"HAXHI ZEKA" UNIVERSITY

BUSINESS MANAGEMENT – MSc
RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

February 2025, Pristina

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INTRODUCTION

Date of site visit: 31st January, 2025

Expert Team (ET) members:

- Dr. Andreea Serban
- Dr. Marina Gregoric
- Giga Khositashvilli, PhD Student

Coordinators from Kosovo Accreditation Agency (KAA):

- Arianit Krasniqi, Director of Department for Evaluation and Accreditation
- Ilirjane Ademaj Ahmeti, KAA Officer

Sources of information for the Report:

- *Self-Evaluation Report (SER) submitted by the University "Haxhi Zeka", Peja,*
- *KAA Accreditation Manual*
- *Information obtained during the site visit: visiting facilities and meetings conducted with: the management of the faculty where the programme is integrated, quality assurance representatives and administrative staff, teaching staff, heads of the study programme, teaching staff, students, graduates, employers of graduates;*
- *Documents provided by the university (Annexes, Syllabus, CVs);*
- *University website*
- *Additional documents requested by the ET*

Criteria used for institutional and program evaluations

- *KAA Accreditation Manual*
- *Programme compliance calculation issued by KAA*

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Site visit schedule

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the program is integrated	**Prof. Dr. Halit Shabani** (Dean of the Faculty of Business) **Assoc. Prof. Dr. Fisnik Morina** (Vice - Dean for Teaching, Student Affairs and Scientific Research at the Faculty of Business) **Assoc. Prof. Dr. Vlora Berisha** (Vice- Dean for Finance, Budget and Infrastructure at the Faculty of Business) **Adem Dreshaj** *Dean of Faculty of MTHM* **Albona Shala** *Vice- Dean for Finance, Budget and Infrastructure at Faculty of MTHM*
09:45 – 10:25	Meeting with quality assurance representatives and administrative staff	**MSc. Liridon Cukaj** (Secretary of the Faculty of Business) **MSc. Agron Halitaj** (Quality Officer at the Faculty of Business) **MSc. Rialda Muharremi** (Student Affairs Officer at the Faculty of Business) **MSc. Gentiana Kastrati** Director of the Office for Quality Assurance and Evaluation **MSc. Luan Lulaj** Quality Assurance and Evaluation Officer **Besa Baloku** *Secretary of the Faculty of MTHM* **Kushtrim Agaj** *Student Affairs Officer at the Faculty of MTHM*
10:30 – 11:30	Meeting with the program holders of the study program **Business Management MSc**	**Assist. Prof. Dr. Enkeleda Lulaj** Head of the Study Program (BM-MSc) **Assist. Prof. Dr. Bashkim Nurboja** Head of the Study Program (BM-MSc.) **Assist. Prof. Dr. Emin Neziraj** Head of the Study Program (BM-MSc.)
11:30 – 12:30	Lunch break	
12:30 – 13:00	Visiting facilities	**Assoc. Prof. Dr. Fisnik Morina** (Vice - Dean and Professor at the Faculty of Business) **Assoc. Prof. Dr. Vlora Berisha** (Vice- Dean for Finance, Budget and Infrastructure at the Faculty of Business) **Assist. Prof. Dr. Elvis Elezaj** *(Head of the Business Management Department)* **Assist. Prof. Dr. Enkeleda Lulaj** *(Head of the Study Program)* **Assist. Prof. Dr. Bashkim Nurboja** *(Head of the Study Program)* *Assist. Libron Kelmendi Faculty of MTHM*
13:00 – 14:00	Meeting with the program holders of the study program **Management in Tourism and Hospitality, BSc**	**Anela Dzogovic** Head of the Study Program (MTHM-BSc) **Hajrija Shkrijel** Head of the Study Program (MTHM-BSc) **Merita Dauti** Head of the Study Program (MTHM-BSc) **Bedri Millaku** Head of the Study Program (MTHM-BSc)

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14:00 – 14:40	Meeting with teaching staff	**Prof. Dr. Ibish Mazreku** *(Professor at the Faculty of Business)* **Prof. Dr. Theranda Beqiri** *(Professor at the Faculty of Business)* **Assist. Prof. Dr. Elvis Elezaj** *(Professor at the Faculty of Business)* **Assist. Prof. Dr. Mersiha Kacamakovic** *(Professor at the Faculty of Business)* **Assoc. Prof. Dr. Fitim Deari** *(Professor at the Faculty of Business and Economics, South East European University Republic of North Macedonia) Adjunct Professor at the Faculty of Business* **Mimoza Hyseni** *Professor at the Faculty of MTHM* **Afrim Selimaj** *Professor at the Faculty of MTHM* **Afrim Hoti** *Professor at the Faculty of MTHM*
14:45 – 15:25	Meeting with students	**Mimoza Morina** *Student –Second Year (BM)-Faculty of Business* **Altina Gashi** *Student –Second Year (BM) -Faculty of Business* **Blin Zeli** *Student – First Year (BM) -Faculty of Business* **Ermina Hajdarpašić** *Student – First Year (BM) - Faculty of Business* **Earta Morina** *Student – Third Year Faculty of MTHM* **Arber Lajqi** *Student – Third Year Faculty of MTHM* **Muamel Dupljak** *Student – Third Year Faculty of MTHM* **Omer Honsic** *Student –Second Year Faculty of MTHM*
15:30 – 16:10	Meeting with graduates	**MSc. Samir Dinaj** *(Graduate student in the BM program)* **MSc. Elsa Demaj** *(Graduate student in the BM program)* **MSc. Blendrit Miftari** *(Graduate student in the BM program)* **MSc. Liresa Binakaj** *(Graduate student in the BM program)* **MSc. Almir Nurković** *(Graduate student in the BM program)* **Nora Draga** *Graduate student, Faculty of MTHM* **Mendim Nimonaj** *Graduate student, Faculty of MTHM* **Aldin Muric** *Graduate student, Faculty of MTHM* **Selma Muric** *Graduate student, Faculty of MTHM*
16:15 – 16:55	Meeting with employers of graduates and external stakeholders	**Shefqet Dervishaj** *(Director of the Tax Administration of Kosovo - Branch in Pejë)* **Irfete Pasha** *(Human Resources Manager at Agency for Funding in Kosovo)* **Kenan Bardhaj** *ProCredit Bank* **Armend Delijaj** "Restaurant Freskia" **Mentor Bojku** "Outdor Kosova" **Saudin Sijaric** "Restaurant Sijaric" **Muhamed Hamza** "Pastry Nora"
16:55 – 17:05	Internal meeting of KAA staff and experts	
17:05 – 17:15	Closing meeting with the management of the faculty and program	**Prof. Dr. Halit Shabani** *(Dean of Faculty of Business)*

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		Prof. Assoc. Dr. Fisnik Morina *(Vice - Dean for Teaching, Student Affairs and Scientific Research at Faculty of Business)*
		Prof. Assoc. Dr. Vlora Berisha *(Vice- Dean for Finance, Budget and Infrastructure at Faculty of Business)*
		Assist. Prof. Dr. Enkeleda Lulaj *(Head of the Study Program)*
		Assist. Prof.Dr. Bashkim Nurboja *Head of the Study Program (BM)*
		Assist. Prof.Dr. Emin Neziraj *Head of the Study Program (BM)*
		Adem Dreshaj *Dean of Faculty of MTHM*
		Bedri Millaku Head of the Study Program (MTHM-BSc)
		Albona Shala *Vice- Dean for Finance, Budget and Infrastructure at Faculty of MTHM*

A brief overview of the programme under evaluation

The Business Management program at the Faculty of Business, University Haxhi Zeka (UHZ), has been developed in accordance with the Higher Education Law 04/L-037, the Bologna Process, and the Strategic Plan of UHZ (2023-2026) to ensure compliance with national higher education standards and international best practices. The program is designed to provide students with a balanced combination of theoretical knowledge and practical skills in business administration, equipping them with competencies necessary for careers in management, finance, entrepreneurship, and public sector leadership. Throughout its development, special attention has been given to aligning the curriculum with labour market demands, ensuring that graduates possess relevant skills that meet the needs of both national and international employers. Additionally, market research and industry reports, such as Skills 2020 Kosovo, indicate a strong demand for business management professionals, further validating the relevance of this program.

The structure of the program follows the European Credit Transfer System (ECTS), ensuring that students acquire the required competencies progressively. The first year focuses on core courses in economics, management, finance, accounting, and entrepreneurship, offering the foundation in business fundamentals. In the second year, students have the opportunity to specialize in either Business Management or Banking and Finance, allowing them to better center their education to their career aspirations.

Teaching and learning within the program are based on student-centered methodologies, integrating modern pedagogical approaches such as interactive discussions, case study analysis, group projects, and problem-solving exercises. Faculty members encourage active participation, fostering critical thinking and decision-making skills essential for managerial

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roles. Additionally, students benefit from guest lectures delivered by industry experts, exposing them to real-world business challenges and contemporary management trends. The program also promotes research-based learning, where students engage in research projects and apply analytical methods to solve business-related problems.

