



FAMA INTERNATIONAL COLLEGE

Management and Economics Programme, BSc

REPORT OF THE EXPERT TEAM

25.02. 2025, PRISHTINA, BUCHAREST, DOHA, SKOPJE

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INTRODUCTION

Sources of information for the Report:

- *Self-evaluation report (SER) of Management and Economics Programme, BSc, Faculty of Economics, FAMA International College;*
- *Appendices to SER: Annex 1 Strategic Plan, Annex 2 Action Plan 2025, Annex 3 Organisational Chart, Annex 4 Statute of FAMA International College, Annex 5 Code of Ethics, Annex 6 Code of Ethics for Scientific Research, Annex 7 FIC Quality Assurance Regulation, Annex 8 Research Strategy, Annex 9 Financial Planning, Annex 10 Business Plan 2025-2029, Annex 11 Institutional Collaboration Plan, Annex 12 Cooperation Agreement with Pjeter Budi College, Annex 12 Cooperation Agreement with Gjilan University; In addition, a set of 4 CVs was provided to ET and the document FIC - Curriculum Management and Economics Study Program BA 2025 - Versioni FINAL;*
- *Additional documents received after requested by the ET:*
 1. *Report / any evidence on the market research / need analysis and the fundamentals (for example the meeting minute with the representatives from the Chamber of Commerce in Kosovo, mentioned during the site-visit) for the:*
 - a. *Need of the Management and Economics subject*
 - b. *Requested number of students*
 2. *Student handbook / manual, if any*
 3. *An example or proof of how higher education institution solves the case of unethical behaviour or conflict, anonymized decisions of the Ethics Committee about certain cases*
 4. *The minute for approval the Quality Assurance Regulation*
 5. *The inventory of the classrooms – number of rooms and places in every room, if exists*
 6. *The recruitment plan for 3 years at least, if it exists*
 7. *Programme committee meeting minutes*
 8. *Benchmark document, if any*
 9. *Professional development regulation, if it exists*
 10. *Academic personnel evaluation form*
 11. *Student questionnaires*
 12. *Contract samples for staff*
 13. *Supervisor selection procedures, if any*
 14. *Full list of CVs*
 15. *Updated organizational chart*

Criteria used for institutional and program evaluations

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

Site visit schedule

Programme Accreditation Procedure at Fama International College		
Program:	Management and Economics, BA	
Site visit on:	25 February 2025	
Expert Team:	Prof. Dr. Magdalena Platis, General Economy, BSc Prof. Dr. Tornike Khoshtaria, General Economy, BSc Ms. Katerina Klimoska, General Economy, BSc	
Coordinators of the KAA:	Naim Gashi, General Director Olsa Ibrahimimi, KAA	
Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated (joint meeting)	Prof. Ass. Bedri Drini Prof. Ass. Fitim Shishani Prof. Ass. Elvin Meka Prof. Ass. Nysret Demaku Prof. Ass. Drton Maliqi
09.55 – 10.35	Meeting with quality assurance representatives and administrative staff (joint meeting)	Quality Assurance Office Driton Zeqiraj, General Secretary Gjelal Maloku, Finance Director Valentin Rrasaj, Head of Logitics/IT
10:40 – 11:40	Lunch break	Restaurant Pishat, Prishtine
11:50 – 12:30	Visiting Facilities	
12:30 – 13:20	Meeting with the heads of the study programme	Prof. Ass. Elvin Meka Prof. Ass. Indrit Baholli Prof. Ass. Gazmore Rexhepi Prof. Ass. Safete Hadergjonaj Prof. Ass. Indrit Baholli
13:20 – 14:00	Meeting with teaching staff	Prof. Ass. Gazmore Rexhepi Prof. Ass. Safete Hadergjonaj Prof. Ass. Indrit Baholli Prof. Gazmend Morina Prof. Nysret Demaku

14:10 – 14:50	Meeting with employers of graduates and external stakeholders (joint meeting)	Valon Zeqiraj Dhurata Azemi Ilir Vehapi Valdrin Olluri
14:50 – 15:00	Internal meeting of KAA staff and experts (joint meeting)	
15:00 – 15:05	Closing meeting with the management of the faculty and program (joint meeting)	Prof. Ass. Bedri Drini Prof. Ass. Fitim Shishani Prof. Ass. Elvin Meka Prof. Ass. Nysret Demaku Prof. Ass. Drton Maliqi

A brief overview of the programme under evaluation

*The programme of Management and Economics under the accreditation evaluation is designed for the bachelor level of studies, with 60 ECTS / year and a number of a total 180 ECTS for the 3 years of studies; the programme is described as being implemented with the contribution of only 6 permanent academic staff (SER, page 8). According to the document called FIC – Curriculum Management and Economics, each semester includes 2 elective courses; it is also stated that: "after completing the program, graduates are entitled to use the title Master in Management and Economics. According to the National Qualifications Framework (National Qualifications Authority, 2020) and the European Qualifications Framework for Lifelong Learning (European Commission, 2008) the study program is assessed at **level 6**" (Document, page 5). ET appreciates this as an error, as being a bachelor level of studies, the title should be Bachelor in Management and Economics.*

The programme of Management and Economics, BSc is proposed for accreditation for the first time within the Faculty of Economics; therefore, there haven't been addressed previous recommendations to be monitored. The programme is built on a regular form of study aiming to provide students theoretical knowledge and practical skills in the field of management and business administration, preparing the future graduates to understand social, health, safety, legal, and cultural issues within local, regional, and global contexts (SER, page 8).

PROGRAMME EVALUATION

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

1. MISSION, OBJECTIVES AND ADMINISTRATION

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

The programme of Management and Economics BSc is in line with the institutional and the faculty mission. Fama International College's mission is generally described as to empower students with the knowledge, skills, and values necessary to excel in their personal and professional lives, while the Faculty of Economics has the mission of providing comprehensive education in the fields of management and economic and promoting research that contributes to the solution of challenges in these fields (SER, page 6). In line with these missions, the programme of Management and Economics proposes a content in areas of management and business administration, to make students understand the economic, legal, and social environment. These missions and the institutional goals are publicly available at the date of the site-visit.

The Management and Economics programme recognizes the particularities of the local context, as students have Professional Practice included as a mandatory subject in the last semester of the third year of study, being required to complete this work in a public or private institution in Kosovo. Moreover, courses are designed considering the local and regional market, such as the elective course on Laws and Taxation in Kosovo (first year, first semester) (SER, page 6).

*The programme is developed considering a set of learning outcomes clearly explained in the document called: FIC_Curriculum Management and Economics Programme which describes the study programme from the admission to the graduation, with all the syllaby and the learning objectives and outcomes. This document identifies 11 learning outcomes of the programme: Academic education; Scientific research; Knowledge of solving Managerial and Economics problems; Analysis of the problem; Design / Development of Solutions; Modern use of tools; Individual and team work; Communication; Professionalism and and managerial economic society; Ethics; Lifelong learning (**Document, page 4**). ET appreciates these learning outcomes being in line with the FAMA International College and the Faculty of Economics missions and goals; they are not publicly available on the website at the date of the site-visit.*

*The Management and Economics study program is based on a declarative analysis referring to the need of the labor market ; the argument is considered to be based on the programme structure in fact, which combine theory with practice. ET did not have access to a clear documented analysis on employment perspectives, demand for the programme by potential students, etc (SER, page 9). The management of the faculty confirmed that they had discussions with representatives of The Chamber of Commerce in Kosovo regarding the labour market needs (**Meeting with the management of the faculty during the site visit**).*

In addition, the study programme is justified by the argument that the faculty has the capacity to implement the programme assuring the quality of education, argument which is based on several key factors, such as infrastructural capacities (halls, classrooms, cabinets, offices) and pedagogical ones (academic staff). ET did not have access to a clear documented analysis on the calculation of the high number of requested student places of 350 (SER, page 9).

