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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency



PJETER BUDI COLLEGE

CUSTOMS AND FORWARDING, BA

Reaccreditation

REPORT OF THE EXPERT TEAM

April 2025, Prishtina

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INTRODUCTION

Programme Accreditation Procedure at “Pjeter Budi” College	
Programmes:	Customs and Forwarding, BA- Reaccreditation
Site visit on:	07. April 2025
Expert Team:	Marina Gregoric Tornike Khoshtaria Christoph Back
Coordinators of the KAA:	Shpresa Shala KAA Olsa Ibrahim KAA

Sources of information for the Report:

- *Self-evaluation report re/accreditation (SER) provided by the HEI (January 2025)*
- *Other documentation provided by the HEI*
 - *CV's of academic staff*
 - *Sylabusses*
 - *Cooperation Agreements*
 - *Other annexes*
 - *Customs and Forwarding Program Subjects, BA*
 - *Statute of Pjeter Budi Colege - ENG*
 - *Strategic Plan – ENG*
 - *Additional Documents requested by the ET*
 - *Financial Plan 2025-2028*
 - *Comparative Curriculum - Mother Teresa University Skopje - (North Macedonia)*
 - *Student-professor evaluation questionnaire (online)*
 - *BA Diploma Thesis – FINAL*
 - *Evaluation Questionnaire Dean - The Teacher (Sulbije Memeti)*
 - *Evaluation Questionnaire Dean- The Teacher Fiknete Bejta*
 - *Final Model Exam from PAD, November 2024*
 - *Form for recording meetings during the development of the BA topic*

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- *Raport per Procesin e Evaluimit të stafit Akademiknga udheheqesit e programeve*
 - *Report on the evaluation of graduate students by the employer*
 - *Workin Time From*
 - *Seminar Paper on the subject Customs Internship*
 - *Minutes of the meeting of the Program Leaders and (KMSH) dated 15.10.2024*
- *Website of the HEI (<https://pjeterbudi-edu.com/>) as of March 2025*
 - *Site visit - interviews and visit of the facilities (6th of March 2025)*

Criteria used for institutional and program evaluations

- *Kosovo Accreditation Manual (Regulation (KAA) No. 04/2024) – February 2024*

Site visit schedule

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	Sabri Klaiqi, Naim Huruglica, Fitim Maçani, Agron Mustafa
09:40 – 10:20	Meeting with quality assurance representatives and administrative staff	Luljeta Aliu/Mulaj, Fiknete Bejta, Qendrim Ternava, Ilirjana Aliu
10:25 – 11:10	Meeting with the program holders of the study programme	Sabri Klaiqi, Sebiqe Memeti, Hana Gashi/Ahmeti
11:15 – 12:15	Lunch break	
12:15 – 12:55	Visiting facilities	
12:55 – 13:35	Meeting with teaching staff	Luljeta Aliu/Mulaj, Jeton Vokshi, Atdhetar Gara, Sherif Gashi, Valentina Vokshi/Sopjani
13:35 – 14:15	Meeting with students	Leurit Berisha, Domenik Kelmendi, Gresa Sylejmani, Jeta Emini, Nil Qollaku, Arbër Halili
14:20 – 15:00	Meeting with graduates	Besa Fonda, Naser Lahu, Betim Qolli, Hatixhe Ratkoceri
15:00 – 15:40	Meeting with employers of graduates and external stakeholders	Fisnik Visoka, Xhevat Canolli, Artan Kryeziu

15:40 – 15:50	Internal meeting of KAA staff and experts	
15:50 – 16:00	Closing meeting with the management of the faculty and program	Sabri Klaiqi, Luljeta Aliu, Fitim Maçani, Fiqrete Haliti

A brief overview of the programme under evaluation

Pjetër Budi College was established in 2005 by decision of the College Board of the Institute for Studies on 15 May 2005, in accordance with the Law on Higher Education (Law 2003/14 dated 17 July 2003) and Administrative Instruction No. 14/2013 dated 17 July 2003, which govern the licensing and registration of private higher education providers (PHEP) in Kosovo. The establishment was further endorsed by the Ministry of Education, Science and Technology (MEST) through decision no. 494/02-1 dated 10 April 2006. Subsequently, the College received a five-year license based on MEST decision no. 586/02-1 dated 9 May 2007.

In July 2009, Pjetër Budi College was accredited as a College for the Study of Applied Sciences - Organisational, marking its formal recognition as a private higher education institution. More recently, on 19 July 2021, the College obtained institutional accreditation from the Kosovo Accreditation Agency (KAA) under decision no. 956/22, valid for the period from 1 October 2022 to 30 September 2025.

Currently, Pjetër Budi College offers study programs at both Bachelor's and Master's levels. At the Bachelor's level, the College provides the Customs and Forwarding program, while at the Master's level it offers a Master of Management with a specialization in Tourism and Hospitality Management. Re-accreditation efforts are presently focused on the Bachelor's degree in Customs and Freight Forwarding.

The College has undergone several evaluations, with institutional and academic accreditation responsibilities transferred to the Kosovo Accreditation Agency since 2009. This report reflects the accreditation decisions made by the KAA.

As of the current academic year, Pjetër Budi College enrolls a total of 107 students across its programs. The Customs and Freight Forwarding Bachelor program currently has 73 students enrolled.

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 study program under evaluation, Customs and Forwarding, BA, offered at Pjetër Budi College in Prishtina is in line with the mission and strategic goals of the higher institution, covering needs of society and it is publicly available on the website of the HEI (https://pjeterbudi-edu.com/wp-content/uploads/2021/01/Study-Program_Customs-and-Freight-Forwarding12.pdf). According to SER and information received during the site visit, expert panel members anticipated that Pjetër Budi College in Prishtina is the only higher education institution in the country offering study program in Customs and Freight Forwarding. As a private institution, the motivation and cooperation with external stakeholders in terms of contribution to the needs of society, the BA Study Program in Customs and Freight Forwarding optimally meets the needs of the local and regional market for qualified professionals. The program prepares professionals for the labour market and high demand in Kosovo Customs and forwarding companies. The mission of the program is aligned with the mission of Pjetër Budi College in Prishtina, emphasizing the main mission statement goal “To adequately prepare human resources with specific scientific and professional profiles in accordance with the local, regional, and international labour market needs, who will contribute to the sustainable economic and social development of Kosovo and beyond.” As elaborated in the Strategic Plan 2024-2028, it is clear that the study program under evaluation consists of the structure and content which is in line with its mission and strategic objectives. During the meeting with management, study program holders, students, alumni and especially with external stakeholders, it was strongly emphasized how important the study program in Customs and Forwarding is for Kosovo labour market. The content and structure of the study program align with the mission and strategic objectives of the institution, ensuring that the program addresses its long-term vision and goals, which is evident through involvement of academic staff and external stakeholders, by providing internship and cooperation with industry, student centered learning focusing on the practical case studies, research projects and cooperation with the business sector, which corresponds with the overall development of society. All stakeholders, internal and external, are strongly motivated and proud of the strong relationships between the study program under evaluation and the business sector and the employment opportunities for students and graduates. Expert team was convinced and found evidences in SER and during the meeting with stakeholders that the program is essential and unique in Kosovo. The study program under evaluation recognizes the specifics of the HEI's position in the target geographic area of Kosovo and it plays a crucial role in the field of Customs and Forwarding business sector. The intended learning outcomes are clear, measurable, and aligned

