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***“HAXI ZEKA” UNIVERSITY IN PEJA***  
***HUMAN RESOURCE MANAGEMENT, MSc***

***RE-ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

April, Zagreb



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 19<sup>th</sup> March, 2024**

**Expert Team (ET) members:**

- *Doc. dr. sc. Marina Gregorić, University North, Croatia*
- *Marija Vasilevska, Student Expert*
- *Prof. dr. Sanja Kalambura, University of Applied Science Velika Gorica*
- *Mr. Domagoj Švigir, Student Expert TBD*

**Coordinators from Kosovo Accreditation Agency (KAA):**

- Arianit Krasniqi, KAA Officer
- Ilirjana Ademaj Ahmeti, KAA Officer

**Sources of information for the Report:**

- Self-evaluation report, Reaccreditation, Peje 2024.
- Syllabuses
- Staff CV (full time and part time)
- Accreditation manual
- KAA Accreditation Manual 2022
- KAA Manual Annex 4.3.
- Compliance calculation
- Practical information of the general context of Kosovo
- Law on higher education
- Statute of the University
- Strategic plan UHZ 2023-2026
- Strategic plan
- Strategic Plan 2017-2022
- Administrative instructions UA 17-2024



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- Administrative instructions UA 09-2021
- Law No 4 L-054
- Law No 4 L-261
- Manual for practical work of Students
- Regulation on monitoring
- National qualification framework
- Ethic code
- Regulation on quality
- Quality assurance strategy
- Quality assurance guide
- Evaluation results
- Statistical report from the evaluations
- Regulation for academic staff
- Regulation of evaluation procedures for engaging external collaborators
- UA Accreditation
- Law on labour
- Regulation on MSc studies
- Regulations on personal incomes
- Performance indicators for the study program
- The Guidebook for young students
- Research Strategy
- Proof of ownership
- Statistical report from evaluation results
- Etc.

**Additionally received documents:**

- Manual on the Determination of Measuring Indicators
- Questionnaire - Dean the Teacher
- Questionnaire - Academic Staff Self-Assessment
- Questionnaire - Student Teacher
- Questionnaire - Student Administration
- Questionnaire - Employer
- Evaluation results for all questionnaires above
- Proposed recommendation for all questionnaires above
- Financial plan regarding new Master program



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### Criteria used for program evaluation:

- The experts team followed the program re-accreditation assessment areas and respective performance indicators, developed by Kosovo Accreditation Agency that are presented in Accreditation Manual – 2021.
- *Criteria of Relevance, Efficiency, Effectiveness, Impact, Sustainability*

### 1.2. Site visit schedule

#### Expert Team

- Doc. dr. sc. Marina Gregorić, University North, Croatia
- Marija Vasilevska, Student Expert

#### Coordinators of KAA

- Arianit Krasniqi, KAA Officer
- Ilirjane Ademaj, KAA Officer

#### Site Visit Program

### 09:00 – 09:50 Meeting with the management of the institution

1. Prof. Dr. Halit Shabani (Dean of Faculty of Business)
2. Prof. Ass. Dr. Fisnik Morina (Vice - Dean for Teaching, Student Affairs and Scientific Research at Faculty of Business)
3. Prof. Ass. Dr. Vlora Berisha (Vice- Dean for Finance, Budget and Infrastructure at Faculty of Business)
4. Adem Dreshaj, Dean of Faculty of MTHM)
5. Bedri Millaku, Vice - Dean for Teaching, Student Affairs and Scientific Research at Faculty of MTHM)
6. Prof. Dr. Nexhdet Shala, (Dean of Faculty of Agribusiness)

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7. Prof. Asoc. Dr. Ibrahim Hoxha (Vice- Dean for Finance, Budget and Infrastructure at Faculty of Agribusiness)
8. Prof. Asoc. Dr. Ismajl Cacaj, (Vice - Dean for Teaching, Student Affairs and Scientific Research at Faculty of Agribusiness)

