for a very efficient organisation of the re-accreditation process and a very warm welcome at the University. The visit was conducted online and the visit went smoothly and according to plan without any technical issues.

The Expert Team was provided with evidence that demonstrated high quality of academic staff who are accomplished and actively engaged in their respective fields with significant experiences from other organisations and higher education institutions nationally and from abroad. Moreover, their command of the English language facilitated fruitful and productive discussions. It was apparent that they are committed to continuously improving their practice and contribute to positive changes in the teaching culture at the University, making their lessons interactive and student-centred.

Having considered the evidence provided and gathered during the site visit, the re-accreditation panel concludes that the programme is **overall substantially compliant**. This conclusion is based on the individual standards' assessment outcomes which are as follows:

Standard	Compliance level
Mission, objectives and administration	Substantially compliant
Quality management	Partially compliant
Academic Staff	Substantially compliant
Educational Process Content	Substantially compliant
Students	Fully compliant
Research	Substantially compliant
Infrastructure and resources	Substantially compliant
Overall Compliance	**Substantially compliant**

In this external review report, there are a number of recommendations that the Expert Team suggests the Faculty and, perhaps more importantly, the University should consider for its further improvement. The following recommendations are however considered by the Expert Team to be those that will be particularly beneficial for reaching full compliance with the KAA criteria and enhancing quality of the higher education provision:

1. It is strongly recommended that every programme has a Programme Specification document which clearly and explicitly outlines the programme learning outcomes and the competences to be acquired by students and how these relate to the relevant descriptor levels of the European Qualification Framework.

2. It is apparent that research is an important part of academic practice at the Faculty. However, there does not appear to be a specific and defined research focus or agenda for the Department or the Faculty. It would be beneficial for academic staff if they were supported in their research activities that directly relate to their teaching. To this end, having a clear research focus and agenda would make this support effective and efficient.

3. The programme of Business Administration is a practical and applied programme which uses theory and research to solve real-life issues. Such approach to teaching and learning is highly beneficial to the society. However, such contributions to the society should be recognised and protected. To this end, the University should establish policies regarding ownership of intellectual property and commercialization of ideas developed by staff and students. The obvious benefit is income generation which can be used by the University to invest in areas such as infrastructure, research support, student and staff mobilities etc.

4. The University should broaden its perspective on quality management from "measurement of quality" to "measurement & improvement of quality". A Plan-Do-Check-Act circle based system could help to resolve the stated shortcomings of the quality management.

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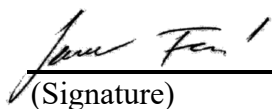
5. Peer observation of teaching should foster dialogue and critical discussion, and should provide supportive, collaborative, stimulating and non-judgemental platform to improve teaching and share good practice.

6. Internal moderation, external examination and standardisation are processes which should be considered as part of the University medium to long term strategy to further enhance fairness, objectivity and transparency of assessment and assessment-related processes.
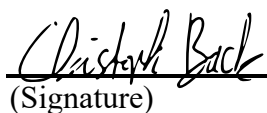
In conclusion, the Expert Team considers the study programme of BSc. Business Administration offered by the Faculty of Economics at the University of Prizren to be **substantially compliant** with the standards included in the KAA Accreditation manual and, therefore, recommends **to accredit** the study programme for a duration of **three years** with a number of **150** students to be enrolled in the programme.

Expert Team

Chair

	Dr. Jana Fiserova, BA(Hons), MSc, PhD, SFHEA	**07.04.2022**
(Signature)	(Print Name)	(Date)

Member

	Christoph Back	**07.04.2022**
(Signature)	(Print Name)	(Date)

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