Practical learning is a key component of the program, with students encouraged to gain hands-on experience through internships and industry placements. These opportunities allow students to apply their knowledge in real business settings, develop professional networks, and enhance their employability.

The Business Management program is designed to equip graduates with the skills necessary to navigate a dynamic market economy, focusing on the management, support, and development of small and medium-sized enterprises, startups, and financial institutions in response to labor market demands in Kosovo.

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 Business Management, MSc, offered by University "Haxhi Zeka" in Peja, is in line with the mission and strategic goals of the higher institution, covering needs of society

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and it is publicly available on the website of the UHZ. The program contributes to the societal goals offering students well structured courses in Business management, including strong relationships to the business sector through internship and cooperation with industry which correspondents with the overall development of society (ESG 1.1). The mission and objectives have been developed in alignment with the mission of the Higher Education Institution. The Business Management program is structured and delivered in 2 years with courses covering advanced topics in management, finance, and scientific research. In the second year, students have the option to specialize in fields such as Business Management or Banking and Finance. 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. As per SER and opinion of students, academic staff and heads of the study programs, special attention is given to second-year specialization courses "EU Project Management" and "Leadership and Decision-Making". The courses help students develop specific competencies required by the labor market. Additional value of the program is that the program is delivered in Albanian and Bosnina language. External stakeholders and Alumni representatives agreed and emphasized how important it is to gain competencies in both languages because of the regional position and opportunities to work for companies in the region, speaking Bosnian and also local companies dealing with regional international markets. Information about the program is publicly available and offers students and other stakeholders an overview of its benefits and two specialisations. The relevant information is available in appendix 7 (Business Mapping) and the relevance of the study program under evaluation is supported by appendix 8, (Relevance Assessment of Current Programs for the Labor Market). According to the information provided in the SER and as per the interviews with academic staff and management, the Faculty of Business and its academic staff regularly review the progress of the study program and faculty activities. Their goal is to ensure that facilities and equipment are adequate for the number of students. A detailed description of the infrastructure, which demonstrates the fulfillment of conditions necessary for implementing the program for the student population, can be found in the chapter on Infrastructure and Resources. Facilities and equipment dedicated for the implementation of the study program are capable of catering the intended number of students to be enrolled and new infrastructure is being built for the future generations. During the site visit it was shown to the expert team together with current and future modern facilities.

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)

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As presented to expert team during the site visit and elaborated in the SER, supported with additional documents as evidences, the UHZ has a comprehensive legal framework that ensures academic freedom, which is guaranteed by the Higher Education Law and the University Statute (Haxhi Zeka University Statute Appendix 2). In addition to that, the University Senate has approved regulations to prevent unethical behavior. The following documents elaborate the prevention of all types of unethical behaviour: Code of Ethics for Integrity in Scientific Research (Appendix 9), Code of Ethics for Students (Appendix 10) and Code of Ethics for Academic Staff (Appendix 11). The SER is well structured, explaining all standards in detail and all stakeholders are well aware of the existing documents and practices. The Faculty of Business operates based on the regulations and guidelines of UHZ and has implemented the Code of Ethics and regulations addressing plagiarism and academic dishonesty. Staff and students are informed about these rules as elaborated in SER but also confirmed by academic staff and students during the site visit. Detailed information is available in appendix 12, Regulations for Anti-Plagiarism Procedures with the Anti-Plagiarism System (SAP). The information is also publicly available. To ensure an additional level of ethical behaviour control and measurements the UHZ has approved the regulation for student advocates, as Student Ombudsman as per the Appendix 13. The aim of the UHZ is to implement ethical integrity of students and academic staff. Therefore all codes of ethics are publicly available and part of the syllabuses. The UHZ has also established an Ethics Council that oversees the implementation of ethical standards and handles cases of unethical behavior. According to information collected during the site visit and as per the SER, the committee meets regularly to review reports of unethical behavior and makes decisions based on evidence. Meeting minutes of the Ethics Council are available to interested parties, ensuring transparency related to each case. The monitoring of unethical behaviour is enabled by the following:

1. Anti-Plagiarism Software
2. Student Evaluations
3. Exam Supervision

Overall impression of the expert team is that the UHZ pays lots of attention to ethical issues and assurance of quality, research and academic integrity and prevention of plagiarism, including prevention of all kinds of unethical behaviour. During the meeting with all stakeholder groups there was a clear proof of their professionalism and awareness of the importance of ethical behaviour.

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

The information management system at the level of the study program Business Management, MSc complies with the standard requirement to include relevant, updated and reliable

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information. The program uses an advanced information management system to collect, process and distribute relevant and reliable information. As evident in the SER, the system includes digital platforms and specialized software, allowing administration, academic staff, and students to easily and quickly access necessary data (SMU, SAP). There are also developed concrete action plans to monitor its implementation and ensure that all activities and operations comply with quality standards. The action plans include the following activities: Periodic course and program evaluations from students and staff, performance reports to analyse student outcomes, teaching effectiveness, and research progress, regular meetings between administration, academic staff, and students to discuss issues and share important information, and utilisation of digital platforms to collect and analyse data in real-time. Ethical norms and government policies with respect to data protection and the privacy of the students are considered for the delivery of the study program are implemented and well elaborated in the SER and during the meeting with students, academic staff and management including heads of the study program. The program ensures 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. This ensures that students are aware of their rights and how their personal data is handled and protected. The same was confirmed by students and there was a high satisfaction level of students with the protection of their rights. 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.

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 study program under evaluation has dedicated administrative staff, and Student Information Management System (SEMS). They also have a Google Workspace platform, providing access to all students. The administrative staff, librarian and IT staff support students in every day studies and all their administrative needs. There are clear policies and guidelines for administrative and supportive staff, recruiting policies, training possibilities, all with the aim to effectively support students in achieving their goals in learning, research, community services, etc. The study program follows careful budget planning to provide sufficient financial support for all activities and operations. This planning includes the allocation of funds for curriculum development, research support, infrastructure improvement, and provision of

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necessary teaching and learning resources. The university maintains a transparent and systematic budgeting process, ensuring that funds are used effectively and efficiently. This was elaborate in the SER and explained by management during the site visit. The study program is under the state budget but it is sufficient to be delivered. 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. The aim of the UHZ and Faculty of Business anticipates the importance of quality of academic staff and administrative staff and they do support their development also by cooperating with external stakeholders. The Center for Excellence organizes various training sessions for the development of administrative staff. As elaborated in SER, the training on data analysis has been organised this year. The HR Office organizes an annual development plan for administrative staff, followed by various training sessions. For example, in 2024, some of the administrative staff participated in data analysis training to enhance their reporting skills. All above elaborated standards show the commitment of management, academic and administrative staff in achieving excellence and providing support to students from different academic, research and administrative perspectives. During the meeting with students, the satisfaction with staff was also noted and they did have only positive opinions and experiences.

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 recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented with a high percentage. All recommendations are fulfilled except the following: Identify potential financial resources for modernizing the infrastructure (e.g. research projects, providing paid services to the community, collecting donations from the alumni or employers etc. - could be just some of the ideas that could be considered). In regards to that, it was shown to the expert panel during the site visit and infrastructure inspection and elaborated that the UHZ is building new premises for the Faculty of Business. Building is under construction and ensures the modern facilities for students, academic staff, administration and will offer modern equipment and use of modern teaching technologies. Currently the installation of new smart boards in all lecture rooms is also in progress within current facilities. Following recommendations from expert panels, the curriculum has been reviewed and improved to better meet labor market needs and ensure that its content aligns with international standards. At the end of this program, the fulfillment of these recommendations is presented. Furthermore, following the recommendations of previous evaluation, some of the following evidence are shown as accomplished: new courses related to use of technology and innovation in business management have been introduced, preparing students for the challenges of the digital economy, accounting, and finance. The Entrepreneurship course and data analysis courses

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were added, too. Academic and administrative staff have participated in various trainings and seminars to enhance their skills and stay up-to-date with the latest developments in their respective fields. Additionally, professional development programs have been implemented for staff, including language and technical training. Academic and career counseling services for students have been expanded, providing personalized support for their academic and professional success. New resources have been added for students, including access to digital libraries and online platforms for learning and research. When it comes to international collaborations UHZ expanded partnerships with other universities and international institutions, offering exchange opportunities for students and staff. Joint research and academic projects have been initiated with international partners, increasing the quality and impact of research conducted. The data is available in SER and elaborated by management, academic staff, heads of the study programs and external stakeholders, because they also participate in many activities related to projects, advisory and providing feedback during the internship of students.

