



UNIVERSITY OF PRISHTINA

**MANAGEMENT MSc
PROGRAMME RE-ACCREDITATION**

REPORT OF THE EXPERT TEAM

21 February 2023, PRISHTINA, BUCHAREST, ZAGREB

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1. INTRODUCTION

1.1. Context

Date of site visit: 21 February 2023

Expert Team (ET) members:

- *Dr. Magdalena Platis*
- *Marko Komšo, Student expert*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Ilirjane Ademaj Ahmeti, KAA Officer*
- *Shkelzen Gërshaliu, KAA Officer*

Sources of information for the Report:

- *Self-evaluation report (SER) of Management Programme, MSc, Faculty of Economics, University of Prishtina;*
- *Appendices to SER (sam appendices like those provided to the SER for Management BSc): Annex 1 List of Evidence, Annex 2 Statute of UP, Annex 3 Regulation on PhD studies, Annex 5 Regulation on Disciplinary Procedure, Annex 6 Code of Ethics for Academic Staff, Annex 8 Sample completed by student assessment, Annex 9 Regulation for Student Academic Mobility in UP, Annex 12 Regulation on Selection Procedure of Staff, Annex 13 CV-s of academic staff, Annex 14 Scientific Journal Balkan Economic Review, Annex 16 Staff participation in conferences, Annex Annex 18 Course Syllabuses, Annex 19 International motilities;*
- *Additional documents received after requested by the ET: General statistics about the Form: Faculty of Economics - Department of Management and Informatics – Bachelor, examples of evaluation for academic staff, Meeting reports, Syllabi, Reports designed to address the need for updating the curricula of study programs, Statistics_SEMS 2018.2023, List of staff, List of scientific papers, conferences and trainings 2017-2022;*
- *University webpage and Faculty webpage: <https://uni-pr.edu/page.aspx?id=2,1>, <https://ekonomiku.uni-pr.edu/page.aspx?id=2,8>.*

Criteria used for institutional and program evaluations

- *KAA-Accreditation-Manual, including the Standards and performance indicators for external quality assurance for Re/accreditation of bachelor and master study programs*

1.2. Site visit schedule

Time	Meeting
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated
09:55 – 10:35	Meeting with quality assurance representatives and administrative staff
10:45 – 11:45	Meeting with the heads of the study programme Management, BSc
11:45 – 12:45	Lunch break (provided at the evaluation site)
12:45 – 13:15	Visiting tour of the facilities and infrastructure
13:15 – 14:15	Meeting with the heads of the study programme Management, MSc
14:20 – 15:05	Meeting with teaching staff
15:10 – 15:55	Meeting with students
16:00 – 16:45	Meeting with graduates
16:50 – 17:35	Meeting with employers of graduates and external stakeholders
17:35 – 17:45	Internal meeting of KAA staff and experts
17:45 – 17:55	Closing meeting with the management of the faculty and program

1.3. A brief overview of the institution under evaluation

In the 1961/1962 academic year The Faculty of Economics of the University of Prishtina "HASAN PRISHTINA" was established as a joint academic unit with the Faculty of Law. In 1971/1972, the Faculty of Economics started to function separately, as an academic unit of its own. According to SER (page 3): “The Faculty of Economics is an institution dedicated to the preparation of capacities for taking the leadership roles in the community through teaching, research and practice in the field of economics” Its mission is to prepare capacities that contribute to the overall economic and social development of Kosovo and beyond, to advance global knowledge in the field of Economics. This mission is in line with the mission of the institution as a public institution of higher education in Kosovo.

Moreover, the Faculty of Economics currently organizes study programmes that refer to three levels of study: Bachelor (three-year studies), Master of Science (two-year studies), Doctorate (three-year studies). Currently, all study programmes are accredited: at the bachelor level: *Management, Marketing, Economics, Accounting and Applied Economics and Management (in English)*; at the master level: *Banking, Finance and Accounting, Management and*

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Informatics, Marketing, Economics, and Money, Banking, Finance and Insurance (in English); at the doctoral level: Banking, Finance and Accounting, Management and Informatics, Marketing, Economics (in English). Therefore, the current programme of Management MSc is the new title for the previous programme of Management and Informatics.

2. PROGRAM EVALUATION

The institutional evaluation consists of 7 subheadings through which the administration, organisation, and management of the institution, as well as teaching and research are assessed.

2.1. Mission, Objectives and Administration

The study program in the MSc in Management is designed for students who learn to know and exercise leadership with processes and people in organizations; in the SER (page 8) it is described like this: “The essential dealings of managers in the contemporary business world are embedded in the fund of basic and elective subjects to enable students to have a thorough knowledge of the aspects of creation, growth, development and management of businesses, as well as the development of analytical, conceptual and proactive approach to solving organizational problems. Students are taught the basic theories of Management and their application in an organizational context: Therefore, the programme shows the orientation towards the management field from both theoretical and practical point of view.

