UNIVERSITY OF APPLIED SCIENCES IN FERIZAJ

BUSINESS MANAGEMENT AND ENTREPRENEURSHIP PROGRAM

REPORT OF THE EXPERT TEAM

2022, KOSOVO

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AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
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1. INTRODUCTION

1.1. Context

Date of site visit: 04.04.2022.

Expert Team (ET) members:

- *Mikus Dubickis, Ph.D.*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Leona Kovaçi*
- *Arianit M. Krasniqi*

Sources of information for the Report:

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

Criteria used for institutional and program evaluations

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

1.2. Site visit schedule

Time	Meeting	Participants/Comments

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Time	Activity	Notes
09:30 – 10:15	Meeting with the management of the faculty where the programme is integrated	Joint meeting with other programmes
10:20 – 11.05	Meeting with quality assurance representatives and administrative staff	Joint meeting with other programmes
11:15 – 12:15	Meeting with the heads of the study programme:	Aziz Rexhepi Bislim Lekiqi Sokol Krasniqi Ismajl Mehmeti
12:15 – 13.15	Lunch break (lunch provided at place)	
13:15 – 14:00	Meeting with teaching staff	Joint meeting with other programmes
14:05 – 14:50	Meeting with students	Joint meeting with other programmes
15:00 – 15:45	Meeting with graduates	Joint meeting with other programmes
15:50 – 16:35	Meeting with employers of graduates and external stakeholders	Joint meeting with other programmes
16:35 – 16:40	Internal meeting of KAA staff and experts	
16:40 – 16:45	Closing meeting with the management of the faculty and program	

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1.3. A brief overview of the institution under evaluation

According to the self-assessment report, the University of Applied Sciences in Ferizaj was established by the Ministry of Education, Science, and Technology (MEST) in 2015. Still, the tradition of academic and scientific work in Ferizaj dates to 1976, when the Assembly of Kosovo with Decision 692-2 established the Center for Higher Education.

Institution's vision: *A national model of a modern, innovative university and integrative education, where practice complements theory and where professional, research skills are developed for the good of society.*

Institution's mission: *We are committed to providing quality education, to training qualified professionals, dedicated researchers and educated and responsible citizens to develop a professional career and lead a productive life.*

According to the information in the self-assessment report institution currently offers 9 study programs:

- **Faculty of Management**
  - BSc Industrial Management
- **Faculty of Engineering and Informatics**
  - BSc in Industrial Engineering with Informatics
  - BSc in Applied Informatics
  - MSc. Engineering and Informatics
- **Faculty of Architecture, Design and Wood Technology**
  - BSc in Interior Architecture and Furniture Design
  - Professional BA in Design and Construction of Wooden Products
  - MSc. Architecture and Interior Design with Wooden Products
- **Faculty of Tourism and Environment**
  - BSc in Tourism and Hospitality Management
  - MSc. Management and Innovation in Tourism
- **Faculty of Applied Arts**
  - Professional BA in Graphic Design and Multimedia

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2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

The mission of the program is to prepare staff who through modern methods in business management and entrepreneurship development will contribute to continuous changes in the business environment. It complies with the overall mission statement of the institution. However, the institution's mission is very general and does not show how this institution is different from the others.

The intended learning outcomes of the study program are as follows:

1. *Develop effective skills in written and oral communication using appropriate methods and technologies.*
2. *Collaborate effectively in groups with colleagues who have different individual experience, skills, and abilities to achieve common goals.*
3. *Demonstrate basic knowledge in numerical and financial analysis for a successful business planning.*
4. *Recognize resource management, ethical, environmental, and legislative issues during the business decision-making process.*
5. *Use the appropriate strategic tools in the decision-making process to solve complex problems in an analytical, critical, and innovative way.*
6. *Demonstrate skills and knowledge of general management and project management (MS Project Management), as well as their application in practical business situations*
7. *Understand the use of traditional and digital marketing and sales methods.*
8. *Recognize the supply chain links and production processes as well as their implication in the product development process.*
9. *Understand the basic concepts of entrepreneurship, sustainable entrepreneurship as well as innovations and future development trends.*
10. *Recognize the problems faced by the local and global economy as well as the ability to identify business opportunities for entrepreneurs.*
11. *Understand what is needed to identify, exploit, and further develop new opportunities (products and services).*

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The institution demonstrates that relevant advice is considered when defining the intended learning outcomes, and they are consistent with the Qualifications Framework. At the same time, it is recommended to review the first statement because it looks like an institution's objective and not what the students will be able to demonstrate (probably, just a translation issue).