ET recommendations:
1. Continue effectively monitoring and improving ethical behaviour
2. Continue publishing all relevant documents on the official website (in Bosnian, Albanian and English)
3. Implement the recommendation from previous reaccreditation in regards to improvement of infrastructure
4. Keep searching for additional international and local collaborations to increase budget for research and academic development
5. Continuously update relevant policies and regulations to be in line with UHZ mission and objective
6. To ensure competitiveness of the program and stability of staff focus more on offering lifelong learning programs (it will enable internal funding, prevent professors to search for other jobs, increase economic stability of the study program and academic staff) - budgetary benefits will ensure the satisfaction of staff with internal income and ensure retention of good academic staff

2. QUALITY MANAGEMENT

As the site-visit confirmed, the university has established a comprehensive internal quality assurance system that follows a structured framework for the initiation, development, approval, monitoring, and evaluation of study programs. The process is regulated by institutional guidelines and involves multiple internal and external stakeholders, including university leadership, faculty councils, students, alumni, and employers. The university's adherence to national regulations and European Standards and Guidelines (ESG) reinforces its commitment

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to maintaining academic quality and continuous improvement.

The university's quality assurance system is embedded within its strategic development plan, with policies and mechanisms ensuring regular monitoring and evaluation. A periodic evaluation cycle, guided by the Quality Assurance Office, incorporates stakeholder feedback and performance assessments to enhance study programs. Key performance indicators such as student graduation and employment rates, faculty qualifications, and research engagement are systematically tracked. Additionally, the Student Workload Regulation and internship monitoring processes ensure that academic and practical learning components align with labor market expectations. The collected data informs strategic decisions and contributes to ongoing curriculum updates.

Transparency and accessibility of program information are fundamental aspects of the university's approach. The official website provides detailed and up-to-date information on study programs, including curriculum structures, learning outcomes, assessment methods, and academic staff qualifications. Policies regarding admission, credit recognition, and program effectiveness are also publicly available. Regularly conducted surveys, including those from students, faculty, and employers, further support quality enhancement. These measures ensure that academic offerings remain relevant, objective, and aligned with national and international educational standards.

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)

According to the submitted documentation the internal quality assurance framework guiding the study program follows a structured approach, encompassing initiation, development, approval, monitoring, and evaluation. These phases are regulated by the institution's official guidelines on study programs, ensuring a systematic process. Various internal actors, including university and faculty leadership, academic councils, study commissions, students, and staff, participate actively, alongside external stakeholders such as advisory bodies, alumni, and employers.

As the additional documents state the approval process follows a structured pathway: the academic unit's council initially assesses and endorses the proposed program before forwarding it to the Quality Management and Evaluation Council (KMCV), which conducts a thorough review. Based on its findings, KMCV provides recommendations to the Senate, the final authority responsible for either approving or rejecting the program.

As described in SER Haxhi Zeka University in Peja has integrated quality control and evaluation into its University Statute, specifically within Articles 206-217, ensuring a well-established internal quality assurance system. This system aligns with international ESG standards and national regulations, including those set by the Kosovo Accreditation Agency. The quality assurance framework includes various policies, mechanisms, and instruments aimed at maintaining and enhancing academic standards. The University's commitment to

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quality is evident in its structured processes, as outlined in several regulations, including the Quality Assurance Guide and the Regulation on Study Programs, all of which are publicly accessible.

As the submitted documentation states in 2022, the University approved the Regulation on Study Programs, which defines the procedural framework for initiating, developing, approving, monitoring, and evaluating academic programs. The accompanying Study Programs Guide provides further elaboration on these processes, ensuring transparency and adherence to national and international quality standards. These documents are available on the University's website.

During the interview with the QA office representatives, it was mentioned that the internal quality assurance system is governed by specific regulations such as the Regulation on Quality Assurance and Evaluation System. The University has established central and academic unit-level offices dedicated to quality assurance, ensuring that monitoring and evaluation processes are systematically carried out. The Quality Assurance Officer at each academic unit does not hold teaching duties, allowing full dedication to overseeing the quality assurance activities.

As it is described in SER and in the additional documents the institution follows a periodic cycle of evaluation, incorporating feedback and recommendations into its strategic development. The Strategic Plan for 2023-2026 outlines policies and procedures for quality assurance, with the Quality Management and Evaluation Council playing a key role in overseeing these activities. The quality assurance process follows a structured evaluation cycle, from data collection and analysis to reporting and implementation of improvements. The Office for Quality Assurance at the central level coordinates with academic unit quality offices to prepare evaluation reports, which are reviewed by the Quality Assurance Committee before final submission to the Rector. The Quality Management and Evaluation Council monitors the implementation of recommendations, closing the PDCA (Plan-Do-Check-Act) cycle to ensure continuous enhancement.

As the submitted documents state an annual monitoring plan is in place to oversee the implementation of quality assurance measures. This involves regular evaluations through surveys and feedback from students, faculty, and external stakeholders. Study programs are continuously monitored to ensure compliance with accreditation requirements, curriculum alignment, and teaching continuity. Reports generated from these evaluations are made publicly available through various University communication channels, reinforcing transparency and accountability in the quality assurance system.

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

As the SER and the additional documents highlight, the given study program aligns closely with the institution's mission and strategic goals. As outlined in the 2023-2026 Strategic Plan, the university prioritizes offering programs that meet accreditation standards and labor market needs. The program reflects the Faculty of Business's commitment to high-quality education

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by ensuring its content and objectives support the broader mission of UHZ. This alignment is evident in the program's curriculum design, which emphasizes academic excellence, employability, and relevance to the local and European labor markets.

During the interviews with the QA office representatives, it was seen that the internal quality assurance process ensures that the program meets academic and institutional standards. The Quality Assurance Office plays a central role in guiding the re-accreditation process, ensuring compliance with Kosovo Accreditation Agency (KAA) regulations and European Standards and Guidelines (ESG). Regular program evaluations are conducted by ad-hoc committees comprising academic staff, students, and external stakeholders.

As the interviews during the site visit showed, the development and approval process of the study program is well-defined and includes internal and external stakeholders. Program leaders, faculty members, students, alumni, and industry representatives contribute to shaping the curriculum. This collaborative approach ensures that the program remains relevant and meets academic and professional standards.

The heads of the programs mentioned that in order to monitor program quality, key performance indicators (KPIs) are established. These include student graduation rates, employment rates, faculty qualifications, and student participation in research and international exchanges. Performance data is collected on a semester and annual basis, enabling continuous assessment and improvement. By systematically tracking these indicators, UHZ ensures that the Business Management program maintains its academic integrity, supports student success, and meets accreditation requirements.

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)

As SER indicates and it was confirmed during the interviews in the internal evaluation process multiple assessment methods are utilized to gather valuable insights, including surveys conducted with graduates and their employers. Graduate evaluations provide essential feedback on the study programs offered by the university and assess the extent to which graduates are satisfied with the knowledge and skills acquired during their studies. Additionally, employer evaluations offer critical perspectives on the quality of graduates and the university's effectiveness in preparing them for the labor market. During the interviews all stakeholders confirmed that they actively participated in the surveys. The quality assurance framework established by the university incorporates multiple assessment mechanisms,

including eight distinct surveys. Two of these surveys—student evaluations of faculty and administrative staff—are conducted every semester, while additional assessments, such as self-evaluations by academic staff and peer evaluations, are administered annually. Furthermore, employer and alumni surveys are conducted every three years. The findings from these evaluations are made publicly accessible through the university's website.

As it was mentioned during the interview, the university recently introduced the Student

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Workload Regulation, which defines key academic workload components such as teaching hours, European Credit Transfer and Accumulation System (ECTS) credits, and contact hours. This regulation mandates that the Dean and Vice Dean for academic affairs monitor student workload and report regularly to the Vice Rector for teaching, student affairs, and scientific research. Additionally, the Quality Assurance Office employs various mechanisms to assess whether learning outcomes are achievable and being met.

According to the submitted documents internships constitute a vital component of the study program, integrating practical learning and career development into the curriculum. A structured monitoring system, detailed in the Internship Manual, ensures the quality and effectiveness of this experience. The process is overseen by the course professor, the employer supervising the internship, and the university's career office, which systematically collects and evaluates relevant data. Upon completion of an internship, supervisors assess student performance, and this evaluation contributes to the student's final course grade.

As it was mentioned by the QA staff the internal evaluation and monitoring processes identify areas of improvement and ensure that programs align with evolving labor market demands. Given the involvement of multiple stakeholders, the results of these evaluations play a crucial role in shaping academic offerings. Feedback from students, graduates, and industry representatives has enabled the university to regularly update and enhance its study programs, ensuring their relevance and effectiveness. These reports are publicly available and consistently published on the university'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)

The interviews during the site visit confirmed that the faculty ensures that comprehensive and up-to-date information about its study programs is readily accessible to both prospective and currently enrolled students, as well as other interested stakeholders. This information is published on the university's official website and includes essential details such as lecture schedules, consultation hours, and key data regarding the study programs. The provided content outlines the name of the study program, its qualification level according to the National Qualifications Framework (NQF), the number of ECTS credits, the academic degree awarded upon completion, and the overall duration of the program. Additionally, it highlights the study program's objectives and goals, the intended learning outcomes, teaching methodologies, and the assessment procedures used to evaluate students' progress.

As the additional documents state the curriculum structure is transparently presented, categorizing courses into mandatory, elective and integrated courses. To ensure that students and stakeholders have access to accurate academic information, the university also publishes regularly updated CVs of academic staff, demonstrating their qualifications and expertise in the respective fields.

