UNIVERSUM COLLEGE

BUSINESS AND MANAGEMENT PROGRAM, FERIZAJ BRANCH

REPORT OF THE EXPERT TEAM

2022, KOSOVO

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1. INTRODUCTION

1.1. Context

Date of site visit: 06.04.2022.

Expert Team (ET) members:

- *Mikus Dubickis, Ph.D.*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Ilirjane Ademaj*
- *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
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	Alejtin Berisha, Shqipe Rashiti-Gërguri, Uran Rraci

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09.50 – 10.35	Meeting with quality assurance representatives and administrative staff	Arlinda Qehaja, Armend Berisha, Albulena Luzha, Nazim Haliti
10:45 – 11:45	Meeting with the heads of the study programme:	1. Filipos Ruxho 2. Ganimete Podvorica 3. Fejzullah Beha
11:45 – 12.30	Lunch break (provided at the evaluation site)	
12:30 – 13:10	Meeting with teaching staff	Muhamet Hajdari, Artan Aliu, Rrezart Dema, Gentiana Berisha, Hazbi Kadriu
13:15 – 14:00	Meeting with students	Shpat Fera, Laureta Osmani, Florinda Ukshini, Alketa Derguti, Agnesa Dashi, Marigonë Ameti
14:10 – 14:50	Meeting with graduates	Arbër Berisha, Elitë Bardhi, Lirim Brahimi, Vlera Xhemajli
14:55 – 15:40	Meeting with employers of graduates and external stakeholders	Balton Dërguti-Komuna, Saranda Sefedini-InCodeks, Astrit Sahiti-HIB, PowerJungle
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	

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1.3. A brief overview of the institution under evaluation

According to the information in the self-assessment report Universum College was established in March 2005, in Pristina, the capital city, and Ferizaj, the second largest and one of the most economically developed cities in Kosovo.

Universum College thrives on providing high quality, accessible and affordable educational opportunities to a Kosovar and international student body through teaching excellence, lifelong learning, applied research and partnership building, thus, preparing students to be thoughtful, responsible and successful citizens who support the development of Kosovo and the region.

According to the information in the self-assessment report Universum College currently offers 11 Bachelor's level and four Master's level programs.

BA programs: BA in Business and Management, BA in Political Science, Bsc. in Computer Science, BA in English, LLB, Bachelor in Digital Journalism, Bachelor in Cyber Security, Bachelor in Physiotherapy, Bachelor in Dental Hygiene, Bsc. in Nursing, BA in Graphic Design.

The four graduate programs are as follows: MA in Management, MA in Diplomacy, Msc. in Data Science and Analytics, and Msc. in Sustainable Food Production Systems (Joint Degree with the University of Peja).

In addition, Universum College is accredited by Pearson Education and offers two Level 5 programs in Integrated Design and Nursing. Recently, Universum College has been accredited by the University of Northampton in the UK to offer double degrees in Business, Management, Design, and Computer Science at the undergraduate and graduate level.

The mission of Universum College is presented below:

*The mission of Universum College is to support our students to **become good citizens**, successful & broad-minded leaders and thrive in the Revolution 4.0, the digital and globalized era. We do this by providing **one-on-one academic & life coaching**, putting our students and **learning at the center** in an innovative, digitally enhanced environment that fosters creativity, inquiry, teamwork, innovation and entrepreneurial mindsets. Our commitment with quality, **teacher excellence and applied research** builds the bases for a strong and vigorous nation and region.*

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2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

The institution's mission statement has been changed, and it is now very promising. There are also relevant strategic pillars defined. At the same time, a greater emphasis on the research, both basic and applied, would be recommended for the long-term development of the institution. The study program mission complies with the overall mission statement of the institution. However, given the current study program content, the mission statement should include **management** and not **leadership**. This would correctly reflect the **content** of the program. Another option would be to update the content with a greater emphasis on acquiring leadership competencies. In addition, both internal and external stakeholders emphasized the need to prepare the students for **entrepreneurship in the digital era**. Therefore, it would be advisable to consider all these recommendations while formulating the mission, ILOs, the program's content, and applied teaching, learning, and assessment methods.