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with the institution's mission, including technical skills, critical thinking, professional ethics, and preparation for integration into the labour market. They are publicly available and easily understandable for prospective students and stakeholders, which was confirmed by all stakeholders of the Pjetër Budi College in Prishtina. The needs analysis for offering the program is based on a thorough assessment and includes the evaluation of the demand for professions (employment prospects), students potential and their career development which is elaborated and discussed with all stakeholders, especially students and alumni, too. During the site visit, they expressed their high satisfaction with the study program as it is unique and enables them to find employment opportunities even during the study time. Therefore the lectures are offered in the afternoon and on Saturdays, to accommodate working students needs.

Employment prospects: Evaluating the demand for professions covered by the program. The program is seen as sustainable on the long-term. The curriculum of the study program under evaluation is regularly updated and developed in collaboration with industry partners and alumni to ensure meeting market demand for professionals in the industry sector and satisfy needs in the current job market, especially in customs and forwarding and Kosovo Customs. The program emphasizes a student-centered learning approach by applying different learning methods and incorporating research methodologies useful for customs and forwarding in public and private sector. As described in SER and data collected during the site visit it is evident that students work closely with Academic staff on research projects that address current industry challenges. The program involves community members through collaborative projects while alumni network contributes to development of the study program. The number of students is justified, especially based on the infrastructural and academic capacities, the teacher-student, labour market demands and employment projections. As a private institution, Pjetër Budi College in Prishtina invest a lot in infrastructure, academic staff and anticipates the need of the labor market and as a relatively small institutions is ready for fast adaptation following trends in Kosovo Customs and Forwarding. Dedicated and experienced academic staff is of a great value for the study program under evaluation. During the meeting with student, alumni and external representatives, expert panel was convinced that they all expressed the need for the program under evaluation and their long-term orientation towards employment opportunities of graduates, internship and project opportunities with students and professors. The program is very important for Kosovo and regionally. According to SER and data collected during the expert team visit, all stakeholder groups confirmed high satisfaction with a study program concept, especially their relationship with the business sector. The value offered to students is high involvement of academic staff and business sector in enabling students to gain competitive knowledge, skills and learn business practices required locally, regionally and internationally.

The building is situated in the very good location of Prishtina, close to city centre and student canteen, providing classrooms and IT lab, library, educational technological equipment and

access to online learning platforms. During the site visit the expert panel has inspected the building and there is enough area for students, professors, academic staff, with entrance and facilities to cater students with disabilities, too.

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)

As presented to expert team during the site visit and elaborated in the SER, supported with additional documents as evidences, the Pjetër Budi College has a comprehensive legal framework that ensures academic freedom, which is guaranteed by the Higher Education Law and the Statute of the University, other regulations that establish the foundations for ethical conduct of staff and students in research, teaching, and assessment within all academic and administrative activities. The Ethical Code Regulation applies to academic staff, administrative staff, and students. The evidence is provided in the additional documentation sent to the expert panel. Pjetër Budi College previously utilized the antiplagiarism software Akademia in Albanian language, but the licence is expired recently. The management is in the process of acquiring a new software. The issue is now addressed through the Code of Ethics of Pjetër which is publicly accessible to all. The importance is given to freedom in research and teaching, protection from censorship, clear policies for conflict of interest, commitment to professional development, and support for freedom of thought. The expert team strongly recommend to acquire antiplagiarism software licence in the first year of the reaccreditation. Ethical standards are in place governing teaching and research of the study program, and all students, lecturers and other stakeholders are acquainted with them. To regulate teaching and research, meeting minutes of the Ethics Committee are provided and evidence is presented to expert evaluation team. During the meeting with students it is observed that students are aware of the need to comply with the requirements of academic integrity and academic staff would discuss it with students in cases of higher percentage of plagiarism detected when they used a software, but now they use publicly available software to deal with such issues. Once plagiarism is detected, academic staff are obliged to report the identified plagiarism case to the relevant authorities at the institution, according to the procedures outlined for managing such issues. The management and academic staff are aware of the importance of ethical behavior and academic integrity. Ethical conduct in research and teaching is regulated by the Code of Ethics (Annex 1 – Code of Ethics) and the Regulation on Disciplinary Accountability (Annex 2). Evaluation of academic and administrative activities is regulated by the Regulation on Internal Quality

Assurance (Annex 3) and the Regulation on the Organization of Examinations and Student Evaluation (Annex 4). By applying the regulations, Pjetër Budi College ensures compliance with ethical behaviour, accountability, and the quality of academic and administrative processes. Overall impression of the expert team is that the Pjetër Budi College pays lots of attention to ethical issues and assurance of quality, research and academic integrity and they are aware of the need for ensuring new license or software for detection of plagiarism. There are no specific cases elaborated to the extent that would cause any serious obstacles for the delivery of the study program and learning process against ethical norms and standards. This is also logical result of the study program being strongly connected with Kosovo Customs and Forwarding companies enabling students to gain lots of practical experience and apply it during the study process.

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 study program under evaluation, Customs and Forwarding, BA complies with the standard requirement to include relevant, updated and reliable information. The program uses an advanced information management system to collect, process and distribute relevant and reliable information. Pjetër Budi College has an internal system for managing all student data and information. Each student is provided with a personal USER and Password, granting them independent and confidential access to all their services covering exam registration, semester enrolment, grade and attendance tracking and access to other relevant academic and administrative activities (<https://pjeterbudi-edu.com/e-servisi/>). Pjetër Budi College fully implements all ethical standards and policies set by the government, specifically those of the Ministry of Education and the Kosovo Accreditation Agency. The college strictly adheres to ensuring and respecting the privacy of its students in all aspects, as stated in SER and discussed with stakeholders, especially with quality assurance representatives, during the site visit. Through its regulations, guidelines, and other administrative acts, management, academics staff and students ensure active involvement of students and academic staff in the planning of the college's activities. This inclusive approach ensures collaboration and shared responsibility in shaping the institution's academic and administrative processes. The study program under evaluation program full transparency regarding data protection policies and practices where students are regularly informed of these policies through the university's official website, and during new student orientations. Considering that the Pjetër Budi College is a private institution with relatively small number of students, it is easy to maintain productive and collaborative learning environment. The expert team discussed this topic with students during

the site visit and asked if there were any disputes or issues within this matter, but all students confirmed that they never experienced any issue with the protection of their rights. Academic staff and students are actively involved in information analysis and they do participate in the follow up activities. The management, heads of the study program and academic staff are aware of the importance of participation in continuous improvement of the program and its development based on continuous quality monitoring, anticipating internal evaluation processes and feedback from external stakeholders. According to SER and discussion with academic staff, students and quality assurance representatives it is confirmed that the system defines measurable indicators to monitor the progress of the study program including the percentage of students passing exams, the number of students graduating, the qualifications and professional development of academic staff, and student feedback on their educational experience, data on student satisfaction with academic staff, administration, infrastructure, and the study program. Based on the data, it is possible to create action plans for further improvement of the study program and different elements of monitoring and controlling the implementation of the study program, helping academic staff and management in decisions, improvements and teaching quality. It is evident that the Data Privacy Regulation is applied in practice. Feedback is received through students surveys and accordingly the corrective measures are taken if required. During the meeting with students the expert team was informed that they are satisfied with the relationship between academic staff, administration and students, and feedback provided by students is taken seriously into account in the next semesters, study courses and syllabuses as follow up activities aiming to contribute to the further quality improvement of the study program.