FAMA International College and the Faculty of Economics provides sufficient teaching spaces such as: lecture halls, a library and technological equipment that ensure the qualitative development of the academic process and the practical preparation of students in the field of management and business administration, considering a resonable number of places (SER page 9, facilities visit).

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

The Management and Economics BSC programme follows several procedures of the Faculty of Economics and of the institution, for example: Strategic Plan, Action Plan 2025, Organisational Chart, Statute of FAMA International College, Code of Ethics, Annex 6 Code of Ethics for Scientific Research, FIC Quality Assurance Regulation, Research Strategy, Financial Planning, Business Plan 2025-2029, Institutional Collaboration Plan, Cooperation Agreement with Pjeter Budi College, Cooperation Agreement with Gjilan University (Annexes 1-13 to SER). For example, the Code of Ethics describes mechanisms in relationship to the core values that must be maintained and promoted by all members of the institution's community, meaning: academic freedom; academic honesty; equal access; accountability and social responsibility; protection of intellectual property (Annex 5 to SER). These are publicly available on the website at the date of the site visit, but the faculty representatives are committed to create this access in the near future (Meeting with the faculty management and the Meeting with the heads of programme).

ET considers that there is formal and practical evidence that the Management and Economics BSc study programme implements the procedures defining what unacceptable practices are (Annex 6, article 14). The same code lists rules for students, academic staff, and administrative staff, must follow (Annex 6, article 5 and 6).

Ethical standards cover both teaching and research at the institutional level and these all apply for the the Management and Economics BSc study programme, too. Heads of the study programme participating in the meeting during the site visit confirmed that they have a proper communication about mechanisms to avoid plagiarism, that students will be aware of those from the very beginning of their studies; the Turnitin software will be accessible for staff and students. Moreover, syllabi provided to the ET and included in the document FIC-Curriculum

Management and Economics have short sections on Plagiarism and Academic Integrity (Document FIC-Curriculum Management and Economics and the Meeting with the heads of the programme).

Potential unethical behaviour of students, lecturers and other stakeholders involved in the Management and Economics BSc study programme are adequately ruled according to the Code of Ethics; the Ethics Committee is responsible for addressing and ruling on all ethical violations in the first instance, based on collected evidence, statements, and hearings. Any member of the institution's community, as well as outsiders, may report violations directly to the Ethics Committee, the Rector, or the Dean of the Faculty. The Ethics Committee may also impose several sanctions on academic staff, depending on the nature of the violation (Annex 5 to SER, articles 9-11).

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

The institution is a new one and committed to use an information management system (MIS) with relevant, updated and reliable information; a pilot SEMS for the incoming students in 2025 – 2026 academic year is explored. The MIS for the Management and Economics study programme will ensure that information is up-to-date, reliable and appropriate for the needs of programme management and development. In addition, the institution has concrete action plans in place to monitor the implementation of the Strategic Plan study programme; for example, some elements refer to the programme implementation, such as: form a curriculum review committee with academic staff; conduct industry surveys and feedback sessions to align programs with market demands; finalize curriculum updates and submit for internal review (Annex 2 to SER).

MIS will consider ethical norms and government policies with respect to data protection and the privacy of the students; this system will collect and store data related to the academic performance of students, teachers, assessment results, student requirements and labour market requirements and will include information about students like the following ones: student activities, achievement levels, course attendance, evaluation by lecturers, teaching results, student evaluation for academic staff, evaluations by the Quality Office, etc (SER, page 11). These all have been confirmed during the meeting with the heads of the programme; participants in the meeting also declared that Moodle will be implemented (Meeting with the heads of the programme). However, this is all about future actions and ET appreciates that concrete action plans must be in place to monitor the implementation of the study program (not only the Action plan for the Strategic Plan (Annex 3 to SER).

Students and staff of the Management and Economics BSc study program are going to be involved in providing and analysing information and planning follow-up activities. ET had access to some examples of surveys - QUESTIONNAIRE FOR THE DEAN'S EVALUATION OF ACADEMIC STAFF; QUESTIONNAIRE FOR INTERNATIONAL FAMA COLLEGE STUDENTS; EVALUATION QUESTIONNAIRE: STUDENT – PROFESSOR AND COURSE (General Annexes 2, 2.1, 2.2); these are elaborated at an institutional level and will be considered for the staff and students involved in the programme of Management and Economics BSc. However, ET does not have clear evidence on how students and staff are effectively involved in providing and analysing information related to the programme.

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

The management of the Faculty of Economics is committed to ensure sufficient and qualified administrative staff to meet the needs of students and academic staff; also, the faculty management will plan and allocate funds to ensure sufficient resources for administrative and student service needs, the scope being to improve the services and support the development of the infrastructure of the study programme.

The administrative staff is part of the faculty's support staff and there is no need for additional members at least for the first academic year. (SER, page 11, Meeting with the management of the faculty during the site visit).

The General Secretary of the College will make proposals about training and professional development of administrative staff, such as: the inclusion of continuous training and resources for the professional development of the staff, always to increase competence and adaptation to new administrative practices. However, at the visit date, ET did not receive any professional development plan for the administrative staff (SER, page 11).

The management of the FAMA International College is preoccupied by the administrative staff development, one key action considered in the Strategic Plan for the period of 2025-2029 being the establishment of leadership development programs for academic and administrative staff. Another key action refers to the digitalisation of all administrative processes and enhancing IT infrastructure (Annex 1).

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

*The Management and Economics BSc programme is in the process of accreditation for the first time. There are no previous recommendations for improvement of the study programme. Therefore, **this standard is not applicable**.*

As a general assessment of how the standards collectively address the overall general area of MISSION, OBJECTIVES AND ADMINISTRATION, ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 1.3. Suggested timeline to implement the recommendations for this standard area: 1-6 months.

ET recommendations:

- 1. Make sure that the graduates of the Management and Economics BSc programme receive the title of Bachelor in Management and Economics and not master in this field (as mentioned in the document called: FIC – Curriculum Management and Economics, page 5);*
- 2. Make sure that you have the programme delivery related information publicly available, for example: mission and goals at the faculty and the programme levels, the learning outcomes of the programme etc;*
- 3. Create a development plan for the administrative staff and make sure that the staff involved in the delivery of the programme will be part of the training;*
- 4. Create a concrete action plan to monitor the implementation of the study programme at the programme / faculty level;*
- 5. Create public evidence on how students and staff are involved in providing and analysing information and planning follow-up activities related to the programme.*

2. QUALITY MANAGEMENT

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

*FAMA International College has adopted an internal Quality Assurance Regulation and the document of formal approval was provided to the ET as additional document, date of approval being July 22, 2024 (**Additional document no 4**). This regulation is aligned with the European Standards and Guidelines for Quality Assurance (ESG) and the national standards for higher education in Kosovo, and defines the quality assurance processes, standards, and evaluation procedures at an institutional level, aiming to ensure the quality education through systematic review and enhancement of its programs, teaching methods, and student services (**Annex 7**).*