After monitoring the university web-page it was seen that beyond study program specifics, the

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institution guarantees the availability of all relevant policies, regulations, and guidelines. Key information such as admission criteria, recognition of prior qualifications, enrollment quotas, syllabuses, learning outcomes, credits, and assessment methods is consistently made public. Additionally, the institution provides statistical data on pass rates, dropout rates, and graduate employment outcomes, offering an objective representation of the study program's effectiveness.

ET recommendations: N/A

3. ACADEMIC STAFF

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

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)

All teaching staff recruitment processes are conducted in accordance with national legislation and internal regulations, aiming to maintain transparency and fairness in hiring academic staff. The job openings for teaching staff are publicly advertised, ensuring transparency, equal access, and non-discrimination in the hiring process. The university publishes job vacancies on its official website, which allows national and international candidates to access the information. The university describes the general process of selection starting from the public call to the decision of the Senate. From an internationalization perspective, posting vacancies on the university's website ensures wide accessibility due to its global reach. The legal framework for recruitment is well described and the teaching staff confirmed during the onsite visit that the job opening are transparent and the process is fair. The university provided a website link for advertising job openings; however, at the time of the report's elaboration, the site was not functional. This may be due to the absence of current job openings, but maintaining functional platform for transparency and accessibility is recommended.

The SER describes the procedural framework and details regarding the actual implementation of procedures. The recruitment process is structured, with multiple aspects of evaluation to

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ensure compliance with institutional regulations. This structured approach ensures that faculty appointments follow a standardized process.

The university developed criteria for selecting the candidates. The recruitment and promotion criteria consider various aspects, including teaching performance, research output, and service activities. The university applies a point-based evaluation system that prioritizes research published in high-impact journals indexed in Web of Science and Scopus. This system ensures that the selection process is merit-based and supports the recruitment of faculty members with strong academic records. Faculty members have confirmed that the promotion process is fair, that job openings are handled transparently and task distribution is included in the internal document.

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)

All teaching staff recruitment processes are conducted in accordance with national legislation and internal regulations, aiming to maintain transparency and fairness in hiring academic staff. The job openings for teaching staff are publicly advertised, ensuring transparency, equal access, and non-discrimination in the hiring process. The university publishes job vacancies on its official website, which allows national and international candidates to access the information. The university describes the general process of selection starting from the public call to the decision of the Senate. From an internationalization perspective, posting vacancies on the university's website ensures wide accessibility due to its global reach. The legal framework for recruitment is well described and the teaching staff confirmed during the onsite visit that the job opening are transparent and the process is fair. The university provided a website link for advertising job openings; however, at the time of the report's elaboration, the site was not functional. This may be due to the absence of current job openings, but maintaining a functional platform for transparency and accessibility is recommended.

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adequately qualified to deliver the study program. (ESG 1.5)

The Self-Evaluation Report (SER) provides a detailed list of teaching staff, including their workload (teaching, consultation hours, administrative duties, research, and professional activities). The academic staff consists of 30 professors and 7 assistants, including 33 holders of a doctoral degree and 4 PhD candidates. The expertise of the faculty covers essential fields such as Economics, Finance, Management, Business Administration, Auditing, Accounting, and Information Technology. The report indicates that approximately 90% of the courses (32 out of 36 subjects) are covered by regular academic staff, ensuring a stable and experienced teaching body.

Academic staff engaged in the study program do not hold more than two teaching positions within an academic year (one full-time and one part-time), in accordance with the institution's internal regulations. This restriction aims to maintain a balanced workload and ensure the quality of teaching. During the site visit, academic staff confirmed adherence to this rule.

While teaching staff reported feeling overburdened during the site visit, the workload distribution remains in compliance with internal regulations. The perceived workload pressure was largely attributed to the requirement of publishing in high-impact journals, which demands significant time for research. The institution recognizes this challenge and continues to support its academic staff in balancing teaching, research, and professional activities.

A significant proportion of academic staff involved in the study program are full-time employees of the institution. Approximately 90% (33 out of 37) of the academic staff teaching in the program hold full-time positions. This ensures stability in the academic activities, including course delivery, student supervision, and research development.

For each student group and for every 60 ECTS credits in the study program, at least one full-time staff member with a doctoral degree is employed (33 holders of a doctoral degree). This compliance aligns with the national requirements and guarantees sufficient academic supervision for students.

The student-to-staff ratio meets the required threshold of 1:30, ensuring adequate support for students' academic progress. The current ratio stands at approximately 5:1, with 26 full-time professors for 120 admitted students. This favorable ratio facilitates a more individualized approach to student learning and engagement. The SER mentions that the faculty continuously monitors this ratio and has plans to adjust staffing as necessary in response to future student enrollment numbers.

The qualifications of academic staff are relevant to the courses they teach. A review of CVs, research publications, books, and professional engagements confirms that faculty members possess appropriate expertise in their respective fields. The SER mentions that these records are made publicly available on the university's website, but the expert team cannot confirm this aspect as the webpage was not translated in English.

The workload of academic staff is structured according to institutional regulations, with a 40-hour workweek that includes teaching, research, consultation (minimum of 2 hours per week),

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preparation of materials, and student supervision.

The structure of duties generally enables faculty members to fulfill their responsibilities effectively while maintaining high academic standards.

The institution employs a sufficient number of qualified mentors to guide students throughout their academic journey. Additionally, some professors mentor (PhD) students at international universities, improving exposure to global academic standards.

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 procedures for the advancement of teaching staff at Haxhi Zeka University (UHZ) are transparent and objective. The vacancies for academic positions are publicly announced. The Evaluation Commission, which is appointed by the council, evaluate applications and issue reports based on predefined criteria. The appointment, reappointment, or advancement of academic staff follows the "Regulation on Evaluation and Selection Procedures for Academic Staff" at UHZ. The process aligns with national labor laws and the UHZ Statute.

The evaluation process considers publications in high-impact journals indexed in Web of Science (WoS) and Scopus, contributions to teaching innovation, student feedback, successful supervision of theses, participation in international projects, and collaborations with scientific institutions. The institution follows a structured internal advancement policy that defines the criteria for academic positions (prof. dr., prof. assoc. dr., prof. ass. dr., assistant). This ensures that only qualified staff is hired and promoted. The university's emphasis on research excellence is evident in the requirement for faculty to produce publications in prestigious academic journals as part of their career progression. Leadership in research projects and contributions to the academic community also play a significant role in faculty evaluation.

The results of feedback mechanisms are incorporated into the reappointment and advancement process of teaching staff. At the end of each academic year, a 'Self-Assessment' process is conducted, where academic staff provide feedback on working conditions, administrative services, technical support, and professional development opportunities. The university implements improvement strategies based on these assessments, as regulated in the Regulation on Quality Assurance and Assessment. However, the SER and the documents attached, provide evaluation results from QA from 2022, not more recent. Teaching quality is continuously monitored through student evaluations, annual teaching observations, and professional development opportunities. As was observed by reviewing the syllabi, the faculty members update their syllabi (annually as SER mentions), incorporating contemporary literature and relevant scientific projects to ensure course content remains current and aligned with academic and industry trends.

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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 university has an operational plan for the professional development of academic staff engaged in the study program. This plan identifies new academic activities (additional lectures), and particular attention is given to quality-related training, professional skill enhancement, and modern teaching methodologies. These aspects were confirmed during the site visit, when the teaching staff mentioned that the annual plan consists of 60% teaching, 30% research and 10% other activities.

The University provides targeted training for academic staff. Faculty members attended training sessions, such as "Advancement of Teaching Methods in Higher Education" supported by HERAS PLUS and the Austrian Development Agency. Training in learning outcomes and competency-based teaching aims at strengthening faculty members' pedagogical skills, ensuring the application of student-centered teaching approaches.

To support the academic staff in developing their skills related to testing and assessment methods, the Center for Excellence was established to provide specialized training for staff development.

During the site visit, the teaching staff confirmed the information provided in the SER related to mobility programs. The Faculty of Business actively motivates and provides opportunities for staff involvement in Fulbright Faculty Development programs, international lecturing, and various global academic collaborations. Faculty members also contribute as keynote speakers and board members for international journals and conference, as identified in the CVs of the teaching staff.

The training sessions provide to the new teaching staff the foundation for institutional policies, academic quality standards, ethical guidelines, teaching methodologies, training for the use of SMU, a training for the use of the new anti-plagiarism system. Additionally, they participate, as all teaching staff, to regular training to improve the research and teaching competencies. All the teaching staff adhere to the Code of Ethics.

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Academic staff benefit from research development support through multiple mechanisms, including mentorship from senior colleagues, involvement in project teams, assistance with research proposals, and funding/ incentive opportunities. The university offers financial support/incentives for research publications in high impact journals.

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)

For the MSc programme Business Management there are included external associated to deliver lectures for the students, contributing with their expertise and professional experience in teaching. They are required to integrate the latest research, trends, and labour market knowledge, both locally and internationally, into their teaching.