The discussion with the heads of the study programme of Management, MSc revealed that the heads were aware of the programme mission and mentioned their own contribution to the SER in a very concrete manner (mentioning the exact pages of contribution). Therefore, ET considers that the study programme mission follows the overall mission statement of the faculty. Moreover, the MSc Management study programme pays attention to a transformative experience, along which specific skills are gained in key areas of business, first and foremost the development of self-actualization through the learning of organizational leadership. The description of the programme mission compares the role of the master programme with the bachelor programme in management; in the SER (pag 8) it is mentioned that: “Master's program aims to expand the dimensions of their knowledge by delving into contemporary management problems”.

The MSc in Management study programme aims to provide students the essential skills for managers by organizing special modules for example of Leadership and Advanced Strategic Management. Moreover, the SER (page 11) states that: “Moreover, the program enables students to work independently as a consultant/manager in order to identify specific problems in their organization and their creative solution”. Therefore, the programme has a clear didactic concept (strengthen by the adequate relationship between professors and students, the diversity

of the teaching methodologies, and by the administrative support offered for the teaching and learning process), but the research orientation of the programme, as described in the SER, looks like very dependent of the research institute development. The SER does reveal some programme objectives, for example: “The program is designed with a competency orientation and a reference to the labour market to give the country a generation of young leaders, self-confident, with a global perspective, willing to be decision-makers and guide them in the long term of their organizations towards targeted goals” (SER, page 11).

The SER describes the learning outcomes as (pages 9-10): “Acquisition of scientific research techniques in management; Developing an understanding of advanced management topics through the study of areas that analyse different aspects of management; Acquisition of critical analysis skills related to management and leadership issues; Developing awareness of the responsibilities of managers in the context of the economic, social and political environment; Developing quantitative skills and being able to apply them in the context of problem solving; Familiarity with leadership approaches and the development of an appropriate leadership model in practice; Familiarity with human resource practices and benefiting from the skills to develop best practices to advance the human side of the organization”; there is no clear evidence that these learning outcomes were based on relevant academic and professional advice.

The dialog with the employers of graduates and external stakeholders at the visit day demonstrates that all the participants were more than willing to take part in the programme design, but that they did not contribute by now. Moreover, an opportunity in the SER (page 32) is: “The operationalization of the Advisory Body in cooperation with the Ministry of Innovation and Entrepreneurship enables a platform for the development of the new market-oriented university paradigm, with the provision of consulting services for businesses”.

The students use the Electronic Student Management System; according to SER (page 12): “*Rules of Procedure of the Electronic Student Management System* (see Annex 2)” are in place, but this annex does not exist, as annex 2 represents the University Statute. However, ET accepts that this is a useful system and admits that there are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students. For example: the access to students in the system: <https://studenti.uni-pr.edu/>. Unfortunately, most of the links provided in the SER (page 14) could not be accessed (the message got was: “Server Error in '/' Application. The resource cannot be found”). ET is reserved in considering these regulations as being publicly available, but accepts that staff and students are aware of these through the electronic system.

The institution has a Code of ethics which is very old (adopted in 2013), provided as annex 6 (not annex 13 as mentioned in the SER, at page 15). The provided document is in Albanian. ET is aware that the institutional documents are not the responsibility of the Faculty of

Economics to be updated (for example the Code of Ethics). The link provided as a set of decisions of disciplinary committees are also old, since 2017 (https://drive.google.com/drive/folders/0B_36rMoVdto4endMWUZuWEY4Unc?resourcekey=0-OWAH42S5TZWXoLu_KCUjyw). It was found in English by the ET (direct effort) at: <https://fim.uni-pr.edu/desk/inc/media/ADD5A282-4F61-4544-AA42-3C01ACE295AA.pdf>. The document covers several areas of unethical behavior and ethical principles, but this is only declarative. There is no clear evidence for any internal mechanisms that all staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities. All participants in the meeting confirmed that there is no plagiarism software in place.

The programme delivery should be clearly reviewed at least once every two years and amended as required in the light of changing circumstances. SER does not contain any evidence on this matter (page 15). ET accepts the additional documents received after request on the Management programme MSc delivery. Two reports and a descriptive document were provided, for example: http://alled.eu/wp-content/uploads/2019/10/Report-Draft-215x215mm_print30092019.pdf and <http://alled.eu/wp-content/uploads/2022/02/Kosovo-Skill-Barometer-1.pdf>. There is a lot of room for improvement in this area. ET congratulates the organizer of the job fair in 2022.

