Republika e Kosovës

Republika Kosova - Republic of Kosovo

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

FAMA INTERNATIONAL COLLEGE

INSTITUTIONAL ACCREDITATION

FINAL REPORT OF THE EXPERT TEAM

December 10, 2024

Pristina

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INTRODUCTION

Sources of information for the Report:

- *Self-evaluation Report (SER)*
- *Other documentation provided by the FAMA International College (College)*
- *Interviews*
- *Site-visit observation*

Criteria used for institutional and program evaluations

- *Kosovo Accreditation Manual*

Site visit schedule (November 19, 2024)

Institutional Re-accreditation Procedure at Fama International College	
On site evaluation:	**19 November 2024**
Expert Team:	Prof. Dr. Milan Pol Prof. Dr. Olgun Cicek Mr. Domagoj Svigir
Coordinators of the KAA:	Shkelzen Gerxhaliu Fjolle Ajeti

Time	Meeting	Participants/Comments
09:00 – 09:50	Meeting with the management of the institution *(no slide presentation is allowed, the meeting is intended as a free discussion)*	Prof. Ass. Dr.Bedri Drini Prof. Dr. Elvin Meka Prof. Asoc. Dr. Indrit Baholli Prof. Ass. Dr. Fitim Shishani
09:50 – 10:30	Meeting with Quality assurance representatives and Administrative services	Dr. Sc. Arben Sahiti, Quality Assurance Office

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		Driton Zeqiraj, General Secretary Gjelal Maloku, Finance Director Valentin Rrasaj, Head of Logitics/IT Administrative Services Mrika Markelu, Venera Bejtullahu Sahara Miftari Lorina Januzi
10:30 – 11:10	Meeting with Deans of Faculties (Head of programmes in case of smaller colleges)	Prof. Ass. Dr. Driton Maliqi Prof. Asoc. Dr. Anni Dasho Prof. Ass. Dr. Nysret Demaku Prof. Ass. Dr. Fleura Shkembi Prof. Ass. Dr.Fitim Shishani Prof. Dr. Elvin Meka
11:10 – 12.20	Lunch break	
12:20 – 12:50	Visiting tour of the facilities and infrastructure main campus	
12:50 – 13:30	Meeting with teaching staff	Prof. Ass. Dr. Erdet Këlliçi **(full-time)** Prof. Ass. Dr. Diellza Mati **(full-time)** Prof. Asoc.Dr. Indrit Baholli Prof. Ass. Dr. Valbona Hbili – Sauku **(full-time)** Prof. Ass. Dr. Enida Bozhegu **(full-time)** Prof. Ass. Dr. Nysret Demaku **(full-time)** Prof. Ass. Dr. Driton Maliqi **(full-time)** Pof. Asoc. Dr. Anni Dasho **(full-time)**

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		(External Stakeholders)
13:30 – 14:10	Meeting with employers of graduates and external stakeholders	Ilir Vehapi Florian Petani Besart Dreshaj Valon Zeqiraj
14:10 – 14:20	Closing meeting with the management of the institution	
14:20 – 14:30	Internal meeting – Expert Team and KAA	
14:30 – 15:20	Visiting tour of the facilities and infrastructure Campus 2	

A brief overview of the institution under evaluation

Fama International College (hereinafter referred to as College, FIC) was registered as a private higher education institution in Kosovo on May 11, 2021. The creation of Fama International College followed the closure of its predecessor, Fama College, which ceased academic activities in 2020 after two unsuccessful accreditation attempts in line with the Law on Higher Education.

The new institution is built upon a tradition of a previously active institution (Fama College). The mission of the College encompasses three main pillars of every higher education institution, education, research, and community reach. This can also be said that strategic and other plans and activities can be seen in alignment with the College's mission statement.

At the moment, the College has in the process of accreditation five study programs, namely (1) General Economics with specialization in a) Finance and Accounting, and b) Management; (2) General Law; (3) General Psychology BA; (4) Social Care and Welfare BA; and (5) Computer Science BSc. The FIC has currently signed contracts with a total of 50 academic staff of which 30 are full time with the College and 20 are part time.

The infrastructure for the College´s operation is on a solid level, and it has a potential to suit well to main activities of the institution, as planned.

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INSTITUTIONAL EVALUATION

1. PUBLIC MISSION AND INSTITUTIONAL OBJECTIVES (ESG 1.1)

Standard 1.1 The higher education institution has a well-defined mission statement that comprises three main pillars: teaching, research, and community service and it is publicly available.

On the website of the College the mission statement is formulated in three sentences: (1) To provide excellent teaching, professionals and entrepreneurial development; (2) To create opportunities for scholars and graduates to build world class businesses;(3) To provide educational opportunity for individual who wish to develop themselves.

The SER points out in the same context "commitment to academic excellence, innovative research, and community engagement… [fostering] a diverse and inclusive environment that encourages critical thinking and lifelong learning" (SER, p. 5).

Although these formulations are not the same, this can be assumed that the mission statement of the College comprises three main pillars of a standard higher education institution: teaching, research, and community service.

During the interviews it was proven to some extent that internal and also external stakeholders were involved in the development of key strategic documents of the College, incl. the mission statement.

Also, the link between the mission statement and strategic documents/plans of the College is clearly seen, the mission statement and other strategic documents are positively interrelated.

The mission statement is publicly available (Statute of the College, website of the College).

Standard 1.2 The institutional mission is clearly reflected in the strategic plan, decision making and long-term institutional objectives.

This can be assumed that the mission statement serves as a basis for strategic planning processes and achievement of strategic goals. The Strategic Plan of the College (2025-2029) for the next five years emphasizes six strategic objectives. They are as follows:
1. Management and Leadership: Enhance the effectiveness and transparency of the College's management processes to improve operational efficiency.