External collaborators from the business sector or other universities are provided with specific training to familiarize them with academic standards and tools. These training sessions focus on the preparation and delivery of teaching, modern assessment methods, student engagement strategies, and regulations related to higher education, including ECTS credits and learning outcomes, training sessions on the Student Management System (SMU).

In the UHZ, external associates with relevant qualifications (minimum scientific degree Dr.sc.) are encouraged to participate in the supervision of final and graduation theses. They may act as co-mentors alongside an internal UHZ faculty member. The co-supervision model strengthens the relationship between academia and industry, enriching students' research experiences and ensuring alignment with labour market expectations, linking theory with practice.

Workload expectations for external associates are clearly defined at the beginning of their collaboration, as well as their responsibilities (supervising student projects, delivering lectures, and participating in student mentorship activities).

ET recommendations:
1. Ensure the continuous functionality of the job openings webpage, even when no active positions are available, by providing a clear notice or maintaining a record of past openings.
2. Strengthen institutional support for research by increasing financial grants for faculty members engaging in high-impact research projects and publications
3. Expand training initiatives in innovative teaching methodologies, digital learning tools
4. Strengthen the collaboration between external associates and full-time faculty members to enhance knowledge exchange and further integrate industry expertise into academic programs, including increasing participation of external associates in thesis supervision
5. Improve the assistance for academic staff in developing research proposals

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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 in Business Management, MSc, 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 UHZ and Faculty of Business. In the curriculum of the program it can be identified the integration of the market requirements of the Peja region and the country. There is a document Strategic Development Plan 2020-2024 as an Appendix 31, confirming the alignment. Study program learning outcomes are formulated according to "Dublin descriptors" which include knowledge, application of skills, and soft skills. Curriculum enables students to conduct specialized research using qualitative and quantitative methods to address and solve business and finance problems, as well as apply managerial economics to analyze and address complex business issues and make strategic decisions. As stated in the SER and confirmed by students, academic staff and external stakeholders, practical skills students gain studying their master at the study program under evaluation include applying and critically evaluating organizational theories, leading entrepreneurial and innovative projects using strategic and financial management principles, and using management information systems and data analysis on business operations. There are also soft skills included in the curriculum and they equip students with ability to present complex, argumentative and persuasive information, work in teams on problem solving, demonstrating advanced leadership and management skills. The intended learning outcomes include aspects of critical and analytical problem solving skills and are also a good base for further academic research or further studies. The following documents are available as evidence that the management and faculty heads of the study program developed and as a result comply with the required quality standard and the mission of UHZ: Strategic Plan of the University for the year 2023-2026, Strategic Development Plan 2020-2024 and Regulations for study programs and Regulations for Master's studies at UHZ.

The program under evaluation, Business Management, MSc, is organised in 4 semesters, containing 120 ECTS and the structure of the courses and distribution of ECTS per course follows the Bologna system. During the first year students have at least four (4) compulsory courses for the semester (I and II) and at least one (1) elective course. During the second year (II), students attend four (4) compulsory courses for each specialization (Business Management, or Banking and Finance), and (2) elective courses. There is also the regulation for the student's load in the Appendix 33.

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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 and elaborated in the SER and during the meeting with stakeholders. 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 UHZ and the study program under evaluation do anticipate all important regulations, concepts and recommendations for delivering a quality for master students and equip them with competencies for the real sector, including further education and research. The intended learning outcomes at the level of master study program do not overlap with undergraduate study programs, because they refer more to specializations and practical solutions applied in the real sector, supported by research skills and competencies enabling students to solve more complex business and academic research problems. This aspect was emphasized frequently also during the meeting with students and alumni, external stakeholders and academic staff.

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 study program under evaluation complies with Standard 4.3, as it demonstrates a logical flow and competency alignment throughout the curriculum, where the intended learning outcomes are achieved by students and they can smoothly progress through their studies.

The Business Management program is designed following a logical and structured flow to ensure the development of knowledge, application-competencies and general and specific skills in accordance with the standards of the European Higher Education Area (EHEA), as stated and proved in the SER and the curriculum of the program presented.

During the first year of studies students focus on the scientific and theoretical foundations of the field of management. They study courses such as Qualitative Methods in Scientific Research, Advanced Managerial Economics, and Contemporary Organizational Theories. In the second semester, students go step further in their skills and competence development, by learning Quantitative Methods and Techniques in Scientific Research, Advanced Strategic Management, and Management Information Systems. There is a clear structure and aim to prepare students for the business sector and real challenges in the economic sector. Elective courses also added value to the program because they focus on Total Quality Management and Advanced Financial Accounting. During the meeting with external stakeholders, students and graduates, it was noted that such competencies contribute to easy job placements, finding good

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opportunities to work in a real sector and faster success of students in their career. Kosovo as a business area with its regional surroundings, requires such competencies by the labour force and future managers. During the second year, the program divides into two specialization streams: Business Management and Banking and Finance, providing in-depth pursuit of areas of interest. In the third semester, Business Management students focus on subjects such as Entrepreneurship and Innovations and Leadership and Decision-Making. This shows that there is a logical and comprehensive flow of course and the level of competencies grows with passing lower semesters and enrolling to second year. Both specializations have a good choice of elective courses; Business Mergers and Acquisitions, Marketing Management, or International Markets and Finance, The fourth semester ends with the preparation and submission of the Master's Degree Thesis, which consolidates and demonstrates the competencies developed during the program. As explained during the meeting with stakeholders in the site, UHZ and Faculty of Business, have agreements with industry representatives which gives many opportunities to students to participate in internships. In addition the professors can allow students to choose the company for an internship which must be approved by the career office, too. The concept of the study program curriculum, courses and internship allow students to progress through the studies and gain intended learning outcomes. This is also supported by different evaluation methods and corresponding requirements for exams which are organised in different forms.

The Business Management, MSc, study program is comparable to the programs of two universities in the European Higher Education Area (EHEA) in a percentage of 78%, with the University of Edinburgh around 78%, as well as with the University of Ljubljana around 79%, which is presented in SER (pg. 70-71) in details. From the available data and information collected by management, academic staff students, alumni and external partners, the expert team could distinguish high commitment and involvement in creation and delivery of the program which will be competitive with international universities and at the same time offer up to date required competencies to master students (especially by focusing on current trends in business management, banking and finance from different perspectives; theoretical, analytical and practical). Internship is integrated in the study program and the learning outcomes contribute to thesis research and practical solution oriented approach. Each course has a detailed syllabus built according to the syllabus design manual as seen in Appendix 30. The syllabuses include 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.

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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)

As stated in the SER, the Business Management program is not regulated and is not implemented in accordance with the directives of the European Union, nor with national and international professional associations. However, there is international cooperation at the level of the Faculty of Business and study program under evaluation, with all kinds of international collaborations via the office for international research in the rectorate office, publications, mobility, conferences, etc. Professors also have experience in editorial boards in journals, and a very high publishing index in Scopus, Wos, and research is a very important activity for the faculty and students are also involved. Such collaborations provide students with more international experience and can be used in the students careers in Kosovo, in the region and internationally. The scientific master's program in Business Management, as a profession is not regulated and is not applied in accordance with the directives of the European Union, and the national and international professional associations that offer similar curricula and subjects enabling students to advance in knowledge, but it is fully comparable to international and EU master study programs, with significant international collaboration in order to provide quality in academic affair, science and teaching. From this perspective it can be concluded that the program has its sustainability and competitiveness especially at the Kosovo state and regional level.

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)

Haxhi Zeka University, in collaboration with the Career Office, has developed a Practical Work Manual, which provides clear guidelines for student internships within the Business Management program. This manual defines the expected learning outcomes, ensuring that students develop essential practical skills and knowledge necessary for their professional growth. It also details the rights and responsibilities of students, mentors, and host institutions. The manual includes application forms, internship diaries, and student evaluation templates, offering the framework for tracking student progress and ensuring that internships meet both academic and industry standards. The mandatory course "Practical Training and Career Development" is incorporated into the curriculum to strengthen the link between academic theory and workplace experience. The students confirmed during the onsite visit that these internships are very useful for their future career and success on the labour market.

The Faculty of Business, in partnership with the Career Development Office, ensures that every student is assigned a mentor from the academic staff during their internship period. The

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internship experience is monitored, with mentors overseeing student progress and providing academic support throughout the placement. Employers are also required to evaluate students' performance, contributing to their overall assessment in the course. This mentorship structure provides students with continuous guidance and support. The students complete their internships in external environments, collaborating with industry partners through formal agreements and contracts between the university and companies.

The Business Management Program integrates practical learning components into multiple courses, including the mandatory "Practical Training and Career Development" course, which allocates 50 hours for students' internship activities. ECTS credits are assigned based on a structured monitoring system, which includes activity reports, internship diaries, and company evaluations.

Haxhi Zeka University collaborates with a wide range of institutions and businesses to facilitate professional internships for Business Management students. These partnerships include public and private institutions such as banks, manufacturing firms, service providers, tax administration offices, and government agencies. The faculty has established formal agreements with organizations like Elkos Group, Pejë Municipality, Kosovo Tax Administration, KEDS, and Post and Telecommunications of Kosovo.

