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Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

DARDANIA College

INSTITUTIONAL Evaluation (re-accreditation)

REPORT OF THE EXPERT TEAM

05.08.2024, Prishtina, Kosovo

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1. INTRODUCTION

1.1. Context

The Dardania College was first established as a university licensed by the Ministry of Education, Science, and Technology (MEST) for the academic years 2004-2007, operating as a private university, followed with the reaccreditation in May 9, 2007 for academic years 2007-2011, as Dardania University. In the program accreditations during 2009 and onwards, the institution transitioned to a Private Provider of Higher Education (PPHE) Dardania College and has been operating as the college since.

Currently, Dardania College offers three BA programs: Bachelor of Arts in Political Science and Public Administration (specializing in Public Administration), Bachelor of Arts in Applied Psychology and Managerial Studies, and Bachelor of Arts in Social Care and Welfare; as well as an MA in Public Administration.

Focusing on the social sciences, the College positions itself as a small private institution centrally located in Pristina. It prides itself on having a small number of quality graduates who are well received in their respective job markets. Since the last accreditation cycle, student enrollment has declined from 270 to 101 across these four programs.

Current evaluation concerns the institutional reaccreditation of the Dardania College.

Date of site visit: 21.06.2024

Expert Team (ET) members:

- *Prof. Dr. Peter Parycek*
- *Prof. Dr. Elene Jiblatze (online)*
- *Horia Onita, Student expert (online)*

Coordinators from Kosovo Accreditation Agency (KAA)

- *Arianit Krasniqi, KAA Officer*
- *Milot Hasangjekaj, KAA Officer*

Sources of information for the Report:

- *A Self-Evaluation Report (SER) submitted by Dardania*
- *Information obtained during the hybrid site-visit meeting conducted with the management of the institution, teaching and administrative staff, students, graduates, external stakeholders and employers of graduates;*
- *Web-site;*
- *Supplementary documents requested by the ET*

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Criteria used for institutional and program evaluations

- *Institutional evaluation standards of KAA*

1.2. Site visit schedule

Institutional Re-accreditation Procedure at Dardania College	
On site evaluation:	21 June 2024
Expert Team:	Prof. Dr. Peter Parycek Prof. Dr. Elene Jiblatze (online) Horia Onita, Student expert (online)
Coordinators of the KAA:	Arianit Krasniqi, KAA Officer Milot Hasangjekaj, KAA Officer

09:00 – 10:10	Meeting with the management of the institution (<i>no slide presentation is allowed, the meeting is intended as a free discussion</i>)	1. Prof .Dr. Gjyldane Mulla, Rektore 2. Prof. Dr. Deme Hoti, Prorektor Anetaret e Këshillit Drejtues: 1. z. Ismet Gashi, 2. znj. Fjolla Ibrahim 3. z. Arianit Koci 4. Dr.Sc. Arta Koka Grubi 5. Dr.Sc.Njomza Mehani
10:15 – 11:15	Meeting with Quality assurance representatives and Administrative services	1. Prof. Dr. Shykrane Gërmizaj 2. MA. Ass. Elza Gashi 3. Nora Korapi 4. Arjanita Alija
11:20 – 12:10	Meeting with Deans of Faculties (Head of programmes in case of smaller colleges)	1. Prof.ass. Dr. Ferit Hysa, 2. Dr.Sc. Selema Allamani 3. Dr.Sc. Mentor Agani
12:10 – 13.10	Lunch break	-

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13:10 – 14:00	Visiting tour of the facilities and infrastructure	-
14:05 – 14:50	Meeting with teaching staff	<ol style="list-style-type: none"> 1. Prof. Ass. Dr. Halim Gjergjizi 2. PhD Cand. Egzon Gashi 3. Dr. Sc. Afrim Jusufi 4. PhD Cand. Bajram Gecaj 5. Prof. Ass. Dr. Lon Laska 6. PhD Cand. Valentina Sopjani (përkthyes)
14:55 – 15:40	Meeting with students	<ol style="list-style-type: none"> 1. Anesa Gashi 2. Labinot Govori 3. Blerta Përvetica 4. Lirim Jashari 5. Arjeta Hasani 6. Zyla Sejdiu 7. Erblina Stublla 8. Arta Hyseni
15:45 – 16:30	Meeting with graduates	<ol style="list-style-type: none"> 1. Ibrahim Deliu 2. Nora Berisha 3. Gëzim Budeci 4. Driton Demolli
16:35 – 17:20	Meeting with employers of graduates and external stakeholders	<ol style="list-style-type: none"> 1. Azemina Demiri 2. Hivzi Jetullahu 3. Ardita Metushi 4. Dafina Turkeshi
17:20 – 17:30	Internal meeting – Expert Team and KAA	-
17:30 – 17:40	Closing meeting with the management of the institution	-

1.3. A brief overview of the institution under evaluation

2. INTRODUCTION

2.1. Public mission and institutional objectives

According to the SER, the Dardania College seems to have a participatory process of strategic planning, and the review of the mission is part of it. As the document describes it, based on the input of the external evaluators, or because of being attentive to the demands of the stakeholders and future students, College has been returning to the mission of the institution and critically reviewing it. The management of the College is part of the strategic planning process. Also, the meeting with the QA representatives showcased that the opinions are being collected from the potential employers and partners of the College.

As it stands now, the mission of the College includes all three pillars. The mission statement indicates a commitment to quality **teaching** as a core activity. It also refers to applied research, indicating the focus on research function of the institution. Lastly, it refers to the commitment to be in service of the community and "to prepare competent professionals and academics who will contribute to the further economic, political, social, and cultural development of Kosovo and beyond."(SER, p. 11).

The ET considers that, while touching upon all three pillars, the mission of the institution is too broad, including arts and humanities, which is not the academic focus of the institution currently. It could very successfully be considered as the mission of a multidisciplinary university with the large student body rather than a college with the current student body of slightly over 100 students. Hence, it hints that the institution lacks focus and fails to link its mission to its capacity. It was explained to the ET that the reason for depicting a broader spectrum of the academic fields is because the College used to have programs in those areas and plans to reintroduce those (or similar ones) when it is back on the track of steady development, however this argument does not hold as the College has no plans to expand in the direction of arts and humanities in the foreseeable future as per their strategic plan. (Standards 1.1; 1.2). In the SER, as the institution lays out the institutional objectives, it narrows down to "economic, juridical, political, philological" (p. 13), which fits the profile of its current programs and its future aspirations. It would be more effective to keep it this way. In this manner, the College will have a better recognition and clearer positioning in the educational context in Kosovo. The mission is posted on the institution's website, available to those who are interested. The College has made provisions in the contracts of the personnel that they act in the interests of the College's mission and adhere to it. (Standard 1.3.)

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The College lists nine strategic objectives in the strategic plan. Again, as the Mission is too broad, these nine objectives have no difficulty to be within its scope:

1. Increase quality of teaching and learning
2. Support and improve research activities
3. Ensure sustainable development of the Dardania College (through improved QA and re/accreditation)
4. Develop relevant (demanded) academic programs and ensure their sustainability
5. Development of human resources (based on the programs' needs)
6. Improve quality of the ICT (to support educational processes)
7. Improve financial prudence and fiscal accountability system
8. Gradual infrastructure development (fitting program development)
9. Globalization/internationalization (increased international partnerships)

The strategic objectives are guided by the aspiration of the College “to offer quality education in academic and professional development, practical training, and research in humanities, applied sciences, and arts that reflect the labor market needs” to ultimately “develop and increase the potentials of the cadres, capable of contributing to sustainable and creative development in the service of the community” (SER, p. 11; Strategic Plan 2023-2027, p. 7). These objectives approach the mission by strengthening the institutional positioning of the college, developing human and other resources, and creating demanded programs. Having said that, one should keep in mind that the mission is overly broad and it raises questions whether it corresponds with the current (and future) scope of the institution and its capacity. (Standard 1.4.)

In its short-term, medium-term, and long-term strategies, the institution shows which activities contribute to each strategic goal in both shorter-term and longer-term perspectives. This gives the ET an understanding that the logic of the strategic planning is consistent and mission-oriented. (Standard 1.5.)

Standard 1	Compliance	
	Yes	No
1.1 The institution has a defined mission statement that includes three main pillars: teaching, research and community service	X	
1.2 The mission of the institution has been defined and, if the case, revised, based on a consultation process involving external and internal stakeholders.	X 0.5	
1.3 The mission is recognized by the members of the academic community of the institution.	X	
1.4 The institutional mission provides an effective guide for strategic planning, decision making and operations of the institution.	X 0.5	
1.5 Medium and long term institutional objectives are consistent with and support the mission.	X	

Compliance level: Substantially compliant (80%)

ET recommendations:

1. *Review the mission in the light of making it more fit the college's aspirations and towards and capacity in social and political sciences rather than a broader spectrum of academic fields.*

2.2. Strategic planning, governance and administration

The long-term strategic plan of Dardania College covers the years 2023-2027. This plan is complemented by a one-year action plan and a mid-term plan for 2023-2026. As mentioned previously, discussions with QA office representatives indicated that feedback from partners and alumni is considered in both short- and long-term planning, and the meetings with employers also showed that they are involved in the College's development in one way or the other. As mentioned in the Section 2.1. the strategic planning appears to be the participatory process including external as well as internal stakeholders such as academic personnel. (Standards 2.1; 2.2).

The strategic plan includes financial estimates. However, as outlined in Section 2.6, the connection between strategic objectives, respective actions, and the budget is not clearly visible (Standard 2.3).

The strategic plan is a clear, well-structured document that shows the institution has accounted for both internal and external factors affecting the College's positioning. It emphasizes the need to strengthen and improve internal management processes (e.g., QA, financial accountability), acknowledging areas for improvement and accounting for demand and competition (Standard 2.4). Like many educational institutions in Kosovo, the College places significant emphasis on global rankings (unnecessarily). However, for a small institution like Dardania College, it might be more beneficial to focus on the demands and peculiarities of local communities and sectors within the country, rather than on global rankings.

