



## ***BIZNESI COLLEGE***

### ***Emergency Management Programme, BA***

### ***REPORT OF THE EXPERT TEAM***

*26.02. 2025, PRISHTINA, BUCHAREST, DOHA, SKOPJE*

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## INTRODUCTION

### Sources of information for the Report:

- *Self-evaluation report (SER) of Emergency Management Programme, BA, Biznesi College;*
- *Appendices to SER:*  
*LAW\_NO.04\_L-37\_ON\_HIGHER\_EDUCATION\_IN\_THE\_REPUBLIC\_KOSOVO;*  
*LAW\_NO. 08\_L-110\_ON\_KOSOVO\_ACCREDITATION\_AGENCY; Academic Integrity Policy; The Code of Ethics; The 2030 Program; Statute of Biznesi College; Manual for Review, Amendment and Development of the study program; Quality assurance policy; Regulation on quality assurance; Regulation for quality assurance and evaluation; Summary statistics of the results from the Student Satisfaction Survey, SP Law LLB, per semester 2020-2024 eng; SURVEY 2023-2024 STUDENT SATISFACTION KB eng; Rezultatet e Anketës të studentëve për semestër 2020-24 eng; Tabela përmbledhëse e rezultateve të Anketës për kënaqësinë e studentëve, PS Juridik LLB, semestral 2020-2024 eng; SURVEY 2023-2024 TEACHER eng; Peer evaluation survey KB 2024 eng; Regulation on Curriculum Development and Review; Manuali rishikim eng; Manual for teaching staff; Manual For flexible teaching; Regulation on Bachelor studies at College; Asociacionit të bibliotekave elektronike të Kosovës; Bibliotekës Kombëtare të Kosovës “Pjetër Bogdani”; Policy cocurricular and extra-curricular activities; Regulation on financial support; other documents include the Programme and Syllabi and the CVs of staff;*
- *Additional documents received after requested by the ET:*
  1. *Report / any evidence on the market research / need analysis and the fundamentals for justifying the requested number of students;*
  2. *The latest reports created based on the surveys addressed to all stakeholders – students, staff, alumni, employers etc with data about the Emergency Management programme;*
  3. *An example or proof of how higher education institution solves the case of unethical behaviour or conflict, anonymized decisions of the Ethics Committee about certain cases;*
  4. *1-2 minutes - programme committee/council meeting, faculty meetings;*
  5. *List of staff and students participating in EU projects ( drafting application process and also WP realisation);*
  6. *List of companies where students have internship and list of students that finished internship;*
  7. *Timetable for the winter or summer semester 24/25 with underlined room to be used;*
  8. *The mappings (credit recognitions) samples;*
  9. *Proof of paying for the research.*

## Criteria used for institutional and program evaluations

- *Manual of Accreditation/Reaccreditation and Validation of Higher Education Institutions and Study Programs at the Bachelor's and Master's Level, including the Standard areas, standards and indicators for external quality assurance for Re/accreditation of bachelor and master study programs (Regulation (KAA) No. 04/2024).*

## Site visit schedule

Programme Accreditation Procedure at “Biznesi” College		
Programmes:	<b>Emergency Management, BA</b>	
Site visit on:	<b>26 February 2025</b>	
Expert Team:	Tornike Khoshtaria Magdalena Iordache Platis Katerina Klimoska	
Coordinators of the KAA:	Shpresa Shala, KAA Olsa Ibrahimimi KAA	
Time	Meeting	Participants
<b>09:00 – 09:40</b>	Meeting with the management of the faculty where the programme is integrated	1. Shyqeri Kabashi 2. Afrim Alili 3. Atdhe Kabashi 4. Arben Sahiti
<b>09:45 – 10:25</b>	Meeting with quality assurance representatives and administrative staff	1. Arben Sahiti 2. Burim Morina 3. Ylber Krasniqi 4. Zejnullah Fetahu
<b>10:30 – 11:25</b>	Meeting with the program holders of the study programme	1. Faton Maloku 2. Imerlije Alili 3. Milazim Shabani 4. Adem Musliu 5. Atdhe Kabashi
<b>11:30 – 12:30</b>	Lunch break	
<b>12:35 – 13:00</b>	Visiting facilities	
<b>13:05 – 13:50</b>	Meeting with teaching staff	1. Rushan Ceka 2. Ilirjana Demaj 3. Edona Kabashi Kastrati 4. Ilir Gashi
<b>13:55 – 14:40</b>	Meeting with students	1. Uarda Haxhidaui 2. Martine Laci 3. Xhelal Krasniqi 4. Sokol Ademaj 5. Fahridin Haxhifazliu 6. Nart Karjagdiu

<b>14:45 – 15:20</b>	Meeting with employers of graduates and external stakeholders	1. Driton Azemi 2. Kujtim Raçi 3. Miftar Mehani 4. Mahir Hasani 5. Valmir Hylenej
<b>15:20 – 15:25</b>	Internal meeting of KAA staff and experts	
<b>15:25- 15:30</b>	Closing meeting with the management of the faculty and program	

### **A brief overview of the programme under evaluation**

*The Emergency Management BA is implemented within the BIZNESI College, which was established in 2004 as a Private Institution of Higher Education in Kosovo (PIHE), based on Regulation no. 2003/04 on the Promulgation of the Law on Higher Education. At the date of the current evaluation, studies at the Biznesi College in Prishtina are conducted at the bachelor (first cycle) and master (second cycle) levels (SER, pages 12-13).*

*The Emergency Management BA study programme in Prishtina was latest accredited for the period of 2021-2023 for level 6 EQF and 180 ECTS; the programme is structured to provide an adequate correlation between theory and practice in the studied field (SER, page 14-15). The institutional webpage include specific details on the Emergency Management BA programme available at; <https://eng.kolegjbiznesi.com/Bachelor/28>, such as: mission, purpose and objectives, and learning outcomes.*

## **PROGRAMME EVALUATION**

*The programme evaluation consists of 7 standard areas through which the programme is evaluated.*