To maintain high standards, the Career Development Office actively collects feedback from employers and supervisors, using this information to enhance the internship experience.

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

The MSc Business Management Program offers a framework that supports students in achieving their learning outcomes through structured coursework, skill-based training, and a focus on practical applications. This ensures that students acquire the necessary theoretical knowledge and practical expertise to succeed in both their academic and professional careers.

The Strategic Plan for 2023-2026 of Haxhi Zeka University and the Strategic Plan of the Faculty of Business explicitly outlines objectives that align with the program's vision, ensuring a student-centred learning approach that enhances their overall educational experience.

The Academic Advising Manual reinforces the program's commitment to student-centred learning, emphasizing the importance of students as active participants in the educational process. This manual highlights that students are not mere recipients of knowledge but key stakeholders whose needs drive the teaching and learning process.

The Business Management Program employs diverse and advanced teaching methods, including: interactive discussions, critical thinking exercises, group collaborations, practical applications, and problem-solving activities, ensuring that students remain engaged and actively participate in their learning journey. The Center for Excellence plays a crucial role in this process by providing academic staff with professional development training, pedagogical workshops, and curriculum improvement resources. Surveys, peer evaluations, and faculty

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reviews are conducted periodically to measure the effectiveness of the applied teaching strategies. The student feedback and academic performance assessments are considered to refine the teaching methodologies. Faculty members utilize pedagogical methods that align with the intended learning outcomes and the evolving demands of the business sector and academia. They are also engaging in collaborative learning exchanges with international universities, bringing new insights and best practices into the program's delivery.

The Business Management Program accommodates a diverse student population, including part-time students, mature learners, international students, and students with disabilities. The faculty has implemented flexible scheduling options, accessible learning environments, and digital learning resources to ensure that all students can fully engage with the coursework. Lectures in English and supplementary learning materials are provided for international students, facilitating a smooth academic transition and effective participation. International students benefit from specialized academic programs such as the Summer University "UNISUM", where they can take specialized courses in banking, finance, and business management.

The use of modern technology in delivering the Business Management Program enhances the learning experience and strengthens students' ability to acquire and apply knowledge effectively. The university provides a state-of-the-art learning environment, including lecture halls equipped with projectors, computer labs with specialized software, and digital learning platforms. Students have access to the Student Management System (SMU), which offers a centralized hub for course materials, announcements, schedules, and academic records.

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)

The program defines specific learning objectives for the Business programme, ensuring that students develop critical thinking, analytical reasoning, and problem-solving skills. These learning outcomes guide curriculum development and assessment methods, ensuring that students acquire the knowledge and competencies required for further academic pursuits and professional success. The program's structure guarantees that students in Business Management focus on ethical principles and strategic management. This ensures that all students develop domain-specific knowledge, reinforcing their professional and academic competencies. Each course's syllabus explicitly defines how it contributes to the overall program learning outcomes, ensuring comprehensive coverage of the expected competencies. The syllabi were fully provided to the expert team, and they were provided in English.

Assessment methodologies incorporate various assessment tools that measure knowledge acquisition, applied competencies, and skills development. The program employs diverse evaluation techniques, including examinations, research projects, case studies, group work, presentations, and self-assessments. Each course syllabus includes a detailed mapping of assessment methods against learning outcomes. To further support the achievement of learning outcomes, students are engaged in peer-to-peer tutoring systems to enhance collaborative

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learning, while additional exercises and tutoring sessions are organized for subjects with lower pass rates. The Academic Advising Manual ensures students receive continuous academic guidance. The program is evaluated every two years to assess effectiveness, with an ad-hoc committee overseeing internal program reviews and ensuring continuous curriculum improvements based on evaluation results.

Professors present the assessment structure, grading methods, and student obligations based on the Syllabus Development Manual. All assessment criteria and grading methods are published in advance, with students informed through syllabi, faculty announcements, and course materials.

Course syllabus outlines the grading breakdown, ensuring that students understand the weight of assignments, exams, research projects, and participation. After results are published, students have the right to review their assessments and seek clarification. The university provides some mechanisms for grade appeals, allowing students to request clarifications or reviews of their assessments when necessary. To ensure consistency and fairness, it is recommended that a formal appeal process be developed, detailing how cases are handled, who is responsible for re-evaluating tests, and the timeframe in which students can expect a decision.

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

The assessment criteria are clearly defined and linked to what students should know and be able to do upon completing a course. The program ensures that student engagement is measured through the ECTS credit allocation system. Each learning activity, including lectures, practical work, research activities, individual study, and exams, is aligned with the intended learning outcomes.

The program has adopted the ECTS grading scale and calculated student workload based on a weekly engagement model, ensuring that academic requirements do not exceed 40 hours per week. This aligns with European work standards ensures. The workload is calculated, and ECTS is assigned to all learning activities that lead to program learning outcomes, including the learning outcomes of the program components.

The total workload for an academic year is set at 60 ECTS credits. This workload is distributed across 30 weeks of teaching and 8 weeks of exams. The program also provides detailed calculations per course, ensuring that students can track their engagement levels and workload expectations.

ET recommendations:
1. Develop a comprehensive and standardized appeal procedure, ensuring consistency in re-evaluations, formation of review committees, and a clear timeframe for decision-making (to be implemented in the first year)

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2. Continue to increase opportunities for international collaboration, enabling students to engage in joint research projects, exchange programs, and virtual learning experiences with global universities.
3. Continue market research with the aim to keep curriculum of the study program up to date with the market requirements (adding courses required by business sector)
4. Continue improving international cooperation to offer better research opportunities for students and academic staff
5. Revise syllabuses in terms of evaluation of specific learning outcomes to offer students opportunity to pass specific learning outcomes within the courses
6. Implement constructive alignment in a way to design assessment tasks aligned with learning outcomes in all courses and all syllabuses
7. After implantation of recommendation 1 and 2, the communication and introduction of assessment criteria could be communicated fully to students
8. As a result of constructive alignment in assessment, students will pass learning outcomes
9. It will enable students to know exactly how many ECTS was assign to which learning outcome and in case student fail certain learning outcome, they will repeat only that specific learning outcome, not the whole exam
10. Distinguish difference between assessment methods and assessment of learning outcomes

5. STUDENTS

The university's recruitment, selection, and admission process for master's programs follows a structured and transparent approach, aligning with national regulations and legal provisions. The process prioritizes fairness and inclusivity, allowing both domestic and international students to compete equally. Admission requirements include the completion of a bachelor's degree with at least 180 ECTS credits, and candidates from different academic backgrounds must pass differential exams before continuing their studies. The selection process is rigorous, incorporating an entrance exam that evaluates general economic knowledge and business management skills. Candidates are assessed based on academic performance and entrance exam results, ensuring a merit-based and non-discriminatory selection. Additionally, the university adheres to national and international regulations for recognizing foreign qualifications and degrees, confirming its commitment to transparency and equal opportunity.

Student progression is closely monitored through institutional policies and digital tracking systems. The master's studies regulation outlines evaluation procedures, including thesis approval processes and assessment criteria, ensuring academic rigor. Students' academic progress is systematically reviewed through written, oral, and practical assessments, and they have the opportunity to contest grades through a formal appeals process. The university

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facilitates student mobility within and across programs, although interview findings suggest limited cases of student transfers. Furthermore, international collaboration is actively promoted through Erasmus+ and exchange programs, with credits recognized upon completion. While full-degree programs in English are not yet available, summer and winter schools offer international learning opportunities. The university also prioritizes student support services, providing career counseling, financial guidance, tutoring programs, and extracurricular activities to enhance student success and engagement.

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)

According to the SER and the submitted documents the recruitment, selection, and admission process for students follows clear and structured procedures in accordance with institutional regulations and legal provisions. The regulation governing master's studies ensures a transparent, consistent, and fair application of admission requirements, which are in line with the Law on Higher Education. The heads of the programs explained that the admission to the Master's study programs is done in alignment with national qualifications frameworks and the needs of the local labor market. The process prioritizes fairness and non-discrimination, allowing both domestic and international candidates to compete for places, while also reflecting the university's commitment to inclusivity and equal opportunity.

As the submitted documents state, the common admission criteria for the Master's program include the completion of a Bachelor's degree in a relevant field, with a minimum of 180 ECTS credits. For candidates who have completed their Bachelor's studies outside of Kosovo, the university requires proof of accreditation of the institution where the degree was obtained. In cases where candidates have completed their Bachelor's studies in a different field, they may apply for Master's studies in another program, but they must first pass differential exams to ensure they meet the necessary academic requirements. The number of required exams depends on the similarity of the programs. Candidates must complete these exams in the following academic year, before rejoining the program.