*The quality assurance strategy is dedicated to the accomplishment of several objectives, such as: to meet national and international accreditation standards; to foster a culture of continuous improvement; to involve all stakeholders, including students and alumni, in the quality assurance process; to ensure that study programs remain relevant to the needs of society and the job market; to maintain the highest standards in research, teaching, and learning. The regulation also details the mechanisms related to the: 1. Design and Approval of the Study Programmes, for example: initiating new programmes, criteria for programme approval; 2. Program Monitoring, Evaluation, and Review, for example continuous monitoring, programme review, modifications of modules (**Annex 7**).*

*FAMA International College has developed the internal quality assurance system based on three key pillars: documentation, governing bodies, and assessment instruments, aspects of quality assurance being integrated in different procedures, such as the Strategic Plan, Action Plan, College Statute, Quality Assurance Regulation. Moreover, the key performance indicators (KPIs) included in the Strategic Plan for the period 2025-2029 regarding the second objective (Teaching and Quality Assurance) refer to: Accreditation of new programs; Student satisfaction rates; Graduation and employability rates. ET appreciates the detailed form of the document and its limitation in measuring the KPIs, being more declarative than measurable (**SER, page 14, Annexes 1, 2, 4, 7, 10**).*

*The Management and Economics BSc programme is supported by several bodies involved in the quality assurance: The Quality Assurance Office and different primary bodies, such as - Academic Council (approves quality assurance regulations, annual reports, and programme reviews); Steering Council (adjusts strategic and budgetary allocations based on quality recommendations); Quality Assurance Commission (ensures adherence to national and international quality standards, proposes recommendations, and oversees the implementation of QA policies); Program Committees (analyse program evaluation reports and make necessary adjustments to curricula and student performance metrics) (**Annex 7**). In the QA Office, staff members do not have teaching positions; there is also a the Quality Assurance Commission in place which consists of representatives from the study programme, a student representative, an administrative staff representative, and the Director of the College (ex officio) (**Annex 7**).*

*Continuous improvement is considered as an important principle in the official policies at the FAMA International College. An important value in the Strategic Plan is Innovation: Embracing new ideas, technology, and practices to drive continuous improvement (**Annex 1**). However, ET appreciates there is a lot of room for improvement in this matter, starting from a clear planning of resources correlated to the objectives and some identified measurable indicators.*

*ET considers that at the Faculty of Economics, there is an intention to monitor the implementation of the quality assurance procedures for the Management and Economics BSc study programme, but a clear monitoring plan has not been identified at the date of the site visit. The dialog with the heads of the programme revealed their preoccupation to set up in the near future (**Meeting with the heads of the programme**).*

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

*The Management and Economics programme is aligned with the institution's and faculty's mission and strategic goals. The FAMA International College has the mission to empower students with the knowledge, skills, and values necessary to excel in their personal and professional lives, while at the Faculty of Economics, the mission refers to the capability to provide comprehensive education in the fields of management and economics, to promote research that contributes to the solution of challenges in these fields and preparing capable leaders and entrepreneurs who will contribute to the development of business and society. The strategic goals, as mentioned in the Strategic Plan for the period of 2025-2029 include the following ones: **Enhance the effectiveness and transparency of the college's management processes** to improve operational efficiency; Improve teaching quality and ensure FIC's academic programs meet international accreditation standards; Foster a culture of research and innovation by increasing support for research activities and faculty development; Strengthen relationships with local and international partners to enhance FIC's academic reputation and student opportunities; Modernize FIC's infrastructure and digital systems to support academic excellence and administrative efficiency; Improve student support services and engagement to ensure a holistic educational experience. (SER, page 6, Annex 1). Therefore, the development of the programme is clearly connected the these missions and goals, covering subjects as mandatory and elective in the field of management and economics, from general to specific topics.*

The Management and Economics BSc study programme followed an adequate and transparent internal quality assurance process and was formally approved by the designated strategic management bodies of the institution, according to the procedure included in the Quality Assurance Regulation, based on the three phases: Submission of a request to the Program Coordinator; Evaluation by the Program Committee; Approval by the Academic Council (Annex 7). At the date of the visit, ET appreciates the need to develop a plan for the continuous improvement of the programme, as planning is not formalized.

*The internal process for the development and approval of the study programme is well-defined in the Quality Assurance Regulation; it describes the involvement of the decision-making bodies and of the students, as internal stakeholders (Annex 7, articles 4-5). ET considers that formal mechanisms to involve all internal and external stakeholders need to be in place; currently, in the general set of documents, only some questionnaires were considered - Questionnaire for the Dean's Evaluation of Academic Staff; Questionnaire for International Fama College Students; Evaluation Questionnaire: Student – Professor and Course (**General documents 2, 2.1, 2.2**). Similar action should include graduates, employers and other external stakeholders.*

The Strategic Plan for the period of 2025-2029 has set different key performance indicators for every area and goals: Management and Leadership; Teaching and Quality Assurance; Research and Innovation; Cooperation and Communication; Infrastructure and Digital Transformation; Student Affairs; general KPIs include: Accreditation of academic programs; Number of new partnerships formed; Research output (publications, projects); Student

satisfaction rates; Graduation and employment rates; Infrastructure development milestones (**Annex 1**). There is no clear evidence how these KPIs can be measured and how they will be monitored on a regular basis.

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

*The study programme is planned to follow a regular monitoring to assess its relevance to the needs of society. The participants in the meeting with employers and stakeholders confirmed that they are ready to participate in supporting the development of the programme according to the labor market needs; moreover, one participant was a member of the Advisor Board and mentioned that there is a plan to work with the business community to proper define the future demands for the Management and Economics programme (**Meeting with the employers of graduates and external stakeholders during the site visit**).*

*The workload for students is expressed in ECTS and learning outcomes are identified for every subject and for the programme, in general. The allocation of ECTS is described in the syllabi in an appropriate manner. The template of the Syllabus needs some revision; the ECTS is calculated for 25 hours / 1 ECTS for all subjects (**Document called FIC-Curriculum Management and Economics Study Programme**).*

*In the process of monitoring the programme, few elements are considered: Program content and curriculum relevance; Alignment with labor market trends; Student performance and satisfaction; Effectiveness of teaching and assessment methods; there are no details on how alumni, and employers will be effectively involved, just that changes can be proposed by faculty, students, or external evaluators (**Annex 7**). The stakeholders, students, staff, alumni, and employers are involved in the monitoring processes of the study program which also includes questionnaires, focus group discussions, and the results of their feedback on student workload, academic success, resources, employment of graduates, etc.*

*At the date of the site visit, FAMA International College proved the preoccupation of having some questionnaires to evaluate the perception of different stakeholders, such as students and administrative and academic staff, while participants in the meeting with external stakeholders confirmed the intention to come to concrete improvement ideas at the level of the Advisory Board (**Annex 7, Meeting with the employers and the external stakeholders at the site visit**).*

*Practical Work is a subject part of the curriculum in the third year of studies, second semester. At the visit date, no evidence about the processes for monitoring and improving the quality of student practice was effectively identified; heads of the programme confirmed that they did not have any regulation on this topic, but will plan to elaborate (**Meeting with the heads of the programme during the site visit**).*

At the date of the site visit, the available information has been analyzed by the heads of the programme considering the general need of the local market; there is no effective evidence that proper information is based on benchmarking to generate concrete actions to update the

programme. ET appreciated the preoccupation of integrating the practical work for all students in a compulsory subject (**SER page 11, Meeting with the heads of the programme**).