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)

According to SER, annexes, additional documents and discussion during the site visit, expert panel members concludes that all study program activities and operations are subject to a policy and review process that ensures adequate and efficient administrative staff and budgetary support. Pjetër Budi College has academic policies and procedures in place to evaluate whether its study programs comply with the standards set by the Kosovo Accreditation Agency (AKA) and to ensure the implementation of clear policies for academic management. The institution has sufficient human resources, maintaining a well-qualified administrative and academic staff to support its study programs effectively. Financial and budgetary support includes an assessment of the institution's financial sustainability and the financial resources ensure

sustainability. The Budget Plan 2024-2028 includes the information on revenues, expenditures and net profit. The profit scheme is acceptable but the budget support to the further development of the College and its staff is seen as a weakness and should be improved. The regulations and guidelines for all academic and administrative levels are provided and available to students and staff on the college's website: <https://pjeterbudi-edu.com/dokumentet/>. As per the evidence provided in Annexes 5 and 6, the administrative staff periodically undergoes a development plan (Strategic Plan 2024-2028 and the Quality Assurance Action Plan 2024-2028). During the discussion with management, academic staff and quality assurance representatives, all are very motivated and committed to deliver quality of education, to learn new skills, undergo trainings and improve their services to students following current trends in Customs and Forwarding, especially applied in Kosovo. Pjetër Budi College has established a tradition of over 17 years of experience in offering the Customs and Freight Forwarding program, demonstrating that the administrative staff possesses extensive experience and professional development at the highest level. Most of the staff has experience in Customs and Forwarding in Kosovo which gives the study program under evaluation specific advantage and uniqueness. During the meeting with students everyone expressed the high satisfaction level in all aspects of support they need. There is also evidence that administrative staff receive training to enhance their skills in document management, the use of information technology systems (such as the Student Management System and other administrative platforms). They have also participated in conferences and seminars related to educational management and university administration, they visit other universities to learn good practices and attend workshops, language training and different learning programs. The professors also have the opportunity to get a budget for attending conferences, Erasmus programs and publishing research papers, and they get awarded when publishing in highly ranked journals such as Scopus or WoS. During the meeting with students, expert team learned that the satisfaction with staff at Pjetër Budi College is overall well evaluated by them.

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)

According to requirements and recommendations from previous reaccreditation, there is an action plan created and implementation stages are defined. The data related to recommendation implementations from previous accreditation is available in SER and elaborated by management, academic staff, heads of the study programs and external stakeholders, because they also participate in many college activities. Pjetër Budi College has developed procedures, guidelines, and regulations established by the Office for Academic Development, ECTS, Quality Assurance, and R&D, based on the college's best practices and experiences and Study

program is annually reviewed. Informational sessions for all professors are organised and provided by the Office for Academic Development, ECTS, Quality Assurance, and R&D to inform them about the materials containing guidelines for managing the process, including fundamental documents such as study program structures, teaching plans, curricula, etc. The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented as explained during the site visit and information provided in SER. The study program revision took place in 2023, based on the previous recommendations from experts at the Kosovo Accreditation Agency. As part of this effort, the college submitted a concrete Action Plan in 2024 during the institutional reaccreditation process for the period 2024-2027 (Annex 7). As an example of the improvements, the curriculum review was conducted in 2023, which was based on labour market needs and linked to research. This initiative was funded by the U.S. Embassy in Pristina through the "University Support Program." Overall impression of the expert panel members is that the management and all other stakeholders are very motivated to learn, update and follow current trends in teaching quality and research activity, and they do motivate students to learn from practical cases, practical training and cooperation with external stakeholders, by incorporating real business cases in the academic study process.

ET recommendations:

1. *Acquire antiplagiarism software to prevent and detect plagiarism (**This recommendation has to be fulfilled within the first year**)*
2. *Continue to effectively monitor and improve ethical behavior*
3. *Continue publishing all relevant documents on the official website*
4. *Consider offering lifelong learning programs / summer or winter schools to ensure internal funds and generate additional income to overcome the weaknesses related to limited resources for the development of the college and its staff*
5. *Involve more in international and regional research projects*
6. *Involve in EU projects to increase internal funding and develop further all aspects of teaching and learning process*

2. QUALITY MANAGEMENT

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

The study program is delivered within a robust internal quality assurance system, designed in accordance with national regulations, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). This system ensures the program meets required standards, fosters continuous improvement, and actively involves all stakeholders in the quality assurance process.

A comprehensive quality assurance policy (Quality Assurance Regulation) governs all aspects of study program delivery and is publicly accessible. Oversight is provided by the Central Committee for Quality Management and Assurance, which includes representatives from management, academic staff, administrative staff, and students. This committee organizes both regular and extraordinary evaluations, ensuring a thorough and inclusive self-assessment process.

Internal QA procedures for the study program are clearly articulated in the College's internal regulations, including quality assurance regulations and guidelines. The QA structure is regularly reviewed and maintained by the College Board, Institutional Management, Quality Assurance and Management Committee and the Office for Quality Assurance.

A Quality Assurance Coordinator is responsible for all QA related topics of the study program. Although the College currently offers only one program and the Quality Coordinator is also engaged in teaching, the coordinator supported by an evaluation group. This arrangement ensures ongoing monitoring and support for the program, with clear responsibilities for overseeing QA activities and implementing improvements.

The documents provided by the college describing a QA cycle based on Plan-Do-Check-Act. During the interviews the ET was not able to find evidence that this QA cycle is closed. The Data collection is working well and systemically, while the generation of measures from this data is not subject to any systematic approach.

An adequate monitoring plan is in place for the implementation of QA procedures, ensuring that all stakeholders are involved in the continuous review and enhancement of the study program. The monitoring activities are coordinated by the QA Committee and Quality Coordinator. Because of the small size of the college, this process is working fast, the stakeholders are able to communicate mostly direct with each other.

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

The development of the study program is firmly rooted in the mission and strategic objectives of Pjetër Budi College. The institution's Strategic Plan 2024-2028 serves as the foundational

document guiding the program's creation, ensuring that all aspects of the study program are consistent with the college's broader mission and long-term goals. Because of the small size of the college and the small number of study programs offered, the study program of Customs and Forwarding is crucial for the institution's strategic goals.