Different ILOs were shown in the self-assessment of the program:

V1	V2	V3
● Demonstrate knowledge in business and management concepts and tools, including accounting, marketing, human resource management and supply chain management. ● Reflect upon work-based examples of business activities which will support informed career choices. ● Develop and enhance student's writing, teams, leadership, entrepreneurship and communications skills; ● Facilitate the development of students' critical and analytical thinking in order to excel in a dynamic business environment; ● Assess challenges and solve problems in business situations. ● Apply market research methodologies to identify entrepreneurial opportunities.	a) a clear sense of the organizational environment and readiness to take on employment in a management position; b) in-depth knowledge of modern approaches to business management; c) an understanding of the relationship between people, organizations, and business management in different organizational structures; d) an understanding of financial requirements for business, including published financial information, and an ability to make judgments about financial performance companies; e) an understanding of the central importance of innovation in a range of different organizational contexts – entrepreneurial startup firms, small firms and other organizations, and large business corporations; f) an understanding of the broader social context of the working environment, and the opportunity to assess their own personal development needs for successful future carrier.	● Demonstrate knowledge in business and management concepts and tools, including accounting, marketing, human resource management and supply chain management. ● Reflect upon work-based examples of business activities which will support informed career choices. ● Develop and enhance student's writing, teams, leadership, entrepreneurship and communications skills; ● Facilitate the development of students' critical and analytical thinking in order to excel in a dynamic business environment; ● Assess challenges and solve problems in business situations. ● Apply market research methodologies to identify entrepreneurial opportunities. ● Articulate ideas persuasively and logically and collaborate with others toward a common goal

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After the visit, the correct list of statements is provided in the answers. Although they may be relevant for the bachelor's level, it can be observed that there is a lack of understanding in the formulation of ILOs. For example, these two statements are not in line with the spirit of the ILO:

- *Develop and enhance student's writing, teams, leadership, entrepreneurship, and communications skills;*
- *Facilitate the development of students' critical and analytical thinking in order to excel in a dynamic business environment.*

These could be considered tasks performed by the institution. Given that the ILO statements are crucial in determining the program's content and methods, much more attention should be paid to their appropriate formulation and usage.

Considering both the information in the SER and the information obtained during the visit, it can be concluded that the study program has a relatively well-defined overarching didactic concept. It is also supported by the Center for Excellence in Learning and Teaching (CELT). In terms of research, it is mainly applied research which may be sufficient for bachelor-level studies. However, it can be concluded that the research concept in terms of supporting mechanisms for doing research could be stronger.

There are formal policies, guidelines, and regulations dealing with recurring procedural or academic issues. However, their public availability to stakeholders is unclear (Google drive, Local network address). During the visit, it was not found that there would be any difficulties in compliance with regulations. The regulations are also regularly reviewed and improved.

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

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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:

1. Clarify the study program mission statement and content of the program (specify what will be emphasized – management or leadership, as well as place more emphasis on the entrepreneurship component).

2. Clarify the ILOs of the programs in the context of the first recommendation and reformulate the two irrelevant statements.

3. It is recommended to strengthen research at both institutional and program levels for strategic development.

4. Make policies and regulations easily publicly accessible to the stakeholders.

2.2. Quality Management

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Based on the 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 different components within it.

At the same time, the institution has difficulties in identifying weaknesses and demonstrating concrete evidence, making it difficult to plan and implement improvements and external evaluation of the program.

Although the institution emphasizes that *the format chosen by Universum is more coherent, and provides a better reading and understanding experience, which will also make it easier for the external evaluators to assess the work of our institution*, the self-assessment in fact sometimes is very general and the compliance to the standards is not shown. The final part of the self-assessment contains information that has apparently been prepared for the institutional assessment and is not relevant.