Compliance level: Partially compliant

ET recommendations:

1. *Formulate 3-5 objectives of the study programme in a SMART manner (specific, measurable, achievable, realistic and timing) considering teaching, research and society engagement, if the case;*
2. *Create a formal mechanism at the programme level to get academic and professional advice in the programme design, including when defining the intended learning outcomes;*
3. *Set a regular and periodical official mechanism at the programme level for the programme delivery (at least every 2 years);*
4. *Contribute to the process of revising the Code of ethics by suggesting more clarifications on teaching, research and administrative processes; make sure all staff categories are considered in the revision version.*

2.2. Quality Management

At the Faculty of Economics, the quality assurance system is computerized and carried out through SEMS, at an institutional level. This process generates rapid analyses and has made the data generated for staff performance more reliable. According to the SER (page 20):

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“Evaluation processes and planning for improvement are integrated into normal planning processes. According to the guide for the evaluation of subjects by students and the use of their results at the University of Pristina "Hasan Prishtina" (Appendix 4), the evaluation results help teachers and academic units to continuously improve themselves”. Unfortunately, annex 4 does not exist. The same: “Regulation on disciplinary measures and procedures for personnel (Appendix 18) and the Code of Ethics (Appendix 13)”, but Appendix 13 represents the CVs while Appendix 18 the Syllabi. There is no appendix provided in the documents, apart from the Annex 8 Sample completed by student assessment. ET has no doubt that at an institutional level, the regulation on quality assurance exists, but must note poor revision of the SER and its appendices by the contributors to the writing and the reading of it before submitting to the KAA. The regulation was found by the ET at: <https://mjekesia.uni-pr.edu/desk/inc/media/51D772F3-CDD0-4302-AD03-8E5B8B2DECE4.pdf>; it was approved in 2016 at an institutional level. It only refers to two types of evaluations (1. Assessments for institutional accreditation purposes. 2. Assessments for the purposes of program accreditation at the academic unit level.) and does not reveal internal quality assurance mechanisms and tools meant to continuously improve quality in all areas. ET has requested additional documents: “ All quality assurance questionnaires / surveys and reports (the latest ones) and the link to all of this publicly available (students, graduates, employers)”. What documents were received consisted only in evidence that one type of questionnaire is used, for the academic staff evaluation by their students. Reports on this evaluation were provided, but the document is poor in content. In addition, the only collected mechanisms considered in the SER is that of the electronic system. ET is reserved that the mechanism is efficient or functional, since it is no evidence on how many students evaluated how many professors and no open questions were considered. There is no evidence that formal survey data is being collected from graduates and employers. The results of evaluations (made by students) are not made publicly available.

Therefore, there is not enough evidence to consider that quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance. Evaluation processes and planning for improvement are integrated into normal planning processes. ET asked the heads of the programme during the site visit what improvement can be mentioned as recent achievement and the introduction in the curriculum of the Business Consulting subject was mentioned.

Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution. The dialog of the ET with the management of the faculty revealed that all developments are discussed at the department level. In addition, according to the SER (pages 22-23): “The Faculty of Economics is making efforts to deepen cooperation with other institutions in order to create opportunities for students for practical work, participation in conferences, etc. Even earlier there have been such initiatives, although more individual initiatives of professors in sending students to practical work, which

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has also resulted in the lack of a database in this direction, but now the initiative and efforts are to cooperate with other institutions with the aim of student engagement, to develop and expand more at the faculty level”.

Quality evaluations provide not adequate overview of quality issues for the overall program or of different components within it; the evaluations do not consider inputs, processes and outputs, and have no particular attention given to learning outcomes for students. Moreover, during the discussion, ET could observe little understanding of the learning outcomes at the programme level. The questionnaires used in the student survey could be extended to provide adequate feedback on inputs, processes and outputs, as well as on learning outcomes.

Results of the limited internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success, and employment of graduates. Two studies regarding labour market were provided as additional documents. Moreover, the dialog of ET with the employers demonstrates that some of the participants consider the graduates of good theoretical level, but that 3-6 months are needed to get them become actively engaged in the professional activity.