The study program has undergone a comprehensive and transparent internal quality assurance process. All relevant criteria and regulations for quality assurance were compiled, reviewed, and ultimately approved by the appropriate departments within Pjetër Budi College. The program's formal approval by the designated strategic management bodies underscores the institution's commitment to governance and accountability. Furthermore, mechanisms for continuous improvement are embedded within the process.

A defined process governs the development and approval of the study program, characterized by the active involvement of both internal and external stakeholders. For the Customs and Forwarding program, the college established a working group that included representatives from Kosovo Customs, the Forwarders Association, economic operators and businesses, students, academic staff, NGOs, and Chambers of Commerce.

The institution has established key performance indicators (KPIs) for monitoring the quality of program delivery. Regular quality assessments are conducted at least annually, and in some cases on a semester basis, as stipulated by the Quality Assurance Regulation. These assessments cover a comprehensive range of areas, including: Study programs; Educational process; Academic and non-academic staff; Students; Textbooks, literature, library, and computer room and Organization and functioning of the quality assurance system. The Central Quality Assurance and Management Committee oversees these evaluations and may initiate special assessments upon the proposal of the Vice-Rector for Learning, Research and Academic Development. While data is gathered on regular basis, the college was not able to explain sufficiently how measures from the collected data are derived.

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 institution conducts systematic and regular monitoring to assess the relevance of its study programs to societal and labor market needs. The large number of external stakeholder including the Kosovo Customs is beneficial for the college regarding this topic.

The Bachelor's degree program in Customs and Forwarding is fully aligned with the National Qualifications Framework and the Framework for Qualifications in the European Higher Education Area. The program structure is based on the skills and knowledge necessary for both professional and academic practice, forming the basis for licensing as a customs officer or forwarder. The credit structure has been standardized: each subject carries 6 ECTS, and the

Bachelor's thesis carries 12 ECTS. This ensures that workload and learning outcomes are both achievable and realistic.

The monitoring and review processes actively involve a broad range of stakeholders, including students, academic and professional staff, alumni, employers, and NGOs. These groups participate through focus group discussions and feedback mechanisms. The institution also benchmarks its programs against similar academic offerings from international partners such as Southern New Hampshire University, Seneca College, and other members of the International Network of Customs Universities, of which "Pjetër Budi" College is a part. This collaborative approach ensures that the program remains relevant and competitive.

The institution systematically conducts questionnaires among all key stakeholder groups- students, staff, alumni, and employers. The results of these surveys are documented.

For the Customs and Forwarding program, the institution has established clear and continuous processes for monitoring and improving the quality of student practice. Stakeholder feedback, including input from students, mentors, and employers, is regularly solicited and acted upon. For example, based on student recommendations during program re-accreditation, the two practical subjects-Customs Practice and Freight Forwarding Practice-were restructured to be entirely practical in the fourth and fifth semesters

All information gathered from monitoring activities is reviewed by the program coordinators and the quality office. These bodies analyze the data and implement updates in collaboration with management, program providers, and the rector's office. During the interview, the college was not able to sufficiently explain the systematic approach for implementing updates.

The results of monitoring processes, along with subsequent action plans, are communicated to all stakeholders and are also published on the institution's website.

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

All policies, regulations, and guidelines relevant to the study programs at Pjetër Budi College are made publicly available through a organized and regularly updated institutional website. The website also includes information about Admission criteria, Recognition of qualifications, Enrolment quotas, Syllabuses, Learning outcomes, Credit allocation, Assessment methods and Final qualifications.

While information on pass rates, dropout rates, and graduate employment is collected and maintained by the College, it is not directly published on the public website. Instead, this information is made available upon special request, in accordance with institutional procedures governing access to official documents. the college argues that privacy and data protection laws make this procedure necessary. But publishing aggregated data which do not allow conclusions on specific persons is possible in alignment with these laws.

The College ensures that all publicly available information about its study programs is accurate, reliable, and objective.

ET recommendations:

- 1. Introduce a systematic approach to close the PDCA cycle and how to use the gathered data for the KPI's*
- 2. Ensure that the Quality Assurance Officer do not have teaching obligations*
- 3. Ensure that aggregated data regarding pass rates, dropout rates and graduate employment are public 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)

PJETËR BUDI College advertises academic vacancies nationally through its website to ensure broad visibility and transparency. All vacancy announcements comply with internal regulations and clearly state the qualifications needed. The process prioritises inclusivity, with mechanisms to prevent discrimination. Announcements are publicly accessible to both national and international applicants. Equal opportunity is actively supported, including assistance for disadvantaged applicants and enhancing staff diversity.

After reviewing the documents, the ET confirmed that the institution follows structured recruitment procedures, ensuring consistency across academic and administrative roles. The procedure involves multiple evaluation stages, including committee assessments, academic council shortlist approval, and academic senate final decisions.

The interviews indicated that candidate selection aligns with institutional needs and strategic goals, particularly regarding the long-term development of the study programs. Academic merit, teaching experience, and research potential are the main evaluation criteria. Compliance with Kosovo's legal framework is strictly maintained, with recruitment tailored specifically to Customs and Freight Forwarding program requirements. Integrating recruitment into strategic goals enhances the effectiveness and relevance of hiring. Staff and management jointly participate, ensuring balanced decisions.

The evaluation team observed that new employees sign detailed contracts outlining teaching duties, mentoring, hours, and ethical standards. Contract templates for academic and

administrative staff are standardised and documented (Annexes 10 and 11), referencing institutional and national regulations. These contracts clearly state roles, expectations, and workloads, facilitating smooth staff integration and legal compliance. Equal hiring opportunities are reinforced by clear contract definitions.

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 ET learned that the program employs nine PhD holders, two PhD candidates, and two MA graduates. Over half the faculty are full-time, covering more than 50% of teaching activities, meeting KAA standards and ensuring program continuity. Academic staff qualifications support both theoretical and practical course delivery, with qualifications publicly documented in SER annexes.

The evaluation team observed internal monitoring ensures staff do not exceed one full-time and one part-time engagement, aligning with national and European regulations. PJETËR BUDI College verifies compliance through internal declarations and schedule audits, preventing burnout and maintaining academic focus. Monitoring data is regularly reviewed by the academic coordinator, promoting fairness and academic integrity.

After reviewing documents, the ET confirmed that lecturers teach no more than two subjects per semester, ensuring manageable workloads in line with European standards. Teaching contracts specify hours clearly, with workloads tracked by the Quality Assurance Office, allowing adequate time for research and administrative tasks. Schedules are reviewed each semester, safeguarding staff performance and wellbeing.

The ET learned that over 70% of academic staff are employed full-time, exceeding the required 50%. PJETËR BUDI College uses full-time, part-time, and special-service contracts, maintaining flexibility while ensuring program quality through core full-time staff. Full-time faculty handle most student mentoring and assessments, enhancing continuity and institutional memory and improving student-staff interactions.