### **1. MISSION, OBJECTIVES AND ADMINISTRATION**

**Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)**

*The Emergency Management BA programme has been developed from the content and structure point of view in line with the Biznesi College's mission, which is described as following: "Biznesi College - Centre in Prishtina continues its positive academic tradition, creates transformative academic environments and experiences to utilize the full potential of its students, it implements advanced teaching standards, scientific research and by serving the community helps the economic development of the country in general"; in addition, the programme's*

mission is to **transfer knowledge** to students to generate the necessary competencies for their professionalism in the field of emergency management, to guide them in continuous scientific **research** in this field and to **serve the community** for raising capacities and resources in mitigating and coping with emergency situations. The ET appreciates the correlation of the programme mission with the three general missions of a higher education institution – teaching, research and community service (**SER page 16**). The missions are publicly available at <https://eng.kolegibiznesi.com/Artikulli/5282> and at: <https://eng.kolegibiznesi.com/Bachelor/28>.

The development of the Emergency Management BA is based on the specifics of the Biznesi College position in the local area; the programme is implemented in Pristina and has a lot of potential to develop. The meeting with the management of the faculty revealed that the programme is unique not only in Kosovo, but in Balkans and has no direct competition.

The 11 learning outcomes of the Emergency Management BA study programme are: academic education; scientific research; knowledge of solving problems in emergency management science; analysis of the problem; design / development of solutions; modern use of tools; individual and team work, communication; professionalism and the society of emergencies; ethics, lifelong learning. These are in line with the Biznesi College' mission and they are publicly available at: <https://eng.kolegibiznesi.com/Bachelor/28>. What graduates can do is described as knowledge, skills and competences (**Document called Programme and Syllabi**).

The delivery of the Emergency Management BA study program is supported by a needs analysis conducted by the Biznesi College and provided to the ET, as additional document where the decision takes into consideration different indicators and aspects related to the labour market, such as: the evolution of the number of students in upper secondary education by year and municipality in Pristina and Kosovo, number of students which enter the admissions pipeline, or express their interest to study by taking part in an event. Such events include: admissions events include on-campus visits, off-campus programming, college fairs, and high school visits (**Additional document provided to the ET**).

There is no doubt that the programme is not developed in the region by other academic units and the experts from the labour market were considered in the development of the programme, including drafting the SER, as representatives of the industry. However, the rational argumentation of the optimal number of students can be improved; a quantitative analysis related to the dimension of the need and the specifics of the industry would improve the entire design of the programme (**SER, page 8, Meetings with the management of the faculty, and the programme holders**).

The Emergency Management BA programme is implemented in an adequate infrastructure development, considering the facilities and equipment; a member of the ET visited in person the facilities. Moreover, the management of the faculty confirmed during the meeting that they have a new building in use.

**Standard 1.2 The study program Is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)**

*The Emergency Management BA study program is subject to several written procedures and mechanisms to address plagiarism, academic dishonesty, and other forms and types of discrimination. The Code of Ethics sets 16 principles of good conduct, from integrity to maintaining confidentiality; it describes ethical behaviour, freedom and autonomy, sets rules for the use of the research outcome and many more. In addition, the Academic Integrity Policy defines academic integrity and provides guidance on actions to be taken when a student has violated academic integrity principle; this policy includes mechanisms to avoid plagiarism, pretending or presenting on someone else behalf, fraud describing the types of sanctions (Annexes 1.2.1. and 1.2.2).*

*The anti-plagiarism software that the academic community involved in teaching at the Emergency Management BA programme use is called Compilation; the discussion with the programme holders during the site-visit confirmed that the software has functionalities to be used for Albanian text, also, not only for English texts. There is clear evidence for the ET that the study programme implements procedures that specifies what process students, academic staff, and administrative staff, must follow to avoid plagiarisms – effective counselling for students, proper explanation of the assessment methods, use clear criteria on transparency and merit recognition etc (Annexes 1.2.1. and 1.2.2).*

*Adequate ethical standards are in place governing teaching and research. For example, the Code of Ethics stipulates that the Biznesi College promote quality activities relevant to teaching and scientific research, in accordance to international standards, that the academic staff must adhere to responsible use of academic freedom etc. In addition, in the Regulation on Bachelor Studies, article 36 stipulates that students must respect the Code of Ethics. The meeting with the students revealed that they are aware of the rules they have to follow. Moreover, the syllabi include sections on plagiarism and academic integrity; for example: students should understand the concept of plagiarism and keep this in mind when taking exams and preparing their written materials and assignments. They are invited to ask for help when they need to be sure to correctly cite (Annexes 1.2.1 and 4.7.1, Programme and Syllabi Document).*

*At the Biznesi College, the Academic Integrity Policy (approved in 2021) and the Code of Ethics (approved in 2019) are the main documents that refer to violations of integrity and ethical norms; these issues are subjects considered by the Disciplinary Procedure Commission and the Ethics Council. In the answers provided to the ET as a response to the additional*

*documents request, ET got the confirmation that no cases for which these bodies would have had to react were identified.*

**Standard 1.3 Relevant information is collected, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)**

*The information management system that is in place at the Biznesi College includes relevant, updated and reliable information; the Committee for Revision, Amendment and Development of Curricula represents the driving force for curriculum change and the long-term process for curriculum implementation. Information is collected from different sources: graduate students, teaching assistant, alumni, colleagues from similar programmes, employers, teachers, administration staff, professional associations. Furthermore, concrete action plans are in place to monitor the implementation of the study programme; the ET had access to 2 minutes provided as additional documents: Annex 4.1. Example of the Minutes of meeting from The Highest Education Scientific Council of College Biznesi and Annex 4.2. Example of the Minutes of meeting from Study Program Council Emergency management (Annexes 1.5.2 and 2.2.2., Additional documents)*