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2. Teaching and Quality Assurance: Improve teaching quality and ensure FIC's academic programs meet international accreditation standards.
3. Research and Innovation: Foster a culture of research and innovation by increasing support for research activities and faculty development.
4. Cooperation and Communication: Strengthen relationships with local and international partners to enhance FIC's academic reputation and student opportunities.
5. Infrastructure and Digital Transformation: Modernize FIC's infrastructure and digital systems to support academic excellence and administrative efficiency.
6. Student Affairs: Improve student support services and engagement to ensure a holistic educational experience.

Clearly, these strategic objectives are in positive relation with the mission statement of the College. Consequently, the mission statement can also be seen as projected into the operational planning of the College.

The strategic objectives are linked with goals, key actions and performance indicators. accompanied with specific performance indicators. Communication and monitoring plans, Financial Plan and risks are also dealt with to different extent in connection with the Strategic Plan.

Also, this can be assumed the mission is evident in the development of curricula and in quality assurance measures, as they are planned at this stage.

Compliance level: Fully compliant

ET recommendations:
1. *Make sure there is the same mission statement published in main documents and also communication platforms of the College.*

2. STRATEGIC PLANNING, GOVERNANCE AND ADMINISTRATION (ESG 1.1, ESG 1.6)

Standard 2.1 The HEI has developed a comprehensive strategic plan that covers all aspects of its operations for a minimum of five years. This plan includes teaching, learning, research, artistic work, quality assurance, student services, investment in infrastructure, and community service initiatives, leadership, HR, internationalization etc. The plan was created in consultation with both internal and external stakeholders to ensure it meets the needs of all parties involved.

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As already indicated above, the Strategic Plan of the College covers the main aspects of the institution´s operation for a period of five years. This plan included all main areas of the College operation.

The Strategic Plan is accompanied by the Action Plan (for 2025), in which each strategic objective is elaborated further in terms of tasks, actions, timelines, responsible persons, expected outcomes. Business Plan as well as a Financial Plan are other documents that relate to strategic planning at the College. The general framework for the College´s activities is then given by the Statute of the College. This all enables monitoring of short and medium-term targets and taking adequate actions in response to the perceived situation.

During the interviews, it was proven to some extent that internal but also external stakeholders were involved in the Strategic Plan development.

The Strategic Plan seems to be linked clearly with the information management system of the College which has the potential to provide regular feedback on ongoing activities.

Standard 2.2 The strategic planning is supported by the annual and long-term budgeting process, allowing for frequent updates and adjustments.

The budgeting process is elaborated on annual as well as long-term perspectives, and frequent updates and adjustments seem to be envisaged and enabled.

There is a plan to use a reporting and management system providing evidence about the progress of the institution in different areas of its operation.

When dealing with risk assessment, the College mainly focuses on regulatory changes, financial constraints, and competition from other institutions. In this context, the College admits that a heavy reliance on tuition fees or internal resources may limit its financial flexibility.

Standard 2.3 The HEI has established a responsible, efficient, and effective internal organization structure, procedures and policies, with the involvement of stakeholders in decision-making.

Organizational structure of the College is logically built, and it is embedded in the Organizational Chart of the College. This structure seems to be a vital instrument enabling the clear functioning of individual parts of the College, using procedures, policies, with the

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involvement of different stakeholders in the decision-making processes. This is also confirmed in the Statute of the College. This way, the owners´ roles and competencies are distinct from those of management and decision-making related to academic affairs.

Academic, administrative staff as well as student representatives are going to be involved in the consultative and decision-making bodies of the College.

The process of electing student representatives seems to be clear, fair and without discrimination. The same can be assumed about structures and processes for student representation at the College.

Standard 2.4 The HEI has appropriate and sufficient administration that demonstrates effectiveness and supports the HEI in daily operations.

The administration of the College seems to be prepared in terms of qualifications to undertake the tasks related to the College operation.

Digital platforms to facilitate efficient communication internally as well as outside the College seem to be in place, and they can support academic as well as administrative functions of the College.

Staff training opportunities seem to be aimed at by the College leadership and they are to be provided to administrative staff across the institution. Performance of the administration staff is planned to be evaluated regularly by students and academic staff who will be expected to provide feedback on it.

Compliance level: Fully compliant

ET recommendations:
    None

3. FINANCIAL PLANNING AND MANAGEMENT (ESG 1.6)

Standard 3.1 The HEI demonstrates that it has sufficient financial resources in the short and medium term to reach its mission and objectives set out in the strategic plan and can demonstrate financial sustainability.

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The College possesses financial provisions which are essential for maintaining financial stability. As already mentioned above, the College itself admits it relies perhaps too much on tuition fees, but it plans to have other sources of finance, too, among them research funding and partnerships with local businesses. This remains open, however, until what extent this will be successful.

Annual budget and five-year budget of the College are elaborated, and they seem to be viable, if the study programs get accreditation. The same can be assumed about financial policies. This way, financial sustainability and efficiency throughout all College´s operations in line with the mission can be assumed.

There seems to be a transparency as for sources of funding and the conditions related to funding at the College, they do not seem to limit institutional autonomy, and they can also promote flexibility to accommodate planned activities of the College in line with its strategic planning.

Standard 3.2 The HEI ensures appropriate funding for educational activities.

The financial plans of the College are elaborated with regard to individual study programs that the College plans to offer. The funding of educational activities can be assumed sufficient, once the study programs get accreditation and students are enrolled. Such a plan is elaborated for the period of five years.

As already mentioned, the College plans to get additional funding for the programs from other sources than tuition fees. It remains to be seen how successful the institution will be in this respect.

The appropriate funding is planned for allocation of acquisition, cataloguing, and development of equipment, services and systems to support the teaching and learning resources. At the moment, basic financing is visible already.

Standard 3.3. The HEI has officially approved a research budget that is sufficient to support its institutional research objectives, including funds for research equipment and facilities.