The institution and the faculty ensure that reports on the overall quality of the Management programme MSc are prepared periodically (eg. every three years) for consideration indicating its strengths and weaknesses. Details on the current and past evaluation were provided in SER (page 25). Moreover, according to the article 12 of the Regulation on Quality Assurance and Evaluation at the University of Prishtina:” The evaluation for program accreditation is in line with the dynamics of program accreditation.1.1. Evaluation should be done at least once every five years, as planned.” There is not enough evidence if and how quality assurance arrangements are regularly evaluated and improved, since the last regulation was approved in 2016. There is a clear preoccupation for monitoring the employability, but as part as a research activity: “For internal needs, research of the labor market requirements for graduate profiles has been done. In this research, the active job competitions in five online job portals in Kosovo (KosovaJob, Telegrafi Jobs, Kastori, Oferta pune, Portal Pune) were analyzed during a period of one week (16.03-23.03.2022), with the aim that from the total offers per job to obtain the number of jobs required from the field of economy” (SER, page 21).

Compliance level: Partially compliant

ET recommendations:

1. *Make sure that all staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity; create special files and directory to add evidence on this process;*
2. *Start creating a database with graduate students (alumni) to monitor employability of students on long term, apart from research projects;*

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3. *Monitor the continuing improvement in performance, by setting few clear indicators to do that; make sure that survey data is being collected not only from students, but also from graduates and employer and that the results of these evaluations are made publicly available;*
4. *Make sure that at the programme level, a team contributes to the final submission of the SER and eliminate all discrepancies (such as missing appendices or wrong numbers to appendices noted in SER); this team should have full responsibility regarding the content.*

2.3. Academic Staff

Candidates for employment are provided with full position descriptions and conditions of employment. The SER presents in tabular form data about full time (FT) and part time (PT) academic staff, including: name, qualification, academic title, duration of official (valid) contract, workload for teaching, consulting, administrative activities, but these are not for the study program under evaluation – Management MSc, but for the staff in the Department of Management (SER, pages 26-28). ET requested a clearer situation of staff, and an additional document was provided with 13 members teaching at the Management programme, MSc, consisting of 12 FT and 1 PT. Therefore, 92.3 % of the academic staff in the study program are full time employees, and account for more than 50% of the classes of the study program. Asking the teaching staff during the site visit about the teaching load, they all confirmed it and described it according to the information in SER. In the SER, additional clarification is provided (page 28): “In accordance with article 171 paragraph 2, the academic staff at UP consists of : Full Professors, Associate Professors, Assistant Professors, University Assistants, Lecturers . The evaluation procedures for appointment to academic calls are based on criteria that emerge from activities such as: educational, research, scientific and professional activity as well as service activity”.

The teaching staff comply with the legal requirements concerning the occupation of teaching positions. Annex 12 provided in Albanian (ET expresses the regret about this) as annex to SER refer to “ The Regulation on Selection Procedure of Staff”, was adopted in 2022. Instead, ET was able to study the CVs of the staff and many of them are economists who graduated from abroad (for example, the University of Zagreb). Moreover, courses that are not in the field of management are taught by the professors of other departments.

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. The description of the workload was provided in the tabular format, and also confirmed by the teaching staff during the site visit.

In SER (pages 33-34) the curriculum is provided having 120 ECTS, with a design of 30 ECTS in every semester of 15 weeks. 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. ET appreciates the structure, and the interest in beginning the study with research (the subject of Methodology of Scientific Research is in the first year, first semester).

According to the SER (page 42): “The last review of the curricula was done in 2018. Cooperation with partner universities within the Tempus project helped enormously in the modernization of the curricula. One of the objectives of the first program that FE has had with the University of Staffordshire and several other partner universities in Europe has been to modernize the curriculum in master’s and bachelor’s studies”.

The SER states as a weakness the fact that: “Master’s lecture groups are very large to enable student-focused lectures and active interaction and learning during class” This is not difficult to be implemented, if a decision is made accordingly. Otherwise, a strength recognized by the participants in the meeting with teacher staff is that innovative teaching methods are mostly used and promoted (the use of international and local case studies, the participation of guest lecturers such as entrepreneurs, managers, etc., the engagement of students in practical projects in the company).

Opportunities are provided for additional professional development of teaching staff, no special assistance given to any who are facing difficulties being needed so far. More experienced staff provide proper orientation to less experienced professors, fact confirmed during the dialog with the teaching staff. The heads of the Management MSc programme also explained to the ET that teaching staff benefited from the strategy for teaching to improve quality in teaching, for example to adapt the syllabi, to promote international mobility, to take part in TEMPUS/ERASMUS projects. Participants in the meeting declared that recent trainings were on writing Horizon projects, on what the students’ needs were, on how to introduce case studies based on assessment (during the coffee breaks, professors got the feedback from students who mentioned that they liked the interaction), on open book exam. Therefore, ET considers that strategies for quality enhancement include improving the teaching strategies and quality of learning materials.