*In the Emergency Management BA delivery, ethical norms and government policies with respect to data protection and the privacy of the students are considered. This open access to information reflects the Biznesi College' values of transparency and accountability, building trust and strengthening relationships with all stakeholders. The institutional website has recently been redeveloped and is an important tool for sharing data and information with internal and external stakeholders and the general public; the website is continuously updated with the latest information and events (SER, page 18).*

*The meetings with the teaching staff and the students revealed that they are involved in providing and analysing information and planning follow-up activities. The Manual for Evaluation of Teaching Performance, Study programme and College show that staff is involved in evaluation of the programme mission, learning outcomes, measurement tools, success criteria, data collection etc. Moreover, data from the students' survey is used to improve teaching and learning outcomes for the purpose of continuous improvement of the institution (Annexes 2.1.4. and 3.3.1.).*

**Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)**

*All activities and operations are subject to a policy and review process that ensures adequate and efficient administrative staff and budgetary support. Financial matters are decided at an*



*institutional level, as the management of the faculty confirmed during the site visit. According to the Regulation on Bachelor Studies, article 7, the Programme Council, among other responsibilities, drafts the strategic development plan of the programme and proposes it for approval to the Higher Scientific Teaching Council (Annex 4.7.1.)*

*The General administrative service of Biznesi College is described in SER and includes offices for proper development of the institution and programmes, including the Emergency Management BA– Student and Academic Affair Service, Technical and Logistical Support Service, Informatics and IT Centre etc (SER, pages 18-19). 1.4.2 The ET considers that the Emergency Management BA has sufficient administration to support the teaching and learning needs of students and academic staff. However, in terms of non-staff resources, there is no clear evidence on the necessary financial support for a clear development plan of the programme.*

*The management of the faculty during the site visit mentioned as one of their latest achievements the professional programme for staff development. In 2024, The 2030 programme on Professional Development of Teaching and Administrative Staff of Biznesi College was approved. In this document, priorities are set for three areas – scientific research, teaching and learning and subject specialization (plus career development, leadership skills, foreign language training) (Annex 1.2.3.)*

*The ET did not have access to an effective proof that administrative staff is structurally involved in concrete professional development programme. In several meetings, translation was necessary; therefore English intensive training would be of utmost importance.*

### **Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)**

*In SER, the ET could have access to an effective analysis of the implementations status of the previous set of recommendations for the Emergency Management BA. The 19 recommendations were monitored during the programme review process by the working group for drafting of the Self-Evaluation Report, which included members from all stakeholders categories: internal stakeholders (academic and administrative staff and students), and external ones (graduate students, alumni, industry participants and experts in the emergency field). Moreover, the summary report shows that all recommendations of external experts have been fully met (100%) (SER, pages 20-21).*

*As a general assessment of how the standards collectively address the overall general area of the MISSION, OBJECTIVES AND ADMINISTRATION, the ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further*

attention should be put on all standards and indicators. Suggested timeline to implement the recommendations for this standard area: 1-6 months.

#### **ET recommendations:**

1. *Improve the rational argumentation of the optimal number of students in an effective quantitative / qualitative study; this should identify the need of graduates not only in a declarative form, but in concrete need indicators. In addition, exploring the demand and supply correlation related to the graduates could be part of the study;*
2. *Elaborate a development plan for the Emergency Management BA programme (with resources need to be allocated), according to article 7, Regulation on Bachelor Studies;*
3. *Develop a concrete plan for administrative staff development, at the programme level, including English intensive training – course name, dates, number of hours, number of places, provider, type of certification.*

## **2. QUALITY MANAGEMENT**

**Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)**

*The Biznesi College established an internal quality assurance system in line with national regulations, ESG and international standards in the field of the studied programmes. Moreover, the governing bodies include: Governing Board Strategic Committee, High Teaching and Science Council, Council of the Study Programme, Quality Assurance Committee, all of them with specific attributes and roles in the quality management processes (SER, page 23, Annexes 1.5.1., 2.1.1., 2.1.2.).*

*The quality assurance policy at the Biznesi College covers all aspects related to the delivery of the study programme and is publicly available at: <https://eng.kolegibiznesi.com/Biznesi/12>. BIZNESI College has established the Curriculum Development Committee aiming to develop quality academic programmes with the following responsibilities: periodic analysis of curriculum development; comparison of curricula with the curricula of other universities; initiate changes to curriculum (website page, Annexes 1.5.1., 2.1.1., 2.1.2.).*

*Internal quality assurance procedures for the study programme are defined by the internal regulations of the Biznesi College - The 2030 Program, Statute of Biznesi College, Manual for Review, Amendment and Development of the Study Programme, Quality Assurance Policy, Regulation on Quality Assurance, Regulation for Quality Assurance and Evaluation (Annexes 1.2.3, 1.5.1., 1.5.2., 2.1.1., 2.1.2., 2.1.3.).*

*The Emergency Management BA study programme is supported by the institution's units for quality assurance coordinators. who do not have teaching obligations and are in charge of monitoring the study programme. According to the Regulation on Quality Assurance, for each*

*programme, the programme teams under the authority of the respective programme directors are responsible for monitoring the quality and improving the level of programmes in accordance with the procedures adopted by Biznesi College (Annex 2.1.2.). The responsibilities in the quality assurance processes are distributed between different actors, some having no teaching duties (Meeting with the quality assurance representatives and administrative staff).*

*The policies and processes of the internal quality assurance system form a cycle for continuous improvement (PDCA). The SER describes the quality cycle of Plan-Do-Check-Act and the allocation of quality assurance responsibilities for different units (HTSC, Dean, CSP, HSP, Commissions) (SER, page 23).*

*The academic staff are members of the working group for the self-evaluation of the programme that is carried out every academic year as part of the curriculum review process, or for the realization of the self-evaluation as a requirement of the re-accreditation process of the programme. Based on the Quality Assurance Policy and the Quality Assurance Regulation, surveys are conducted to assess student satisfaction in the Emergency Management (BA) at the end of each academic semester before the exam term. (SER, pages 24-26, Annexes 1.5.2., 2.1.1., 2.1.2.). SER also describes the results of a peer survey. As an additional document, the ET requested the latest reports created based on the surveys addressed to all stakeholders – students, staff, alumni, employers etc with data about the Emergency Management programme. As a result, the ET received a summary statistics of the results from the Student Satisfaction Survey, only. Therefore, there is no effective monitoring plan for the implementation of the quality assurance procedures for the study programme, where all stakeholders are involved in its continuous revision.*