According to the SER, upon the completion of their studies, graduates will be able to work in public and private institutions:
- *In various government agencies following the development of Entrepreneurship and Business,*
- *Within different Ministries,*
- *In public enterprises,*
- *Systems manager in the organization*
- *Operations Consultant,*
- *Manager in the organization,*
- *Product developer / manager,*
- *General manager in various organizations*
- *Self-employed and entrepreneurs,*
- *Project Manager.*

For a more meaningful study process and better preparation of graduates, it is recommended to focus more on what students are prepared for. During interviews, focus on the preparation of intrapreneurs, and start-up owners was mentioned. That would be a good way, but it would need more staff from abroad who are coming with their experience. In addition, although changes have been made to the program, the entrepreneurship part of it is relatively poorly covered. It is essential to emphasize the entrepreneurship part more, especially, in the case of preparing intrapreneurs (entrepreneurship/intrapreneurship, in comparison with management/administration studies, needs a more creative approach to the process).

Considering both the information in the SER, the information obtained during the visit, and the documents provided after the visit, it can be concluded that there is still a place for improvement in terms of both didactics and research (please find more information in the sections of educational content and research).

Formal policies, guidelines, and regulations deal with recurring procedural or academic issues. They are made publicly available to stakeholders. During the visit, it was not found that there would be any difficulties in compliance with regulations. The regulations are also regularly

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reviewed and improved, making a reasonable basis for a quality culture of continuous improvement. Also, the management of the institution shows high enthusiasm.

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

Compliance level: Substantially compliant

ET recommendations:

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1. *Consider reviewing the institution's mission and show how this institution differs from the others.*
2. *Emphasize what students are prepared for (e.g., intrapreneurship, start-up development).*

2.2. Quality Management

Based on the information in the self-assessment and information obtained during the visit, it can be concluded that the staff participates in self-evaluations and cooperates with reporting and improvement processes in their sphere of activity. According to the information provided by the institution, its quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution. In general, quality evaluations give an overview of quality issues for the overall program and its different components. The institution is working well in identifying strong points, weaknesses, opportunities, and threats. It demonstrates continuous improvement culture. The institution considers European Standards and Guidelines.

As claimed by the representatives, graduates' employment data, employers' satisfaction data, and graduates' survey data are used to ensure intended learning outcomes. It would be advisable to plan more and better measurable activities to assess the achievement of the ILOs. Different surveys are being employed, but it is impossible to confirm that the survey results are publicly available.

During the visit, it was claimed that graduates are very well employed. Still, when submitting additional information, it is explained that there are 50 graduates – and only 11 who provided answers (8 of them are employed). Such figures do not currently offer objective information on whether there is a high level of employment. To be said to be performing well, the sample size should be more significant and employment should approach 95-100%.

Neither the students nor the graduates met during the visit are involved in developing the study program. This is, of course, a challenge for all the higher education institutions. However, the institution should move towards higher engagement of students in their academic life at the HEI.

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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 2.7. Results of the internal quality assurance system have been taken into consideration for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g., every three years) for consideration within the institution indicating its strengths and weaknesses		X
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

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Compliance level: Partially compliant

ET recommendations:

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

2.3. Academic Staff

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

In general, a relatively large number of full-time academic staff are involved in implementing the program, almost all of them, except one, with a Ph.D. degree. However, the involvement of the academic staff in improving the program is unclear (the academic staff could not name specific examples during the interviews). Greater involvement would be advisable. The full-time academic staff covers most of the classes, and there are enough of them in the context of student groups.

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

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Standard	Compliance	
	YES	**NO**
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: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.		X
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	X	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	

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Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Provide complete information about academic staff.*
2. *Greater involvement of the academic staff in the study program development would be advisable.*
3. *Make academic staff evaluation results publicly available.*

2.4. Educational Process Content

There are four heads of the study program, but their responsibilities are unclear. Although changes have been made in the study program, it is more of a set of study courses than an interconnected, synergistic platform for achieving learning outcomes. There are also problems with the study course descriptions. There are no requirements for updating study course descriptions (or this requirement is not applied in practice). Course descriptions tend to have outdated or even inappropriate literature. The best available literature is not used. Descriptions of study courses tend to cover a relatively small part of the topics that should be covered, for example, in a marketing study course.