The dialog with the students during the site visit proved that students appreciate some courses taught by some professors, for example - Business Ethics - where group discussions were encouraged; students would have liked more applied courses, as some of them look too theoretical. Moreover, during the meeting with employers of the graduates and external stakeholders proved the need for more applied knowledge; participants agreed that the theoretical knowledge is solid, better than that of graduates from other universities, but more practical competences are needed. However, the students participating in the meeting during

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the site visit (only 2 from MSc programme) were very good English speakers and they were very honest and preoccupied by the quality improvement in their faculty.

The responsibilities of all teaching staff, especially full-time, should include engagement in the academic community, availability for consultations with students and community service. According to the SER each professor holds 2 times a week for 2 hours for consultations and 6 hours teaching load for the permanent staff. However, the SER does not reveal clear hours dedicated to administrative hours and community service. Only two examples were offered by professors during the site visit (free consulting for a company and ministerial engagement). However, the service to community has a variety of actions that are taken for the benefit of a group in need, and universities are responsible for this third mission. Some professors are totally engaged in extracurricular activities, but there is no evidence that all of them do this.

Academic staff evaluation is conducted regularly only through students; the annexes and the requested additional documents described only this process. There is no clear evidence that it is also done through self- evaluation, peer and superiors' evaluations, at least once each year. The results of the evaluation are not made publicly available.

Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers. According to SER (page 30): "In the Department of Management, teachers retire at the age of 65, as necessary, engagement is allowed until the age of 70 in the absence of staff, or there have been cases for a period when, due to other engagements or other reasons and circumstances, they lose the status of teachers with full-time and are considered part-time teachers".

Compliance level: Substantially compliant

ET recommendations:

1. *Develop/contribute to a visible mechanism for self- evaluation, peer and superiors' evaluations of the academic staff;*
2. *Monitor annually the student groups to enable student-focused lectures and active interaction and learning during classes;*
3. *Create a plan of events at the programme level in order to make sure that all staff get engaged in the institution and community service.*

2.4. Educational Process Content

The curriculum described in SER for the MSc Management study programme reveals a large possibility for elective courses (each elective is of 6 ECTS) which means that students have the possibility to create their own learning path. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as

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the acquisition of disciplinary, methodological, and generic skills and competencies. The aspects refer especially to academic competencies, to the capability of taking up adequate employment, contributing to civil society and of developing the students' personality. There are 7 learning outcomes considered for the Management programme, MSc level, mentioned in SER (page 9). Unfortunately, the SER also recognize the need for more administrative support for students, for example in planning the consultation hours, as this is mostly done with the professors' effort only:" Faculty, it is very necessary to establish a special service for students for consultations and support" (page 48).

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. These were provided as additional requested documents. Some of them need more revision than others, for example – The MANAGEMENT INFORMATION SYSTEMS syllabus includes old literature.

The student-teacher relationship is an adequate 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. The discussion with the teaching staff revealed that students are sometimes involved in activities together with professors, such as collecting data for surveys. Students, mentioned that they would like to have more successful people invited as speakers, to have the exams planned much more time in advance, to have many more workshops available, to have reading clubs, real work in companies, practice to be mandatory.

The SER (page 46) states that: "The MSc Management study program has signed institutional agreements with various companies to enable students to carry out internships. But due to the large number of students, it is impossible to provide work practice to all of them." This is not shown in the curriculum. What recognition of this internship is provided to students if they decide to take an internship, is not clear. Moreover, at the faculty level, internship is considered as a learning experience, but a common priority.

Each student can choose an internship in one of the two alternatives: Firstly, the Faculty of Economics establishes Memorandum of Understanding with various institutions, companies and international organizations, which can offer practical positions for at least one month for students of the Faculty of Economics, including the Management MSc programme. Secondly, students can apply for various internship opportunities, which will be promoted by the UP Career Center.

Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. The 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. There are different methods used and they are all considered in the syllabi. However, some professors are more interactive than others, but efforts can be made by every academic staff. Professors could pay more attention to their students who could be more motivated to take part in all classes since a weakness is recognized to be the decreasing student concentration in late evening classes.

Staff and management recognize that there is no software to fight against plagiarism and moreover, there is no evidence on their intentions to have it soon regulated. Students explained that they know what to expect from each course and professor. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and described in the syllabi. Also, students confirmed that against plagiarism they had no pressure from the teachers' side. Therefore, ET is reserved in considering that there are clear policies and procedures with actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.

The MSc Management study programme has a curriculum, designed after analysis of similar programmes in Europe. The flow is logical, the heads were aware about the educational content.