In addition, according to the evidence provided, which is often not in English, it is impossible to confirm that the evaluation processes and planning for improvement are integrated into normal planning processes. The self-assessment of the program should focus more on specific evidence than on a general description of the system. There is an *Academic Program Internal Report* (in Albanian). Still, it is not identifiable that it looks at the quality of the study program as a whole and identifies its strengths and weaknesses. It is not recognizable how the evaluation results, the investigation of the student workload, the academic success, and the employment of graduates (internal quality assurance system) have been considered for the further development of the study program. It is impossible to confirm that the survey results are publicly available. At the same time, the information obtained during both the self-assessment and the visit shows that work on quality assurance arrangements is underway, so there is reason to believe that the proposals made in this assessment will be implemented for both compliance and quality improvement.

To ensure learning outcomes, data from student questionnaires are used, materials are placed in the Moodle environment, and study course descriptions are standardized. As it can be observed, there is still something to be done with the latter because there is no standard approach to writing study course descriptions.

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During the visit, graduates' employment was mentioned as one of the leading indicators of success. Based on the data provided (78.3% employment), although the situation is not bad, it is also difficult to call it very good. To be said to be performing well, employment should approach 95-100%.

In general, it would be advisable to plan more and better measurable activities to assess the achievement of the ILOs.

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.

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	

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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	

Compliance level: Partially compliant

ET recommendations:

1. *Be more eager to identify weaknesses.*
2. *Critically assess the compliance to the standards and provide external evaluators with concrete evidence.*
3. *Consider the evaluation results, the investigation of the student workload, the academic success, and the employment of graduates for the further development of the study program.*
4. *Make the survey results publicly available.*
5. *Plan more and better measurable activities to assess the achievement of the ILOs.*
6. *Move towards higher engagement of students in their academic life at the HEI.*

2.3. Academic Staff

Candidates for employment are provided with full position descriptions and conditions of employment. Academic staff also has their own set of KPIs. Information on workload for

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teaching is provided, but not for other components (exams, consulting, administrative activities, research).

There were no signs that there would be 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 academic staff are involved in implementing the program, many with a master's degree. Still, there is also 11 full-time staff with a Ph.D. degree. The academic staff is mainly involved in improving the program only by contributing to their study courses. Greater involvement would be advisable.

Opportunities are provided for the professional development of teaching staff (including mobilities and capacity-building projects). Still, the evidence is unclear (there is an updated list of training, but the CVs of academic staff do not confirm the attendance). In addition, there is no system for the identification of needs, and therefore it is impossible to confirm that special assistance would be given to those facing difficulties. Also, in terms of support for research, the support for new lecturers is the same as for the experienced ones.

In general, the academic staff is qualified, and they improve the teaching strategies. They are being evaluated, but it is impossible to confirm that the survey results are publicly available.

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	

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

Compliance level: Substantially compliant

ET recommendations:

1. *Provide full information about academic staff.*
2. *Greater involvement of the academic staff in the development of the study program would be advisable.*
3. *Give special assistance in terms of both research and professional development to the new staff and those facing difficulties.*
4. *Make academic staff evaluation results publicly available.*

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2.4. Educational Process Content

Several lists with ILO formulations appear in the description of the study program (SER) (this is elaborated in more detail in the first section of the report). This situation creates confusion for the parties involved, so it is advisable to consistently use a single list of statements. The learning outcome statements clarified (V3) after the technical improvement (see recommendation in the first section) would likely comply with the first standard in this section. At the same time, it is recommended to improve them using the 2nd list of statements in the self-assessment (see V2 column in the table, the first section of the report). In addition, the learning outcomes mapping table (*24. Curriculum mapping - B&M*) contains the first list of outcomes (V1) and not the clarified list (V3).