At the date of the study visit, the monitoring process related to the Management and Economics BSc study programme has not being used, the programme being first time under the process of accreditation. Therefore, the indicator of “The results of the monitoring processes and the resulting action plans are communicated to all stakeholders and published on the HEI website” is not applicable.

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

Regulations provided to the ET as annexes to SER are elaborated at the institutional level and some of them are related to the programme level; these are: Strategic Plan, Action Plan, Statute, Quality Assurance Regulation, Business Plan (**Annexes 1, 2, 4, 7, 10**). All policies, regulations and guidelines pertaining to the study program are publicly available.

Information on admission criteria, recognition of qualifications, enrolment quotas, syllabuses, learning outcomes, credits, assessment methods, and final qualification have been described in SER and in the document called FIC- Curriculum Management and Economics Study Programme. At the date of the visit none of these informative aspect were published. In both SER and in the meetings during the site visit, participants expressed their commitment to have the abovementioned information publicly available as soon as possible (**SER, Meeting with the management of the faculty and Meeting with the heads of the programme**).

The information on passing rate, dropout rate, and graduate employment are not available, the Management and Economics BSc study programme being evaluated to be accredited for the first time; therefore, there are no publicly available information on this matter, the indicator being not applicable.

At the date of the site visit, ET could not identify any publicly available information on the study programme. Participants in the meetings confirmed that the website needs to become functional and expressed their preoccupation in providing accurate information for this process (**SER, Meeting with the management of the faculty and Meeting with the heads of the programme**).

As a general assessment of how the standards collectively address the overall general area of **QUALITY MANAGEMENT**, ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 2.4. Suggested timeline to implement the recommendations for this standard area: 9-12 months.

ET recommendations:

1. *Reconsider the KPIs included in the Strategic Plan in order to define them in a measurable format to be able to monitor their status;*
2. *Develop a formal plan for the continuous improvement of the programme;*
3. *Create surveys / other mechanisms to include all internal and external stakeholders, including specific subject experts in the process of the programme development;*
4. *Reconsider the KPIs in order to be measurable and formalize a mechanism to monitor their level on a regular basis;*
5. *Revise the template of the Syllabus by checking the mention of Day/Week which cannot be 15...(maybe days/semester); update the bibliography in syllabi, as some subjects have books published in 2018 or 2012;*
6. *Elaborate a regulation on monitoring processes of the study programme which can include questionnaires, focus group discussions, and the results of their feedback on student workload, academic success, resources, employment of graduates, etc;*
7. *Make publicly available all policies, regulations and guidelines pertaining to the study programme; all information on admission criteria, recognition of qualifications, enrolment quotas, syllabuses, learning outcomes, credits, assessment methods, and final qualification;*
8. *Make publicly available the information on passing rate, dropout rate, and graduate employment when available.*

3. ACADEMIC STAFF

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

FAMA International College has a formal procedure of transparency by advertising vacancies through official channels, although it has to be mentioned that the official website of the HEI was not working at the time of meetings.

During the interview with the academic personnel, it became apparent that The HEI follows clear, objective, and transparent recruitment procedures. Vacancies are advertised with detailed job descriptions, and the selection committee, consisting of experts, evaluates applicants based on predefined criteria. Reports and decisions made by expert bodies are publicly available, ensuring accountability. This process ensures that faculty appointments align with the institution's academic mission and strategic goals.

The selection of candidates is aligned with FIC's strategic goals and the specific needs of study programs. The institution follows structured selection processes, ensuring that only the most qualified applicants are considered.

At the interviews with the teaching staff, it was confirmed that candidates receive comprehensive position descriptions and employment conditions, including ethical guidelines and institutional regulations, ensuring transparency and clarity in the hiring process.

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

The FAMA International College ensures that faculty members hold relevant qualifications, with a majority possessing doctoral degrees and research credentials in SCOPUS and Web of Science-indexed journals. During the interview it became clear that the academic personnel do not exceed two teaching positions annually, maintaining a balance between their full-time and part-time commitments.

Teaching hours and course assignments adhere to European norms to prevent overloading faculty members and to maintain high-quality teaching standards. The workload encourages faculty to balance their responsibilities between teaching, research, and student mentoring. At least 50% of the academic staff involved in delivering the study program are full-time HEI employees. However with the students' numbers requested for the programme, the management expressed readiness to hire more permanent faculty. The HEI has at least one full-time academic staff member with a doctoral degree or equivalent title for the programme (student group). At the moment of the visit, a 1:30 student-to-faculty ratio was maintained.

The qualifications of academic staff align with their teaching responsibilities, supported by CVs, publications, and academic contributions. Faculty members are selected based on their expertise in specific subject areas. Academic staff workload adheres to relevant legislation, ensuring compliance with national and institutional bylaws. This protects faculty rights and ensures institutional integrity. Faculty workload is structured to ensure a balanced distribution of teaching, research, and administrative responsibilities. Faculty are encouraged to engage in professional development and research initiatives.

A sufficient number of qualified mentors are employed to provide guidance to students in academic progress and thesis supervision. This mentorship program enhances students' research skills and career readiness.

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

From the interviews with academic personnel, it was observed that the HEI follows a structured process for faculty advancement. Namely, the selection committee evaluates candidates based on predetermined criteria such as research contributions, teaching effectiveness, and professional engagement. However, it was unclear whether or not the faculty actually got that type of promotion.

Academic staff promotion is based on excellence in teaching, research output, and contributions to institutional development. Faculty members are required to publish in high-impact journals indexed in SCOPUS and Web of Science, participate in research projects, supervise theses, and demonstrate international engagement in their discipline. Teaching effectiveness is assessed through student evaluations and peer reviews. The interviews with the students indicated that institution integrates student, peer, and institutional feedback in decisions regarding faculty promotions and contract renewals.

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

FAMA International College has established an annual operational plan to support faculty professional development. This includes scheduled workshops, seminars, and training programs that focus on enhancing teaching, research, and leadership skills. All faculty members are encouraged to participate in continuous professional development activities. Additionally, faculty members are encouraged to take part in international mobility programs, study visits, and joint research initiatives.

From the documents supplied by the college it is clear that it has a formal onboarding program in place to familiarize new academic staff with institutional policies, quality assurance procedures, and ethical guidelines. Newly employed staff members receive structured guidance on institutional expectations and standards. FIC provides structured research support, including mentorship programs, research proposal assistance, and access to research funding. Faculty members are encouraged to engage in interdisciplinary collaborations and pursue external research grants.

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

The ET observed that external associates effectively integrate industry trends into teaching. Their contributions ensure that students gain exposure to real-world expertise and current industry practices.

From the interviews, it was clear that the institution provides structured training for external associates. These sessions cover teaching methodologies, learning outcomes, assessment procedures, ECTS credit allocation, and higher education regulations.

The evaluation team found that external associates are actively involved in student supervision, particularly in final-year projects and theses. Their industry experience supports students in applying theoretical knowledge to practical challenges.

Work expectations for external associates are clearly defined. The institution has established structured agreements outlining their roles and responsibilities. This ensures teaching quality while allowing professionals to balance their academic and industry commitments.

As a general assessment of how the standards collectively address the overall general area of ACADEMIC STAFF, ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 3.4. Suggested timeline to implement the recommendations for this standard area: 12-18 months.