Although the institution is not accredited yet, the financial plan envisages financial allocation to support research in the next five years. The plans are quite ambitious. While in 2025 it

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should be 35.000 EUR, in 2026 195.000 EUR, in 2029 it is planned to allocate 485.000 EUR to research.

Besides that, the financial plan also has the item titled Expenses for conferences, seminars and workshops, and the allocations are also planned to be increased in the next years (25.000 EUR in 2025, 50.000 EUR in 2026, and 250.000 EUR in 2029). Besides that, there are also planned allocations for library, equipment and inventory expenses, laboratory material – again for each year of the period 2025-2029.

Standard 3.4 A senior governing body (or Specialized Office) is responsible for overseeing and managing the institution's budgeting and accounting functions. They ensure that financial auditing reports are regularly prepared and published.

Financial management and oversight at the College is governed by a senior administrative body. The College has established internal auditing protocols that make it possible to regularly review financial activities and the use of financial resources. The Financial Department of the College and external auditors are supposed to be involved in this process.

Compliance level: Substantially compliant

ET recommendations:
1. *Consider possibilities of getting more varied sources of income, not to stay too dependent on tuition fees.*

4.ACADEMIC INTEGRITY, RESPONSIBILITY, AND PUBLIC ACCOUNTABILITY (ESG 1.1 ESG1.8)

Standard 4.1 The HEI has policies and effective mechanisms for monitoring unethical behaviour and all the employees and students are informed thereof.

The College introduced 'Code of Ethics' through a decision of the Senate (no. 011/0621) on 30.06.2021. This is also aligned with the Law 04/L-037 on Higher Education and its statutory competencies. At the same time the College also approved the 'Code of Ethics for Scientific Research' based on the provisions of Law 04/L-037 on Higher Education and its statutory competencies. Another policy and monitoring tool is 'Quality Assurance Regulation' where the continuous monitoring and evaluation process is highlighted. The Ethics Committee is supposed to play an important role in this context and student engagement is highlighted as a priority by the management.

The policy outlines procedures for detecting academic misconduct through the use of anti-plagiarism software and monitoring mechanisms. In cases of violation, the College enforces disciplinary actions as per the institution's Disciplinary Regulations, ensuring fairness in the process.

The College also stated in its 2025 annual Action Plan that there will be monthly meetings with key stakeholders to review the progress of each action item, and address challenges and make necessary adjustments to the implementation plan. These follow up and review meetings are scheduled monthly throughout 2025, and the Strategic Planning Committee will be responsible for the implementation process. Another tool is quarterly progress reports for monitoring the activities. There is no indication for a policy on intellectual property ownership at the College.

All of the above documents are made available for the faculty, staff and students as well as made publicly available.

Standard 4.2. The HEI ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social activities).

The College emphasizes the value of transparency and intends to provide clear and accessible information to stakeholders regarding its activities, programs, and performance. also ensure that comprehensive and precise information on its academic staff, research activities, and educational offerings is available to the public. This will be achieved through multiple channels, including the College's website, social media platforms, brochures, and public events that will be organized regularly.

As part of its commitment to transparency and academic excellence, the College ensures that all student theses are going to be made available in a publicly accessible repository. This repository will serve as a resource for students, faculty, and external stakeholders, promoting academic integrity and facilitating knowledge sharing.

The College is planning to actively engage with its stakeholders by informing them of the outcomes of institutional evaluations and quality assurance reviews. The results of such evaluations will be shared publicly, and stakeholders will be encouraged to provide feedback through various channels, including surveys and public forums.

Compliance level: Fully compliant

ET recommendations:

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1. *Establish a clear procedure for intellectual property ownership from the commercialization of ideas developed by academic staff and students.*

5. QUALITY MANAGEMENT (ESG 1.1, ESG 1.2, ESG 1.7, ESG 1.9)

Standard 5.1 The HEI has established and implemented a highly structured and efficient quality assurance and improvement system, which is continuously being improved.

The College has implemented a publicly available quality assurance (QA) policy, as evidenced in its strategic documents and the Self-Evaluation Report (SER). This policy is aligned with the institution's mission and aims to ensure continuous improvement in teaching, learning, and administrative processes. The QA system is operationalized through a strategic management framework, which includes an action plan that details specific goals, responsibilities, and timelines for quality enhancement activities.

The College has established procedures for regularly monitoring and evaluating its quality assurance system, including tracking performance metrics, analyzing data, and implementing improvements based on findings. However, while these mechanisms are in place, the institution could provide more evidence of how the "closing the loop" process results in tangible enhancements to academic and administrative outcomes.

The College's internal quality assurance system covers a wide range of institutional activities, including the evaluation of study programs, teaching processes, student support services, and resources for under-represented and vulnerable groups. The SER highlights that the QA system also assesses learning resources and professional activities, with documentation provided to support these evaluations.

The College has established a Quality Committee (but this one is not yet fully operational) and the Quality Management Office to oversee its quality assurance processes. These units include representatives from various stakeholder groups and have clearly defined roles and responsibilities, ensuring a structured and inclusive approach to quality management.

The College allocates adequate resources, including staffing and infrastructure, to support the effective functioning of its quality assurance system as outlined in its strategic planning and operational frameworks.

The College utilizes the findings from external reviews to inform and implement improvements in its academic programs, administrative processes, and overall institutional performance.

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Standard 5.2 The HEI has quality policies and procedures that include the collection and analysis of relevant data, with the purpose of ensuring and improving the quality of all institutional activities (academic activity, student services, administration, etc.). These procedures include all stakeholders of the higher education institution (students and external stakeholders - employers, alumni, representatives of professional organizations, civil society organizations and internal stakeholders).

The College has established mechanisms to systematically collect and analyze data related to its processes, resources, and outcomes, drawing insights from student feedback, teaching evaluations, and institutional performance metrics. However, while the SER highlights data collection efforts, more explicit examples of how this data leads to actionable improvements ("closing the loop") would strengthen the evaluation.