## **Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)**

*The Board of Directors at the Biznesi College decides on the development and creation of the programme, the decision being then forwarded to the Higher Teaching Scientific Council (HTSC) for the development of the established procedure. The Commission for Review, Change and Development of Study Program Curriculum is the responsible body that implements the procedure for creating a new program and is based on the following documents for monitoring and review of the curriculum: Regulation on the development and review of curricula; Manual for the Review, Amendment and Development of the Study Program (SER, page 26, Annexes 1.5.2., 2.2.1.).*

*The Emergency Management BA started in 2009 when was first accredited for level 6. It continues to be improved since then. Decisions on necessary activities for the continuous improvement of the quality in study programmes and in Biznesi College are approved at the level of the High Teaching and Science Council, and the Council of the Study Programme. Planning activities for the continuous improvement of the quality in Biznesi College and study programmes is the responsibility of the Quality Assurance Committee. Some minutes of meetings were provided to the ET as additional documents (SER, page 24, Additional document).*

*The process for the development and approval of the study programme at the Biznesi College is well-defined and includes internal and external stakeholders, including specific subject experts. For example, the working group for the drafting of the Self-Evaluation Report of the Study Program Emergency Management includes 1 representative from the industry, 1 alumnus, 1 student and 4 heads of the programme (SER, page 8). The discussion with the employers of graduates and the external stakeholders also revealed their good collaboration with the College and their high level of satisfaction towards the graduate skills and competences.*

*According to SER, effective programme review is based on a variety of sources of information about program operation and performance that are within its structure; this includes feedback from students and analysis of key performance indicators in the context of the study programmes and the College (SER, page 29). However, Key performance indicators for monitoring the quality of the study programme delivery are not clearly defined, and monitored. The decisional bodies could decide on main key performance indicators of the Emergency Management BA (besides the students or teaching staff performance), measure them and evaluate on a regular basis.*

**Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)**

*Based on the Manual for the Review, Amendment and Development of the Study Program, the Emergency Management BA programme is subject for a systematic process of continuous improvement of the quality throughout the period of its period of accreditation (3 years), to ensure that the delivery of the programme maintain a high quality of excellence in terms of content updates, online pedagogical strategies and technology used (SER, page 27 and Annex 1.5.2.). Recommendations of previous ET are professionally considered in the review process. The ET appreciates that there is not sufficient formal evidence on how the Emergency Management BA study program undergoes regular monitoring to assess its relevance to the needs of society. The need analysis provided to the ET as additional documents includes only general data for the region about the dynamics of the number of students in upper secondary education. Although the discussion with the external stakeholders revealed they were satisfied about the graduates competencies, there is no evidence on the survey addressed to other stakeholders then students, for example employers (they could refer to the necessary competencies in the labor market) or alumni (SER page 27, Annex 1.5.2, Additional document).*

*According to the Regulation on Bachelor Studies, the main elements of the programme are: lectures, seminars, laboratory work, assignments, projects, teaching and professional practices, intermediate and final exams of the course, diploma thesis and essays; the division of teaching hours according to the above elements of study for each course is determined by the academic staff responsible for it, based on the credits assigned to the discipline. The ET appreciates that the responsible units for the study programme check the structure of the*

curriculum and the ECTS allocation in association to the learning outcomes. Most of all, the first responsibility is of the academic staff who describes these in the syllabus (**Programme and Syllabi Document**).

The stakeholders, are involved in the monitoring processes of the study programme. For example, students have a survey on their satisfaction; data from the survey will be used to improve teaching and learning outcomes for the purpose of continuous improvement of the programme. ET requested other reports on other formal surveys and received as additional document only a summary statistics of the results from the Student Satisfaction Survey, SP Emergency management BA, per semester 2020-2024 (**Additional document**). All other stakeholders should be formally involved in the feedback to better monitor the programme – staff, alumni, employers.

The Manual for Review, Amendment and Review of the Study Programme include a list of stakeholders categories which can be considered to collect information: graduates, teaching assistants, students, alumni, colleagues from similar programmes, employers, teachers, administration staff, professional associations, others. At the date of the site visit, the ET could not identify effective evidence on conducting regularly stakeholder questionnaires (to staff, alumni, employers, etc) (**Annex 1.5.2.**)

In the first year of studies, students have to follow Practice in emergencies of 6 ECTS and in semester IV Practice II (assuming that the first one was I). The students' activity during the practice is assessed in a complex manner described in SER. However, the quality of the student practice is not clearly defined (for example, using students, mentors and employers' questionnaires, examples of improving student practice) and not included in the student survey either (**Programme and Syllabi Document, SER, page 52, Annex 2.1.4.**)

Considering the meetings with all the interested parties during the site visit, the ET appreciates the interest of the management of the faculty and of the programme holders to collected information to generate concrete actions to ensure that the programme is up to date. Not always these data are formally collected (example – from alumni and employers).

The institution, the management of the faculty and of the Emergency Management BA study programme have developed very good relations and connection to the industry. The results of the monitoring processes and the resulting action plans should be formally communicated to the stakeholders involved in the process. These documents are not published on the website.

**Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)**

Almost all policies, regulations and guidelines pertaining to the study program are publicly available. Main documents include the following ones: Statute of Biznesi College; Internal Regulation of Biznesi College; Academic Integrity Policy; Manual for Academic and Administrative Staff; Manual Teaching Performance, Study Program and College Evaluation; Manual for Evaluating the Teaching Performance, Study Program; Regulation for the Politics

*for Recension and Assessment; Regulation on the Harmonization of Academic Titles; Regulation on Business College Policies for Review and Evaluation of Academic Staff; Regulation on the Selection Procedure in Scientific Teaching Title, Teaching Title, Teaching-Professional and Associate Title; Regulation on the Selection Procedure in Scientific Teaching Title, Teaching Title, Teaching-Professional and Associate Title; Regulation on Review and Evaluation of the Academic Staff (SER, page 33). These are regulation of institutional importance. Regulations related to the programmes should be all together uploaded on the same webpage.*

*Information on the programme mission, purpose, objectives and learning outcomes are publicly available at: <https://eng.kolegibiznesi.com/Bachelor/28>. For the upcoming students, information on application deadline and other aspects are available at: [https://eng.kolegibiznesi.com/Studentet\\_ri/29](https://eng.kolegibiznesi.com/Studentet_ri/29). For the current students, informative aspects are available at: [https://eng.kolegibiznesi.com/Studentet\\_aktual/36](https://eng.kolegibiznesi.com/Studentet_aktual/36).*

*The institution, the management of the faculty and the programme holders appreciate that Emergency Management BA is a successful programme. However, evidence on passing rate, dropout rate, and graduate employment should be collected and made publicly available.*

*The publicly available information on the Emergency Management BA study program is accurate, reliable, objectively presented. This should be extended to aspects as – improvements adopted, strengths of the programme, attractiveness of it, performance indicators.*

*As a general assessment of how the standards collectively address the overall general area of the QUALITY MANAGEMENT, the ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 2.3. Suggested timeline to implement the recommendations for this standard area: 6-9 months.*

#### **ET recommendations:**

- 1. Create an effective monitoring plan for the implementation of the quality assurance procedures for the Emergency Management BA study program, where all stakeholders are involved in its continuous revision; it should contribute to track and measure the progress and performance of the programme (the plan should contain clear measurable indicators);*
- 2. Define clear key performance indicators for monitoring the quality of the study programme delivery, measure and monitor them effectively (not only declaratively or prospectively).*
- 3. Create a formal mechanism to involve all stakeholders (not only students) in monitoring the progress of the programme to set proper ideas for continuous evaluation – academic and administrative staff; alumni, employers;*

4. *Clearly define the quality of the student practice and monitor its level involving stakeholders' feedback (for example, students, mentors and employers' questionnaires, examples of improving student practice);*
5. *Communicate the results of the monitoring processes and the resulting action plans to all contributor stakeholders; make these publicly available;*
6. *Make sure all policies, regulations and guidelines pertaining to the study programme are publicly available on the same webpage;*
7. *Collect information / evidence on passing rate, dropout rate, and graduate employment and make them publicly available.*

### **3. ACADEMIC STAFF**

**Standard 3.1 The study programme delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)**

*The ET found that vacancies for academic staff positions are advertised through the HEI's website and official platforms to ensure transparency and attract qualified candidates. The interviews with the university management indicated that this approach aligns with institutional policies and accreditation standards. The interviews clearly indicated that the institution has a structured and transparent recruitment process with defined selection criteria.*

*The ET identified that selection committees assess applications based on predetermined qualifications, experience, and alignment with programme requirements. The ET also found that the selection procedures align with the HEI's strategic goals and internal regulations. Interviews with the university management revealed that academic staff are recruited based on the specific needs of the study programme, ensuring that the best candidates are selected.*

*Furthermore, the interviews revealed that candidates receive comprehensive employment terms and position descriptions prior to their appointment. The ET determined that these are detailed in the institution's internal regulations and Code of Ethics, thus ensuring compliance with national standards (**Code of Ethics, 2019**).*

**Standard 3.2 The study programme is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)**

*The ET found that the majority of the academic staff hold relevant qualifications, including doctoral degrees, ensuring that they are equipped to deliver the programme effectively. The interviews with the university management indicated that faculty qualifications align with the study program's objectives. It was clear from the interviews that academic staff are not permitted to exceed two teaching positions annually. The ET found that this policy ensures*

*faculty members can focus on delivering high-quality education. The ET found that academic staff workload is managed effectively to prevent excessive teaching hours. It was clear from the interviews that at least 50% of the faculty members involved in the programme are full-time employees.*

*The ET found that for every 60 ECTS, the HEI employs at least one full-time staff member with a doctoral degree, ensuring academic rigor. It was clear from the interviews that the student-teacher ratio of 1:30 is maintained, ensuring effective learning support.*

*The ET found that this ratio aligns with accreditation guidelines and enhances student engagement. From the documents supplied by the college, it is evident that faculty qualifications are relevant to their respective courses (programme, 2025).*

*It was clear from the interviews that the institution follows national and institutional guidelines in assigning teaching loads. The ET found that teaching hours are structured to maintain academic quality (SER, 2025).*

*The faculty members are provided with time for research, mentoring, and administrative responsibilities in addition to teaching. The interviews with the college faculty indicated that workload distribution is regularly reviewed. It was clear from the interviews that there are sufficient qualified mentors guiding students in research and thesis supervision.*

**Standard 3.3 The study programme is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)**

*The ET found that the promotion of academic staff follows transparent and objective procedures. The interviews with the university management indicated that promotion criteria are clearly outlined in institutional policies. It was clear from the interviews that academic promotions consider research contributions, teaching quality, and international engagement.*

*The ET found that excellence is assessed through publications, projects, and feedback. It was indicated at interviews that student feedback, peer reviews, and administrative evaluations play a role in staff contract renewals. The interviews with the academic staff and university management indicated that feedback mechanisms are regularly reviewed.*

**Standard 3.4 The academic staff engaged in the delivery of the study programme is entitled to institutional support for professional development. (ESG 1.5)**



*The institution has an operational plan for professional development. The ET found that staff participation in training is actively encouraged. The faculty members take part in professional development initiatives, including pedagogy training. The interviews with the university management indicated that such programs are institutional priorities. It was clear from the interviews that the HEI provides training on assessment and evaluation methods. From the interviews, it was clear that staff are equipped with updated knowledge in student evaluation.*