The SER explains that the institution has a monitoring plan and regularly monitors the strategic plan implementation. This includes monitoring short-term activities every three months, an initial review of the strategic plan within the first three months of the implementation process (due by March 31, 2024), as well as annual monitoring. The QA office is responsible for data collection. The strategic plan includes a "log-frame" that serves as the basis for the monitoring processes. While this approach is commendable and could be considered that the institution puts excessive emphasis on the monitoring process (e.g., three-month monitoring is unnecessary and unrealistic to keep up regularly), sample monitoring reports are not available. Although the first year of implementation is yet to be fully monitored, the three-month report due by March 31 would have been a good indication that the process is being carried out regularly. The institution has not included the monitoring reports of previous years either. (Standard 2.5).

The decision-making structure and processes are streamlined and in line with the legal framework of the Kosovo higher education system. The Steering Council, the Senate, the Rector, the Vice-Rector, and the Academic-Scientific Council all have clearly defined mandates, as well as the provisions of how the members of the decision making bodies are elected, appointed are well documented in the institution's internal regulations (e.g. the statute of the college) and are available on their web-site. Overall, the governance structure is sound, the functions among the decision making bodies are clearly separated with the certain hierarchy where the Steering Committee is at the highest point of decision making, and regulations transparent. At a later stage, the College provided evidence that the regulations are followed in practice, e.g. concerning the employment of the academic staff in the College. (Standards 2.6; 2.7; 2.8.) Student representatives are part of the decision making bodies, including Senate as well as in the teaching-scientific council of the academic unit. They are also part of the QA decision making body, hence granting them the platform for their input in the development of the College. (Standard 2.9.). Administrative staff and overall, administrative part of the College management is also well set-up with clearly defined functions, which are also defined in the documents such as the statute as well as the ToR on employment procedures of academic and non-academic staff (also available on the website). The College has a small administrative unit, which fits its needs and the current size of the student body, as well as the number of the programs it offers. The staff combines individuals from different generations. (Standards 2.10; 2.11.)

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 2.1.</i> The institution has a strategic plan for a period of minimum three years.	X	
<i>Standard 2.2.</i> The strategic plan is drafted in close consultation with the academic community at the institution, as well as external stakeholders and private sector.	X	
<i>Standard 2.3.</i> Strategic planning is integrated with annual and longer term budget processes that provide for regular adjustments.		X
<i>Standard 2.4.</i> The strategic plan takes full and realistic account of aspects of the internal and external environment affecting the development of the institution.	X 0.5	
<i>Standard 2.5.</i> The implementation of the strategic plan is monitored on short and medium term targets, and outcomes are evaluated.		X
<i>Standard 2.6.</i> The institution has a decision making system and internal operating regulations in conformity with current legal provisions.	X	
<i>Standard 2.7.</i> The election criteria and processes of the decision makers and other elected positions are clear, transparent and published in institutional regulations.	X	
<i>Standard 2.8.</i> The responsibilities of the decision making bodies are defined in such a way that the respective roles and responsibilities for overall policy and accountability, the senior administration for management, and the academic decision making structures are clearly differentiated and followed in practice.	X	
<i>Standard 2.9.</i> Student representatives are members of all decisional, executive and consultative bodies. The mechanism for electing student representatives is clearly explained in internal regulations. There is a democratic, transparent and non-discriminatory election procedure that does not limit students right to represent and to be represented. The institution is not involved in the process of electing student representatives.	X	
<i>Standard 2.10.</i> The higher education institution has an administration that is effective in terms of organization, staffing levels and qualifications, and functions rigorously.	X	
<i>Standard 2.11.</i> The responsibilities of administrative staff are clearly defined in position descriptions and they match the qualifications of the individual.	X	

Compliance level: Substantial Compliance (77%)

Recommendation:

1. *Make sure that the budgeting processes follow the strategic planning process and are realistic.*
2. *Develop a clear Monitoring and Evaluation plan, which will be followed by the respective units in the College. Based on the M&E plan, monitor the strategic plan and develop respective reports, which could be shared upon request to the KAA, but most*

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importantly, the evidence that the results of the monitoring are used for improvement purposes need to be well show-cased.

2.3. Financial planning and management

General reflection of the chapter:

The SER itself offers very little information and fails to illustrate the connections, such as how strategic goals relate to associated expenditures. The information should be constructed based on three documents: the SER, the strategic document, and the financial planning document. It is unclear why the SER does not coherently present the available data and information. Instead, this chapter provides little to no information. The document also does not address the various standards explicitly, which has become a typical approach in the SER.

Standard 3.1. The institution can demonstrate that it has sufficient financial resources in the short (one year) and medium term (a minimum of three successive years) to adequately reach its mission as well as objectives set out in the strategic plan.

Based on the SER, the Steering Council of Dardania College is responsible for three-year strategic planning. The institution claims a clear and efficient culture that reflects its mission and values. The College further states that it has sustainable financial resources for short-term and mid-term periods (2023-2027) to support its Strategic Plan 2023-2027. The SER itself provides no evidence, no summary of the main numbers, or the link between the Strategic Plan and the Financial Planning document. Evaluating Standard 3.1. is only possible by investigating the mentioned documents.

The two relevant documents are the "Strategic Plan" and the document "Financial Planning and Management".

The strategic plan is well-structured and offers a good overview. Particularly noteworthy is the tabular presentation of the action plan 2023-2027, which features a tabular view of strategic objectives and associated goals, with indicators and potential costs.

After a brief half-page introduction, the presentation of the "INITIAL FINANCIAL RESOURCES" begins without a timeline, without a table of contents, followed by a list of individual items such as tables or PCs. A more effective approach would be clustering to provide a quick overview of the investments instead of a four-page list enumerating individual items. A total of 260,536. -- Euros were invested in furniture and equipment. In the next section, the revenues and expenses for 2020/2021/2023 are presented. Revenues decreased by almost 100 thousand from 21 to 22. Net ordinary income remained stable at around 15 thousand euros per year. This is followed by IT equipment from 2022. Based on the rudimentary information provided, operations have been stable so far, achieving a balanced result. According to the information, there are no loans that need to be covered by the institution.

The "Financial Planning and Management" document offers no clear structure, and the presentation is just about adequate. Overall, Dardania College is not in compliance with Standard 3.1.

Standard 3.2. The institution has a realistic annual budget and a three-year budget, as well as financial policies which address its financial sustainability.

Looking at the revenue history, over the past three years, revenue has systematically declined due to the pandemic and increased competition from new public universities. From 2021 to 2022, revenues decreased by almost a third. Therefore, these strategic challenges should be highlighted in more detail in the planning document. During the site visit, it was explained that this was due to a reduced offering of programs because some of them could not be successfully reaccredited. The situation is now worsening because institutional accreditation has been pending for a year; hence, it is expected that 2023 and 2024 will be even more critical. These significant points are not addressed at all. Therefore, it is questionable to what extent the document provides a realistic budget.

The financial plan basically aligns with the strategic plan for 2023-2027 and provides information for 2023/2024, 2024/2025, 2025/2026, 2026/2027, and 2027/2028. The projected figures lead to a positive result of 4,746.23 Euros (2023/2024) up to 89,145.18 Euros (2027/2028). The income is expected to grow optimistically from around 250,000 Euros to over 560,000 Euros. However, it is only rudimentarily explained how this growth is feasible - planned reaccreditation of programs from 2024/2025 to 2026/2027 aims to increase student enrolment and thereby revenue; however, given a shrinking market due to demographic changes and still increasing competition are not discussed. The dynamic relationship between income and expenses, such as the increase in programs and faculty, is not clearly described. Furthermore, some budget items appear to be unrealistically planned. For example, IT development costs are projected to increase from 500 Euros to a maximum of 4,100 Euros by 2027, and critical areas like staff development are allocated a very low budget of 2,000 Euros per year. The document states that compensation for team members is capped but does not provide specific figures or guidelines for these caps.

At the very least, the risks and countermeasures should be appropriately presented in such critical situations. Therefore, a comprehensive risk assessment should address potential financial shortfalls or offer contingency plans for unexpected expenditures.

A dedicated financial policy, as required in Standard 3.3, can be found in the documents. The budget creation process is described in the financial document, which can be considered a policy; however, this can only be positively assessed with a great deal of tolerance. Overall, the standard is, therefore, just barely partially met.

Standard 3.3. Oversight and management of the institutions budgeting and accounting functions are carried out by a specialised office responsible to a senior administrator.

The SER claims that the Office of Financial Service is managed by finance specialists who oversee budget and accounting operations. The Financial planning documents provide objectives and defined goals. The function of the financial officer is not described, so as the accounting standards are missing. Overall, the standard is, therefore, just partially met.

Standard 3.4. There is an accurate monitoring of expenditure and commitments against budgets with reports prepared at least once per year.

Standard 3.4. There is an accurate monitoring of expenditure and commitments against budgets with reports prepared at least once per year.

The SER does not clearly explain how accurate monitoring of expenditures and commitments is carried out and ensured. Therefore, Standard 3.4 is not met.

Standard 3.5. Accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.

Standard 3.5 requires that accounting systems comply with accepted professional accounting standards. The SER refers to the “Financial Planning” document, but this document does not refer to a professional accounting conclusion or the standards used for it.