The College is in the process of implementing effective mechanisms to gather and analyze data on student demographics, progression, satisfaction, and career outcomes, utilizing this statistical information to inform quality assurance practices and decision-making processes.

While the College's central database provides accessible statistical data for departments and units, the SER lacks detailed evidence of how this data is systematically leveraged to generate reports that directly inform quality monitoring and strategic decisions. There is also limited insight into whether the database facilitates real-time data tracking or longitudinal analysis to identify trends and areas needing improvement.

While the College states that quality assurance involves academic and administrative units, the SER does not provide sufficient evidence that all units, particularly middle management and the governing body, are consistently engaged in these processes. This gap raises concerns about whether the institution's quality assurance system is fully inclusive and effectively coordinated across all levels.

At this moment there are no students enrolled in the College, but it is envisaged that in future students will be members of the QA system.

Standard 5.3 The HEI established a formal process for the design and approval of its study programs.

The College outlines an internal quality assurance process for study programs, which includes formal approval by its governing bodies. However, the SER lacks specific examples of how continuous improvement plans are monitored and implemented across programs.

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The College has defined procedures for developing and approving study programs, with internal stakeholders playing a significant role. The College has established procedures and key performance indicators (KPIs) for monitoring the quality of study program delivery, including collecting student feedback and academic performance data. However, the SER does not provide sufficient detail on how these indicators are analyzed and acted upon to ensure continuous improvement.

Standard 5.4 The HEI periodically monitors and reviews the study programs to ensure that the programs are in line with mission and the institutional strategy. The monitoring of the study programs involves active stakeholder participation.

The College has established clear procedures to monitor, review, and improve the quality of its study programs, incorporating tools such as employer surveys and stakeholder feedback to align programs with labor market demands. These efforts demonstrate a proactive approach to ensuring study programs remain relevant and responsive to evolving industry needs.

The College has implemented a periodic monitoring process to ensure that ECTS allocation, learning outcomes, and workload estimates are practical and aligned with program objectives. This demonstrates the institution's commitment to maintaining academic standards and ensuring a balanced and achievable workload for students.

The College has designed processes to involve stakeholders, including staff, alumni, and employers, in the monitoring of study programs through questionnaires on workload, learning outcomes, academic success, and graduate employment. However, since students are not yet enrolled, their direct participation in these processes is understandably not applicable at this stage.

The College has established clear and well-defined procedures for monitoring and improving the quality of student internships, ensuring that stakeholder feedback, including the feedback from mentors and employers, is systematically incorporated.

The College has a structured process for regularly collecting and analyzing information to ensure that study programs remain current and are adapted as needed to align with evolving academic and industry standards.

The College ensures transparency by communicating the results of monitoring processes and corresponding action plans to all stakeholders, with plans to publish this information on the College's website. The revised and up-to-date study programs are published on the College's website, too.

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Compliance level: Substantially compliant

ET recommendations:
1. *To ensure a fully inclusive quality assurance system, the College should focus on making its Quality Committee operational by finalizing roles and processes. In addition, the institution should actively engage a wider range of stakeholders, including alumni, employers, and eventually students, to contribute to program development, monitoring, and institutional improvement initiatives.*
2. *The College should focus on improving how it leverages collected data to inform quality assurance decisions. This includes developing a system to systematically track, analyze, and act on key performance indicators, ensuring that evidence-based improvements are regularly implemented and documented.*

6. LEARNING AND TEACHING (ESG 1.2, ESG 1.3)

Standard 6.1 The HEI has established policies and procedures that apply to all study programs. The institution actively monitors the implementation of these policies and procedures to ensure their effective realization.

In its Strategic Plan (2025-2029), the College highlighted its KPIs for each area of its activity, such as Management and Leadership, Teaching and Learning, Quality Assurance, Research and Innovation, Infrastructure and Student Affairs. It was also demonstrated that these strategic objectives and KPIs will be monitored through annual Action Plans starting from 2025 onwards. The Statute of the College also highlights the basic structures and policies & procedures on how to achieve the mission as well as KPIs. Another supporting action and document in this regard is the Quality Assurance Regulation which identifies the design and approval of the programs as well as the monitoring, evaluation and the review process. The Academic Council, Program Committees and Quality Assurance Commission will be in charge of ensuring the policies and procedures are followed and necessary modifications are carried out on a regular basis.

This way, policies and procedures that apply to study programs as well as mechanisms for monitoring these policies and procedures are established.

Standard 6.2 The study programs' intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the

published mission and strategic goals of the higher education institution, and they are publicly available. *Mandatory

There is a clear procedure explained in the Quality Assurance Regulation regarding the study programs design, formulation and implementation. Each study program has its intended learning outcomes and through the Institutional Collaboration Plan, it is ensured that the stakeholder contribution is possible.

The College provided the intended learning outcomes specific to each study program. Learning outcomes will regularly be reviewed to ensure they meet the general goals and objectives of each program.

Each study program is documented in a structured format, including general and specific objectives, ECTS credits, course syllabuses, and detailed descriptions of the learning outcomes. Teaching methodologies and assessment methods are designed to align with these outcomes, ensuring that the teaching and evaluation processes are coherent and student-centered. Moreover, learning outcomes include both generic and specific competencies, such as critical thinking, problem-solving, and practical skills.

The governing bodies of the College together with the Student Council and the external collaboration of the College ensure the alignment of intended learning outcomes with the stated goals and objectives of the study programs.

Standard 6.3 The HEI demonstrates that each study program is designed considering the correlations between learning outcomes, teaching methodology and assessment. *Mandatory

The College intends to provide a student-centered learning environment, offering a variety of pedagogical methods tailored to the intended learning outcomes as well as appropriate assessment methods. For example, the aim is to establish interactive, research-based, and problem-solving approaches that promote critical thinking and creativity among the students.