*The ET found that academic staff are encouraged to participate in mobility programs. The interviews with the academic personnel indicated that international collaboration is an important focus of the establishment. It was clear from the interviews that training sessions are organised to enhance teaching quality.*

*The ET found that new academic staff undergo initial training before engaging in teaching. The interviews with the university management indicated that onboarding programs are systematically implemented. It was clear from the interviews that newly recruited staff receive structured orientation sessions. The ET found that these sessions ensure alignment with institutional policies.*

*The academic staff are provided with research support through mentoring and funding. The interviews with the university management indicated that research development is an institutional priority (SER, 2025).*

**Standard 3.5 External associates who teach at the study programme have adequate qualifications and work experience for the delivery of the study programme and achievement of the intended learning outcomes. (ESG1.5)**

*The interviews with the university management and other interested parties indicated that professional expertise is a key criterion in hiring external lecturers. It was clear from the interviews that external lecturers undergo training on academic policies and teaching methods. The ET found that such training improves teaching quality.*

*The ET found that external lecturers contribute to thesis supervision. The interviews with the university management indicated that co-supervision is encouraged. It was clear from the interviews that workload expectations for external associates are clearly defined. The ET found that this ensures teaching quality is maintained.*

*As a general assessment of how the standards collectively address the overall general area of the ACADEMIC STAFF, the ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all*

*standards and indicators. Suggested timeline to implement the recommendations for this standard area: 1-6 months.*

**ET recommendations:**

- 1. It is recommended that the HEI strengthens faculty development by introducing targeted training in emerging teaching methodologies and assessment strategies;*
- 2. It is recommended that the HEI disseminates information for faculty promotions, ensuring that research output, student engagement, and academic contributions are equitably considered;*
- 3. It is recommended that the HEI increases engagement with external academic networks and professional organizations to enhance staff exposure to global best practices.*

#### **4. EDUCATIONAL PROCESS CONTENT**

**Standard 4.1 The study programme intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)**

*The intended learning outcomes of the study programme are clearly aligned with the institution's mission and strategic goals. The SER states that these outcomes are publicly available and comprehensively defined to reflect the university's commitment to academic excellence and industry relevance (**Programme, 2025; SER, 2025**). Based on the information provided in the programme document the study programme aligns with both the National and European Qualifications Frameworks.*

*The ET observed that learning outcomes are structured to ensure alignment with the appropriate qualification level while avoiding redundancy with other programs. It was clear from the interviews that the learning outcomes are formulated from a student perspective, clearly describing what a graduate will know and be able to do. The SER confirms that these learning outcomes are published on the HEI's website and made accessible to all stakeholders (**SER, 2025**).*

*The ET found that the Biznesi College follows established good practices in defining learning outcomes, referencing the ECTS Guide (2015). According to the SER benchmarking exercises ensure that the learning outcomes are comparable to those in similar programs across the EHEA. The intended learning outcomes include both generic and program-specific competencies.*

*Based on the programme document (p. 18), these competencies are categorized into knowledge, skills, and applied competencies to ensure a balanced curriculum structure. The institution has conducted a systematic mapping of its learning outcomes against similar programs in the European Higher Education Area (EHEA). The SER (p. 20) states that this exercise ensures that the programme remains competitive and that graduates meet international standards for mobility and employability (SER, 2025).*

**Standard 4.2 The study programme intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)**

*The SER (p. 22) states that the program's learning outcomes comply with both the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF). The ET confirmed that course syllabi and module descriptions align with these frameworks.*

*The ET found that the institution differentiates undergraduate from graduate-level learning outcomes. According to the programme document (p. 24), the Bachelor's programme focuses on foundational and applied knowledge, whereas postgraduate studies emphasize research and advanced competencies.*

*It was clear from the interviews that the programme is designed to prevent unnecessary content overlap with other programs. The SER indicates that regular curriculum reviews are conducted to maintain distinct qualification profiles.*

**Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)**

*The ET observed that the curriculum follows a logical sequence, ensuring that students acquire foundational knowledge before advancing to specialized topics. The SER, confirms that course prerequisites are designed to support progressive learning. Based on the programme, student progression is structured with well-defined prerequisites. The ET noted that this structure enables students to meet academic requirements in a coherent manner.*

*The SER states that the programme sufficiently covers core disciplines necessary for achieving learning outcomes. Competency mapping ensures that each course contributes to the program's overall educational goals.*

*The ET found that benchmarking against international programs supports student mobility and employability. According to the SER, comparative analyses ensure curriculum alignment with*

*global standards. As interviews with the students and alumni confirmed that they participated in the exchange programmes.*

**Standard 4.4 If the study programme leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)**

*The SER states that the study programme aligns with EU Directives for regulated professions. Mapping exercises confirm that programme content meets these requirements. Based on the programme document recommendations from professional associations are integrated into the curriculum. The ET found that such input ensure industry relevance.*

**Standard 4.5 The intended learning outcomes of the students' practicum period are clearly specified and effective processes are followed to ensure that the learning outcomes and strategies to develop that learning are understood by the students (if applicable). (ESG 1.2)**

*Biznesi College, through its coordinator for business and institutional cooperation, facilitates students' practical learning in various organizations, including governmental and non-governmental institutions. The Emergency Management study programme integrates practical learning within its curriculum, ensuring students engage in hands-on experience alongside theoretical instruction.*

*From the first year, students are informed about the mandatory practical component, which contributes to their total ECTS credits. These internships enhance their understanding of theoretical concepts, support thesis preparation, and improve their readiness for professional roles.*

*During the semester, students complete practical assignments aligned with course requirements. They submit a structured report, approved by the course coordinator, confirming successful completion. The study programme provides a formal internship form, which is completed by both the employer and the student, then returned for evaluation. The professor assesses the student's ability to apply theoretical knowledge in practice, ensuring a comprehensive learning experience (SER, 2025).*

**Standard 4.6 The study programme is delivered through student-centred teaching and learning. (ESG 1.3)**

*The ET confirmed that a student-centred teaching approach is in place, ensuring that students actively engage with the material. The SER highlights that the curriculum is structured to facilitate independent learning while providing the necessary academic support. It was clear*