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). The templates for the description of study courses themselves also differ.

The overview of the content of the study program shows the study courses, including the study course in which practice is a part, but 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.

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	X	

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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.		
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program	NA	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in	X	

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courses offered within a program, and in comparison, with other study programs at highly regarded institutions.		
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
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) and consistently use the same template.*
2. *Include the development of a bachelor's thesis to comply with the EHEA.*

2.5. Students

Students choose an institution because it has extensive cooperation. This was also confirmed in interviews with other stakeholders. At the same time, both students and graduates emphasized the need for internationalization – more international students.

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There is a clear and formally adopted admission procedure at the institutional level that the study program respects when organizing students' recruitment. There were no signs that the admission requirements would not be consistently and fairly applied to all students during the visit. Apart from individual study courses with difficulties, students are generally delighted with the learning process and the support provided by the teaching staff, including the flexible approach.

The results obtained by the students throughout the study cycles are certified by the academic record. Records of student completion rates are kept, but the ET did not find that this aspect would be included among quality indicators. There are different procedures to ensure academic integrity and deal with offenses. Students know their rights on obligations and know where to find them online (Moodle). Students also are aware of the possibility of changing their study program or institution.

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	

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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	

Compliance level: Substantially compliant

ET recommendations:

1. *Develop internationalization (more international students).*
2. *Include student completion rates among quality indicators.*

2.6. Research

There are KPIs defined at the individual level, including research-related KPIs. There is an institutional strategy/plan (which does not contain KPIs, just general directions, and therefore – a SMART framework is recommended) and document "INSTITUTIONAL RESEARCH DIRECTIONS AND SUPPORT." Still, no scientific/applied research objectives are defined at the study program level.

The institution follows the world practice as to which databases indexed publications are considered to be of high quality: *Publications published and indexed on the Web of Science and Scopus platforms are stimulated (reimbursed) up to 500.00 euros per paper.* At the same time, publications' costs should be 100% covered, and funding for the research work itself

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should be provided. In addition, it is recommended to provide a differentiated bonus system for publications of a certain quality level.

Random examination of the 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*) shows no compliance (e.g., Venera Radoni, Gentiana Berisha, Sami Shala, Afet Bela). Similarly, random examination of the fact whether academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff also shows no compliance, e.g., Shqipe Gërguri Rashiti affiliation: American University of the Middle East, Kuwait, Kuwait (https://www.emerald.com/insight/content/doi/10.1108/JFBM-11-2020-0108/full/html); Filip Ruxho and Albulena Luzha – no publications in the latest years at all. The situation with the publications is generally weak. There is no information on other ways in which the research would be validated (technological transfer through consultancy centres, scientific parks, etc.).

Although the SER contains information on how research is integrated into studies, it is not identifiable in the study course descriptions, for example, in the study course Marketing. In addition, there is only one relatively outdated piece of literature (Kotler, 2013). This is similar to the study course Strategic Management, which contains an even older book (Kume, 2010). In general, it is observed that the literature in the descriptions of study courses is not updated.

Considering the information mentioned in the self-assessment and obtained during the visit, the involvement of students in the applied research can be regarded as corresponding to the level of the bachelor's program. At the same time, there are no policies established 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

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Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
Standard 6.4 The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
Standard 6.5. The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars, etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and abroad.		X
Standard 6.6. Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.		X
Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.		X
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		X

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Standard 6.11. Students are engaged in research projects and other activities.	X	

Compliance level: Non-compliant

ET recommendations:

1. While defining scientific/applied research objectives:

1.1. sufficient financial, logistic, and human resources should be allocated for achieving the proposed research objectives;

1.2. SMART framework is recommended.

2. Publications' costs should be 100% covered, and funding for the research work itself should be provided. In addition, it is recommended to provide a differentiated bonus system for publications of a certain quality level.

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 for the past three years under the institution's name and on the same topics as their teaching activity. In addition, other research validation instruments should be considered (e.g., technology transfer).