The academic leadership team and the faculty members interviewed were all experienced and committed in creating a learning environment that encourages self-reflection and engagement, motivating students to take active roles and responsibility in their education. In parallel to learning outcomes, the assessment methods are intended to be aligned with the assessment methods as well. Student logbook for each course is an indication for this alignment of the courses and achievement records for students. Teaching methods are planned to continuously be evaluated and adapted to meet the needs of a diverse student population, and the college

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incorporates modern technology into the delivery of its programs. This flexibility supports different learning styles and helps foster dynamic learning experience for all students.

The intention to regularly update the study programs with the latest scientific research findings, which include the research conducted by the teachers themselves can be assumed.

Standard 6.4 The HEI ensures that ECTS allocation is appropriate.

As being aligned with the Bologna process, the College assures that each study program is documented in a structured format, including general and specific objectives, ECTS credits, course syllabuses, and detailed descriptions of the learning outcomes. There is also an intention to promote a collaborative approach between departments to ensure that interdisciplinary study programs are effectively delivered. This approach also supports student mobility through the transfer and accumulation of ECTS credits. ECTS credits and workloads are assigned according to general principles as well. Each ECTS is calculated around 25 hours of work by students in different components.

The College adheres to the guidelines set forth in the ECTS Users' Guide to allocate credits for each course. ECTS credits are based on the actual workload experienced by students. These are all specified within the Quality Assurance Regulation in terms of design, implementation and monitoring perspectives as well. Feedback will regularly be collected from students, faculty, and other stakeholders to ensure that credit allocation is both fair and reflective of the effort required to complete each course.

Standard 6.5 The study program's intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors.

Learning Outcomes of all study programs comply with the level descriptors of the National Qualification Framework (NQF) and the European Qualifications Framework (EQF). The institution's programs are reviewed to confirm that the learning outcomes are appropriate to the level of study, with clear distinctions between undergraduate and graduate-level programs.

The College also demonstrates that the outcomes align with the qualifications gained, ensuring that graduates are well-prepared for the workforce.

Standard 6.6 If the HEI study programs lead to degrees in regulated professions, they are aligned with the national and EU Directives and recommendations issued by the national and international professional associations.

Learning outcomes of all study programs comply with the level descriptors of the National Qualification Framework (NQF) and the European Qualifications Framework (EQF). For example, General Law LLB, the College ensures compliance with national and EU Directives.

It seems the College has considered and applied recommendations issued by professional associations when developing the study programs.

Standard 6.7 The higher education institution ensures student-centred teaching and learning.

Fama International College provides a student-centered learning environment, offering a variety of pedagogical methods tailored to the intended learning outcomes. These include interactive, research-based, and problem-solving approaches that promote critical thinking and creativity. The learning environment encourages self-reflection and engagement, motivating students to take active roles in their education.

The College plans to continually evaluate and adapt teaching methods and different modes of the study programs delivery, as well as to adapt teaching methods to a diverse student population. The use of modern technology in the realization of the programs is also envisaged.

Standard 6.8 The HEI ensures that evaluation and assessment are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3.)

Criteria and methods of assessment as well as criteria for grades are known and it is assumed students will be informed about them in advance.

The College also supports the development of skills of the teaching staff to conduct testing and assessment properly.

Students are planned to receive feedback on the evaluation results that identifies their strengths as well as weaknesses, helping them to learn with the help of such an evaluation.

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Standard 6.9 The HEI ensures that a functional procedure and mechanism for student appeals is in place. (ESG 1.3.)

The College ensures that all students are informed about the student appeals procedure in a timely manner. The appeals process will be consistently implemented, and transparent, providing students with the opportunity to address concerns regarding their evaluations and academic performance.

Compliance level: Fully compliant

ET recommendations:
    None

7. RESEARCH

Standard 7.1 The HEI has developed a research strategy which is integrated within the institutional strategy and aligns with its institutional mission. This strategy is reflected in a detailed action plan, which includes clearly specified performance indicators and is made publicly available.

Although the College is in its early stages, it is committed to establishing a strong research culture in alignment with its institutional mission and vision.

The College has developed a research strategy (Annex 8, Research Strategy) that is fully aligned with its institutional mission to foster knowledge creation, innovation, and development in its community. The strategy is outlined in a comprehensive action plan that includes key performance indicators (KPIs) for research development, aimed at both supporting academic excellence and providing solutions to societal challenges.

The College seems to have an adequate number and profile of the staff that can be involved i n research to implement the research strategy. The College is in the process of establishing a Research and Development unit that should support research activities within the institution.

Research activities are planned to be evaluated regularly, and the results of such an evaluation should serve as a basis for further development at the College.

Standard 7.2 The HEI ensures that academic staff are committed to the achievement of high-quality research work and/or professional activity.

The College has developed internal policies that set expectations for academic staff to engage in high-quality research and professional activities. These policies establish clear guidelines for participation in research projects, publication of findings in respected journals, and attendance at national and international conferences.

As already mentioned above in this report, financial allocations for the research are supposed to be significantly growing throughout the next five years

Academic staff are planned to be actively supported in pursuing research opportunities, and it will be recognized for their contributions to scientific fields. Also, participation of the staff at scientific conferences nationally as well as internationally is envisaged and supported with the budget allocations. There seem to be solid professional opportunities for the staff in this respect.

The College also declares its commitment to promote applied research and its involvement in consultancy services and some other relevant activities.

Standard 7.3 The HEI ensures that the academic staff has a proven track record of research results on the same topics as their teaching activity.

The College intends to establish a rewards system based on research outputs and professional achievements. This system will incentivize faculty members to engage in research activities and seek opportunities for academic advancement.

The College will ensure that its academic staff are not only knowledgeable in their respective fields but also actively involved in research related to their teaching areas. This approach will ensure that students benefit from up-to-date research findings and that courses remain relevant and aligned with contemporary academic and industry trends.

Mechanisms will be put in place to encourage staff to incorporate their research outcomes into teaching, thus enhancing the quality of instruction and providing students with practical insights from current studies.