ET recommendations:

- 1. Recruit additional faculty to strengthen research capacity and meet projected student enrollment growth;*
- 2. Conduct regular reviews of the promotion criteria to align with international best practices;*
- 3. Expand institutional funding for faculty research and development projects;*
- 4. Strengthen faculty mentorship programs to support early-career researchers.*

4. EDUCATIONAL PROCESS CONTENT

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

The aim of the Management and Economics BSc Study Program is to prepare the students to be able to independently analyze, plan and implement solutions, through achieving proper skills and competencies in the field of management and economics and apply them in private and public companies, in national, regional and international environments (SER, page 27). The programme is contributing to the achievement of 11 learning competences: Academic education; Scientific research; Knowledge of solving Managerial and Economics problems; Analysis of the problem; Design / Development of Solutions; Modern use of tools; Individual and team work; Communication; Professionalism and managerial economic society; Ethics; Lifelong learning (Document FIC – Curriculum Management and Economics Study

Programme). ET appreciates the learning outcomes as being aligned with the faculty's mission and the institution strategic goals.

ET appreciates that the intended learning outcomes of the Management and Economics BSc study programme are aligned with the general goals and objectives of the faculty and the institution and most importantly, to the objectives of the programme; the correlation between the 11 learning outcomes and the programme objectives is described in the document called FIC - Curriculum Management and Economics Study Programme. For example, the learning outcome of "Knowledge of solving Managerial and Economics problems" is related to the objective of "Apply the knowledge of the basics of management, the knowledge of economics, science and the field suitable for the specialization of jobs in the economics sector and the conceptualization of managerial models according to the defined requirements" (**SER, page 27, Annex 1, Meeting with the heads of the programme, FIC - Curriculum Management and Economics Study programme**).

The Management and Economics BSc study programme has defined the 11 intended learning outcomes in a very generic form; what graduates will be able to do is not very clear expressed. For example, to "identify, formulate, research the literature and solve complex managerial and economic problems using the fundamental principles of management, Economics and related field disciplines" is the objective and the "Analysis of the problem" represents the learning outcome. ET considers, that learning outcomes themselves should be expressed from a student perspective and have them published in the institutional webpage (**FIC - Curriculum Management and Economics Study programme**).

In the process of defining the learning outcomes, ET was not proven benchmarking analysis with similar programmes in the region in a formal way. However, studying the curriculum, ET appreciates an adequate structure; once the learning outcomes will be redefined from a student perspective, the set of the learning outcomes will be relevant for the achieved diploma of graduates of the Management and Economics BSc study programme (**SER, page 28, FIC - Curriculum Management and Economics Study programme**).

The current learning outcomes of the Management and Economics BSc study programme include the development of generic and specific competencies, and are divided in knowledge (example – Academic education), skills (example – modern use of tools), and competences (example – individual and team work) (**FIC - Curriculum Management and Economics Study programme**).

ET appreciates that the set of the intended learning outcomes is comparable with similar study programmes in EHEA, and strongly encourages the Faculty of Economics and the heads of the Management and Economics programme to create a formal mapping of learning outcomes

against other programmes in EHEA; at the date of the site visit, such a mapping has not been performed.

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

The Management and Economics BSc Study Program is in line with the National Qualifications Framework and the European Qualifications Framework of the European Higher Education Area, level 6 of the NQF, in accordance with the Statute and the Strategic Plan of FIC and also with the Law of Higher Education in Kosovo (SER, page 28, Annex 1, Annex 4); the level of qualifications is based on the curriculum structure and the syllabi of the subjects content.

The Management and economics BSc study programme is created for a bachelor level of studies. ET appreciates the content of the curriculum as being adequate, many subjects being of basic and not of advanced knowledge, as introductory to the field of management and Economics (SER, pages 30-31).

The learning outcomes of the study programme are aligned with the level of qualification. IT is clear to the ET that at the date of the site visit, there is no overlapping across different study programmes.

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

Courses within the curriculum of Management and Economics BSc study programme is designed to contribute to the fulfillment of the main goals of the programme; the courses are in general, provided in a logical flow. There is some room for improvement, for example: 1. Basics of Management is included in the IV th semester after other few management courses, while this should be first studied; 2. Tourism Management is too specific in a programme of Management and Economics (Why Tourism management and not Banking Management, and not other economic sectors management?). A compatibility with other study programmes and curricula delivered in the EHEA in a benchmarking analysis would have been useful to avoid such inadvertences (SER, pages 30-31).

The rules defining the order of students' progression through the program courses is ensured through the syllabus content where courses considered as prerequisites of the next courses in the curriculum are mentioned. Not all courses require prior knowledge or courses, for example Microeconomics. At the same time, other include prerequisites, and the learning outcomes are adequately identified in a proper correlation between courses, for example – Electronic

Business has as prerequisite the course of Introduction to Informatics, assuming they are studied in different semesters, one after another. There is some inconsistency, for example the course of Business Law requires as prerequisite Contracts in Business, but this is studied later, in the second semester of the first year of studied (SER pages 30-31 and FIC - Curriculum Management and Economics Study programme).

In the structure of the curriculum of the Management and Economics BSc study programme, the core disciplines necessary for achieving the learning outcomes and acquiring competencies are adequately covered by the program courses; all courses include in their syllabus concrete and adequate learning outcomes. There is no mapping of competences on course level against the program learning outcomes performed in a formal manner at the date of the site visit (SER pages 30-31 and FIC - Curriculum Management and Economics Study programme).

ET could not identify at the date of the site visit any comparative analysis of the Management and Economics BSc study programme with similar study programmes abroad. ET appreciates that the programme will allow graduates to look for job opportunities at both national and international level; however, such a comparative analysis would be helpful to ensure that graduates of the programme will be capable to benefit from horizontal and vertical mobility and employability in the European and global market (SER pages 30-31 and FIC - Curriculum Management and Economics Study programme).

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

The Management and Economics BSc study programme is compatible with the National Qualifications Framework (NQF-KKK) in Kosovo and also with the European Qualifications Framework (EQF) of the European Higher Education Area (EHEA). This programme is generating a qualification of level 6 according to the National Qualifications Framework (NQF), which ensure full compliance with the standards and requirements of European qualifications.

There is no formal evidence on concrete recommendations issued by professional associations, of any opinion of the professional chamber, or possibility of license examination; however, the meeting with the employers of graduates and external stakeholders reveals some of the participants involvement in the Advisory Board. In this context, experts from the labor market has the possibility to provide professional opinions on the content of the study programme ((SER pages 30-32 and Meeting with the employers and stakeholders during the site visit).