Compliance level: Substantially compliant

ET recommendations:

1. *Make sure the subjects are taught based on a more applied content;*
2. *Introduce Internship as an elective activity for all students; integrate this in the curriculum;*
3. *Create at least on time/year a collegial cross checking to have the syllabus revised by a colleague and provide training on the teaching methodologies; write synthetically the elements, for example of teaching methods, the objectives etc (not paragraphs) and in the same format;*
4. *Make more effort in having a plagiarism detector in place for the work of academic staff and students.*

2.5. Students

At the University of Prishtina "HASAN PRISHTINA" Faculty of Economics, Bachelor in Management there is a clear and formally adopted admission procedure at the institutional level, which the program follows when organizing the recruitment of students. The admission requirements are applied consistently and fairly for all students. The admissions process is described in the SER. Procedures and criteria are clearly stated. The ET strongly believes that

the admission criteria are applied fairly to all applicants. This was also confirmed by the students when the ET spoke with them.

There is a manual that briefly describes how the system for recording student and faculty attendance in class works using ID cards with chips. Since 2011, the University of Prishtina "Hasan Prishtina" has implemented and operates the electronic system for the management of student affairs (SEMS). All students enrolled in the program of the Faculty of Economics have completed a BSc programme. During the dialog, all students confirmed that they completed the same degree program only at the BSc level. The reason for continuing their studies was the satisfaction they had with the same degree program only at the BSc level, highlighting, the attitude towards students and the availability of professors.

According to the SER and the faculty, admission requires completion of a BSc program. The study groups are sized to ensure an effective and interactive teaching and learning process. The moment the professor posts grades in SEMS, the student receives confirmation in their email that they have been graded by X professor in X course. The student has 72 hours from the time the grade is posted to reject the grade. Once the student has selected and submitted an elective course, they cannot change it. The instructions for SEMS can be found in the user profile of each student. All students are satisfied with the size of the groups in the lectures. The professor/student ratio is satisfactory.

The smaller number of students in the classes has increased the quality of teaching, and it is expected that the number of students in relation to the professor for compulsory and elective courses will be reduced to 25 students, both for lectures and exercises. It should be mentioned that the same exam can be taken three times. If the exam is not passed after the third time, the evaluation is done by a commission. The student does not have the right to be absent more than three times to take the exam. If the exam is not passed after the fourth time, the student automatically loses the year.

There were no objections to the fact that it is not possible to contact the professor after class. The expert team believes that the number of students is satisfactory for interactive teaching, given. Feedback to students on their performance and results of examinations and papers is provided in a timely manner and is supplemented by counselling on assessment as needed. The Quality Office is centrally located at the university level and monitors annual progress rates to assist students with any problems that may arise. When flexible treatment of students in special situations is required, it is offered, but with due regard for deadlines and formal requirements in the program and for all examinations.

When students come to a lecture for the first time, they are introduced to all the tasks and responsibilities they have to perform. Each professor gives them a detailed introduction to their curriculum, and they go through it together. The professor presents them with the course plan

and reads a list of additional literature. Student performance is recorded across all courses and throughout the program and included in quality indicators.

The programme does not have clear effective methods to ensure that the work submitted by students is original and not plagiarized. An anti-plagiarism program exists at the university level, but this it is not used at the faculty/department/programme level, as it is only for English and does not exist for Albanian language. Whenever possible, professors check for plagiarism in free online anti-plagiarism programs and penalize detection of plagiarism. Plagiarism checks are also done by professors based on their long-term experience. If there is a case of plagiarism in a student's term paper or thesis, the work will be rejected. The professors mentioned in the expert group meeting that there is no professional identification software in Albanian.

The rights and obligations of students are publicly available and announced on the university website <https://uni-pr.edu/page.aspx?id=2,50>. The student appeal procedure exists and is regulated. Student rights and obligations are published on the university's official website <https://uni-pr.edu/>. The transfer of students between universities, faculties and study programs is clearly regulated in official internal documents, and there are several students who have confirmed that they have exercised their right to study abroad.

The documents received by the ET are entitled "Rule on Student Academic Mobility" and confirm that it is well regulated. Students confirmed that professors are available at specific times to advise and advise. The professor is available at least twice a week for two hours for consultations and, if necessary, also online. Students are also offered individual support by teachers who are willing to spend time with students during individual consultations. At the university level, there is a student union whose members are from the faculty. The Student Council organizes regular elections that are open to all students. Each faculty has at least one student. Regarding administrative service offers supporting student counselling, working hours are from Monday to Friday from 10:00 to 15:00, with the exception of Thursdays, when there are no paired meetings (break: 12:00 to 13:00).