Standard 3.5 is not fulfilled.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 3.1. The institution can demonstrate that it has sufficient financial resources in the short (one year) and medium term (a minimum of three successive years) to adequately reach its mission as well as objectives set out in the strategic plan.</i>		X
<i>Standard 3.2. The institution has a realistic annual budget and a three-year budget, as well as financial policies which address its financial sustainability.</i>	X 0.5	
<i>Standard 3.3. Oversight and management of the institutions budgeting and accounting functions are carried out by a specialised office responsible to a senior administrator.</i>	X 0.5	
<i>Standard 3.4. There is an accurate monitoring of expenditure and commitments against budgets with reports prepared at least once per year.</i>		X
<i>Standard 3.5. Accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.</i>		X

Compliance level: Non compliant (20%)

Recommendations:

- 1. The ET recommends significantly improving the Self-Evaluation Report (SER). The SER should be structured based on the standards and provide concrete evidence, strategies, actions, and specific numbers. Strategic planning or financial planning documents should be additional sources, but the core elements of these documents should be part of the SER. The current lack of detailed information makes evaluation challenging and is only possible with additional documents.*
- 2. The ET recommends introducing one of the professional accounting standards.*
- 3. The ET recommends improving the transparency of the financial planning process by regularly publishing detailed financial reports. These reports should outline how funds are being allocated and spent, and they should be accessible to all stakeholders, including students, staff, and external auditors.*

4. *The ET recommends conducting a comprehensive risk assessment. This should include a dedicated section that identifies potential financial risks and outlines contingency plans to mitigate them.*

2.4. Academic integrity, responsibility and public accountability

Standard 4.1 The institution has a code of ethics and academic integrity through which it defends the values of academic freedom, institutional autonomy and ethical integrity.

According to SER, College Dardania has established a code of ethics, which the Steering Council of Dardania College approved on June 16, 2022. Based on the Code of Ethics document, the code aims to strengthen loyalty, ensure transparency, and promote social responsibility within the College. It encourages autonomy in teaching and learning and fosters freedom in research. Compared to international standards, the code of ethics could be extended with guidelines for identifying, disclosing, and managing conflicts of interest, as well as protections for whistleblowers or promoting diversity, equity, and inclusion within the college. All in all, Standard 4.1 is met.

Standard 4.2 The code of ethics requires that all internal stakeholders act consistently with high standards of ethical conduct and avoidance of plagiarism in research, teaching, performance evaluation, and in the conduct of administrative duties, and avoid conflicts of interest.

Based on the documents, the college established a system for promoting and enforcing ethical conduct, but the documents provide no direct evidence of consistent behaviour by all internal stakeholders; this could be done typically by observing through audit reports, collecting feedback from stakeholders, or providing documented cases of ethical enforcement. During the site visit, it was mentioned in different meetings, so at least it is known. For future reports, ET highly recommends providing more general evidence, especially regarding this standard. Standard 4.2 is partially fulfilled.

4.3 The code is enforced through clear processes and mechanisms, and it applies to all staff and structural units in the institution.

Based on the SER and the Code of Ethics document, the Dardania College has established the following structure and processes: The Ethics Committee, nominated by the Senate, oversees addressing violations of the Code, while the Disciplinary Committee handles specific violations, with possible outcomes ranging from reprimand to contract termination. The Disciplinary Committee's decisions can be appealed to the Commission of Complaints, whose decisions are final. Standard 4.3 is fulfilled.

4.4 The institution has established a designated structure (such as Ethics Committee) responsible for the analysis and resolution of any potential breaches in the code of ethics.

Dardania College has established a designated structure to address breaches in the Code of Ethics. This includes the Ethics Committee, responsible for overseeing the Code's implementation and resolving violations; the Disciplinary Committee, which imposes disciplinary measures; and the Appeals Commission, which reviews disciplinary decisions. Standard 4.4 is fulfilled.

4.5 There is evidence that the institution is applying the code of ethics and its associated processes and mechanisms on all activities related to management, administration, teaching and research. The results of its application are made public.

According to the SER, all decisions and measures taken by the Ethics Committee (Art 25) and related bodies are made public, ensuring transparency. However, the SER does not provide any examples or links to cases on the website. So, overall, Standard 4.5 is not met.

4.6 All internal regulations, procedures, self-evaluation reports and decisions of governing bodies are made publicly available.

Based on the provided information the College publishes relevant information, including internal regulations, self-evaluation reports, and decisions of governing bodies, on its website. E.g. the Disciplinary Committee decides upon disciplinary measures, which are made public on the notice boards and on the DMIS. (p. 41 SER). Like Standard 4.5, the information provided is quite minimalistic. SER and documents do not provide any further examples or cases. So, overall, Standard 4.5 is just barely partially met.

4.7 The institution is publishing clear, accurate, objective, relevant, accessible and detailed information.

The SER does not offer particular information regarding Standard 4.7.

Standard 4	Compliance	
	Yes	No
4.1 The institution has a code of ethics and academic integrity through which it defends the values of academic freedom, institutional autonomy and ethical integrity.	X	
4.2 The code of ethics requires that all internal stakeholders act consistently with high standards of ethical conduct and avoidance of plagiarism in research, teaching, performance evaluation, and in the conduct of administrative duties, and avoid conflicts of interest.	X 0.5	
4.3 The code is enforced through clear processes and mechanisms, and it applies to all staff and structural units in the institution.	X	
4.4 The institution has established a designated structure (such as Ethics Committee) responsible for the analysis and resolution of any potential breaches in the code of ethics.	X	
4.5 There is evidence that the institution is applying the code of ethics and its associated processes and mechanisms on all activities related to management, administration, teaching and research. The results of its application are made public.		X
4.6 All internal regulations, procedures, self-evaluation reports and decisions of governing bodies are made publicly available.	X 0.5	
4.7 The institution is publishing clear, accurate, objective, relevant, accessible and detailed information		X

Compliance: Partially compliant (57%)

Recommendations

- *The ET recommends implementing robust monitoring and evaluation mechanisms to assess the effectiveness of the Code of Ethics and its application. This could include regular audits, feedback from stakeholders, and documented cases of ethical enforcement.*
- *The ET recommends establishing a process for regular review and updating of the Code of Ethics to ensure it remains relevant and effective in addressing new challenges and standards in higher education.*
- *The ET recommends providing ongoing training and awareness programs for all stakeholders about the Code of Ethics, including new updates. This will*

ensure that everyone is informed and compliant, fostering a culture of ethical awareness and adherence.

2.5. Quality management

The Dardania College has a QA policy document, which is available on the web-site. The college aims to establish the quality culture in the institution; the QA system covers the whole range of institutional activities, and involves all relevant units in the institution, such as the Senate, the deans as well as the Rector (QA Regulations, p. 2). The Central Committee of the QA includes the Vice Rector, officer from the QA office, five representatives of the academic staff, student representative and the external stakeholder. The assessment in the framework of the QA is aimed at regular monitoring of the academic and research related processes for improvement, identifying of professional development needs, making sure that the internal and external stakeholders' views are always accounted for. (Standard 5.1; 5.7; 5.9; 5.10).

The QA office has at least two staff officers and the head of the office. Given the fact that the QA processes are distributed throughout the units in the College, this is an adequate number of staff allocated to the QA office. As for the other resources, it is unclear whether the data collection and analysis are automatized or happen partially manually. If the latter is true, it is important that the next step in the QA development is digitization of the data collection, storage and analysis components (this could become integrated in the further development of the E-services platform). Financially, data collection per se and the analysis in the small college like Dardania is not high and the College has allocated its funds adequately to it. (Standard 5.2; 5.8.)

The SER and the QA regulations describe in detail what is the mandate and the advantage of the college's QA system. The data collection happens for the diagnostic purposes of the state of affairs in the College, both academic and non-academic aspects. Data collection happens through different types of instruments. These include student surveys, as well as roundtables with the alumni and employers, evaluation of individual courses and lecturers, and alike. The QA office also collects the feedback from the stakeholders in non-formal settings as well. Meeting with the QA office representatives left the ET confident that the processes are running well and that data collection happens regularly.

The College produces assessment reports, such as the end of the year QA report of 2022 are produced, which depicts the state of affairs in the college not only from the point of view of the program assessment, but student achievement, research capacity, infrastructure or other concerns. While the accreditation standards demand the survey results to be publicly available, the ET does not find it appropriate to make internal survey results available online, however having the results of these surveys factored in the program development, human capacity

development plans and strategic development plan is highly important. (Standard 5.4; 5.11). In this regard, in the Dardania College, it was not entirely clear, whether the survey results are factored into the regular review of the programs, or individual courses. However, it was evident that the strategic plan, builds on the data gathered and analysed through the QA instruments. (Standards 5.5; 5.13). ET considers it appropriate to have the strategic plan, which is based on the evidence collected through the surveys, publicly available as one of the indicators of transparency.

The only concern that the ET has is that the QA processes should not overshadow academic processes, with data collection and analysis becoming an end in itself—a common tendency in many higher education institutions. Therefore, the ET urges the College to periodically and critically review the QA processes to eliminate excess procedures or instruments (Standard 5.13).

There is no evidence that the data is stored and shared with academic or administrative units for further analysis. Instead, the QA office analyzes the data and shares the results and recommendations with different units in the College. While this approach may ensure constant improvement, it is important that the QA office gradually increases the capacity of other units to use the data themselves. This would be a step forward in developing the quality culture to which the College is committed (Standard 5.12).

In the SER, it is mentioned that the QA office assesses its own instruments; however, the ET could not find evidence for this. Overall, the ET found that the QA representatives and others during the site visit hesitated to share any internal weaknesses of the institution. In most cases, the SER points to external challenges but hardly mentions internal challenges (for instance, see the SWAT of Section 2.5). This is concerning, as critical introspection is important for continuous development. The ET urges the College to not concentrate solely on external challenges but to critically assess internal weaknesses as well (Standards 5.3, 5.14).