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

*The programme Management and Economics BSc has a mandatory subject for practical work called professional Practice in the semester VI. The FAMA International College has not developed a regulation for practice at the date of the site visit. Participants in the meeting with the heads of programme confirmed that the institution does not have in place a Regulation for practice (**Meeting with heads of the programme**).*

*The Professional Practice which refers to as Practical Work (internship) in the syllabus is based on a work program agreed and approved by the responsible lecturer as it aims to achieve the predetermined learning objectives and learning outcomes. In addition, the responsibility for the place of internship is of the students. ET appreciates the students' role in this process, and considers that the Faculty of Economics should set in their own procedures a minimum number of internship places which, go to the faculty's responsibility on some partnership agreements with the business community (**FIC – Curriculum Management and Economics Study Programme**).*

*During the practice period, students will have mentors assigned among the academic staff in the study program. According to the syllabus for the Professional, the practice should be based on a work program agreed and approved by the lecturer as it aims to achieve the predetermined learning objectives and learning outcomes (**FIC – Curriculum Management and Economics Study Programme**).*

*ETCS credits are allocated to the professional practice. Some inconsistency has been noticed – the curriculum in SER show that for the Professional Practice has 6 ECTS and is included in the semester VI, while in the Syllabus, it has 2 ECTS and is described as in the semester V. There are no reports to monitor and record the student practice at the date of the site visit (**SER, page 31, FIC – Curriculum Management and Economics Study Programme**).*

*The delivery of the Management and Economics BSc study programme is supported by cooperation agreements, which at the date of the site visit include only 2 examples - Cooperation Agreement with Pjeter Budi Colleg and Cooperation Agreement with Uni Gjilan (**Annexes 12 and 13**). The heads of the programme declared they will develop cooperation agreements with the companies which are going to host internships and get feedback from them (**Meeting with heads of the programme**).*

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

The Management and Economics BSc study program has an adequate didactic concept and clearly supports students in achieving the programme learning outcomes, for example academic education in the field of management and Economics. In addition, students will be equipped with knowledge of solving managerial and economic issues (SER, page 32).

Courses will be delivered through various pedagogical methods which are described in every syllabus - Live lectures, Presentation method, Group work, Exercises (in Microeconomics), Interactive lectures, individual work, pair work and group work, presentations of assignments/projects, etc. (in English for Economics II which in the syllabus is the semester IV, while in the curriculum is in the semester III), presentations, assigned group of students, analysis, research and individual and team exercises, case study or assignment (in Basics of Finance) etc. (Therefore, these pedagogical tools align with the intended learning outcomes and are adequate for the level of studies of bachelor (FIC – Curriculum Management and Economics Study Programme).

Various teaching methods are used to encourage interactive and research-based learning, problem-solving and creative and critical thinking, in subjects like Basics of Management, Electronic Banking, Human Resource Management etc. Introduction to Project Management is also a subject that encourage interactivity and team work, problem solving and critical thinking: “Students have to face the problems of everyday life of research and interpretation, chosen among the most frequent and typical ones in decision-making processes in the legal field” (FIC – Curriculum Management and Economics Study Programme).

Teaching in general and teaching methods and different modes of programme delivery are continually evaluated not only during the faculty meetings, but with the occasion of students’ evaluation. The questionnaire students have to fill in on a regular basis to evaluate the teaching process include elements such as: “The professor has encouraged discussions and activities in the classroom; The professor is creative in conducting lessons and other activities; The curriculum content aligns with contemporary literature; The course content is aligned with modern and up-to-date literature; The course materials (literature, lectures, slides, etc.) have contributed to the development of knowledge and skills in the respective field (General documents - 2.2. Example of Survey from QA office- students evaluate professors).

Teaching methods are adapted to support a diverse student population in general; professors will allocate hours for consultations for additional support for students. The academic staff will be committed to providing numerous opportunities for consultation and to providing detailed information on the topics and learning outcomes to be achieved during the course (SER, page 34).

The delivery of the Management and Economics BSc study programme will ensure the functionality of the website and of the software Turnitin, as well as of the Moodle platform,

confirmed by the heads of the programme. ET considers that there is a lot of room to improve the use of modern technology on a daily basis of the teaching and learning in the programme delivery, especially for some courses (**Meeting with the teaching staff, FIC – Curriculum Management and Economics Study Programme**).

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

Studying the provided documents to the ET, there is no clear evidence on the relation between the overall intended learning outcomes of the programme (the 11 learning outcomes) (knowledge, skills and competences) and the contribution made by each individual module to achieve those learning outcomes. Each academic staff should make this correlation relevant in the subject syllabi, connecting the subject learning outcome with 1 or more of the 11 learning outcomes of the Management and Economics BSc study programme. Moreover, the meeting with the teaching staff could not reveal any correlation in this matter (**FIC – Curriculum Management and Economics Study Programme, Meeting with the teaching staff**).

Student assessment is set up by the professor and it is included in the course syllabus. The general methodological framework for student assessment is based on the Statute of FIC and The academic staff will communicate the assessment methodology to students at the beginning of the semester. Students confirmed that they have a general presentation of the programme and courses at the beginning of the year and semester (**SER, page 35, Annex 1, FIC – Curriculum Management and Economics Study Programme, Meeting with the teaching staff, Meeting with students**).

At the Management and Economics BSc study programme, within a semester, one mid-term exam / test is organized for the respective subject. In addition, continuous assessment, includes participation in lectures, discussion and completion of various tasks, participation in study visits, seminar/research papers, presentation of papers, etc. All these are described in the syllabi and will be published in advance and all students will have access to this information (**SER, page 35, FIC – Curriculum Management and Economics Study Programme, Meeting with the teaching staff, Meeting with students**).

Grading of students is clearly described in every syllabus; final grading is between 5-10 and points in the range of 0-100, which is from insufficient / fail to excellent. This system is understood by students and ensures objective and reliable grading of students (**SER, page 37, FIC – Curriculum Management and Economics Study Programme, Meeting with the teaching staff, Meeting with students**).

Students can retake one exam, if they do not achieve satisfactory results in the assessment. Also, if students claim that they have not been adequately assessed, they have the right to

submit a request to the Dean's Office for being assessed by a committee. They will receive feedback on the evaluation results and if necessary, more support from professors to achieve better results. (SER, page 37).

At the date of the site-visit, the FAMA International College is prepared to continue the elaboration of formal regulations. One of the regulation / procedure that needs a formal approval is on student appeals. This will contribute to the effective and efficient programme delivery.

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

Assessment criteria express what students know and can do as a result of demonstrating the learning outcomes – knowledge, skills and competences. The assessment criteria and the assessment process must be fair, this being an element about which students provide feedback for improvement (2.2. Example of Survey from QA office- students evaluate professors).

The students' workload is calculated in ECTS (1 ECTS = 25 hours). This is assigned to all learning activities that lead to the program learning outcomes including the learning outcomes of the program components. For example, such activities include: Lectures, Exercises, Practical work, Contacts with the tutor, Exercises in the field, Colloquiums, Homework, Self-study, Preparation for the final exam, Time spent in evaluation (tests, final exam), Project proposals (FIC – Curriculum Management and Economics Study Programme).

As a general assessment of how the standards collectively address the overall general area of EDUCATIONAL PROCESS CONTENT, ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 4.1 and 4.3. Suggested timeline to implement the recommendations for this standard area: 6 months (before the academic year).