Compliance level: Substantially compliant

ET recommendations:

- 1. Make efforts to apply effective procedures to ensure that work submitted by students is original.*

2.6. Research

The Faculty of Economics, through the Institute for Economic Research at the Faculty of Economics, aims to have orientation, results and research-scientific commitment for all teachers and assistants, as well as students. The academic community recognizes that

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cooperation with businesses will aim to create opportunities for the research work to have a two-way reflection; push, coordination, cooperation and extension both in the learning process and in the business one (SER, page 59). The academic community has high expectations in relationship to the Institute for Economic Research at the Faculty of Economics which was established in 2013. The link to the institute webpage has no information: <https://ekonomiku.uni-pr.edu/page.aspx?id=2,108>.

Management MSc study program does not have a clear well defined scientific/applied research objectives and no research development plan of the programme exists; some improvement has been done in the research area, for example an increasing support for academics to publish sufficient, financial incentives for staff (the positive change was confirmed by the dean of the faculty during the site visit). However, there is a lot of room for improvement, starting with the determination of the research concept and a research plan with clear research objectives and topics. Although the programme has objectives, these are not for research, where some directions should be decided to attract academic community in.

The SER describes the conferences organized, being mentioned that the first one was organized in 2017, and inviting the ET to see the evidence – the appendix 7 which is missing (SER, page 60); however, the website presents conferences in 2017, 2018, 2020, 2022 (<https://ekonomiku.uni-pr.edu/page.aspx?id=2,107>). These conferences had different topics. Some other information on Journals, for example The Balkan Economic Review Journal is from 2013, quite old.

According to SER (page 62): “Expectations for the involvement of teaching staff in research and academic activities are clearly specified and performance in relation to these expectations is considered in the criteria for staff evaluation and promotion are defined by the Regulation on selection procedures related to the appointment, reappointment and advancement of academic staff at the University of Prishtina "Hasan Prishtina". The purpose of this Regulation is to regulate and define the selection procedures and the process for the appointment, reappointment and advancement of academic staff, in the rank of full professor, associate professor, assistant professor and lecturer in all Faculties”. Therefore, 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, aspect confirmed during the discussion with the teaching staff.

Moreover, the list of research publications was provided as additional documents to the ET. Many of the publications belong to professor Besnik Krasniqi. Other academics are neither in the list, with recent publication covering the latest 3 years, nor have in their CV recent publications; for example: professor Veliu Liridon has his most recent publication in 2018. Other academics have recent publications, but mentioned in their own CVs, not in the list of scientific papers received as requested additional document (for example professor Enver

Kutllovci has in his CV the recent publications, but those are not integrated in the list). The academic staff has a proven track record of research results on the same topics as their teaching activity. In addition, ET is reserved in considering that each academic staff member and researcher has produced at least an average of one scientific/applied research publication per year for the past three years.

ET could not identify clear policies established for defining what is recognized as research, consistent with international standards and established norms in the field of management. Although these policies are set at institutional level, a set of rules could be formulated at the department level or at the faculty level.

Research is validated through: scientific and applied research publications. 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/or abroad. The provided list of scientific publications requested by the Et contains several errors. For example, the paper “Cooperation Of Companies With Educational Institutions For Contemporary Education In Kosovo” has a link which is not the right one: <https://ejce.cherkasgu.press/en/archive.html?number=2022-06-29-17:29:52&journal=40>.

Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff. 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. They provide case studies and examples from the practice and research activity and students appreciate such efforts. In some cases, students are involved in research, contributing to the data collecting process (participating students in the meeting during the site visit confirmed this). However, the dialog with the heads of the programmes revealed that in terms of research, what has to be done is: more research, better comparisons with other countries, more practical research with companies, more students to be engaged in research.

Policies are not yet clear established for ownership of intellectual property and no clear procedures set out for commercialization of ideas developed by staff and students. The need for these policies is clearly recognized by the teaching staff being more engaged in developing strong relationship with the business community. Moreover, some weaknesses in the research area are also recognized, for example: insufficient financial support for staff to carry out research activities, including participation in conferences and high and too large workload for the institution and staff (SER, pages 70-71).

Compliance level: Partially compliant

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ET recommendations:

1. *Organize a debate / workshop / focus group to brainstorm on the research concept of the Management MSc study programme and different from the BSc;*
2. *Create a research plan at the programme level considering joint interest of the academic involved in this programme, with research directions and main topics;*
3. *Allocate a responsibility to a staff member to search for project opportunities and to communicate to all the teaching staff these calls for projects;*
4. *Create a mechanism to collect data of the scientific publications, at least 2 times/year and update regularly the list of the research productivity of the academic staff; make sure the collected data are recent and right;*
5. *Established a set of rules at the programme/faculty/department level for defining what is recognized as research, consistent with international standards and established norms in the field of study of the programme and communicate it at an institutional level to contribute to formal policy in the field;*
6. *Create an annual event at the faculty level to disseminate the results of the research (to present the published articles in the field).*

2.7. Infrastructure and Resources

ET had the opportunity to observe the facilities at the Faculty of Economics in Prishtina and the entire infrastructure. During the visit to the faculty building, the ET noted that the building is currently under renovation and that some parts of the building are currently inaccessible to students, a situation that will change. In addition, ET tested the website of the University of Prishtina and the Faculty of Economics and spoke with students and professors as well as the administration.