As the heads of the programs and the administrative staff explained, the selection process is rigorous and based on clearly defined criteria. The university organizes an entrance exam that covers general economic subjects with a focus on business management for the Master's program in Business Management. The exam is an essential component of the admission process, and candidates are evaluated based on their academic success in their previous studies and performance in the entrance exam. The maximum possible points are 100, with up to 30 points awarded for academic success and up to 70 points for the entrance exam. To be eligible for admission, candidates must score at least 40% of the total points available in the entrance exam. The admission process is transparent and ensures that all students are treated equally, with no room for discrimination. The university complies with national and international regulations concerning the recognition of foreign qualifications and degrees.

The expert team double checked during the interviews with student and alumni and they

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confirmed that the university's admission criteria and processes are designed to ensure that candidates possess the necessary competencies and prior knowledge for successful postgraduate studies. These criteria are applied consistently across all student applications, ensuring fairness and preventing discrimination. The university also has effective procedures for recognizing periods of study, ensuring that all students' educational backgrounds are appropriately considered.

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)

According to the submitted documents the student evaluation and progress criteria are outlined in the regulations approved by the Senate - the Master's Studies Regulation. These regulations specify that within seven days, the Department reviews the student's request for the master's degree project proposal and submits it to the Faculty Council for approval, completion, or rejection. If the proposal is approved, the Department also recommends a diploma evaluation commission, which must include the thesis mentor. The proposal, along with the nominated commission, is forwarded to the Faculty Council for approval. Once approved, the commission is given 15 days to complete the evaluation form, which is then submitted to the Department. During the interviews it was explained that the university further regulates academic success, where students are required to submit assignments and exams according to the schedule set by the relevant academic unit. Examinations may be written, oral, or a combination of both. Students must pass the written part to proceed to the oral exam. In addition to exams, other assessment forms may include seminar work, research papers, tests, and practical exercises.

Both students and the university staff confirmed that the university utilizes an electronic platform to monitor student progress across academic units and study programs. This system allows students to review their performance and accept or reject grades within 48 hours if they are dissatisfied. In case of dissatisfaction, students can file a written complaint to the dean within two working days of the grade announcement. The dean forms an examination committee to review the complaint, and the committee re-evaluates the exam if necessary. The expert team double checked with students if they had cases of appeal and they confirmed that there were few cases. The QA team also added that student progress is regularly monitored by the Quality Office, which compiles statistics on pass rates after each exam term and publishes evaluations of professors based on student feedback. Additionally, the Student Affairs Office manages all student records related to registration, progress, and graduation. It also compiles reports on students' potential for success and provides transparency regarding quality measurements to both staff and students.

As the submitted documents state the university allows student mobility between different programs and departments, facilitating flexibility in qualification paths. Students wishing to transfer between programs or faculties must submit a written request, which is reviewed by the

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respective academic units. The university follows strict policies regarding the recognition of qualifications obtained at other institutions. These policies govern the transfer of students from other higher education institutions, and all transfers must comply with the university's internal documents and the regulations of the Ministry of Education, Science, and Technology (MEST). The expert team asked whether there was any student who benefited from the transfer possibility, but there was none during the interviews.

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

As mentioned during the interviews and stated in the submitted documents the university offers multiple opportunities for students through collaborations with international institutions. The Career Office and the Office for International Cooperation inform students about exchange programs and mobility opportunities. Agreements with foreign universities further support student participation in mobility programs. According to interview findings, after completing exchanges, students can have their ECTS credits recognized based on the provided evidence, which is evaluated by the Faculty of Business's Studies Committee. The university follows established regulations for ECTS credit recognition, adhering to the guidelines of the ECTS Users' Guide and institutional agreements.

While the university does not currently offer full degree programs in English, the submitted documents confirm that it organizes a "Summer and Winter School" program in English each academic year. These courses, accessible to both local and international students, cover a wide range of subjects and allow students to earn ECTS credits. The university provides financial support for foreign students, covering accommodation and meals, and ensures that specific quotas and relevant information are available. As highlighted in the interviews, the university publishes comprehensive details about these programs in Albanian, Bosnian, and English, including information on the application process and eligibility criteria.

Additionally, the university actively promotes student mobility through various international programs, such as Erasmus+ and other bilateral agreements. According to interview insights, recent mobility experiences have included student participation in Erasmus+ programs at universities in Malta, Poland, the Netherlands. Furthermore, the university facilitates virtual mobility programs with institutions like Washington State University, enabling students to attend lectures on topics such as international business management, finance, and the global economy.

Both current students and alumni have expressed a strong interest in expanding the number of international programs and mobility opportunities. While they appreciate the existing initiatives, many have noted in interviews that they would like to see more partnerships, exchange agreements, and opportunities for full-degree programs in English. Some alumni also suggested that increasing the number of international guest lecturers and short-term study visits could further enhance the program's global dimension. It is recommended that the university

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expand its international partnerships, increase mobility opportunities, and develop additional full-degree programs in English to enhance its global engagement.

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)

As indicated in the interviews, the university has a qualified and supportive administrative team that is readily available to assist students with any academic or administrative concerns. In coordination with the quality coordinator, academic staff set official consultation hours, allowing students to receive personalized academic advice. Students can also contact their professors via email during working hours. The Electronic Student Management System (SEMS) plays a crucial role in keeping students informed about courses, assignments, and academic activities.

As documented in the submitted materials, the university organizes events such as "Welcome Week" and "Quality Assurance Week" at the start of each academic year to help new students integrate into university life. These events provide essential information about academic schedules, study facilities, library services, and students' rights and obligations. The university also ensures that students receive comprehensive details about the study program, including its curriculum, rules, and benefits, through academic and administrative staff and the university's website. Additionally, the Career Office offers career counseling, emotional support, financial guidance, and legal advice. The university's website serves as an important resource, providing detailed information on study programs, application procedures, and other relevant services to support students throughout their academic journey.

As highlighted in the interviews, the university's tutoring system plays a vital role in assisting students in overcoming academic challenges and enhancing their learning experience. Tutors, selected based on their academic performance, provide valuable guidance, particularly to students in their early years of study. They assist in explaining study materials, clarifying professors' expectations, and guiding students through administrative processes.

University also provides students with a range of extracurricular opportunities. As mentioned in the submitted documents, the university offers free training sessions and lectures by local and international experts, allowing students to broaden their knowledge and gain insights into their future careers. UHZ has signed an agreement with the Municipality of Peja, granting students access to municipal sports and recreational facilities. In addition, free transportation is available for students through municipal support, further enhancing participation in extracurricular activities. The expert team double checked during the interviews and students confirmed to have information on the above mentioned services.

ET recommendations:
1. It is recommended that the university expand its international partnerships, increase

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mobility opportunities, and develop additional full-degree programs in English to enhance its global engagement.

6. RESEARCH

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

The teaching staff have access to the infrastructure and funding for research development. The UHZ Strategic Plan (2023-2026) emphasizes the development of programs that incorporate research components and focus on generating new research knowledge and skills.

It includes Strategic Priority 4 – Science, Research, and Art (Enhancement of scientific research and artistic activity). This priority is treated with high importance, emphasizing quality assurance, digital infrastructure advancement, networking, and accreditation.

In order to meet the strategic objective for scientific research set out in the UHZ Strategic Plan (2023-2026), clear and concrete goals have been established. The expected outcomes include increasing scientific and applied research activities, expanding publications in international scientific journals, enhancing academic staff participation in international conferences, and strengthening collaborations with local and international institutions, including public and private sectors. Additionally, the Strategy for Scientific Research and Artistic Activity (2023-2026) details specific actions to establish and develop research programs, promote international cooperation, improve research infrastructure, and secure financial support for scientific research activities.

The study program benefits from financial, logistical, and human resources to implement its research objectives. The UHZ Steering Council has allocated financial resources for academic staff to publish research papers in high-impact journals (SCOPUS and WoS). The university also supports joint research projects, collaborations between faculty and students, and participation in international conferences. Financial incentives for outstanding research contributions, including awards for the "Best Work of the Year" and "Researcher of the Year". The teaching staff have access to the infrastructure and funding for research development.

Research activities are guided by institutional regulations, including the Strategy for Scientific Research and Artistic Activity (2023-2026), the Regulation for Scientific Research and Artistic Activity, and the Code of Ethics in Scientific Research. These policies establish procedures for research project development, implementation, and publication in reputable scientific journals. The Office for Scientific Research oversees faculty research activities and funding allocation, while the Scientific Research Group evaluates research proposals and financial support requests.

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.

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The academic staff published the scientific research in international scientific journals indexed in Web of Science (WoS) and SCOPUS. The increasing trend in research output from 2020-2024 highlights their commitment to high-impact research, but it is also the result of the increasing financial support. It also reflects the competitive international environment in which UHZ and all the universities are currently engaged. Additionally, the integration of scientific research into the teaching process enhances student engagement in research activities.

The participation of faculty members in international conferences and research projects is part of the research activities at UHZ. As part of the individual development plan, each member of the academic staff of the Faculty of Business needs to publish at least one scientific paper within one academic year in international scientific journals indexed on the platforms Web of Science or Scopus. During the site visit, the teaching staff mentioned that if a person doesn't publish the paper in one year (as the result of the long reviewing process), in the next year he must publish two papers, to meet the target.