ET recommendations:

- 1. Reconsider the learning outcomes in a student perspective format to clearly describe what a graduate of the programme will know and will be able to do; for example, instead of "Analysis of the problem", the learning outcome could be written as "Students will be able to apply the basic knowledge of Management and Economics to improve thinking, problem solving and decision-making"; publish and explain them on the website page of FAMA International College;*
- 2. Identify 3-5 higher education institutions in Kosovo and other 3-5 ones from EHEA with similar study programme to benchmark with and to effectively identify examples*

of good practices in defining intended learning outcomes; create a formal mapping report;

- 3. Revise the structure and the flow of the subjects considering at least: 1. Basics of Management before any management course; 2. Tourism Management to be more generic, as Tertiary Sector Management (for example);*
- 4. Revise the set of prerequisites courses and re-arrange the flow of the subjects in the curriculum (if one course needs another one as prerequisite, the first course must be studies after the latter one);*
- 5. Create a formal mapping of competences on course level against the program learning outcomes;*
- 6. Elaborate a regulation for practice that includes the expected learning outcomes, rights and responsibilities of all involved parties and include in it templates for all documents necessary for completing practice by students;*
- 7. Make sure you are consistent in describing the course content in the syllabi (for example, Professional Practice in the curriculum (SER, page 31) is called Practical Work (internship) in its syllabus in the FIC-Curriculum Management and Economics Study Programme document);*
- 8. Find partners in the business community to sign agreements for a specific number of internships, up to a decided percentage of the students that goes under the faculty responsibility; this should not be only the students' responsibility;*
- 9. Revise the syllabi and the curriculum to avoid inconsistencies, such as different semesters or ECTS etc (for example at the Professional Practice, English for Economics etc);*
- 10. Extend the use of modern technology, and incorporate this in the syllabi, for example: Google Classroom, Canvas, Google Docs, Project Management tools etc.*

5. STUDENTS

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

Given that the College is awaiting accreditation, before it begins with the operational procedures for announcing the student enrollment call, the expert team analysis has been made based on the documents and information mentioned above. Up to this point, an admission policy has not been developed, but as noted in the Self-Evaluation Report, it is in progress, and active work is being done on drafting it. What can be concluded is that, formally, the primary founding documents that regulate the operations of the College, foresee transparent and qualitative approaches in the student recruitment and enrollment process. It is commendable that the management, from the outset, has planned to include not only domestic students but also international students, indicating that the enrollment call will contain conditions and opportunities for admitting foreign students.

Additionally, the documents indicate that conditions for students with disabilities and those from communities will be included. ET would like to highlight that students from low-income families should also be considered. Of great importance is the possibility for scholarships and special conditions. In this way, the expert team believes that the College will create equal opportunities from the outset.

The documents and the meetings held, indicate that the management plans to broadly and comprehensively disseminate information about the College and the announced call for new students, giving the impression that the information will reach interested parties in a timely and accurate manner.

Since the College's website is currently inactive, we were informed that it is ready and awaiting accreditation to be officially launched. The website will have a dedicated section for students. The expert team recommends that, in addition to standard communication channels, the management should also visit high schools (so that prospective students can be introduced to the study programs more directly), as well as attend education fairs in Kosovo and the region.

The College's regulations foresee direct oversight of the student selection and enrollment process by student representatives, which ensures a transparent and objective process. What is needed is that, immediately after enrolling the first generation of students, elections should be held to form the student representative bodies and the documents that will more specifically regulate the functioning of the student organization.

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

At the meetings held, among others, the General Secretary and the responsible person for IT were present. The expert team was interested in whether preparations were already being made with the administrative staff to thoroughly familiarize them with the College's regulations and procedures, as well as the overall functioning of a higher education institution.

It was specifically pointed out that the administration, from the very beginning, should acquire the knowledge and competencies required for working in higher education. All of this is aimed at ensuring that the administrative process does not become an obstacle and that it allows for the quick and secure realization of the needs of students and academic staff, while also ensuring a qualitatively and quantitatively efficient and effective work process. In response, the General Secretary assured that preparations and meetings with the administration are ongoing.

The person responsible for IT presented the plan for the digitalization of processes at the College and informed that the Learning Management System is already completed, which will provide a key element for fulfilling this standard. The academic staff will also be involved in this process through consultations and providing additional support to students with difficulties in their studies.

According to the College's Quality Management regulations, students have the opportunity to evaluate all areas of the College's work (both academic and administrative), which we believe will create conditions for well-thought-out policies in the future and the timely implementation of measures.

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

The management plans to establish an International Office, through which timely information and assistance will be provided for the mobility of both domestic and international students. It is commendable that the management recognizes the importance of international student mobility and the utilization of European opportunities for projects and mobility.

We encourage that, from the very beginning of the College's operations, steps be taken towards membership in one of the European networks for higher education institutions (EUA, UNICA ,etc).

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

The management has considered all these aspects from 5.4 and has included them in its documents. Some of these were highlighted during the meetings with the experts. The Statute provides opportunities not only for the student population who can follow the studies on a full-time basis but also for those students who are employed and will require different arrangements.

There is awareness and the development of processes and regulations for students who wish to undertake mobility and recognition of the ECTS credits earned abroad. Following the documents, there are planned procedures for transfer of students from other universities. Even in this preparatory phase, the management has planned inclusion, as well as the possibility of scholarships for students with special needs, students from communities, and other students with various difficulties.

Given that the College is just starting its operations, we cannot make a comparative analysis with the previous period, however, we can draw conclusions based on the documentation

presented to us, what we witnessed during the visit to the College, and the meetings with the College's representatives. From all of this, the expert team is of the opinion that the College/Faculty has comprehensively considered the student aspect and incorporated it into its mission and vision. This is very important because, when it comes to the student standard, it is crucial to see that the institution acknowledges its importance throughout all processes, from academic to administrative. It is also important to mention that some of the documents presented to us (translated into English) were not properly archived, and for this, the administrative service and the institution's data management system should be organized.

Immediately after accreditation, additional acts need to be adopted, for which the management will need to decide in collaboration with the students. For this College, it is commendable that the goal is based on comprehensively meeting the needs of students, and thus society as a whole. Namely, although there has been consideration for the quality fulfillment of student needs, there has also been thought about the output toward the community, in whose realization students will be involved. With this, what could be described as a citizen science approach is introduced, which is one of the key elements of higher education institutions in Europe today.

Therefore, we recommend that, in the first year of the College's operations, efforts should be made to connect with one of the European University Alliances. Furthermore, we encourage greater implementation of the set goals for utilizing EU funds and EU opportunities for mobility. What was presented to us, especially by the Rector of the College, as well as the other participants in the meetings, indicates that there are good conditions for starting the operations of this new institution from the perspective of the student standard.

As a general assessment of how the standards collectively address the overall general area of STUDENTS, ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 5.2. Suggested timeline to implement the recommendations for this standard area: 6-9 months.

ET recommendations:

- 1. Regular meetings between the administration and academic staff of the College, to ensure timely mastery of procedures and address any hold-ups;*
- 2. Drafting up the regulations concerning student organization, once the first generation of students is enrolled;*
- 3. Development of an action plan for the College's international cooperation, with an emphasis on students.*

6. RESEARCH

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

The evaluation team observed that FAMA International College has developed a structured Research Strategy for 2025-2029, which aligns with its institutional mission and strategic goals. The strategy prioritises scientific and applied research, innovation, and knowledge transfer, ensuring that faculty and students contribute to societal and economic development. After reviewing the documents supplied by the college, the evaluation team noted that FIC has planned a significant increase in research funding, from €35,000 in 2025 to €485,000 by 2029. However, the evaluation team was unable to confirm any evidence of funding being allocated to research initiatives.

The evaluation team found that FIC ensures compliance with international research policies and standards. Research activities adhere to ethical and academic guidelines, meeting internationally recognised norms and contributing to knowledge advancement in various fields.

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

The evaluation team observed that FIC requires faculty members to actively engage in research through peer-reviewed publications, conference participation, and applied research projects. Research output is validated through reputable academic journals indexed in SCOPUS and Web of Science.