In general, the College declares it intends to involve students in research activities and als to support junior staff in their research development efforts. More concrete plans for this are not in place yet.

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Compliance level: Substantially compliant

ET recommendations:
1. *Develop a research-inclusive learning environment, encouraging student and junior academic effective involvement in research projects through collaborative opportunities with faculty.*

8. STAF, EMPLOYMENT PROCESSES AND PROFESSIONAL DEVELOPMENT (ESG 15.)

Standard 8.1 Teacher recruitment is in line with national legislation, internal regulations in effect and it is based on objective and transparent procedure.

The Statute of the College clearly states a chapter on academic freedom and institutional autonomy. This is an indication for academic commitment towards the independence and integrity of academic staff throughout the college operations. It is also stated in Quality Assurance Regulation that staff development and evaluation is an important tool for faculty recruitment and development, fair and based on performance review.

As a newly established institution set to begin operations next year, but the College declares already now that it recognizes the importance of building a robust academic and administrative staff structure. It also declares its commitment to a transparent, merit-based recruitment process in compliance with national legislation and internal guidelines. The recruitment process includes advertising vacancies through national and international channels, with all positions including detailed descriptions of required teaching and research skills. Clear procedures for forming selection committees are planned to be established, and the decisions are planned to be based on objective evaluation criteria, the College declares.

Candidates for employment are planned to be provided with all necessary descriptions and conditions of employment.

Standard 8.2 The higher education institution has enough permanent academic staff adequately qualified for the delivery of the study programs.

The College is in the process of recruiting qualified academic staff to deliver its study programs. A key goal is to ensure that at least 50% of academic staff are full-time employees and that every student group is mentored by a full-time staff member with a doctoral degree.

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Furthermore, the College intends to ensure that academic staff maintain a balanced workload that allows for professional development, research, and community service in addition to their teaching duties. As stated in the SER, the College has currently 50 academic staff of which 30 are full time with the College and 20 are part time.

The teaching staff is not expected to be engaged in more than three courses per semester, their academic workload is supposed to align with relevant legislation and bylaws, regulations issued by competent bodies. The teacher-student ration is planned to respect externally required norms.

The academic staff workload is planned to include teaching engagement, involvement in research and involvement in the third role of activities of the College as well as in administrative duties within the College. This is a standard way of profiling the academic staff´s workload.

The College also aims at having a sufficient number of appropriately qualified academic staff to mentor the final works of the students.

Standard 8.3 The promotion and re-appointment of teaching staff is based on objective and transparent procedures and policies which are publicly available, which include the evaluation of excellence, and they arise from the higher education institution's mission and strategic plan.

This can be confirmed that the College´s plan for developing staff is in agreement with the institution's mission statement and strategic plan.

The College offers equal opportunities for education and professional advancement regardless of ethnic, linguistic, racial, political, religious, gender, social status, or personal status. (Article 8, The Statute). The College aims to implement clear and transparent promotion policies based on merit and excellence. These policies will align with national legislation and institutional strategic goals. Promotion criteria will include teaching effectiveness, research productivity, professional development, and student feedback. A long-term operational plan will guide staff development, supporting the growth of academic staff while aligning with the College's mission. Article 71 to Article 88 of the Statute clearly defines the policies and procedures regarding the academic staff roles, responsibilities and promotion.

Also, the College intends to adopt a staff performance evaluation system including feedback from the students, supervisors, pees, and self-assessment. It is assumed the results of the

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evaluation will serve as a basis for further professional development of the staff, where appropriate.

Standard 8.4 The higher education institution ensures and supports academic staff in their professional development.

The College is committed to fostering the professional growth of academic staff through regular training, international mobility programs, and mentorship opportunities. The College stated in its annual Action Plan (2025) that faculty training and development is scheduled twice for an academic year. One is faculty workshops on modern teaching methods, digital tools, and research integration. The other one is professional development grants for faculty to attend national and international conferences.

Also, within the staff leadership development program a structured professional development plan will include language training, digital skills training, and exposure to international teaching and research practices.

Newly hired staff will undergo a thorough onboarding process, including orientation, training on higher education regulations, teaching methods, and institutional goals. During the interview sessions, the academic leaders highlighted and committed to providing internal and external support for professional development throughout the year.

Standard 8.5 The HEI ensures that its external associates have adequate qualifications and work experience to deliver study programs in line with the program's objectives and intended learning outcomes.

The College is engaged with professionals from the industry to deliver courses at the study programs, to teach and also to include into their teaching the latest research, trends and know-how from the labor market. During the interview session with the employers, they mostly shared that they were already invited to participate in various courses as a guest lecturer to share their practices as well. Some internal training will be provided to ensure these external associates understand the academic standards of the College and are able to align their teaching with the institution's learning outcomes.

There was no mention about involving external associates into the supervision (or co-supervision) process of final graduation theses.

Compliance level: Fully compliant

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1. *Make sure themes/topics and the timeline of the staff development courses are sufficiently specific with regard to the staff development needs.*
2. *Consider possibilities to engage more lecturers from international academia.*
3. *Consider possibilities to involve external associates into supervision or co-supervision process of the final theses.*

9. STUDENT ADMINISTRATION AND SUPPORT SERVICES (ESG 1.4, ESG 1.6)

Standard 9.1 An admission policy is clearly defined and is made publicly available.

The College has clearly defined and published admission requirements for its study programs, including criteria such as prior education and qualifications, which are accessible to prospective students. The institution's admission process is designed to ensure transparency and fairness, aligning with the standards outlined in the Kosovo Accreditation Manual.

The College has established transparent and easily accessible admission requirements and processes for international students, ensuring clarity and inclusiveness. These procedures are publicly available, supporting the institution's goal of fostering an international learning environment. The College ensures transparency by providing comprehensive and accessible information about its programs, services, and admission requirements to prospective students through its website and outreach initiatives.