As it was mentioned before, the UHZ provides financial incentives to support research initiatives, including funding for publications in indexed journals (WoS and SCOPUS), conference participation, book chapters, and small research projects. The awards for "Best The Regulation on Selection Procedures establishes clear criteria for academic appointment and promotion, which align with Kosovo's Law on Higher Education and Labor Law. 33 members of the teaching staff have a PhD diploma and they have relevant research in the field as was proved by the provided CVs. Also, external collaborators are evaluated based on experience, academic qualifications, and research contributions, ensuring that staff involved in teaching meet national and institutional standards.

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 SER mentions and the academic staff confirmed during the visit that engagement in research and development services includes consulting for local businesses, organizing workshops and public seminars, and participating in research partnerships with businesses. However, there is no provided evidence to substantiate these activities.

The Faculty of Business actively develops research collaboration with other Higher Education Institutions (HEIs) both nationally and internationally. Faculty members are engaged in international research networks, co-authoring publications in indexed journals (WoS and Scopus) as could be noticed from the evaluation of the CVs and research output included in each of them. The institution has also established Memoranda of Understanding (MoUs), publicly available on the website. However, the extent of faculty mobility and student involvement in these collaborations should be more explicitly documented to showcase measurable impact.

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Faculty members work with Local Chambers of Economy and Commerce to identify industry needs and propose research-based solutions. They develop joint research projects with regional companies. The faculty also facilitates shared access to SPSS data analysis tools and simulation models. To further prove this indicator, clear records of joint research initiatives and business collaboration outcomes should be included.

The faculty has specific proposal to supports knowledge transfer and engagement with the public and industry sectors. This will include partnerships with businesses, research on start-ups, and plans to establish a Technology Transfer Office (TTO). However, while the strategy is outlined, efforts should be made to put it in place effectively.

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.

Faculty members integrate their research findings into the courses they teach, as shown by the syllabi, strengthening the connection between teaching and research. This approach enriches students' learning experience and ensures that they remain up to date with the latest developments in their respective fields. Faculty expertise in areas such as project management, international business, digital marketing, and finance directly influences course design, making the curriculum more relevant and applicable.

Additionally, project-based learning assignments allow students to engage in practical research aligned with faculty expertise, working on projects related to business simulations, market analyses, sustainability assessments, and project management methodologies.

Students enrolled in the study program actively participate in research initiatives under faculty supervision, which enhances their academic development and practical research skills. This experience provides students with exposure to data collection, analytical techniques, and research methodologies that are essential for academic and professional growth. This collaboration was proved by documents provided by the faculty and confirmed during the site visit both by academic staff and students. Participation in these scholarly activities strengthens students' professional profiles and prepares them for academic and industry-based careers that require research competencies.

ET recommendations:
1. Strengthen research collaboration by expanding partnerships with international institutions and industry stakeholders, ensuring broader research applications and external funding opportunities.
2. Operationalize and implement the planned initiatives to ensure the transfer of knowledge and academic research to industry and the public sectors (Technology Transfer Office, Spin-offs and Start-ups, Partnerships with businesses and the industry sector for knowledge transfer)

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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. Faculty has 16 classrooms with a capacity of 1009 seats, 1 library with 84 seats, three IT cabinets with 60 seats and 10 cabinets for professors with a capacity of 30 seats. There are 140 PCs, 1 printer, 12 copy machines/scanners, 14 projectors, as per the Table 30 Equipment and Appliances (pg. 107, SER). Voice system is installed in each classroom with a capacity of over 50 seats, 2 E – kiosks and 3 smart tables. The regular academic staff consists of 26 professors and 7 assistants in the respective fields. During the site visit there was an opportunity to see the site where the Faculty will move in the near future and it was also confirmed with the layout of the new building which is already under construction. The new infrastructure will be suitable for the needs of each academic unit and sufficient to meet the university's capacity requirements. As part of its commitment to creating a modern campus that provides adequate conditions for teaching and learning, UHZ is in the process of constructing a new facility for the Faculty of Business. The quality finance and accounting software, such as Alpha Business IMB is available at the Faculty of Business and UHZ.

There is also a SAP anti-plagiarism system available. In the courses Qualitative methods, Econometrics, research methods, Nvivo, STATA, SPSS, softwares are available. The space, equipment, and entire infrastructure (laboratories, IT services, work facilities, etc.) are fully functional and capable of catering for the number of students enrolled in the program. They support the achievement of the study program's intended learning outcomes separately from other study programs offered by the institution. This information is available in the SER but also demonstrated during the site visit. The importance of having fully functional space, equipment and infrastructure to adequately support the number of students enrolled in the program. The Faculty of Business possesses the necessary resources such as laboratories, IT services and facilities that are specifically oriented towards achieving the intended learning outcomes of the program. The spaces are the faculty's own property as seen in the document within appendixes; Evidence of ownership. There are three facilities available for the development of the learning process and each of them has access to facilities for people with disabilities, which is a very important requirement to students with disabilities to enable them to study and be treated equally (equal study opportunities).

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

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The UHZ and the level of the study program and the Faculty, ensures adequate library resources for the study program. (ESG 1.6) Students are offered sufficient spaces for studying with scientific literature, scientific and academic magazines for the needs of completing the study program. According to SER and as per the site visit, the library has a reading room with a capacity of up to 84 places and the book fund is 1513 titles according to the disciplines included in the curriculum. The Faculty of Business Library is available for students, Monday - Friday from 08:00 to 16:00 (book borrowing) and from 08:00 to 20:00 (reading rooms). Also Saturday - Sunday from 08:00 - 16:00 (reading rooms). This information can be also found on the official website. The number of places in the reading room has a capacity of 84 places, covering the needs of majority students (66% of the total number of MSc students). The business faculty library meets the academic needs of students enrolled in the program of study.The number of copies of the books published in the last 10 years (from 2011 to 2021) is 3941 copies), as evident from the SER.The number of books in the library is 1,513 titles with 3,941 copies that can be used by students in the three years of study. The books and other library sources are available in Albanian language and foreign languages, but additionally students can access electronic resources and read literature online. Overall impression of the evaluation expert team is positive, especially considering current limited infrastructure, but management and all staff (academic and administrative) share the same high enthusiasm and commitment to moving to new facilities, new modern building under construction which will enable them to offer modern study environments to students and better modern research facilities for all.

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, Business Management, MSc, is appropriately funded to deliver its intended educational activities and research. (ESG 1.6) as UHZ is a public higher education institution and is financed by the state budget (Ministry of Education).
There is a detailed table with the budget, presenting expenses and income for supporting the study program under evaluation (Table 33. Budget plan of financing, SER, pg. 111). There is evidence of the projects Within the digitalization of the MSc program there is evidence of two projects: Fulbright specialist: Digitizing the corporate finance syllabus. Coordinator: Vlora Berisha; project staff Bashkim Nurboja and Vjosa Hajdari and American Embassy, KUSA. Curriculum digitization. Erp Data Analysis. Coordinates: Vlora Berisha. The Faculty management and academic staff actively search for project opportunities and are open for national and international project collaborations. The Faculty of Business doesn't have any other additional resources for the development and improvement of the study program besides the additional financial resources from the funding of the international projects mentioned above. The summer and winter schools, lifelong learning programs offered by the Faculty of

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Business could be an additional source of income and it is worth considering its development. It would not only bring extra income to the study program, but it would also give an opportunity to academic staff and administration to improve their income and improve their research budget and possibilities to publish more and attend conferences. The expert team found the commitment of all stakeholders very positive and important for the current and future progress of the study program under evaluation and growth of UHZ, Faculty of Business and the potential future doctoral study programs they would like to offer. The management expressed the intention and willingness to offer doctoral study programs within the Faculties and all efforts invested in infrastructure can also contribute to the better and appropriate research facilities.

ET recommendations:
1. *Keep continuously enlarge the library and study premises*
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 students*
3. *Continue searching for internal and external funding by offering programs of lifelong learning, summer and winter schools, and increased participation in local, regional and international projects, all in order to increase internal budget for the faculty and study program under evaluation.*

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OVERALL EVALUATION AND JUDGMENTS OF THE ET

UNIVERSITY HAXHI ZEKA, Business Management MSc study programme demonstrated an overall Fully Compliant, with 7 Fully-compliant areas of evaluation including the mandatory areas. According to the Manual requirements, the Expert Team recommends to accredit the study programme Master of Science Program in "Business Management" at the UNIVERSITY HAXHI ZEKA, for 5 years and 120 students.

Standard	Compliance Level
Mission, objectives and administration	Fully Compliant
Quality management	Fully Compliant
Academic Staff	Fully Compliant
Educational Process Content	Fully Compliant
Students	Fully Compliant
Research	Fully Compliant
Infrastructure and resources	Fully Compliant
Overall Compliance	Fully Compliant

Expert Team

Member

	Andreea Serban	
(Signature)	(Print Name)	(Date)

Member

	Marina Gregoric	**03.03.2025**
(Signature)	(Print Name)	(Date)

Member

	Giga Khositashvili	**20.02.2025**
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