Standard 5	Compliance	
	Yes	No
5.1 The education provider has formally adopted a quality assurance policy that describes the institutional quality assurance system, its processes, mechanisms, instruments, reporting, data collection, timeframes, quality cycle, responsibilities of all individuals and units involved in these processes. The policy is a public document.	X	
5.2 Adequate human, financial and material resources are provided for the leadership and management of quality assurance processes.	X	
5.3 Mistakes and weaknesses are recognized by those responsible and used as a basis for planning for improvement.	X 0.5	
5.4 Quality assurance functions throughout the institution are fully integrated into normal planning and development strategies in a defined cycle of planning, implementation, assessment and review. The quality assurance system covers the whole range of institutional activities.	X	
5.5 Regular evaluations are carried out at the end of each semester and reports prepared that provide an overview of performance for the institution as a whole and for organizational units and major functions within it.	X 0.5	
5.6 Evaluations take into account inputs, processes and outputs, but give particular attention to the quality of outcomes. Evaluations deal with performance in relation to continuing routine activities as well as to strategic objectives. They also ensure that required standards are met, and that there is continuing improvement in performance.	X 0.5	
5.7 All academic and administrative units within the institution (including the governing body and senior management) participate in the processes of quality assurance and contribute to its continuous improvement	X	
5.8 A quality management office is established within the institution's central administration and sufficient staff, resources and administrative support are provided for the office to operate effectively.	X	
5.9 A quality committee is established with members drawn from all types of members of the academic community, including students.	X	
5.10 The roles and responsibilities of the quality management office and	X	

committee, and the relationship of these to other administrative and planning units are clearly specified. If quality assurance functions are managed by more than one organizational unit, their activities are clearly specified and effectively coordinated under the supervision of a representative of institutional management.		
5.11 Common forms and survey instruments are used for similar activities across the institution (academic activity, student services, administration, etc.) and responses are used in analysis of results including trends over time. Survey data is collected from students, staff, graduates and employers; the results of these surveys are made publicly available.	X	
5.12 Statistical data is being retained in an accessible central database and provided routinely to departments and units for their use in preparation of reports on indicators and other tasks in monitoring quality.	X 0.5	
5.13 There is clear evidence that quality assurance data is used to guide enhancement and as a base for improvement.	X 0.5	
5.14 The quality assurance arrangements are themselves regularly evaluated, reported on and improved.		X

Compliance: Substantially Compliant (75%)

ET recommendations:

1. *Critically assess QA system itself and Avoid QA fatigue (data collection for the sake of data collection). Introduce only those instruments that are necessary for the diagnostics of the different processes in College.*
2. *Apart from the external challenges, critically evaluate internal weaknesses and report those to foster constant improvement*
3. *Collect evidence on how collected data is used in the program and institutional improvement.*

2.6. Learning and teaching

Dardania College has regulations governing both MA and BA programs. These documents outline the composition of decision-making bodies, such as the collegium of master studies for MA programs. They detail the mandate of these bodies, program parameters, requirements for successful completion, program length, access requirements, and more. Additionally, Dardania College has 11 key performance indicators (KPIs) in place to ensure quality in academic work, research, practical skills, and services, all of which impact overall performance. On the annual bases, the programs are assessed in accordance to these KPIs. The sample report of 2021-2022

years was provided to the ET, which gives a succinct and clear understanding of the program(s) stand. The program development assessment is not divorced from the research or professional development of the academic personnel, or infrastructure development for that matter. In other words, the holistic view on ensuring the program quality is well documented. (Standards 6.1; 6.2.) In more detail, the QA mechanisms which are regulating the program assessment and improvement is provided in the section 2.5 (Standard 6.3.) Nevertheless, while the College provides the evidence for well-designed program development-assessment-improvement framework, it provides very little evidence on how this framework is applied. (Standard 6.1.).

As per the BA and MA regulations and the SER, the programs correspond to the parameters set forth by the Law. The ECTS for the BA programs is 180 or 240, and 90 or 120 for the MA. As per SER, the curriculums consist of the program aim, learning outcomes, an outline of the courses combining mandatory and elective options, and the assessment approach or tools. The curriculums that have been shared with the ET – BA in Applied Psychology and Managerial Studies and BA in Social Care and Welfare, as well as the outline of the MA program in Political Science. These program outlines let the ET think that the program development process is established within the institution, programs follow the processes for their development. Provided curriculums describe the program goal and the expected objectives (i.e. LOs) followed by the course breakdown per semester. The curriculums are informative, but do not clarify teaching and/or assessment methods that will be employed in the programs. Hence, the ET cannot discuss whether the teaching and assessment methods are in line with the learning outcomes of the courses or other considerations (Standard 6.4.). The ET could only assess the fitness of the LOs for the MA program in Political Science and found them aligned with the NQF, however the two BA programs mentioned above would need more refinement (Standards 6.5; 6.6.).

In the SER and the institution's Strategic Plan, there is a strong emphasis on interdisciplinarity in teaching and addressing students' individual needs. According to these documents, the academic staff uses interactive teaching methods to foster student engagement, a point reiterated during the site visit. At the program level, the College strives to meet individual learning needs and maintains flexibility, as demonstrated by their streamlined internal credit transfer processes (Standard 6.8).

Qualified academic personnel teach in the programs (See Section 2.8.). Discussions with several of them showed that many are practitioners with some research interests in their fields of expertise, effectively combining practice and theory. The ET gathered no evidence on different teaching strategies. Overall, the need for modernizing teaching and learning environment seems to be clear for the College representatives and is highlighted in the professional development trainings, which are offered (Standard 6.7).

As mentioned earlier, the College has developed KPIs for program assessment, which serve as robust assessment tools. These KPIs allow program holders, course lecturers, and college

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management to understand areas for improvement and the strengths of the programs (Standard 6.8).

Standard 6	Compliance	
	Yes	No
6.1 The institution has drafted and adopted policies and procedures applicable to all academic programs; the institution monitors the extent to which those policies and procedures are effectively implemented.	X	
6.2 There is an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, regular changes and monitoring of performance.	X	
6.3 The institution monitors quality indicators, identifies, and investigates differences in quality between programs, and takes action required to ensure that all programs meet required performance standards.	X	
6.4 Each study program is based on correlations between learning outcomes. A study program is presented in the form of a series of documents which include: general and specific objectives of the program; the curriculum, with the subjects' weight expressed in ECTS credits and disciplines distributed over the study period; thematic programs and syllabuses expressing learning outcomes in the form of cognitive, technical or professional and affective-value competences achieved by a discipline; the assessment methods for each discipline taking into consideration the planned learning outcomes; the method and content of the graduation examination which certifies the assimilation of cognitive and professional competences corresponding to the academic qualification.	X 0.5	
6.5 Student learning outcomes of each program are consistent with the National Qualifications Framework and with the Framework for Qualifications of the European Higher Education Area.	X 0.5	
6.6 There are effective processes in place to ensure the fitness and effectiveness of the assessment methods for the achievement of the intended learning outcomes.	X 0.5	
6.7 Teaching staff are appropriately qualified and experienced for their particular teaching responsibilities, they use teaching strategies suitable for the different kinds of learning outcomes and participate in activities to improve their teaching effectiveness.	X 0.5	

6.8 Teaching quality and the effectiveness of programs is evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement.	X	
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Compliance level: Substantially compliant (75%)

ET recommendations:

1. *Offer the training on ‘constructive alignment’ to the academic personnel and the heads of the programs, which will help them streamline the LOs, course content, teaching material and assessment methods. This will help streamline the process of reaching LOs at the program level.*
2. *Produce and keep assessment and monitoring reports of different levels, as outlined in the regulations in order to show the outcomes, otherwise, the college will remain focused on inputs (regulations, plans) and outputs (survey results), but not move towards outcomes (improved student admission rates).*

2.7. Research

Standard 7.1. A research development plan that is consistent with the nature and mission of the institution and the economic and cultural development needs of the region is prepared and made publicly available.

The Self-Evaluation Report (SER) of Dardania College provides a general overview of the research activities but lacks a standalone research plan. Instead, it references the "Strategic Plan 2023-2027," which includes a brief section on strategic research goals. These goals are: Increasing Research Outputs, Professional Development, Revenue Generation and International Collaboration. In addition to these strategic goals, the Strategic Plan 2023-2027 includes a table (p. 21) listing further strategic objectives, which are separate from the general goals mentioned earlier in the document. These objectives focus on operational targets. While these elements are strategic in nature, they do not constitute a comprehensive research plan as required by standard guidelines. Given this, it is evident that the strategic elements outlined in the SER fall short of a full-research plan. The goals mentioned are important but lack the detailed framework and specific action plans typically expected in a dedicated research plan. This gap makes it challenging to fully meet the standard requirements for a research plan. Based on the provided information and the lack of a dedicated research plan. Standard 7.1 is not met.

Standard 7.2. The research development plan includes clearly specified indicators and benchmarks for performance targets.

The SER describes that Dardania College has established the Center for Scientific Research, which includes three sectors: the Center of Political and Economic Sciences, the Center of Applied Psychology and Social Care and Welfare, and the Center of English Language and American Studies. The Center has developed the strategic goals for the strategy document. The 2023-2027 Strategy Document includes a table that outlines Strategic Objectives, Goals, Duties, Indicators, Time Limits, Responsibilities, and Resources. The table's structure is well-organized and provides a good overview, with indicators in place. However, as noted, these are only 2 strategic objectives and 4 operational goals, and a standalone consistent research development plan is lacking. So, Standard 7.2 is not met.

Standard 7.3. The institution has formally adopted an adequate research budget (including allocations for research equipment and facilities) to enable the achievement of its research plan.

The SER descriptively outlines the financial support provided for new research projects through an approved budgetary line dedicated to research. The Financial Plan and strategic document include figures related to research. The planned research budget is outlined in the financial planning section of the strategic document "Strategic Plan 2023-2027." A separate budget line for research is defined, allocating 15% of the college's total revenues for scientific research for the academic years 2023/2024 to 2027/2028. (p. 20) For the academic years 2023/2024 to 2027/2028, the numbers for the planned research budget are between 38.380, -- Euro and 84.970.41 Euro. The Financial Planning and Management document includes several sections that discuss research funding. For instance, it outlines typical scientific activities and explains how the annual planning of the research strategy should be organised. While these sections demonstrate theoretical considerations regarding the structure and process, there is no evidence of practical implementation provided in the documents or the Self-Evaluation Report (SER). Therefore, Standard 7.3 is not fulfilled.

Standard 7.4. Sufficient financial, logistic and human resources are available for achieving the proposed research objectives.