The College complies with MESTI requirements by ensuring that all enrolled students will possess a high school graduation diploma or equivalent qualification, demonstrating adherence to national education standards.

The College has established admission mechanisms that ensure students are adequately prepared to follow their chosen courses, including clearly defined decision-making procedures based on admission criteria. These mechanisms support the institution's commitment to enrolling students with the necessary qualifications and readiness for academic success.

The College's SER highlights that its admission processes are designed to be fair and consistently applied, ensuring equal opportunities for all applicants. The institution demonstrates a commitment to inclusivity by implementing measures to support underrepresented groups, fostering diversity. The College has established a transparent procedure for recognizing periods of study, such as those completed through Erasmus programs, ensuring alignment with international academic mobility standards. The College has implemented adequate procedures for the recognition of prior periods of study, ensuring a seamless transition for students continuing their education.

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Standard 9.2 The HEI collects and analyses information on student progression and takes appropriate actions to ensure students completion of the study program.

The College has planned and outlined a functional system for monitoring students' progress, which includes provisions for academic assistance and counseling for those facing challenges. While this system cannot yet be implemented as students are not currently enrolled, it demonstrates the institution's readiness to support student success once accreditation is granted. The College has established mechanisms to ensure students will be informed about the availability of teaching staff, including details such as consultation hours. Although this system is not yet operational due to the absence of enrolled students, it reflects the institution's preparedness to facilitate effective student-teacher communication once accreditation is granted. The College has planned a system to annually monitor student progression and completion rates, with measures in place to address any identified issues. While this system has not yet been implemented due to the lack of enrolled students, it demonstrates the institution's commitment to academic oversight and continuous improvement once accreditation is achieved.

Standard 9.3 The HEI ensures appropriate conditions and support to outgoing and incoming students (national and international students).

The College has established plans to support students in international exchange mobility programs, including the development of an Office for International Cooperation. While these programs are not yet active due to the absence of enrolled students, the institution's framework reflects its readiness to foster international academic opportunities upon accreditation. The College has prepared to regularly inform students about opportunities for international exchange mobility programs, ensuring transparency and support once students are enrolled and programs are active.

The College has established regulations for recognizing ECTS credits, with procedures in place to inform students in advance about the recognition of parts of their studies.

The College has established procedures to publish information on application processes, admission conditions, and study program offerings in foreign languages. The College has planned initiatives to actively attract foreign students and provide them with support during their studies at the institution, though these measures are not yet functional due to the absence of enrolled students. Similarly, the institution has outlined plans to offer foreign language courses for international students, reflecting its preparedness to support a diverse student population in the future. The College plans to establish conditions and support systems for

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outgoing and incoming students, including international exchange mobility programs. This includes mechanisms such as the development of an Office for International Cooperation, processes for recognizing ECTS credits, and the provision of courses in foreign languages for international students. However, these systems are not yet operational due to the absence of enrolled students.

Standard 9.4 The higher education institution ensures adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account.

The College demonstrates a strong commitment to employing qualified professional, administrative, and technical staff to provide comprehensive student support. Additionally, the College provides ongoing training and professional development opportunities for its staff to maintain high standards of service. By investing in staff development, the institution aims to adapt to the evolving needs of its student body and the higher education landscape.

The College provides comprehensive information packages and a detailed Student Handbook covering all phases of the student lifecycle, including admission, progression, and certification. The handbook will include key regulations, rights, responsibilities, and organizational details, ensuring students have accessible guidance on institutional processes and policies. The College has plans to employ specialized staff in the future to identify and address the needs of students with special requirements, ensuring they receive appropriate support.

The College has outlined plans to provide comprehensive guidance to students on study and career opportunities, with tutors, supervisors, and advisers available to support academic and professional development. A clear and accessible student complaint procedure is planned, ensuring fairness and unbiased resolution by individuals or committees independent of the parties involved. The institution intends to offer various scholarships and financial assistance programs to incentivize academic achievement and support students from underprivileged backgrounds, with options for combining resources from institutional and external sources. Additionally, the College plans to allocate funds for extracurricular activities, such as sports, cultural events, and voluntary initiatives, to promote holistic student development. To ensure the effective delivery of these services, a senior staff member will be designated to oversee and enhance the institution's student support framework.

Compliance level: Substantially compliant

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ET recommendations:

1. *Focus on finalizing and fully implementing the student support systems, including academic counseling, career guidance, and support for special needs students. Given that many of these systems are still in the planning phase, it is essential to ensure they are fully operational as soon as students are enrolled to provide effective and timely support.*

2. *Once enrollment starts, prioritize the establishment of active international exchange mobility programs, ensuring that once students are enrolled, they have clear, accessible pathways for participation in global learning experiences. Additionally, the College should focus on ensuring that the language course offerings for international students are fully operational as soon as the student body is active.*

10. LEARNING RESOURCES AND FACILITIES (ESG 1.6) *Mandatory

Standard 10.1 The HEI ensures adequate premises and equipment for performing education processes and research.

The College has adequate premises and dedicated equipment for its current educational activities and research. Additionally, the institution has access to another building on the outskirts of the city, which can accommodate a larger number of students as enrollment increases, supporting future growth and expansion of its academic offerings. The College documents on premises and equipment (property deeds, lease contracts, inventories, invoices etc.) are valid for a minimum of five years - in this case, the College owns premises. The College has well-equipped laboratories that meet the needs of all compulsory courses in the curriculum, including those with analytical components, and are supported by up-to-date IT technologies. The College has adequate software for the courses of study programs included in the curriculum, with a valid license. The space, equipment, and infrastructure at the College, including laboratories, IT services, and work facilities, are appropriate for the delivery of the institution's study programs and support the achievement of the intended learning outcomes. This is further demonstrated by documentation proving the institution's right to use the premises and equipment, as well as the optimal number of students to be enrolled in relation to the available resources. There is a possibility to optimize premises for students with special needs - like toilets. The College ensures that academic staff members have sufficient office space to support their teaching and administrative duties. The institution provides facilities for cultural, sporting, and other extracurricular activities to promote student engagement and well-being.