*from the interviews that the programme employs various pedagogical methods tailored to different learning styles. The programme document (p. 50) indicates that methods such as case studies, simulations, and group projects are integrated into the teaching process to enhance engagement and understanding.*

*The ET found that interactive learning is emphasized throughout the study program. According to the SER, students are encouraged to participate in research activities, including independent projects and collaborative work with faculty, which fosters critical thinking and problem-solving skills. The SER outlines processes for continuous improvement based on student and faculty feedback.*

*The ET found that teaching methods are regularly reviewed, and adjustments are made to ensure their effectiveness in supporting student learning outcomes. The ET noted that teaching strategies accommodate different student demographics, including part-time students, international students, and those with disabilities.*

*Based on the programme document, modern technology is integrated into course delivery. The ET observed that digital tools, learning management systems, and online resources are utilised to enhance student learning experiences.*

**Standard 4.7 The evaluation and assessment used in the study programme are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)**

*Assessment methods evaluate knowledge, skills, and competencies in accordance with the intended learning outcomes. The SER, states that assessment criteria are mapped against course objectives to ensure a comprehensive evaluation. Students are informed about grading methods in advance, ensuring clarity and fairness in assessment. The programme document specifies that assessment rubrics, grading policies, and feedback mechanisms are provided at the beginning of each course.*

*The ET found that the programme employs diverse assessment methods, including written exams, oral presentations, practical assignments, and case studies. According to the SER this approach ensures a balanced evaluation of theoretical knowledge and practical skills. It was clear from the interviews that grading practices are designed to be objective and consistent.*

*The SER states that faculty members use double-marking and moderation procedures to enhance the reliability of grading (SER, 2025). The ET observed that students receive timely and constructive feedback on their assessments. Based on the SER, feedback mechanisms are in place to help students understand their strengths and areas for improvement, supporting their continuous learning.*

*The SER confirms that a structured student appeals process is in place for assessment disputes. The evaluation team found that this ensures transparency and fairness in academic evaluations.*

#### **Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)**

*Assessment is structured to reflect student capabilities and achievements in line with learning outcomes. According to the SER, each course has defined assessment criteria that directly correspond to expected competencies. The evaluation team found that the allocation of ECTS credits accurately reflects student workload. The SER outlines that credit distribution considers direct teaching hours, self-study, practical activities, and assessment tasks to ensure a balanced academic workload.*

*It was clear from the interviews that the Biznesi College monitors student workload to prevent excessive demands. The programme states that workload distribution is regularly reviewed through student feedback and faculty consultations to ensure it remains manageable and effective for learning. The calculation of ECTS credits adheres to European higher education standards. The evaluation team found that credit allocation aligns with the Bologna Process principles, ensuring that graduates meet the necessary academic requirements for further education and employment (SER, 2025; Programme, 2025).*

*As a general assessment of how the standards collectively address the overall general area of the EDUCATIONAL PROCESS CONTENT, the ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators. Suggested timeline to implement the recommendations for this standard area: 6-9 months.*

#### **ET recommendations:**

- 1. It is recommended that the HEI enhances interdisciplinary learning opportunities by integrating subjects that foster cross-sector competencies relevant to emergency management;*
- 2. It is recommended that the HEI expands industry collaboration by formalising advisory panels composed of external stakeholders to provide insights into curriculum relevance;*
- 3. It is recommended to integrate the research methodology teaching module into the programme.*

## **5. STUDENTS**

**Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)**

*The College has made an effort to align its operations towards quickly and efficiently meeting the needs of students, from the enrollment process to their studies. Information is available on the website in both Albanian and English, making it easy for interested individuals to access the desired data.*

*Although the management strives to provide timely information regarding the student admissions process to those interested, it should be pointed out that continued efforts should be made for participation in education fairs in the country and region, as well as publishing the admissions announcement in English in places accessible to international students. Given the nature of this study program, we believe there would be interest from a broader regional audience.*

*The content of the regulation for student enrollment meets the legal framework and includes all necessary conditions and criteria for admission. Additionally, the management has planned favorable conditions for certain categories of students, which is commendable.*

**Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)**

*From the submitted documentation, as well as the discussions with the academic and administrative staff and students of the College, the conclusion is that the process of monitoring the implemented study program and the progress of students is carried out in a timely and responsible manner.*

*There is involvement of students in the faculty's processes, as well as measures based on their initiatives, which have contributed to improving certain processes. What we consider as necessary for the future is that student representatives should better inform their colleagues about their activities and regularly hold joint meetings. The ET concluded that students are not very familiar to their student representatives and their work.*

**Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)**

*At this College, there is a clear commitment to international cooperation, particularly through projects and mobility programs. In addition to the implementation of EU projects, the College encourages mobility among students. What may be lacking, however, is a greater awareness among students of the opportunities available through EU mobility programs, as well as*

*discussions with them about the implementation process. The College has a double degree program with an EU university, where one student is already participating in an exchange. Regarding student support, both domestic and international students, the processes are functioning well, and administrative procedures do not pose difficulties for them.*

*In the future, we recommend further strengthening the staffing capacity to continue the implementation of new EU project applications, which would benefit both the academic staff and students.*

**Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)**

*The College has developed an inclusive environment and offers opportunities for studying under special conditions for various categories of students. Additionally, for those who face difficulties in their studies, there is a support system provided by students, in addition to consultations with academic staff. This creates mutual motivation and a sense of equal opportunities among students.*

*As a general assessment of how the standards collectively address the overall general area of the STUDENTS, the ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators. Suggested timeline to implement the recommendations for this standard area: 1-4 months.*

**ET recommendations:**

- 1. Student representatives should hold regular meetings with their fellow students, where information will be shared, and discussions will take place on matters of interest to all.*

## **6. RESEARCH**

**Standard 6.1. The study programme aligns with the institution's/academic unit's mission and the research strategic goals.**