The evaluation team observed that for every 60 ECTS credits, the College employs at least two full-time Phd-qualified staff, surpassing basic standards and underscoring commitment to academic excellence. This ratio improves thesis supervision quality and course delivery, reinforcing research-based learning. Qualifications data is publicly available, enhancing academic reputation and institutional culture.

After reviewing documents, the ET confirmed that all staff qualifications directly match the courses taught. During the interview with the faculty and the management of the HEI it became

clear that the qualifications are also reviewed through internal audits, with academic portfolios updated annually to maintain quality and promote ongoing professional development.

The ET learned that workloads align with national law, allowing staff to balance teaching, research, mentoring, and administrative tasks. Mentorship is structured through thesis guidance and scheduled office hours, providing continuous student support and holistic academic development.

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)

The evaluation team observed advancement policies clearly defined in the Regulation on Academic Advancements (2015). Promotion involves committee evaluations, documented achievements, and approvals from governing bodies. Procedures are transparent, publicly documented, and aligned with national standards and institutional objectives. Staff are informed about advancement paths during onboarding, motivating career development.

During the interviews, the ET learned promotions are merit-based, focusing on scientific contributions, high-impact publications, thesis supervision, and student feedback. Active international conference participation is encouraged, aligning benchmarks with international publication standards (WoS, Scopus). Staff are supported in funded projects and textbook development, enhancing academic standards. However, greater visibility in advancement cases would improve transparency further.

After reviewing documents, the ET noted student, peer, and management feedback are considered during reappointments and contract renewals. Evaluations at semester-end inform career discussions. Evaluation forms are standardised, reviewed by the Quality Office, and stored for academic board consultations. A formal follow-up process for feedback could improve responsiveness.

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)

The evaluation team observed that PJETËR BUDI College integrates staff development into strategic planning, providing regular training in teaching methods, assessments, and research. Faculty attend twice-yearly sessions on exam writing and curriculum innovation. Financial support is provided for international journal publications and academic conferences. New staff undergo orientation covering QA policies and expectations, supported by mentorship in research project development.

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 learned external lecturers are chosen based on academic and professional qualifications relevant to the courses. Training covers institutional expectations, assessment methods, and ECTS allocations. External associates co-supervise theses and contribute to curriculum improvements. Contracts detail responsibilities, workloads, and ethics clearly.

ET recommendations:

4. *Enhance peer observation and structured feedback mechanisms.*
5. *Implement regular evaluations for external staff.*
6. *Expand international mobility and training opportunities.*

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)

According to information available in SER and during the meeting with stakeholders it is evident that the program under evaluation's intended learning outcomes are formulated clearly, precisely and comprehensively following the best practices. The learning outcomes of the programs are aligned with the published mission and strategic goals of Pjeter Budi College and the Faculty. The Customs and Forwarding, BA, study program under evaluation aligns directly with Pjeter Budi College mission aiming to provide the acquisition of disciplinary, methodological and generic skills and competence which are seen in academic or artistic

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competences, the ability to obtain adequate employment, contributing to civil society and the development of the students' personality.

Based on the five objectives of Pjetër Budi College, also defined in the Strategic Plan 2024-2027, the targeted results are fully consistent with the overall objectives, mission and strategic goals. The program's intended learning outcomes are written from a student perspective; they describe what a graduate of the study program will learn and how, and are published and explained on the Pjeter Budi College's website. As a result it is presented to expert team that students gained skills, abilities and managerial competencies and are employed at high managerial level, including the Director General of Kosovo Customs and several regional directors. The Bachelor's (BA) program in Customs and Forwarding is delivered and organised to implement examples of best practices in curricular subjects and contributes directly to the training of students for the labour market. Intended learning outcomes are of the indicated level (6) of studies and include the development of generic and specific competencies, and are divided in knowledge, skills, and competences. The study program under evaluation follows best practices in defining the intended learning outcomes, aligning with the guidelines outlined in the ECTS Guide (2015), ensuring that outcomes are measurable, achievable, and reflective of high academic standards. According to SER and information provided during the site visit, expert team learned that the disciplines within the Customs and Forwarding curriculum are formulated in a logical flow, where the first year is general and contains mainly generic subjects on the main concepts of economics and an introduction to the field of Customs and Forwarding, while the second and third years focus more on scientific and professional concepts on the field of Customs and Forwarding. In discussion with students about the structure of mandatory and elective courses, students would like to have academic writing as a mandatory course to help them to gain more knowledge and skills in academic writing and research reporting.

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 study program and curriculum of the study program complies with the national framework of qualifications. Indicators are well explained during meetings with management, quality assurance representatives, academic staff and students, elaborated in the SER and supported with additional documents. The National Qualifications Framework (NQF), which is an important component within the reforms of the education and professional training system in Kosovo, is taken into account when developing the curriculum of the study program together with European Qualifications Framework (EQF). It is evident that Pjeter Budi College and the

study program under evaluation do anticipate all important regulations, concepts and recommendations for delivering a quality for bachelor students and equip them with competencies for the real sector and market needs. The strong relationship with the industrial board, business sector, private and public institutions operating in Kosovo, also participated in the creation of the study program, syllabuses and specific requirements are incorporated in the intended learning outcome of the courses. The intended learning outcomes at the level of bachelor study program do not overlap with other study programs. The Bachelor's degree program in Customs and Forwarding is in line with the National Qualifications Framework, the Framework for Qualifications in the European Higher Education Area, Bologna Cycle I (180 ECTS), defined within the framework of qualifications and the European Credit Transfer and Accumulation System (ECTS). The program is based on the skills and knowledge necessary for professional and academic practice which are also the basis for the license to practice the profession of customs officer and forwarder. The study program is offered only at the undergraduate level (Bachelor). The intended learning outcomes of the study program are aligned with the level and profile of qualification gained, and they avoid overlapping across different study programs, and are divided into general, vocational and practical subjects.

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

The curriculum of the program under evaluation (Customs and Forwarding) follows a logical course sequence designed to facilitate the progressive development of both general and specific competencies. The disciplines within the Customs and Forwarding curriculum are formulated in a logical flow, where the first year is general and contains mainly generic subjects on the main concepts of economics and an introduction to the field of Customs and Forwarding, while the second and third years focus more on scientific and professional concepts on the field of Customs and Forwarding. Since the program is specific and the only one in Kosovo, the expectations from this program are high both from the industry and from the government. During the meeting with stakeholders expert team learned that the business sector and Kosovo Customs are very satisfied with students and graduates. The structured course flow builds foundational knowledge before advancing to more complex topics, enabling students to systematically meet each learning outcome and reinforcing the program's credibility and relevance in the tourism sector. It was not clear why all courses have same number of ECTS, but it was explained to expert team that it was a recommendation from previous reaccreditation. Due to specific requirements in Customs and Forwarding there is a need to distinguish number of ECTS of some core and some elective courses. Each course

has a detailed syllabus that includes all necessary information about the courses, learning outcomes, course descriptions, objectives, content and expected learning outcomes, teaching methodology, methods of evaluation, literature, number of ECTS and lesson plan. In addition to already structured syllabuses it is recommended to revise evaluation/examination concepts to determine how students pass each learning outcome (not only type of exam but also type of the relationship between exams and specific learning outcomes). This is constructive alignment which allows students to pass learning outcomes within the course. In case of failing any, they could retake only learning outcomes they fail, instead of repeating the whole exam. The study program is comparable with similar study programs abroad and enables graduate students horizontal and vertical mobility and employability in the European and global market. The study program is comparable with similar study program at Mother Theresa University, Skopje, Faculty of Technical Sciences, which offers study program Customs, freight – forwarding and insurance. The evidence is presented to expert team in the additional documents.