Adequate food service facilities are being built to meet the needs of both staff and students, ensuring a comfortable campus environment. A senior staff member has been assigned the responsibility for overseeing and developing the infrastructure and resources to support the institution's growth and operational needs.

Standard 10.2 The HEI ensures adequate library resources for their study programs.

The College's library is well-equipped with reading rooms and a diverse book stock tailored to the disciplines included in the curricula, supporting a collaborative learning environment. This infrastructure enables students to engage in individual and group study, enhancing their academic experience.

The library ensures that the number of seats in the reading rooms is sufficient, meeting the requirement of at least 10% of the total number of students in each study program, providing ample space for study and research. This thoughtful allocation of space promotes an effective learning environment for all students.

Similarly, the College's library ensures that the number of seats in the group work rooms meets the 10% requirement, fostering collaborative learning and teamwork among students. This provision supports the dynamic needs of students working together on academic projects and assignments.

The library's book stock includes both - to a lesser extent - domestic and foreign specialty literature, covering all courses within the curricula, with at least 50% of the books representing recent titles from recognized publishers. This diverse and up-to-date collection ensures students have access to relevant, high-quality resources for their studies.

The College's library maintains a sufficient number of books to cover the academic needs of all students, ensuring that students can access necessary resources to support their coursework and research. The availability of a comprehensive collection contributes to a rich learning environment.

The library offers a wide range of domestic and foreign electronic resources, ensuring that students have access to up-to-date information in line with the institution's mission. This access to a variety of digital resources supports the academic and research needs of students across all programs.

The library and its services are planned to be accessible beyond regular class hours, accommodating the diverse schedules and study habits of students. This extended availability, combined with reliable systems to track book borrowing and returns, enhances the overall library experience and ensures efficient resource management.

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Compliance level: Fully compliant

ET recommendations:
1. *Prioritize optimizing the College premises and infrastructure to better accommodate students with special needs, including enhancing accessibility features such as accessible toilets and ensuring that all spaces are fully inclusive. While the College has made significant strides in planning for expansion and providing adequate facilities, focusing on inclusivity will ensure that all students, regardless of physical ability, have equal access to educational resources and campus services.*

11. INSTITUTIONAL COOPERATION

Standard 11.1 The HEI has formulated and implemented a proactive institutional collaboration plan that aligns with its mission institutional strategy. This plan is clearly reflected in the institution's decision-making and resource allocation in this field.

The College has designated an Institutional Collaboration Plan. This plan formulates objectives of institutional collaboration, criteria for partner selection. It also names the main forms of institutional collaboration that are planned to be developed, including academic exchanges, joint research projects, dual programs, community and industry projects, conferences and seminars. The Action Plan of the College more concretely elaborates the institutional collaboration in the chapter Cooperation and Communication where development of partnership strategy and organization of international workshops and conferences seem to be the main activities for 2025.

This can be said the Institutional Collaboration Plan is in line with the mission and strategy of the College, it clearly aims at main pillars of the College´s operation.

The Institutional Collaboration Plan is also reflected in financial planning of the College - for International Office activities it is planned 55.000 EUR in 2025, but already 185.000 EUR in 2029, for instance. The allocations for conferences, workshops and seminars have already been mentioned in the section of this report related to the budget of the College - in brief, they are in place.

Standard 11.2 The HEI has implemented mechanisms to facilitate collaboration with national and/or international higher education institutions, networks and organizations. The HEI provides support to teaching staff to establish partnerships with the academic community, locally and/or globally.

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The College has already made agreements with two higher education institutions from Kosovo, and the other agreements are planned in the near future, aiming at the higher education institutions abroad. This way, the College plans to support its students and staff to participate in international mobilities, and other academic and professional exchanges. As already mentioned above (11.1), there are concrete budget allocations for international cooperation of the College for the next five years.

The College has established an International Office which serves as a special unit dealing with international relations of the institution and supporting the staff and students in this respect.

Standard 11.3 The HEI established and maintained relationships with local industry, public sector, employers and local community.

Part of the external relations/collaboration of the College is planned to be focused on local industry, public sector, employers and local community. During the interviews, representatives of employers were expressing their interest in cooperation with the College, some of them mentioning their previous positive experience in cooperation with Fama College. Local schools do not seem to be in the focus of the College in this respect so far.

In the organogram of the College there is also a place for the Advisory Board, an external body which has a consultative role in advising on academic policies, industry trends, and other practices. The expert team considers the existence and function of the Advisory Board a very good idea and potentially very helpful vehicle for the College to keep in fresh contact with the external world.

Standard 11.4 The HEI has established and maintains relationships with its alumni.

Since the College is only applying for accreditation, there are no alumni of Fama College International at the moment. The College does not deal with this aspect of its work so far.

Compliance level: Fully compliant

ET recommendations:
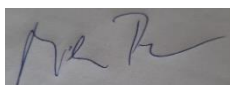1. *Make sure collaboration of the College is also aimed at local schools.*

OVERALL EVALUATION AND RECOMMENDATION OF THE EXPERT TEAM

Fama International College meets 11 accreditation standards, 7 of them fully, 4 of them ***substantially***. *At the same time, the Expert Team formulated **13 recommendations** which, in the opinion of the Expert Team, could help to further improve the institution.*

*Overall, the Expert Team considers Fama International College **fully compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends **accrediting** the institution for a duration of **3 years**.*

Expert Team

Chair

	Milan Pol	December 10, 2024
(Signature)	(Print Name)	(Date)

Member

	Olgun Cicek	December 10, 2024
(Signature)	(Print Name)	(Date)

Member

	Domagoj Svigir	December 10, 2024
(Signature)	(Print Name)	(Date)