*The ET found that the college has clearly defined research objectives, which align with the research strategy of the institution. According to the SER, these objectives emphasize applied research in emergency management, disaster response, and crisis management, ensuring that*



*students and faculty engage in relevant and impactful research activities.*

*It was clear from the interviews that the institution ensures the availability of financial, logistical, and human resources to support research activities. The SER, states that faculty members have access to internal research grants, laboratory facilities, and external collaboration opportunities with industry partners (SER, 2025).*

*The SER outlines that the study programme adheres to recognised research policies that align with international academic standards. The ET found that ethical guidelines, research integrity policies, and data protection measures are in place to uphold the quality and credibility of academic research.*

**Standard 6.2. The academic staff engaged in the study programme is committed and supported to achieve high-quality research work and/or professional activity.**

*The academic staff actively contributes to research through publications in peer-reviewed journals, participation in applied research projects, and engagement in industry collaborations. It was confirmed via interviews that research outputs include conference presentations, consultancy work, and innovative projects relevant to the field of emergency management.*

*The ET found that faculty members regularly publish in high-quality scientific and professional journals. According to the SER academic staff also present their research at national and international conferences and participate in interdisciplinary research initiatives. It was clear from the interviews that academic staff involved students in the research programmes/projects.*

**Standard 6.3 The academic staff engaged in the delivery of the study programme is encouraged to participate in different aspects of cooperation with national and international partners.**

*The ET observed that faculty members actively contribute to research and development services that benefit the community. The academic staff provide training programs, emergency preparedness workshops, and consultancy services to local organisations and governmental agencies. The faculty members engage in collaborative research with colleagues from other higher education institutions in the country and abroad. The ET found that institutional agreements facilitate joint research projects and knowledge exchange.*

*The institution lacks a structured approach to collaboration between faculty and industry partners. While some interactions occur, they are not systematically integrated into academic activities or research initiatives. There is little evidence of effective technology transfer or*

*structured knowledge dissemination initiatives. Faculty engagement with industry stakeholders remains sporadic, and research findings are not consistently shared through professional workshops, policy recommendations, or other formal channels.*

**Standard 6.4 The teaching staff engaged in the study programme has a proven record of research results on the same topics as their teaching activity.**

*The academic staff actively integrates research findings into their teaching methodologies. According to the programme courses include case studies, research-driven discussions, and project-based assignments that reflect current trends in emergency management research. The ET found that students are encouraged to participate in research projects under faculty supervision.*

*As a general assessment of how the standards collectively address the overall general area of the RESEARCH, the ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 6.3. Suggested timeline to implement the recommendations for this standard area: 6-9 months.*

**ET recommendations:**

- 1. It is recommended that the HEI increases faculty engagement in research collaborations with industry partners to bridge the gap between academic inquiry and real-world applications;*
- 2. It is recommended that the HEI expands opportunities for student involvement in research projects, integrating research components within coursework to enhance student academic experience;*
- 3. It is recommended that the HEI enhances the visibility of research activities by developing an institutional research repository and increasing participation in international academic events.*

## **7. INFRASTRUCTURE AND RESOURCES**

**Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)**

*As ET was informed, these are new facilities of the College, located in a well-accessible area in Pristina. In the vicinity of the College's premises, students can quickly access all necessary activities and services, ranging from cultural and social to medical. Additionally, access to public transport is suitable for those coming from areas outside of Pristina.*

*Although the space itself does not have a large capacity and some classrooms still need further arrangements, the management has successfully equipped them with digital equipment with the help of European projects. Students have access to fast and stable internet.*

*It is necessary to place labels on the classrooms/equipment acquired through EU projects. In the future, consideration should be given to whether additional space will be needed for the academic staff.*

**Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)**

*The meetings of the expert team took place in the College's library space. Regarding the collection of books, there are books that are important for teaching, but in the future, we believe the collection should be expanded.*

*In terms of e-access to certain databases, there are collaborations with national resources, but there are also partnerships with EU universities through EU projects. These opportunities should be explored further in the future and made available for use by the academic staff and students.*

**Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)**

*The study program has a sustainable financial plan, which has proven to be realistic in the past years, and it is expected to provide sustainability in the coming period. Additionally, we believe that EU projects offer an added benefit in this regard.*

*What we consider should be improved is the accessibility for individuals with disabilities, as well as the space for sports activities.*

*As a general assessment of how the standards collectively address the overall general area of the INFRASTRUCTURE AND RESOURCES, the ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators. Suggested timeline to implement the recommendations for this standard area: 1-6 months.*

**ET recommendations:**

- 1. Improving accessibility for individuals with disabilities, as well as providing space for sports activities.*

### ***Conclusion 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. The ET was impressed by the achievements in the Emergency Management BA programme development since the previous accreditation. The ET recommends that decision-making process regarding the Emergency Management BA study programme pay attention to all recommendations related to the 7 standard areas. The improvement process can be planned internally at the programme level and faculty level, as in most cases recommendations do not depend on an institutional level change.*

*Most of the recommendations can be considered within a short period of time. The ET appreciates that the management of the faculty and of the programme have the capacity to implement most of the recommendations or at least to start the process for having the improvement process started.*

#### **Compliance level: Substantially Compliant**

<b>Standard</b>	<b>Compliance level</b>
1. Mission, objectives and administration	Fully compliant
2. Quality management	Substantially compliant
3. Academic staff *Mandatory	Fully compliant
4. Educational process content	Fully compliant
5. Students	Fully compliant
6. Research	Substantially compliant
7. Infrastructure and resources *Mandatory	Fully compliant
<b>Overall compliance</b>	Substantially compliant

In conclusion, the expert team recommends accrediting the bachelor study programme **Emergency Management BA**, for a duration of three years with a total number of **150 students** to be enrolled in the program each year.

## Expert Team

### Chair



(Signature)

**Magdalena Iordache Platis**

(Print Name)

**12 March 2025**

(Date)

### Member



(Signature)

**Tornike Khoshtaria**

(Print Name)

**12 March 2025**

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### Member



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