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 study program is in harmony with the conditions set by EU Directives in terms of the content and issuing diplomas are aligned with the Bologna system and, from an international perspective, are harmonized with EU Directives. All recommendations and program specifications have been taken into account by all stakeholders who were part of the working groups in the development of this program, especially the Kosovo Freight Forwarders Association and Kosovo Customs. The expert team discussed this information during the site visit and it is evident that this is done following the recommendations of Kosovo Customs and forwarding companies and by following laws and regulations related to customs and forwarding business. Since the study program under evaluation does not lead to a degree in regulated professions, this area of evaluation is not applicable.

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 evaluation team observed that the College has established clear regulations for student internships and practical training, outlining expected outcomes, mentor roles, and evaluation procedures. After reviewing the documents, the ET confirmed that practical learning aligns with industry needs, particularly those in Customs and Freight Forwarding. The curriculum

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includes two specific practice modules assigned ECTS credits, demonstrating structured integration into the program. All agreements with industry partners are documented, clearly defining the responsibilities of both students and host institutions.

The ET learned that every student has an academic mentor assigned for the entire practical training duration. Placements occur at institutions like Kosovo Customs and the Kosovo Freight Forwarders Association, ensuring practical relevance. Industry mentors provide structured feedback on students, which the College uses for curriculum improvement. These collaborations significantly enhance student readiness for the labour market.

After reviewing documents, the ET confirmed practical modules are consistently assigned 6 ECTS credits, complying with national standards and reflecting accurate student workloads. Students maintain detailed reports, diaries, and evaluations to document learning outcomes. Regular course evaluations further confirm alignment between workload and ECTS allocation.

The evaluation team observed long-term formal agreements with public and private sector organisations hosting student interns. Employers provide structured feedback, highlighting satisfaction with student skills and professional readiness. The College continuously expands its partner network, improving student access to diverse practical opportunities.

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

The ET learned that PJETËR BUDI College employs student-centred and interactive teaching methods, emphasising active learning and critical thinking. Course modules incorporate theory with practical applications, enabling students to address real-world issues directly. Differentiated teaching methods accommodate diverse learning styles, enhancing student participation and satisfaction. Regular reviews based on student and faculty feedback inform continuous improvement.

The evaluation team observed varied teaching approaches including case studies, simulations, debates, role-playing, and project-based learning. Course syllabi explicitly outline these methods, aligning them with intended learning outcomes. Staff regularly receive training to apply these methods effectively, promoting skill development and student engagement.

After reviewing documents, the ET confirmed active student participation through interactive classroom activities. Peer feedback and group projects are commonplace, fostering communication and collaboration. Formative assessments guide student progress throughout the courses. Student feedback confirms high appreciation for this participatory approach.

The ET learned that teaching methods and tools are routinely evaluated via internal reviews and student surveys. The curriculum committee monitors pedagogical quality, proposing improvements when necessary. New teaching innovations are tested on a small scale before broader implementation, maintaining high teaching standards.

The evaluation team observed inclusive teaching practices catering to students from various socio-economic backgrounds. The availability of academic advising and counselling ensures student retention and academic achievement.

The ET learned that modern digital tools such as Google Meet and online platforms are effectively used to support hybrid and blended learning. Teachers receive specific training for digital platforms, facilitating better instruction and communication.

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)

During the interviews, the ET confirmed that modules explicitly define learning outcomes aligned with program objectives. Annual curriculum reviews ensure coherence between outcomes and assessments. Each syllabus clearly states how assessments measure course objectives, with internal audits validating this alignment regularly.

The evaluation team observed diverse assessment methods such as written exams, group projects, presentations, and case studies, structured according to Bloom's taxonomy. Faculty are guided by comprehensive assessment policies. Formative and summative evaluations are balanced to measure student competencies comprehensively.

The ET learned that assessment criteria, grading rubrics, and deadlines are provided at each course's start, ensuring transparency. Students confirm understanding of these documents, which significantly reduces grade disputes. Assessment guidelines appear consistently across course syllabi, ensuring fairness and consistency.

After reviewing documents, the ET confirmed that grading procedures are regulated and evidence-based, with faculty assessments reviewed by course coordinators. Occasional internal moderation ensures objective grading. A formal, student-friendly appeals procedure is in place, clearly outlined and easily accessible.

The evaluation team observed timely and constructive feedback provided within two weeks after assessments. Students are encouraged to seek further clarification, with continuous formative feedback emphasized throughout the semester. Regular feedback sessions identify and address learning gaps proactively.

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

The ET learned that assessment tasks directly reflect stated learning outcomes. Continuous review ensures tasks appropriately match expected competencies, with clear assignment rubrics. Staff regularly receive training on learning outcome-based curriculum development, maintaining fair and transparent standards.

After reviewing documents, the ET confirmed workload allocation per ECTS adheres to a 25–30 hour range, encompassing class instruction, independent study, and assignments. Student surveys regularly monitor workload perceptions, enabling necessary course adjustments to maintain realistic expectations.

ET recommendations:

- 1. Revise syllabuses in terms of evaluation of specific learning outcomes to offer students opportunity to pass specific learning outcomes within the courses by implementing constructive alignment instead of passing exams by achieving percentages of the total exam*
- 2. Revise syllabuses to clearly allocate specific number of ECTS to specific learning outcome in study courses*
- 3. Revise number of ECTS per study course to differentiate core courses and elective courses in terms of the number of hours required to acquire each*
- 4. Consider Academic Writing to become a mandatory course*
- 5. Foster formalized peer review of teaching to enhance pedagogical quality*
- 6. Develop long-term tracking of internship outcomes and alumni employment.*
- 7. Expand external moderation and validation of assessment instruments.*
- 8. Benchmark ECTS structures and teaching innovations with other European institutions.*

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)

Pjetër Budi College has established comprehensive and transparent admission procedures for both Bachelor and Master level programs. These procedures are formally regulated through the Regulation for Determining the Procedures on Enrollment of Students (Appendix 15) and the Regulation on Bachelor Studies (Appendix 16). Both documents are accessible to the public via the official college website, ensuring that prospective students can easily review the requirements and processes.