The Faculty of Economics has an area of about 3,500 m², not including the various corridors and alcoves. About 1/3 of it is classrooms. All academic staff are housed in cabinets/offices that serve as permanent spaces for independent scientific work and are equipped with computers, internet, printer/scanner.

The Faculty of Economics also has a library, whose space is very limited given the large number of students. The room that houses the administrative staff with direct contact with students is functional, although due to the large number of students, investments are still needed to make it more functional and expand the space. The classrooms are equipped with a projector, computer, internet and all the necessary requirements for learning management.

All classrooms have a personal computer and an overhead projector with basic programmes sufficient for instruction. In special classrooms, computers with special programmes are available, which are necessary, for example, for teaching Statistics. There are only two rooms

with personal computers for students, which the ET considers insufficient, which is also highlighted in the SER. There is free Wi-Fi for all students, staff and visitors of the faculty.

The Faculty of Law also has its premises in the main building of the Faculty of Economics, where most of the courses are held. In a conversation with the faculty leadership, ET was told that they plan to move to a new location in two years once it is fully equipped. Faculty leadership explained that the computers placed in the hallways are for student use. They are a donation from Procredit Bank as a result of cooperation between these two institutions in terms of student practice.

According to the Statute of the University of Pristina, a percentage of the financial resources from the tuition fees is available to the Faculty of Economics, as well as to other academic units, in order to improve the quality of education and to cover unforeseen expenses of the teaching staff. This percentage is decided by the Board of Directors of the University of Pristina. As it is a public university, most of the budget for the University and all faculties is financed from the Kosovo budget.

The faculty has its own library and reading room nearby, but it has little space for the large number of students admitted each year, and this is one of the points where the faculty needs improvement. Dissatisfaction with the small library and reading room is shared by both professors and students, and a larger library is planned for the faculty new building.

Although the library is small, it was confirmed to us in talking with students that many of the books they need are available. If there is only one copy of the book in the library, they could not check it out. During the tour of the library, the ET also noticed books in other languages, such as German and Croatian, which is commendable, as this is a way to arouse the interest of students (more difficult was to find a Kotler's book at a question addressed by the ET).

The students and professors said that the students of the Faculty of Economics have access to the National Library of Kosovo (NLK), which is not far away. The self-evaluation report points out that the computers and projectors in the lecture halls are outdated and need to be replaced, and that students do not have enough space for independent work and group work.

It should be noted that the faculty building is not suitable for students with special needs. In the SER (page 74) it is mentioned that: "Currently, the infrastructure of the Faculty of Economics is not adapted to meet the needs of students with limited needs".

Compliance level: Substantially compliant

ET recommendations:

1. *Make efforts to increase students' access to more literature in the field of Management (both physical and electronical resources);*
2. *Make sure that the future infrastructure and facilities will be also adapted to students with special needs;*
3. *Create a plan to adapt the learning resources to all deficiencies students with special needs might face.*

3. FINAL RECOMMENDATION OF THE ET

The ET appreciates the efforts of the people involved in the process of organization the site visit contributing to providing answers and offering insights to all the issues that were raised. However, some inconsistency is still present.

ET strongly recommends that decision making regarding the study programme should:


- *Set up a clear research orientation of the Management MSc study programme, with reasonable objectives, different than that of the BSc Management programme;*
- *Integrate the entire academic community in the effort to improve the quality management, by making them responsible of specific tasks, including the preparation of SER;*
- *Integrate the heads of the programme into normal planning and implementation of activities with concrete tasks and responsibilities;*
- *Make efforts to ensure that work submitted by students is original;*
- *Take into consideration all the standard specific recommendations.*


Most of the recommendation can be considered within a short period of time. Therefore, ET strongly considers that the Management MSc study programme has the capacity to fix most of the issue raised and recommended or at least to start the process.

Compliance level: Substantially compliant

Student quota recommended: 100 students / 1 Year

Expert Team

Member		
(Signature)	Magdalena Platis	22 March 2023
	(Print Name)	(Date)

Member		
(Signature)	Marko Komšo, Student expert	22 March 2023
	(Print Name)	(Date)