The figures in the Financial Planning and Management document show that 15% of the total revenues are dedicated to scientific research for the academic years 2023/2024 to 2027/2028. If the planned figures can be maintained, sufficient resources will be available for research activities. However, this 15% allocation is not reflected in the historical figures. In addition Standard 7.4 requires not only the availability of basic financial resources but also a clear connection to the defined research objectives. This connection is not represented in any of the provided documents. Thus, Standard 7.4 is not met.

Standard 7.5. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.

The Center for Scientific Research was established to coordinate research activities and support the creation of scientific artefacts, e.g. introducing a reward model for publications. It also facilitates exchanges with stakeholders for potential technology transfers. The SER, however, does not provide concrete examples. During the site visit, stakeholders positively highlighted the collaboration in contract research, which also involved students. The College established a respective register for scientific works published in international and domestic journals; it is mentioned that the register is also online accessible – in the SER, no links are provided, and a quick search on the website was unsuccessful. Due to the lack of clear and traceable information, this standard is only partially met.

Standard 7.6. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.

Based on the provided data, the academic staff of Dardania College has been actively involved in research, as evidenced by the numerous publications listed across various journals, conferences, and projects. The data is provided in the document “The Research activities of the Academic Staff”. The ET clustered the publications per person, to provide a better overview in regard to the standard:

Name	Year	Publication
Lon Laska	2023	Laska, L. (2023). European Integration of Kosovo. <i>Pegem Journal of Education and Instruction</i> , 13(2), 21-27.
	2023	Laska, L., Shala, V., & Spahi, J. (2023). Organizational change from the perspective of employees: a case study on the reasons for resistance of private sector employees in Kosovo. <i>Quality-Access to Success</i> , 24(192).
	2016	Laska, L. (2016). Monitoring and evaluating the performance of teachers through the process of observation in the classroom. <i>European Journal of Multidisciplinary Studies</i> , 1(2), 369-377.
Muazam Halili	2022	Halili, M., & Miretezani, L. (2022). Historical Background, Reforms of the Public Administration, and the Croatian Comparative Public Administration. <i>Hrvatska i komparativna javna uprava: časopis za teoriju i praksu javne uprave</i> , 22(2), 237-265.
	2022	Miretezani, L., & Halili, M. (2022). Efficient Management of Education as a Public Good, The Case of Kosovo. <i>Economic Vision</i> , 9(17/18).
Llukman Miretezani	2023	Miretezani, L., Ahmedi, B., & Halili, M. (2023). The Role of the Financial Intelligence Office of the Republic of North Macedonia in the Fight Against Economic Crime. <i>JUSTICIA International Journal of Legal Sciences</i> , 11(19-20), 177-183.

	2022	Miretezani, L., & Halili, M. (2022). Efficient Management of Education as a Public Good, The Case of Kosovo. <i>Economic Vision</i> , 9(17/18).
Ferit Hysa	2022	Hysa, F., & Taysum, A. (2022). Using A Blueprint for Character Development for Evolution (ABCDE) to build relationships through talk to mobilize attachment theory to develop security attachment capital for good choices that regulate continued good lives. <i>Journal of Groundwork Cases and Faculty of Judgement</i> , 1(2), 192-213.
	2014	Hysa, F. (2014). Analysis on youth development status and conditions in Elbasan region, in Albania. <i>Journal of Educational and Social Research</i> , 4(3), 157.
Rezak Jakupi	2020	Jakupi, R. (2020). Minor Delinquency - The Definition Aspects. <i>Vizione</i> , 34.
Albulena Shala	2021	Shala, A., Toci, V., & Ahmeti, S. (2021). Bank Provisioning Behavior, Procyclicality and Capital Management in South-Eastern Europe. <i>Ekonomický časopis</i> . (In process, SCOPUS)
	2021	Shala, A., Berisha, A., & Toci, V. (2021). The Practices and Corporate Governance Frameworks: Comparative evidence from South-Eastern European Countries. <i>Eastern Journal of European Studies</i> . (In process, SCOPUS)
	2020	Shala, A., Toci, V., & Ahmeti, S. (2020). Income smoothing through loan loss provisions in south and Eastern European banks. <i>Zbornik radova Ekonomskog fakulteta u Rijeci: časopis za ekonomsku teoriju i praksu</i> , 38(2).
	2018	Shala, A., & Perri, R. (2018). A Comparative Study of Prudential Regulation on Loan Classification and Provisioning of the South East European Countries. <i>Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis</i> , 66(5), 1337-1346. (SCOPUS)
	2017	Shala, A., & Ahmeti, S. (2017). A Review on Accounts Manipulation via Loan Loss Provisions to Manage Earnings and Impact of IFRS. <i>EuroEconomica</i> , 36(1).
Ajet Ahmeti	2018	Ahmeti, A. (2018). Singular weak (4,2)-chain complexes for topological spaces. <i>Macedonian Academy of Sciences and Arts</i> .
	2014	Orhani, E., & Ahmeti, A. (2014). Albanian Cultural Heritage and its Current Revitalization Issue. <i>Digital Culture and Society</i> .
	2013	Ahmeti, A., & Dimovski, D. (2013). The Current Global Financial Crisis 2008-2012. <i>Acta Universitatis Danubius. (Economica)</i> , 9(6).

The publications of all other faculty members are published between 2010 and 2018, similar with Ajet Ahmeti's. Overall, there are some high-quality publications, but collectively, the vast majority of the faculty do not meet the standard of one publication per year. Therefore, the standard 7.6 is not met.

Standard 7.7. Expectations for teaching staff involvement in research/scholarly/artistic activities is specified, and performance in relation to these expectations is considered in the individual performance review system and in promotion criteria.

The Center for Scientific Research is organised into three independent units, each governed by clear regulations that precisely define the responsibilities and rules for their scientific publications in both domestic and international indexed journals. The details are regulated in the document “Regulation on Research Scientific Activity.” It divides research into basic research, advanced research, and applicative research (research in action) (Article 6), or the rules for scientific achievements (Article 15), which also defines the number of papers. Missing is the individual performance review system and promotion criteria for individual careers. Standard 7.7 is partly fulfilled.

Standard 7.8. Teaching staff is 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.

Based on the SER (p.70) and the site visit, academic staff integrate their research findings into their teaching, ensuring that some course delivery is research-based. The standard is fulfilled.

Standard 7.9. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.

Based on the information provided (p. 71), the Standard is fulfilled.

Standard 7.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

Regulations govern the responsibilities and rules for scientific publications. Policies like the Regulation on Research Scientific Activity detail how to ensure compliance with the Law on Copyright and Related Rights.

Standard 7.11. There are clear policies, procedures and relevant structural units to ensure the safeguarding of ethical principles in research.

The College states that ethical principles of scientific research, as outlined in the Code of Ethics and relevant laws, are established. As analysed in the chapter “Academic integrity, responsibility and public accountability”, structures like Ethic Committee are established.

It should be noted that, based on the available information, particularly the contents from the SER, a thorough evaluation is challenging. This chapter also lacks the usual structure of content corresponding to the respective standards. Without a detailed review of the additional documents, a positive assessment of many standards would not be possible.

<i>Standard</i>	Compliance	
	Yes	No

<i>Standard 7.1.</i> A research development plan that is consistent with the nature and mission of the institution and the economic and cultural development needs of the region is prepared and made publicly available.		X
<i>Standard 7.2.</i> The research development plan includes clearly specified indicators and benchmarks for performance targets.		X
<i>Standard 7.3.</i> The institution has formally adopted an adequate research budget (including allocations for research equipment and facilities) to enable the achievement of its research plan.		X
<i>Standard 7.4.</i> Sufficient financial, logistic and human resources are available for achieving the proposed research objectives.		X
<i>Standard 7.5.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X 0.5	
<i>Standard 7.6.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
<i>Standard 7.7.</i> Expectations for teaching staff involvement in research/scholarly/artistic activities is specified, and performance in relation to these expectations is considered in the individual performance review system and in promotion criteria.	X 0.5	
<i>Standard 7.8.</i> Teaching staff is encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 7.9.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 7.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 7.11.</i> There are clear policies, procedures and relevant structural units to ensure the safeguarding of ethical principles in research.	X	

Compliance level: Partially compliant (50%)

Recommendation:

1. *The ET highly recommends developing a standalone, detailed research development plan that aligns with the institution's mission and regional needs. This plan should include specific objectives, action plans, timelines, and responsible parties. The plan should be made publicly available and regularly updated to reflect progress and changes.*
2. *The ET recommends implementing strategies and measures to increase the number of publications per faculty member to meet the standard of at least one scientific or applied research publication per year.*

3. *The ET recommends developing and implementing a clear individual performance review system and promotion criteria that include expectations for research, scholarly, and artistic activities.*
4. *The ET highly recommends that future reports ensure a thorough and well-structured presentation of content that corresponds to the respective standards. This should include comprehensive and detailed information, cases, examples or processes which demonstrate that the standards are fulfilled. Additional documents serve only as further evidence and not for the actual verification of compliance with the standard. Future reports should incorporate detailed facts of past experiences and outcomes in research activities. This inclusion is essential to justify selected actions and set realistic research development goals. The absence of such evidence in current documentation undermines research initiatives' credibility and strategic planning. Therefore, integrating empirical data and factual results from previous years will provide a solid foundation for future research strategies and objectives.*

2.8. Staff, employment processes and professional development

The rights and obligations of staff are included in various regulations adopted at the level of the Dardania College, most notably the Statute of the College, The Rules and Procedures of the Employment of Academic and Non-Academic Staff and, for non-academic staff, also The Regulation on Organisation and Systematization of job positions in the administration of Dardania College. These offer a comprehensive overview of the whole cycle of employment, starting with appointment, reappointment, evaluation and promotion of academic staff. While the employment contract includes references to these policies, the scattered dispositions (which also include relevant provisions in the Quality Assurance regulations or other) may create confusion or situations where inadvertently processes are not implemented properly. As such, the ET recommends creating a handbook for staff that centralises the policies applicable to them in one single informative document.