It is recommended to include the necessary prior knowledge in the descriptions of study courses and restructure the sequence of study courses accordingly. At the same time, it is recommended to consider moving

- Informatics and Mathematics to a later time, when students already have an idea of the field of study;
- Innovation management to the end of the study period.

There is no elaboration of a bachelor's thesis. To comply with the EHEA, the study program should include the development of a bachelor's thesis, with the help of which the student demonstrates the main acquired learning outcomes of the program.

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

The internship activity report example was not provided, therefore, it is impossible to confirm that the students' work at the practical training organizations would be monitored.

Overall, there is a good understanding of the student-centered approach observed, and mostly, the standards are being met.

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

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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.		
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program	NA	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical		X

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training organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.		
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Improve the system for updating study course descriptions (develop and apply the requirements for updating study course descriptions).*
2. *Include the necessary prior knowledge in the descriptions of study courses and restructure the sequence of study courses accordingly.*
3. *Include the development of a bachelor's thesis to comply with the EHEA.*

2.5. Students

The criteria for admission and selection of students are defined according to the University Statute and are made public in the announced public competition. There were no signs that the admission requirements would not be consistently and fairly applied to all students during the visit. Students are generally delighted with the learning process and the academic staff's support, including the flexible approach.

The results obtained by the students throughout the study cycles are certified by the academic record (SMU system). Records of student completion rates are kept and included among quality indicators.

There are mechanisms to ensure academic integrity and deal with offenses (e.g., the ***Research Cult project***). However, as this is for a limited time, the institution should ensure that a permanent antiplagiarism software is acquired and used.

Students do not know their rights and obligations. Student transfer is regulated in the *STUDENTS TRANSFER REGULATION* (2021).

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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 organizing 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 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 are 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	

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Compliance level: Substantially compliant

ET recommendations:

1. *Promote students' rights and obligations among them.*
2. *Ensure that there is a permanent antiplagiarism software acquired and used.*

2.6. Research

There is a draft institutional strategic plan and strategic research plan, but no scientific/applied research objectives are defined for the study program. The institution follows the world practice of which databases indexed publications are considered high quality (Scopus and WoS). The regulation for scientific research activities (2020) defines the rules, procedures, and other accompanying documents for the organization of scientific research activity of academic staff, researchers, and students. There is support for scientific activities of the academic staff *up to a modest amount of 1,000 euros per year for each staff*. Providing a differentiated bonus system for publications of a certain quality level is recommended.

Each academic staff is obliged to publish an average of one paper per year. While checking on a random basis, the ET confirms that the requirement for the number of publications is met. Also, the staff publishes under the name of the institution under evaluation.

During the process of selection and promotion of academic staff, it is required that scientific papers be relevant to the field of study of the candidate as well as to the subjects in which they will compete for appointment and promotion. While checking on a random basis, the ET cannot confirm that this standard is met (e.g., Sokol Krasniqi has no publications on project management, Arta Jashari has no publications on CRM, and Afrim Loku has no publications on marketing).

The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars, etc., and expertise is provided to partners inside the country. Research is validated through publications, though there is still a place for improvement in technology transfer. Research integration into studies is not identifiable in the study course descriptions. Overall, emphasis on internationalization would be recommended for the research activities.

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Considering the information mentioned in the self-assessment and obtained during the visit, there is no involvement of students in the research. Students also are unaware of the institution's Innovation Center. However, the stakeholders expect a lot from the center (to strengthen research in general, provide more opportunities for students, enhance cooperation with the industry, and work as an incubator). There are no policies established yet for the ownership of intellectual property and the commercialization of ideas developed by staff and students.

Standard	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	
Standard 6.4 The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
Standard 6.5. The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars, etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and abroad.	X	

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Standard 6.6. Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.		X
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		X
Standard 6.11. Students are engaged in research projects and other activities.		X

Compliance level: Partially compliant

ET recommendations:

1. Define scientific/applied research objectives for the study program. While defining objectives, sufficient financial, logistic and human resources should be allocated to achieve the proposed research objectives; the SMART framework is recommended.