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

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

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.

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It can be considered that, in general, 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. At the same time, 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 available video, which shows the institution's premises as a whole, shows that the rooms are clean and tidy, and recently decorated. Students have access to rooms of various sizes. There are 172 seats in the library reading room. At the same time, it is unclear how many seats there are in group work rooms. The premises belong to the institution, and it has plans to expand the premises. In general, equipment is available to a similar extent as on the Pristina campus. At the same time, it is not possible to confirm compliance with standard 7.5. due to the lack of specific figures for the values mentioned in each standard's subsection. In addition, the students expressed a desire for a place to rest.

The institution states that *even though the building does not have the elevators, they make sure that lectures take place on the lowest floor available and make sure that a student services personnel helps*. 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 equipment. At the same time, it is guaranteed that qualitative aspects are also considered.	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	

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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.		
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; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		X
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:

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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. *Consider developing a place for students to rest.*

3. FINAL RECOMMENDATION OF THE ET

There are areas where the institution is at a very high level, even superior to the others. Its strengths include its diverse range of study programs, infrastructure in general, and academic staff. Still, the institution has difficulty identifying its weaknesses and providing appropriate evidence (including in English) at the same time. As a result, it is sometimes impossible for international external experts to confirm that standards are met. The situation could be explained by a high level of self-confidence, which was also demonstrated during the visit. However, the disadvantage of that confidence is that sometimes it is not possible to show everything so well to others. Thus, the long-term sustainable development of the institution and its study programs may be hindered. The following recommendations have been made for the further development of the study program:

1. *Clarify the study program mission statement and content of the program (specify what will be emphasized – management or leadership, as well as place more emphasis on the entrepreneurship component).*
2. *Clarify the ILOs of the programs in the context of the first recommendation and reformulate the two irrelevant statements.*
3. *It is recommended to strengthen research at both institutional and program levels for strategic development.*
4. *Make policies and regulations easily publicly accessible to the stakeholders.*
5. *Be more eager to identify weaknesses.*
6. *Critically assess the compliance to the standards and provide external evaluators with concrete evidence.*
7. *Consider the evaluation results, the investigation of the student workload, academic success, and graduates' employment for further development of the study program.*
8. *Make the student survey and academic staff evaluation results publicly available.*
9. *Plan more and better measurable activities to assess the achievement of the ILOs.*
10. *Move towards higher engagement of students in their academic life at the HEI.*
11. *Provide complete information about academic staff while self-assessing.*

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12. *Greater involvement of the academic staff in developing the study program would be advisable.*

13. *Give special assistance in terms of both research and professional development to the new staff and those facing difficulties.*

14. *Improve the system for updating study course descriptions (develop and apply the requirements for updating study course descriptions) and consistently use the same template.*

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

16. *Develop internationalization (more international students).*

17. *Include student completion rates among quality indicators.*

18. *While defining scientific/applied research objectives:*

18.1. *sufficient financial, logistic, and human resources should be allocated for achieving the proposed research objectives;*

18.2. *SMART framework is recommended.*

19. *Publications' costs should be 100% covered, and funding for the research work itself should be provided. In addition, it is recommended to provide a differentiated bonus system for publications of a certain quality level.*

20. *Each academic staff member and researcher should produce at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years under the institution's name and on the same topics as their teaching activity. In addition, other research validation instruments should be considered (e.g., technology transfer).*

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

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

23. *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.*

24. *Consider developing a place for students to rest.*

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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	Non-compliant
7. Infrastructure and resources	Partially compliant
Overall compliance	Substantially compliant

Compliance level: Substantially/Partially compliant.

Student quota recommended: 200

Accreditation period recommended: three years.

Expert Team

Member

(Signature)	**Mikus Dubickis, Ph.D.**	**28.05.2022.**
(Signature)	(Print Name)	(Date)

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