Based on the information provided to the ET in the Regulation on the Employment of Academic and Non-Academic Staff, the recruitment processes are overarching and take into account relevant criteria to ensure adequate qualifications for staff. In the case of non-academic staff, clear jobs descriptions are given and adopted at the level of the College. The process of recruitment is transparent, being advertised by public announcement of vacancies. The regulations include the possibility of complaints, which together with the organisation of the process supports fairness in the treatment of candidates.

Once selected, the new staff receives orientation by the heads of the study programmes. They ensure that the staff is up-to-date with the policies and procedures of the College, as well as their responsibilities. The same approach applies to non-academic staff, with the exception that it is coordinated by the Secretary of the College instead. The ET would recommend extending the support given to new staff into a mentoring programme for the first year of employment.

In order to assess the performance of staff properly, the College has determined key performance indicators (KPIs). In the case of academic staff, these are the evaluations of students on the quality of teaching, the evaluation by the managing staff with regard to contribution in teaching, in publishing university textbooks, and in scientific works published within the country and abroad, and research work, service to institution and community. For the administrative staff, the key performance indicators include the evaluations of students on the quality of services provided to them, the evaluations of the Secretary of the institution.

The performance evaluation is multicriterial, determined based on the evaluation from the manager, by peers, self-evaluation and evaluation by students. The evaluation from the manager also includes a class observation from a senior staff. With the exception of student surveys, the evaluation is annual. The whole process of evaluation is coordinated by the Quality Assurance Office, acting based on the Regulation on Quality Assurance of Dardania College.

The ET appreciates the changes introduced in the self-assessment and the peer evaluation since the last site visit. For the evaluation of students, the surveys are sent to students after the end of each semester, before the exam period. The completion rate for the student evaluation is around 70%, and students are aware of the results of the evaluation based on their publication in the online student information system. As assessment is a key component of the learning and teaching, the ET recommends that student surveys are organised both before and after the assessment, to cover both while not compromising the evaluation of teaching during the semester.

After the Quality Assurance Office compiles the evaluation results, the reports are sent to the staff concerned for review, before submitting a final evaluation report. The final evaluation report includes measures for improvement, is made public and is sent to all the heads of the evaluated units, to the founder, and to the managing authorities that are responsible in Dardania College for the implementation of the proposed measures. The follow-up is also done by the Quality Assurance Office, which monitors the implementation of the recommendation from the final report. Despite a sound framework for the evaluation of staff, there is not sufficient clarity in regard to what types of measures can be taken based on various thresholds of the evaluation results. The ET recommends that policies are reviewed to establish clear paths for types of measures that are taken based on evaluation results, especially if issues persist from one year to the next.

Dardania College has employed a number of 14 full academic staff, out of which 12 are PhD holders, one is a Masters holder and one is a Bachelor holder. All full-time staff have contracts for a duration of three years. Additionally, there are nine part-time staff, with duration of mostly one year contracts, out of which six are PhD holders and three are Masters holders. This leads to a staff-student ratio of roughly 1:20. The teaching load is equal for the entire College, with 40 hours per week foreseen for full-time staff, out of which 10 hours are academic work in teaching. On average, part-time staff has 4 hours of academic work in teaching per week.

In order to support the development of staff, the College has put in place a well-rounded Professional Development Plan, which centres around two coordinates: training offered by the Centre for Excellence in Teaching and support for research. Several trainings have been

conducted by the Centre, focusing on teaching skills and integration of new technologies. Furthermore, there are clear regulations of the use of funds from projects, including incentives for funding publication in academic journals: SCOPUS Q1 receives 600 euro, Q2 receives 400 euro, Q3 receives 300 euro and Q4 receives 200 euro, while for Web Of Science SCIE receives 700 euro, SSCI receives 500 euro and AHCI receives 300 euro. Dedicated funding for the development plan is included in the financial planning. In order to improve the professional planning, the ET recommends creating tailored annual training plans by the Centre of Excellence in Teaching. This should also include increased emphasis on project writing and management or partners engagement.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 8.1.</i> A comprehensive set of policies and regulations is included in an employment handbook or manual accessible to all teaching and administrative staff. It includes rights and responsibilities, recruitment processes, supervision, performance evaluation, promotion, support processes, and professional development.		X
<i>Standard 8.2.</i> The recruitment processes ensure that staff have the specific areas of expertise, qualification and experience for the positions they occupy. The recruitment processes ensure equitable treatment of all applicants.	X	
<i>Standard 8.3.</i> Candidates for employment are provided with full position descriptions and conditions of employment.	X	
<i>Standard 8.4.</i> New teaching staff is given an effective orientation to ensure familiarity with the institution and its services, programs and student development strategies, and institutional priorities for development.	X	
<i>Standard 8.5.</i> The level of provision of teaching staff (the ratio of students per full time staff member) is adequate for the programs offered. Teaching loads are equitable across the institution, taking into account the nature of teaching requirements in different fields of study.	X	
<i>Standard 8.6.</i> All staff employed in the institution (academic, scientific, administrative) hold the relevant qualifications so that they are able to effectively manage educational, scientific, research, creative activities and administrative processes.	X (0.5)	
<i>Standard 8.7.</i> Criteria and processes for performance evaluation are clearly specified and made known in advance to all staff.	X (0.5)	
<i>Standard 8.8.</i> Academic staff evaluation is done at least through self-evaluation, students, peer and superiors evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
<i>Standard 8.9.</i> If staff performance is considered less than satisfactory, clear requirements are established for improvement. The institution is closely monitoring the improvements in staff activity, especially in the segments underlined during the evaluations.	X (0.5)	
<i>Standard 8.10.</i> The institution has clear plan for all staff professional development, a structured approach in identifying such needs, and allocates appropriate resources for its implementation.		X
<i>Standard 8.11.</i> All staff are given appropriate and fair opportunities for personal and career development, with special assistance given to any who are facing difficulties.	X	

Compliance level: Partially compliant (68%)

Recommendations:

1. *The ET recommends creating a handbook for staff that centralises the policies applicable to them in one single informative document.*
2. *The ET would recommend extending the support given to new staff into a mentoring programme for the first year of employment.*
3. *As assessment is a key component of the learning and teaching, the ET recommends that student surveys are organised both before and after the assessment, to cover both while not compromising the evaluation of teaching during the semester.*
4. *The ET recommends that policies are reviewed to establish clear paths for types of measures that are taken based on evaluation results, especially if issues persist from one year to the next.*
5. *The ET recommends creating tailored annual training plans by the Centre of Excellence in Teaching. This should also include increased emphasis on project writing and management or partners engagement.*

2.9. Student administration and support services

The admission system is regulated by the dispositions of the Ministry of Education related to conditions of entry, as well as the internal regulations of the Dardania College. The information provided by the College is timely and offered via a wide range of information channels. The details included the criteria and requirements for enrolment and deadlines, but also other information, which is relevant for applicants, for example services provided by the college, facilities or scholarships. There is a clear division of responsibilities relating to the admission process, which is coordinated by the Student Affairs' Office. They are also available with additional assistance to potential applicants when needed. The transparency of the process is ensured through communication on the website.

The ET appreciates that Dardania College expanded the opportunities to get informed about the admission process Dardania College through advertisements, but especially organizing orientation activities for high school graduates, also as a consequence of their local cooperation with high schools. In order to increase peer-support and to motivate high school students to seek higher education, the ET recommends co-opting students (preferably from the same high school) in the promotion activities at high school level.

While orientation guidance is available to high school graduates, it has been unclear to what extent is this an established procedure for freshmen, and whether this takes place systematically.

Apart from regular admission, students can enrol via transfer, which is distinctively regulated by the College. The regulation also includes provisions related to the equivalence of credits acquired in other educational establishments. To increase the flexibility of learning paths, the

ET recommends putting in place a dedicated procedure for recognition of (prior) non-formal and informal learning.

The institution offers scholarships (for merit) and financial assistance (for social cases) as types of financial support for students. The allocation of financial support is established according to the Regulations for Scholarships and Financial Support for Students. However, several questions remain unaddressed by the Regulation:

- Whether having a teacher reference for a scholarship is mandatory – which could create issues of fairness, especially as the academic achievement can be determined by more objective references (e.g. average grades)
- Whether the ‘technical’ criteria are cumulative or compulsory, which can excessively limit the pool of potential applicants (e.g. involvement in the management structures of students, participating in the activities of the College, participating in the activities organised by students) to at most the student representatives
- Whether the scholarship can be cumulated with financial assistance.

Furthermore, academic criteria are required for financial assistance for social cases. The main eligibility criteria for social cases is based on students whose families are beneficiaries of social assistance by the Ministry of Work and Social Welfare, members of families of martyrs and war invalids. In this sense, the ET urges the College to review the regulation by eliminating academic criteria for social-based assistance and clarify the issues mentioned above in relation to scholarships.

Once admitted in a study programme, the student life-cycle is monitored by the Office for Student Services. The College collects data on the number of students per program and their progress achieved during studies, drop-out rate, the satisfaction level of students regarding their studies, resources for learning, the support during their studies, and employment possibilities.

However, the Self-Assessment Report states that students hesitate to express the opinions regarding internal evaluations of the policies for administration of students and of the supporting services. This seems to be further exacerbated by the fact that discussions during site visit showed that there is little communication between the students and their student representatives. The ET recommends that a Student Engagement Plan is developed, after a thorough analysis of the causes of disengagement, and more responsibilities and support is given to student representatives.

The data collected from students (based on academic results or feedback) is analysed by the Quality Assurance Office, serving for planning further actions. Apart from the learning and teaching side, dealt with by the academic staff, one important area of action relates to student support services, which are overseen by the Secretary of the College. However, there has not been sufficient evidence into how and the extent of which these plans are regularly monitored and revised based on a long-term projection. The fact that the Self-Assessment Report acknowledges the lack of student engagement in this area is symptomatic to the need of a better mechanisms for engagement in follow-up. The ET recommends that the College strengthens, through appropriate Plan-Do-Act-Check mechanisms, the formal plans for improving student support services.