The admission process is designed to ensure that only candidates with appropriate prior knowledge and competencies are selected. For Bachelor level enrollment, applicants must submit the among others the following documents as stipulated in the Regulation for Bachelor Studies: High school diploma, Matura test certificate and High school transcripts. These requirements provide a structured and objective basis for assessing applicants' educational backgrounds and competencies, thereby supporting a fair and merit-based selection process.

Pjetër Budi College is committed to ensuring that admission criteria and processes are applied consistently and fairly to all applicants. The institution explicitly prohibits discrimination on the grounds of gender, race, marital status, color, language, religion, political orientation, national, ethnic or social affiliation, wealth, birth or other status, age, and physical or mental disabilities. The ET was not able to find any Issues regarding this topic.

The college has established clear procedures for the recognition of periods of study, particularly for student transfers. These procedures are governed by the Regulation on the Implementation of the European Credit Transfer and Accumulation System (ECTS), which is available on the official website

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)

Pjetër Budi College has instituted a robust system for monitoring the academic progress of its students. Academic staff are readily available to provide counseling and support at any time, ensuring that students who encounter academic or personal difficulties receive timely and adequate assistance. Teachers are equipped with the necessary skills and resources to guide students, fostering an environment where challenges can be addressed proactively. The relatively small group of students allows the academic staff to keep a sufficient overview for all students.

The College systematically monitors student progression and completion rates as mandated by its Statute and supporting legal acts. The Regulation on the Organization of Exams and Student Evaluation, accessible on the College's official website, provides a clear framework for tracking academic performance. Data collected through these mechanisms are reviewed regularly.

Transparency is maintained in the communication of student progression data. Results from regular monitoring activities are distributed to both staff and students, with each group receiving information relevant to their needs.

The study program at Pjetër Budi College clearly outlines the pathways available to students for further study or program changes. Students are informed about the qualifications they can achieve and the opportunities for progression within the institution. The College has established criteria for internal transfers between study programs, ensuring compatibility and mutual agreement between the institution and the student. Furthermore, Pjetër Budi College facilitates the transfer of ECTS credits, thus supporting academic mobility.

Recognition of prior learning and qualifications gained at other institutions is governed by the Administrative Instruction (MEST) No. 09/2019, which sets the criteria and procedures for accreditation of institutions implementing Recognition of Prior Learning in Kosovo. The College's Regulation on the Implementation of the European Credit Transfer System, available on its official website (see Appendix 17), details the procedures and rules for student transfer and credit recognition.

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

Students enrolled in the study program at Pjetër Budi College are informed about international exchange mobility opportunities. The College disseminates information regarding these programs every semester. In recent years, the College has hosted students from North Macedonia for short-term exchanges, although there has been no outgoing student participation from Pjetër Budi College in the last three years.

The support and stimulation for students to participate in exchange mobility programs is comparatively low. The Documents describe the Vice-Rector for Academic Development and the Coordinator of the Quality Office for International Cooperation as responsible for this topic. Because no student from the College participated in exchange mobility, the College was not able to explain how the support for students work in detail. Because the international topic of Customs and Forwarding, the College should tackle this topic more serious.

Pjetër Budi College ensures the recognition of credits earned during mobility periods through its Regulation on Credit Recognition, which aligns with Administrative Instruction (MEST)

No. 09 2019. The regulation is further detailed in the college's "Regulation on the implementation of the European Credit Transfer System-ECTS" (Appendix 17).

According to the College's statute, the language of instruction and official communication is exclusively Albanian. Consequently, information on application procedures and admission is not currently published in foreign languages. To attract more international students, this information should be published in English language as well.

Also, the support for incoming students from other countries could not be described in detail. Only a few students from North-Macedonia visited the College for a short-term visit.

Courses taught in English language should be introduced. Domestic Student as well as prospect international student would benefit from this measure.

The ET was not able to see appropriate measures from the College to improve procedures of international exchange. Information on how many students participated in exchange mobility in the last three years is provided, the earlier mentioned group of students from North-Macedonia. This is not enough or a study program with international connection like Customs and Forwarding. The College needs to improve on this regard.

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

The College demonstrates commitment to student support through the sufficiency and qualifications of its staff. The institution employs 13 academic staff members, of whom nine hold doctoral degrees, two are PhD candidates, and two possess master's degrees. In addition, four administrative staff members are dedicated to supporting students, a number deemed appropriate relative to the current student body.

Students are systematically informed about available services through well-established institutional procedures. Information packages for new students, regulations on study, and internal organizational rules are made publicly accessible. The College ensures transparency and equal treatment in the recruitment and admission process, with all criteria and requirements clearly published on the official website.

Pjetër Budi College provides comprehensive guidance to students regarding their academic progression and career development. The process for student admission at the Bachelor level is clearly articulated in the Regulation for Bachelor Studies, which is available on the College website. Furthermore, the institution operates a Career Support Office staffed with tutors, supervisors, and professional counselors, ensuring that students have access to personalized academic and career advice throughout their studies.

Students are regularly informed about extracurricular opportunities, and the institution allocates funds to support student-led initiatives. "Pjetër Budi" College organizes a variety of

activities, including excursions abroad, essay competitions, fairs, and participation in cultural events. Additionally, the College provides spaces for sports, recreation, and voluntary activities, further enriching the student experience and supporting holistic development.

ET recommendations:

- 1.) The ET encourages Pjetër Budi College to consider the internationalization of the Study Program as more important. The number of students in the program who go abroad must increase. The proportion of incoming students is also too low. Some mechanisms, such as offering courses in English or conveying the importance of international experience in the job market, need to be integrated. The Statement “our students do not want to go abroad during their studies” cannot be an excuse. With the Kosovo-EU visa liberalisation of 2024, a huge opportunity for HEI’s in Kosovo arises. This opportunity should not be neglected by Pjetër Budi College.(1 year)*

6. RESEARCH

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

The Customs and Freight Forwarding program aligns closely with PJETËR BUDI College’s strategic objectives outlined in the 2024–2028 plan. The program directly supports institutional goals in scientific research advancement, international visibility, and labour market alignment.

The evaluation team observed that the financial resources were dedicated to supporting the research objectives. During the interviews with the senior management, it was highlighted that the funds from student fees, external donations, and research projects ensure adequate support for staff salaries, mobility, and operational expenses.

The ET learned that the College's research policies align with international standards, promoting publications in indexed journals such as Scopus and Web of Science. The College financially supports journal publications and conference participations, with research themes contextualised regionally to reflect Kosovo-specific needs and international relevance.

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 active engagement of staff in applied research activities, confirmed through documented publications, conference papers, and participation in institutional events. Research outputs address core disciplinary areas such as economics, logistics, and freight forwarding. Annual international conferences hosted by the College offer platforms for research dissemination and networking.

The ET learned that staff receive financial support for publishing in reputable international journals and attending academic conferences. However, for the interviews with the faculty it was mentioned that some staff members face challenges in consistently publishing internationally due to language barriers, costs, and limited institutional partnerships.