After reviewing the documents supplied by the college, it was noted that FIC faculty members regularly publish in high-impact journals and present at national and international academic conferences. The institution supports collaborative research projects with both local and global partners. However, the ET was not able to confirm concrete evidence of faculty research output or its dissemination.'

The evaluation team found that academic staff involved in professional bachelor study programs hold a minimum of a master's degree and have at least five years of relevant professional experience. This ensures that faculty members integrate both theoretical knowledge and industry expertise into their research activities.

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

The evaluation team observed that FIC encourages faculty members to contribute to research and development services for the community. The institution plans to establish a Labor Market Board within the Faculty of Economics to strengthen collaboration with businesses and

industries. However, the evaluation team was not able to confirm evidence of its implementation at this stage.

After reviewing the documents supplied by the college, it was noted that FIC faculty members participate in collaborative research projects with institutions in Kosovo and abroad. The institution is in the process of formalizing partnerships with research centers and universities to support interdisciplinary and cross-border research. However, the evaluation team was unable to verify concrete evidence of active formalized agreements.

The evaluation team found that FIC is working towards strategic industry partnerships to support applied research and knowledge transfer. These collaborations aim to provide students with hands-on research opportunities and align academic programs with market needs.

The evaluation team also observed that FIC supports faculty engagement in technology transfer initiatives, promoting research commercialization and innovation. While these efforts are outlined in institutional plans, the evaluation team was not able to confirm tangible outcomes from these initiatives at the time of evaluation.

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

The evaluation team observed that faculty members integrate their research findings into course content, ensuring students are exposed to current developments in their fields. This approach strengthens the connection between theoretical knowledge and practical applications.

After reviewing the documents supplied by the college, it was noted that FIC encourages student participation in faculty-led research projects. Plans are in place to formalize student research mentorship programs to provide hands-on experience in academic inquiry and data analysis. However, the evaluation team was not able to confirm evidence of the formal implementation of these programs.

As a general assessment of how the standards collectively address the overall general area of RESEARCH, ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 6.2. Suggested timeline to implement the recommendations for this standard area: 9-12 months.

ET recommendations:

1. Establish structured research mentorship programs for students;
2. Encourage student participation in faculty-led research projects and publications;
3. Establish formal agreements with key industry partners to support research initiatives;
4. Increase funding for collaborative research projects with international institutions;

5. *Strengthen institutional incentives for faculty to engage in high-impact research projects;*
6. *Provide additional funding for faculty members to attend international research conferences;*
7. *Implement structured monitoring mechanisms to track research progress and funding utilization;*
8. *Expand interdisciplinary research collaborations with international institutions.*

7. INFRASTRUCTURE AND RESOURCES

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

FAMA International College is equipped with suitable facilities and reliable resources for its current educational activities and research. Additionally, according to the management, the institution has access to an additional building on the outskirts of the city, which, after renovation, could accommodate a larger student body as enrollment grows, facilitating future expansion and the development of new academic programs. The premises and equipment (property deeds, lease agreements, inventories, invoices, etc.) are valid for at least five years, with the College owning its premises. Most classrooms and amphitheaters are outfitted with digital equipment, management ensuring that are well-equipped to meet current needs. According to the IT coordinator, the College has appropriate software for its study programs, all with valid licenses.

The space, equipment, and infrastructure at the College, including laboratories, IT services, and workspaces, are sufficient to support the delivery of the study programs and the achievement of the intended learning outcomes. This is further supported by documentation presented during the institutional accreditation process, which proves the College's right to use the premises and equipment, as well as the optimal number of students relative to the available resources.

There is potential to enhance accessibility for students with special needs, such as improving toilet facilities. Additionally, a safety plan, including an evacuation plan and public announcements, should be developed to ensure the premises are user-friendly. The College also ensures that academic staff have adequate office space to support their teaching and administrative responsibilities. Located in the center of Prishtina, the College offers students excellent access to a variety of cultural, medical, and food facilities.

According to the institutional accreditation process, a senior staff member has been designated to oversee and develop the infrastructure and resources necessary to support the institution's growth and operational requirements.

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

The College's library is well-equipped with reading rooms and a wide range of books that align with the disciplines covered in the curricula, promoting a collaborative learning environment. This infrastructure allows students to engage in both individual and group study, enriching their academic experience.

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

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

The College has presented documentation for collaboration with the National Library and other resources. However, before the start of the academic year, the College should explore further opportunities and ensure that the agreements will deliver the intended outcomes.

The library is designed to be accessible beyond regular class hours, accommodating the varied schedules and study habits of students. This extended availability, along with a reliable system for tracking book borrowing and returns, enhances the overall library experience and ensures efficient management of resources.

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

FAMA International College has a financial plan for each study program that demonstrates the sustainability of these programs over the next five years. The primary source of income comes from student fees.

The College also anticipates some income from projects; however, this amount is currently not substantial, and it remains unclear which projects will be prioritized or whether this plan will be realistic. Similarly, other financial resources considered for the development and improvement of study programs are not sufficiently detailed in the plan. However, it is evident that the institution has resources available to utilize if needed.

The ET considers that the College possesses solid infrastructure to begin its operations, which will need to be further refined and adjusted to meet the needs of the academic year. In addition to stairs, there is also an elevator, which, according to the license, is regularly serviced.

We emphasize that special attention should be paid to the safety of staff and students, and that the premises and equipment should be regularly serviced and maintained. Although the classrooms and amphitheatres provide sufficient space and furniture, they need to be rearranged (layout, furniture organization, etc.) to create a comfortable environment for studying and academic work.

Although, according to the documentation, it is clear that at the beginning the College will be funded through tuition fees, there is a strong impression that there is motivation and capacity for securing funds through projects, collaboration with the private sector, and EU projects in the future. We base this standard on the on-site visit, the meeting with the College representatives, some of the submitted documentation, as well as the institution's accreditation report.

As a general assessment of how the standards collectively address the overall general area of INFRASTRUCTURE AND RESOURCES, ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators. Suggested timeline to implement the recommendations for this standard area: 9-12 months.

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;*
- 2. Publicly published in the premises an evacuation plan;*
- 3. Expanded e-library with free access to various databases.*

Conclusion of the ET

The ET appreciates the efforts of the people involved in the process of organization the site visit contributing to providing answers and offering insights to all the issues that were raised. The academic staff and the heads of the Management and Economics BSc study programme have a lot of potential to contribute to the establishment of a quality culture at the programme level. However, some inconsistency is still present.

The ET strongly recommends that decision-making process regarding the Management and Economics BSc study programme should pay attention to all recommendations related to the 7 standard areas. The improvement process can be planned internally at the programme level and faculty level. In relationship to regulations / decisions that still need to be in place at an institutional level, the heads of the programme and the management of the faculty can work with the institutional offices to have them in place to achieve an adequate delivery of the programme.

Most of the recommendations can be considered within a short period of time. ET strongly considers that the heads of the Management and Economics BSc study programme and the management of the Faculty of Economics have the capacity to implement most of the recommendations or at least to start the process for having the improvement process started.

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

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

Expert Team

Chair



(Signature)

Magdalena Iordache Platis

(Print Name)

7 March 2025

(Date)

Member



(Signature)

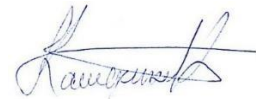
Tornike Khoshtaria

(Print Name)

7 March 2025

(Date)

Member



(Signature)

Katerina Klimoska

(Print Name)

7 March 2025

(Date)