In order to inform students adequately on their rights and responsibilities, as well as facilities and other information about academic life, Dardania College has drafted the student handbook which is made publicly available electronically and in print version. Shorter, user-friendly versions of the handbook are available in the form of leaflets. The main student rights and obligations can be found in the Statute of the College.

For academic appeals, the internal regulations provide for grounds for appeals, the criteria and avenues for remedy. The impartiality of the process is ensured through the appointment of a special committee to assess the appeal, distinctive of the academic staff who decided on the initial evaluation. The discussions with students during the site visit confirmed that the procedures for appeals are widely known and functional.

The policies related to academic misconduct, as well as sanctions and corrective measures are detailed in the Code of Ethics of the College. Antiplagiarism policies are in place, especially through informing students about academic misconduct through course syllabi, during classes and through using antiplagiarism software. While for plagiarism the initiatives seem to be proactive, the same situation does not apply for other type of academic misconduct. For example, if there are no formal complaints, the Ethics Committee does not proactively organise activities (for example awareness raising) related to the Code of Ethics. The ET suggests more proactivity from the Ethics Committee in preventing academic misconduct through a better promotion of the Code of Ethics.

The College offers services related to academic, career and psychological counselling through the dedicated office, and these services are known by students. Furthermore, the College provides opportunities for extracurricular activities, such as excursions outside Kosovo, study visits to partner colleges, various sport competitions or knowledge quizzes.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 9.1.</i> Admissions requirements are clearly specified and appropriate for the institution and its programs; admission requirements are consistently and fairly applied.	X	
<i>Standard 9.2.</i> Complete information about the institution, including the range of programs and courses, program requirements, services, scholarship opportunities, tuition and administrative fees and other relevant information are made publicly available prior to application for admission.	X	
<i>Standard 9.3.</i> A comprehensive orientation program is organised for starting students to ensure thorough understanding of the range of services and facilities available to them, policies and procedures at the institution and of their rights and responsibilities.		X

<i>Standard 9.4.</i> A range of scholarships and financial support are available to students in order to both stimulate and reward performance, as well as to socially support students with disadvantaged backgrounds. These two categories and their criteria are operated separately; these scholarships and financial support can be cumulated.	X (0.5)	
<i>Standard 9.5.</i> There are effective processes in place to collect and analyse reliable data referring to the profile of the student population, student progression, success and drop-out rates, students satisfaction with their programmes, learning resources and student support available, career paths of graduates. The statistical data is used for quality assurance purposes, as well as in supporting decision making.	X	
<i>Standard 9.6.</i> A student handbook is made widely available within the institution, covering all information required for all phases of the student life cycle - admission, progression, recognition and certification – including all concerning regulations, the rights and responsibilities of students, actions to be taken for breaches of discipline, responsibilities of relevant officers and committees, and penalties that may be imposed.	X	
<i>Standard 9.7.</i> Student appeal procedure is specified in regulations, published and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available. The appeals procedures guarantee impartial consideration by persons or committees independent of the parties involved.	X (0.5)	
<i>Standard 9.8.</i> Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.	X	
<i>Standard 9.9.</i> The range of services provided, and the resources devoted to students reflect all requirements of the student population. Formal plans are developed for the provision and improvement of student services; the implementation and effectiveness of those plans is being monitored on a regular basis.		X
<i>Standard 9.10.</i> The effectiveness and relevance of student services is regularly monitored through processes that include satisfaction surveys. Services are modified in response to evaluation and feedback.	X	
<i>Standard 9.11.</i> Academic counselling, career planning and employment advice as well as personal or psychological counselling services are made available with easy access for students from any part of the institution.	X	

<p><i>Standard 9.12. Opportunities are provided through appropriate facilities and organizational arrangements for extracurricular activities for students. Arrangements are made to organize and encourage student participation in extracurricular activities.</i></p>	<p>X</p>	
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Compliance level: Substantially compliant (75%)

Recommendations:

1. *The ET recommends co-opting students (preferably from the same high school) in the promotion activities at high school level.*
2. *The ET recommends putting in place a dedicated procedure for recognition of (prior) non-formal and informal learning.*
3. *The ET urges the College to review the regulation by eliminating academic criteria for social-based assistance and clarify the issues mentioned above in relation to scholarships.*
4. *The ET recommends that a Student Engagement Plan is developed, after a thorough analysis of the causes of disengagement, and more responsibilities and support is given to student representatives*
5. *The ET recommends that the College strengthens, through appropriate Plan-Do-Act-Check mechanisms, the formal plans for improving student support services.*
6. *The ET suggests more proactivity from the Ethics Committee in preventing academic misconduct through a better promotion of the Code of Ethics.*
7. *The ET recommends the creation of a Student Rights Charter that would encompass all student rights in one single document*

2.10. Learning resources and facilities

Standard 10.1. Adequate financial resources are provided for acquisitions, cataloguing, equipment, and for services and system development.

Based on the financial plan document, Dardania College plans to invest approximately 70,000 Euros from 2025/2026 to 2027/2028. These investments are aimed at further developing the infrastructure database and inventory, developing the E-library platform, and implementing physical systems and infrastructure. Ongoing expenditures for operation and renewal are projected to increase from a traceable 129,000 Euros to 257,000 Euros by 2027/2028. These costs cover Internet, telephone, office expenditures, expendable materials, utility expenditures, and loans for personnel. This determines the college's commitment to enhancing its resources and facilities to support educational and research activities.

Standard 10.2. Books, journals and other materials are available in Albanian and English (or other languages) as required for programs and research organised at the institution.

The college's library is well-equipped, continuously monitored, and evaluated annually. It contains a physical collection of books, journals, and other print materials in both Albanian and English. Standard 10.2 is fulfilled.

Standard 10.3. Reliable and efficient access to online databases, research and journal materials relevant to the institution programs is available for users

Dardania College provides access to online resources through its membership in the Association of Electronic Libraries of Kosovo (ABEK). ABEK facilitates the use of electronic sources donated by EIFL (Electronic Information for Libraries), covering different providers, like Cambridge Journals Online, Duke University Press journals, Edward Elgar Publishing or IOPscience. Compared to Central European universities, this is a limited offering, but given the high costs for Scopus or Web of Science, it is understandable to participate in the joint Kosovar solution. During the site visit, the physical library and the online access were demonstrated. Standard 10.3 is fulfilled.

Standard 10.4. Adequate facilities are provided to host learning resources in a way that makes them readily accessible. Up to date computer equipment and software are provided to support electronic access to resources and reference material.

Dardania College operates facilities in Pristina's city centre. Initially housed in a single building, the college expanded in 2005. The facilities include two wings of a building, with 4,800m², used for Bachelor and Master studies and Research Centres. There are specific spaces for group and individual consultations, cultural activities, and food services (cafeteria). Based on the site visit, it can be noted that there is more than enough learning and teaching space available. All rooms are adequately equipped with typical facilities, and some rooms are flexible to accommodate group work. The PC labs are equipped with up-to-date hardware and software. Overall, it can be stated that the rooms are in excellent condition, thus fulfilling Standard 10.4.

Standard 10.5. Library and associated facilities and services are available for extended hours beyond normal class time to ensure access when required by users.

The library is accessible for students and staff, with working hours from 08:00 to 22:00. (SER p.92) In addition, the ET recommends adding additional stations with computers connected to the Internet in the library and offering remote access to the library's electronic resources. Regardless of the recommendation, Standard 10.5 is met.

Standard 10.6. Reliable systems are used for recording loans and returns, with efficient follow up for overdue material. Effective security systems are used to prevent loss of materials.

The College has implemented a credible system for borrowing books and other materials. This system requires students to deposit their ID cards or personal IDs to borrow physical copies. The borrowing term is determined based on the number of copies available. If only one copy

is left, it must be used in the reading room. Students are reminded to return borrowed items on time, and if an item is lost, students must compensate by providing another copy or paying financially. This system ensures a reliable and organised method for tracking borrowed materials. (SER 92) During the site visit, the system was briefly and clearly demonstrated. Therefore, Standard 10.6 is met.

Standard 10.7. The institution provides an adequate, clean, attractive and well maintained physical environment of both buildings and grounds. Facilities fully meet Kosovo legislation on health and safety.

Based on the SER, Dardania College meets all technical requirements for public institutions, like water supply, gender-separated restrooms, or emergency fire equipment. The facilities and equipment are regularly inspected and maintained. Being centrally located in the city, it operates as a non-residential institution. At the site visit, the premises and equipment were in good condition, and a high level of cleanliness was observed.

Standard 10.8. Quality assurance processes used include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.

Dardania College has implemented quality control processes that gather feedback from students about the college's space, facilities, equipment, and other elements. During the visit, attention was drawn to an additional complaint box, which is reportedly also used. Overall, the quality assurance processes are reasonable.

Standard 10.9. Appropriate provision for both facilities and learning resources is made for students and staff with physical disabilities or other special needs (such as visual or hearing impairments).

The SER provides information about appropriate conditions for students and staff with special needs, such as visual or hearing impairments, by providing materials in the form of audio recordings or texts with the braille alphabet. The availability was not controlled. With regard to barrier-free access to the building and other facilities, sufficient measures have not been taken to meet the standards of public buildings.

Standard 10.10. Complete inventories are maintained of equipment owned or controlled by the institution including equipment assigned to individual staff. Space utilization is monitored and when appropriate facilities reallocated in response to changing requirements.

Based on the SER, the equipment is continuously maintained. During the site visit, both the hardware and software appeared to be up to date; a few devices were tested randomly. It is assumed that the employees' end devices are also current, as nothing to the contrary was observed during the on-site meetings.

Standard 10.11. Adequate computer equipment is available and accessible for teaching, staff and students throughout the institution. The adequacy of provision of computer equipment is regularly evaluated through surveys or other means.

As already evaluated in the previous standards, there are sufficient workspaces available; additionally, mobile devices are provided to the teaching staff. Fulfilment is continuously measured through surveys conducted with students.