After reviewing the documents, the ET confirmed that all teaching staff possess relevant academic qualifications and professional experience, fulfilling national requirements for professional bachelor-level instruction.

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 ET learned that academic staff actively participate in knowledge transfer and provide consultancy and development services to external communities and organisations. Faculty members have extensive industry experience, particularly in customs and logistics, which facilitates collaboration with local institutions through capacity-building workshops and joint research projects.

The evaluation team observed that collaboration with higher education institutions (HEIs) domestically and internationally includes joint research, conference activities, and staff exchanges. However, these partnerships often remain informal and depend significantly on personal initiatives. The College's International Relations Office supports such collaborative efforts, suggesting further formalisation could enhance these relationships.

The ET learned that the College fosters practical cooperation with the private sector, conducting research-based training, shared technological projects, and joint problem-solving initiatives. Collaborations with freight forwarding companies and customs authorities provide valuable research and internship opportunities, directly informing curriculum design and enhancing applied research outputs.

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 academic research is consistently integrated into teaching practices. Faculty regularly update teaching materials based on current research findings, ensuring relevance and currency in course content. Students engage actively in research projects addressing real-world logistics and customs issues under staff supervision, particularly from the second year onwards.

The ET learned that thesis supervision and practical assignments closely align with ongoing staff research, enhancing the coherence between research and teaching activities. Students benefit significantly from early exposure to research-based problem-solving, preparing them effectively for professional and analytical roles post-graduation.

ET recommendations:

- 1. Formalise research-teaching integration by requiring research-led content in each module and aligning incentives with academic loads.*
- 2. Introduce KPIs to track staff publications, conference participation, and funded research projects.*
- 3. Convert informal collaborations into formal agreements with universities and industry partners.*
- 4. Establish support to coordinate EU and international research grant applications.*

7. INFRASTRUCTURE AND RESOURCES

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

The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6). As per the data available in the SER and during the site visit it is evident

that the premise and equipment are adequate and progressive in regular improvements of current facilities. It enables the performance of the education processes and research. Pjeter Budi College ensures advanced infrastructure and resources that fully support the development of academic and research activities Customs and Forwarding, BA, study program under evaluation. During the site visit expert team visited facilities and learned that the location of the College is excellent, very close to the center of the city and students' canteen, offering all facilities for achieving intended learning outcomes. On the 1st floor there is a library and an Amphitheater for conferences, large meetings, while the other 3 floors have offices and classrooms for smaller groups of students. Due to the fact that the programs are quite specific, the number of students is limited in the study program, so there is more than enough space for student groups. All classes are equipped with the necessary IT tools and support equipment for daily lectures. As per the evidences provided in SER and seen during the site visit, the Pjeter Budi College consists of the following directorates/offices are located in KPB, such as: Rector's Office, Board Director's Office, Vice-Rectors' Office, Secretary General's Office, Administration, Finance and Accounting Office, Quality Assurance Office, Student Office, Library, Career Office, Amphitheater, Student Office, Professors' Hall, IT Hall and 6 classrooms. The training rooms and the IT room are equipped with projectors, computers, internet, and all the necessary conditions for teaching. There are employed instructors who use the ASYCUDA application/software, which is used in Freight Forwarding and Customs in Kosovo. This is a reason that there is no need for require a special license or permit related to other study activities. The teaching rooms, libraries, and cabinets are equipped with computers, projectors, and audio systems, which are easily available and accessible by both teaching staff and students. Equipment purchase requests from relevant units are evaluated and approved by the College Management. Instructors regularly provide teaching materials and suggest resources that students can find in the library. According to Figure 1. Floor plan of the facility (SER, pg. 49) Pjeter Budi Colleges ensures the equal treatment and non-discrimination providing access for students with special needs as seen on the floor -1 where a separate entrance exists, while the ground floor is on a flat level with easy access, too.

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

The HEI ensures adequate library resources for study program under evaluation. The College Library consists of a physical library with books, journals, and other materials catalogued in accordance with the fields of study, in both Albanian and English. The library is continuously enlarged according to the needs of professors for specific study courses. The library is open five days a week, available beyond regular teaching hours, and provides access to users (PCs,

physical and electronic books, publications, journals, etc.). All library materials are inventoried. As explained in the SER and elaborated during the site visit, there is evidence that the effective security system is implemented to prevent material loss and users are required to provide an identification document when borrowing materials.

Library ensures that the number of seats in the reading rooms is sufficient to the total number of students enrolled in the study program and the number of group workspaces corresponds to more than 20% of the total number of students in the study program. Considering the small number of students, Pjeter Budi College offers very comprehensive facilities, including library sources. There are cooperation agreements with libraries such as the National Library, as well as access to the electronic libraries EBSCO, LOGIN, American Corner, JSTOR, BioONE, Cambridge Journals, and Oxford Online. The Electronic Literature Management System (SITOS) provides access to various study and research materials. The college has a large number of international online links on the College's website, available to students and staff. The list is available in SER, pg. 51.

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

The study program under evaluation, Customs and Forwarding, BA, is appropriately funded to deliver its intended educational activities and research. (ESG 1.6). The financial plan "Budget Plan" clearly specifies that the institution has sufficient funds for sustainable development and the operation of the College for the period 2024-2028. The revenues come from various sources and consist of: student fees, research activities, conference rentals, the founder, and other donations. All data is available in the SER and budget plan, annex 4 – Financial Plan. As a private institution, Pjeter Budi College provides full support to students and professors in terms of teaching and learning facilities, and offers spacious well equipped building with good infrastructure. The antiplagiarism software must be renewed or the new one should be acquired to fully support academic and ethical integrity.

ET recommendations:

- 1. Acquire anti-plagiarism software (this must be fulfilled in the first year of re-accreditation cycle)*
- 2. Keep improving digital access to journals and research papers, books and other literature by subscribing to databases and give access to academic staff and*

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students

3. Continue to increase library sources in all aspects and follow up with digital trends in research and study facilities

FINAL RECOMMENDATION OF THE EXPERT TEAM

1. MISSION, OBJECTIVES AND ADMINISTRATION	Substantially compliant
2. QUALITY MANAGEMENT	Fully compliant
3. ACADEMIC STAFF *Mandatory	Fully compliant
4. EDUCATIONAL PROCESS CONTENT	Fully compliant
5. STUDENTS	Substantially compliant
6. RESEARCH	Substantially compliant
7. INFRASTRUCTURE AND RESOURCES *Mandatory	Fully Compliant
Overall Compliance	Fully Compliant

OVERALL EVALUATION AND JUDGMENTS OF THE ET

Pjetër Budi College, Customs and Forwarding, BA, demonstrated an overall Fully Compliance, with the KAA Standards of evaluation including the mandatory areas. According to the KAA Manual, the Expert Team recommends to accredit the study programme Customs and Forwarding, BA at Pjetër Budi College in Pristina, for 5 years, with 100 students.

Expert Team

Member



Marina Gregoric

28/04/2025

(Signature)

(Print Name)

(Date)

Member

28/04/2025



Tornike Khoshtaria

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