2. Providing a differentiated bonus system for publications of a certain quality level is recommended.

3. Besides publications and conferences, other research validation instruments should be considered (e.g., technology transfer) as well as the involvement of students.

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4. Academic staff should be encouraged to include in their teaching information about their research and scholarly activities relevant to the courses they teach and other significant research developments in the field.

5. There should be procedures set out to commercialize ideas developed by staff and students.

6. A greater emphasis on internationalization would be recommended for the research activities.

2.7. Infrastructure and Resources

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

It can be considered that, in general, most probably, adequate long-term implementation of the study program is ensured in both quantitative and qualitative terms. For the study program, the projected income and expenses for the next three years are available. Still, it is almost impossible to comprehend the information in the cells without additional explanation. It would be advisable to develop a more detailed plan that shows if and how the development of the program takes into account the needs of stakeholders and the results of quality measurements to ensure sustainability.

The institution is the owner of the spaces it uses (*two amphitheatres with 150 and 350 seats, 12 classrooms for groups of up to 75 students, two IT cabinets, two industrial spaces for workshops, four spaces for laboratories and many other ancillary spaces*). The number of seats in the reading rooms, and the number of seats in the group work rooms (48/2=24) is not sufficient for the total number of students in the study program. During the visit, it was not reported that students with special needs would have difficulty studying.

Standard 7	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	X	

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Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

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

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

Compliance level: Partially compliant

ET recommendations:

1. *Develop a more detailed plan that shows if and how the development of the program considers the needs of stakeholders and the results of quality measurements to ensure sustainability.*
2. *Ensure enough seats in the reading rooms and the number of seats in the group work rooms (45 seats for each type of room).*

3. FINAL RECOMMENDATION OF THE ET

The main strong point of the institution could be its continuous improvement culture. Still, there is a place for improvement in different areas, especially internationalization for strengthening its position in the highly competitive Kosovo higher education market. The following recommendations have been made for the further development of the study program:

1. *Consider reviewing the institution's mission and show how this institution differs from the others.*
2. *Emphasize what students are prepared for (e.g., intrapreneurship, start-up development).*
3. *Make the survey results publicly available.*
4. *Plan more and better measurable activities to assess the achievement of the ILOs.*
5. *Move towards higher engagement of students in their academic life at the HEI.*

6. *It would be advisable periodically (annually) to prepare one self-assessment report on the program's overall quality for consideration within the institution indicating its strengths and weaknesses.*

7. *In addition, a comprehensive reassessment of the program conducted at least once every five years would be advisable. Policies and procedures for running this reassessment should be published; the program assessment should involve external stakeholders (e.g., experienced people from relevant industries and professions and experienced faculty from other institutions).*

8. *Provide complete information about academic staff.*

9. *Greater involvement of the academic staff in the study program development would be advisable.*

10. *Make academic staff evaluation results publicly available.*

11. *Improve the system for updating study course descriptions (develop and apply the requirements for updating study course descriptions).*

12. *Include the necessary prior knowledge in the descriptions of study courses and restructure the sequence of study courses accordingly.*

13. *Include the development of a bachelor's thesis to comply with the EHEA.*

14. *Promote students' rights and obligations among them.*

15. *Ensure that there is a permanent antiplagiarism software acquired and used.*

16. *Define scientific/applied research objectives for the study program. While defining objectives, sufficient financial, logistic and human resources should be allocated to achieve the proposed research objectives; the SMART framework is recommended.*

17. *Providing a differentiated bonus system for publications of a certain quality level is recommended.*

18. *Besides publications and conferences, other research validation instruments should be considered (e.g., technology transfer) as well as the involvement of students.*

19. *Academic staff should be encouraged to include in their teaching information about their research and scholarly activities relevant to the courses they teach and other significant research developments in the field.*

20. *There should be procedures set out to commercialize ideas developed by staff and students.*

21. *A greater emphasis on internationalization would be recommended for the research activities.*

22. *Develop a more detailed plan that shows if and how the development of the program considers the needs of stakeholders and the results of quality measurements to ensure sustainability.*
23. *Ensure enough seats in the reading rooms and the number of seats in the group work rooms (45 seats for each type of room).*

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

Compliance level: Substantially compliant.

Student quota recommended: 150

Accreditation period recommended: five years.

Expert Team

Member

	Mikus Dubickis, Ph.D.	**14.06.2022.**
(Signature)	(Print Name)	(Date)

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