Standard 10.12. Technical support is available for staff and students using information and communications technology. Training programs are provided to ensure effective use of computing equipment and appropriate software for assessments, teaching and administration. Technical support and training programs are available based on the SER (p. 94). In the on-site meetings, it was confirmed that these were available.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 10.1.</i> Adequate financial resources are provided for acquisitions, cataloguing, equipment, and for services and system development.	X	
<i>Standard 10.2.</i> Books, journals and other materials are available in Albanian and English (or other languages) as required for programs and research organised at the institution.	X	
<i>Standard 10.3.</i> Reliable and efficient access to online databases, research and journal materials relevant to the institution programs is available for users	X	
<i>Standard 10.4.</i> Adequate facilities are provided to host learning resources in a way that makes them readily accessible. Up to date computer equipment and software are provided to support electronic access to resources and reference material.	X	
<i>Standard 10.5.</i> Library and associated facilities and services are available for extended hours beyond normal class time to ensure access when required by users.	X	
<i>Standard 10.6.</i> Reliable systems are used for recording loans and returns, with efficient follow up for overdue material. Effective security systems are used to prevent loss of materials.	X	

<i>Standard 10.7.</i> The institution provides an adequate, clean, attractive and well maintained physical environment of both buildings and grounds. Facilities fully meet Kosovo legislation on health and safety.	X	
<i>Standard 10.8.</i> Quality assurance processes used include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.	X	
<i>Standard 10.9.</i> Appropriate provision for both facilities and learning resources is made for students and staff with physical disabilities or other special needs (such as visual or hearing impairments).		X
<i>Standard 10.10.</i> Complete inventories are maintained of equipment owned or controlled by the institution including equipment assigned to individual staff. Space utilization is monitored and when appropriate facilities reallocated in response to changing requirements.	X	
<i>Standard 10.11.</i> Adequate computer equipment is available and accessible for teaching, staff and students throughout the institution. The adequacy of provision of computer equipment is regularly evaluated through surveys or other means.	X	
<i>Standard 10.12.</i> Technical support is available for staff and students using information and communications technology. Training programs are provided to ensure effective use of computing equipment and appropriate software for assessments, teaching and administration.	X	

Compliance level: Fully compliant (92%)

Recommendations:

1. *The ET recommends implementing comprehensive measures to ensure barrier-free access to all buildings and facilities.*
2. *The ET recommends expanding the range of online resources and databases to include internationally recognised platforms such as Scopus or Web of Science.*
3. *The ET recommends adding additional stations with computers connected to the internet in the library and offering possibilities for remote access to a wide range of electronic journals.*

2.11 Institutional cooperation

The objectives related to internationalisation are included in the Strategic Plan 2023-2027, with the following priorities: increasing partnerships with credible international institutions, increasing the number of applications for mobility and scholarships, supporting staff for

acquiring international funding for joint projects, increasing the efficiency of verification of transcripts and documents, creating electronic databases for the management of donations and international projects, increasing the cooperation with international non-university public and private corporations. For the priorities mentioned, the Strategic Plans also includes in annex the activities, indicators, responsible actors and budget appropriations. The ET recommends incorporating more ‘internationalisation at home’ (IaH) objectives in the strategic approach to internationalisation, including internationalising the curricula and more focus on visiting scholars.

The Rector of the College, as well as other high-level management officials share responsibility for the implementation of the internationalisation agenda.

In order to increase international cooperation, the College has signed various agreements with international partners, especially higher education institutions. The Self-Assessment Report mentions signed formal agreements with The American Advising Centre, Texas University, University of Tirana, University ‘Aleksander Xhuvani’ Elbasan, University ‘Marin Barleti’ Tirana. However, only the last two mentioned are ongoing collaborations, this despite the provision that extension of collaboration would be assessed six months before the expiry date. The College also collaborates in two TEMPUS projects, increasing both visibility and budgetary resources. We commend the College for participating in an international project with University of Bologna, the University of Nice and the University of Barcelona in the project on a Joint Regional Doctoral Program in Entrepreneurship and Management of Small and Medium Enterprises in the Western Balkans’ Countries. While the SER mentions existing criteria in order to select international partners, currently the problem is of quantity rather than quality. Considering that in last years the number of formal agreements has decreased, the ET recommends a more proactive approach towards initiating international cooperation, including through seeking membership in university organisations, attending fairs and events focused on internationalisation.

The College supports the organization of conferences, symposiums, scientific congresses, and of other scientific activities, such as summer schools. A smart approach has been the organisation of online conferences with high-level speakers, which offer novel opportunities for students as well as the possibility to establish further contacts.

The lack of sustained international partnership signals however the reason for modest participation rates in student and staff mobility. This is the case despite existing mechanisms to reward international cooperation from staff. The ET recommends offering stronger incentives to students and staff, including financial incentives and mobility windows, to support mobility efforts, which would also offer avenues for stronger cooperation with the partner higher education institutions after mobilities are materialised.

While there is still significant room for improvement in terms of international cooperation, the College has taken meaningful steps towards better engagement within the local community. The College has 46 Memoranda of Understanding with various public and private institutions from the local community, such as the Judicial Council of Kosovo, American Advising Centre, Municipal Council of Prishtina, The Ministry of Justice, SOS Children’s Village, Terres des

Hommes, Raiffeisen Bank and others. They collaborate in various aspects: engaging them in the development of the curriculum, offering internships and work placement opportunities for students or organising common activities for the benefit of the local community. Through the cooperation with schools, the College increases its visibility and outreach towards potential applicants.

Since the last external evaluation, the College has put in place an employers' advisory committee, which is also engaged in internal quality assurance matters, which can support not only the quality of the study programmes, but also cooperation opportunities for the College. The ET recommends creating such advisory boards at the level of study programmes, increasing the number of common research projects and improving the feedback loop mechanisms in relation to the quality of internships, including better participation from students.

The academic staff's performance review also includes criteria relation with the local community. While such cooperation is evident in terms of the review of study programmes, a policy towards the participation of staff in public debates/community development plans has not been evidenced.

Finally, in comparison with the previous evaluation, the College has improved the collaboration with alumni. This is nevertheless happening at a small scale and focuses more on quality assurance matters rather than identifying broader cooperation opportunities. The ET recommends continuing the efforts to deepen links with alumni, including the creation of an Alumni association with dedicated activities.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 11.1.</i> The provider has drafted and adopted an institutional cooperation and/or internationalization strategy/policy that guides the institutional decisions and resource allocation in this area.	X	
<i>Standard 11.2.</i> The institution has created and assigned the portfolio for institutional cooperation and/or internationalisation to a member of the upper management that is directly mandated and accountable for the initiatives and results in this area.	X	
<i>Standard 11.3.</i> The institution has different agreements and memorandums of understanding with relevant international partners and organisations. The responsibilities of partners are clearly defined in formal agreements.	X (0.5)	
<i>Standard 11.4.</i> The institution takes part, either as a leader or as a partner, in international projects.	X	

<i>Standard 11.5.</i> The institution organises events of international visibility and outreach (conferences, summer schools, etc.)	X	
<i>Standard 11.6.</i> The institution is encouraging the international visibility of its staff and students by supporting their participation in different study mobility, forums, events, internships, summer schools, seminars, etc.	X (0.5)	
<i>Standard 11.7.</i> Engagement in international cooperation and contributions to the community are included in promotion criteria and staff performance review.	X	
<i>Standard 11.8.</i> Mechanisms are established to support cooperation with international higher education institutions, networks and organisations. Assistance is given for teaching staff to develop collaborative arrangements with the international community.	X (0.5)	
<i>Standard 11.9.</i> All staff are encouraged to participate in forums in which significant community issues are discussed and plans for community development are considered.		X
<i>Standard 11.10.</i> Relationships are established with local industries and employers to assist program delivery (these may include placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)	X	
<i>Standard 11.11.</i> Local employers and members of professions are invited to join appropriate advisory committees or other structural units considering study programs and other institutional activities.	X	
<i>Standard 11.12.</i> Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their support for new developments.	X (0.5)	

Compliance level: Substantially compliant (75%)

Recommendations:

1. *The ET recommends a more proactive approach towards initiating international cooperation, including through seeking membership in university organisations, attending fairs and events focused on internationalisation.*
2. *The ET recommends offering stronger incentives to students and staff, including financial incentives and mobility windows, to support mobility efforts*
3. *The ET recommends creating such advisory boards at the level of study programmes, increasing the number of common research projects and improving the feedback loop*

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mechanisms in relation to the quality of internships, including better participation from students.

4. *The ET recommends continuing the efforts to deepen links with alumni, including the creation of an Alumni association with dedicated activities.*

3. OVERALL EVALUATION

<i>Standard</i>	<i>Compliance level</i>
<i>Standard 1</i>	<i>Substantial</i>
<i>Standard 2</i>	<i>Substantial</i>
<i>Standard 3</i>	<i>Non-Compliant</i>
<i>Standard 4</i>	<i>Partial</i>
<i>Standard 5</i>	<i>Substantial</i>
<i>Standard 6</i>	<i>Substantial</i>
<i>Standard 7</i>	<i>Partial</i>
<i>Standard 8</i>	<i>Partial</i>
<i>Standard 9</i>	<i>Substantial</i>
<i>Standard 10</i>	<i>Full</i>
<i>Standard 11</i>	<i>Substantial</i>

OVERALL EVALUATION AND JUDGEMENTS OF THE ET

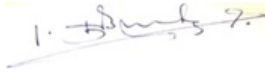
According to the KAA Accreditation manual, in order to be granted a positive decision for institutional re/accreditation, every education provider has to demonstrate at least a substantial compliance level in the overall judgment. Therefore, failure in meeting at least an overall substantial compliance level entails delaying, withdrawing, suspending or denying accreditation.

Based on ET's judgement, the College has one standard as fully compliant, six standards substantially compliant, three standards as partially compliant and one standard as non-compliant. Considering that the mandatory standards 6 and 10 are substantially and fully

compliant, as per the Accreditation Manual, **the ET suggests to grant re-accreditation to the institution for one year.**

Expert Team

Member



Elene Jibladze

Member



Peter Parycek

Member



Horia Onita