**09:50 – 10:35 Meeting with quality assurance representatives and administrative staff**

1. MSc. Liridon Cukaj (Secretary of the Faculty of Business)
2. Prof. Ass. Dr. Osman Sejfiqaj
3. Luan Lulaj, Officer for Quality Assurance and Evaluation (Quality Coordinator at the Faculty of Business)
4. MSc. Agron Halitaj (Quality Officer at the Faculty of Business)
5. MSc. Rialda Muharremi (Student Affairs Officer at the Faculty of Business)
6. MSc. Leonora Zefi, Officer for career development
7. Besa Baloku (Secretary of the Faculty of MTHM)
8. Mimoza Nurboja (Student Affairs Officer at the Faculty of MTHM)
9. Armend Fetahaj (Quality Officer at the Faculty of MTHM)
10. MSc. Ukë Selimaj (Secretary of the Faculty of Agribusiness)
11. MSc. Alberina Brahimaj (Student Affairs Officer at the Faculty of Agribusiness)
12. MSc, Floriana Zogaj (Quality Officer at the Faculty of Agribusiness)

**10:40 – 11:40 Meeting with the heads of the study programme**

1. Asoc. Prof. Dr. Theranda Beqiri
2. Assist. Dr. Mersiha Kacamakovic

**12:40 – 13:40 Lunch break**

**13:40 – 14:20 Visiting facilities**

**14:20 – 15:05 Meeting with teaching staff**



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1. Prof. Ass. Dr. Fisnik Morina (Vice - Dean and Professor at the Faculty of Business)
2. Prof. Ass. Dr. Alma Shehu Lokaj (Vice - Rector and Professor at the Faculty of Business)
3. Prof. Ass. Dr. Elvis Elezaj (Professor at the Faculty of Business)
4. Prof. Ass. Dr. Valdrin Misiri (Professor at the Faculty of Business)
5. Afrim Hoti, Professor at the Faculty of MTHM)
6. Behrije Ramaj, Professor at the Faculty of MTHM)
7. Prof. Asoc. Dr. Ilir Morina, Professor at Faculty of Agribusiness - full-time.
8. Prof. asoc.dr. Ferdije Zhushi Etemi, Professor at Faculty of Agribusiness - part time.

**15:05– 15:50 Meeting with students**

1. Medijona Lajqi (Student – First Year, HRM)
2. Sihana Mustafa (Student – First Year, HRM)
3. Fitore Haxhihasani (Student – Second Year, HRM)
4. Dafina Galani (Student – Second Year, HRM)
5. Yllka Berisha, students from Faculty of Agribusiness – first year
6. Lirigzon Gocaj, students from Faculty of Agribusiness - first year
7. Sauda Skenderovic, students from Faculty of Agribusiness – second year
8. Vesa Bejtullahu, students from Faculty of Agribusiness – second year

**15:55 – 16:45 Meeting with graduates**

1. MSc. Genc Pilingjurka (Graduate student in the HRM Program)
2. MSc. Bleron Elezaj (Graduate student in the HRM Program)
3. MSc. Sara Dervishaj (Graduate student in the HRM Program)
4. MSc. Fatlind Shala (Graduate student in the HRM Program)
5. Dijesa Morina, Graduated from Faculty of Agribusiness
6. Alferd Tahirsylaj, Graduated from Faculty of Agribusiness
7. Adem Lushaj, Graduated from Faculty of Agribusiness
8. Artur Morina, Graduated from Faculty of Agribusiness

**16:45 – 17:35 Meeting with employers of graduates and external stakeholders**

1. Zana Lipoveci (Human Resources Manager at Elkos Group)
2. Irfete Pasha (Human Resources Manager at Agency for Funding in Kosovo)
3. Fatos Salihaj (Director of Underwriting at "Dukagjini Insurance Company")
4. Shefqet Dervishaj (Director of the Tax Administration of Kosovo - Branch in Pejë)

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5. Armend Delijaj, Director of the Freskia company
6. Mentor Bojku, Director of the tourist company
7. Agron Shala, Director of the hydrometeorological institute

**17:35 – 17:45 Internal meeting – Expert Team and KAA**

**17:45 – 17:55 Closing meeting with the management of the faculty and program**

Study programs	Experts	Responsible persons of study program
Human Resource Management (Re-accreditation)	Marina Gregorić Marija Vasilevska	Theranda Beqiri Mersiha Kacamakovic

### 1.3. A brief overview of the institution and program under evaluation

University "Haxhi Zeka" (UHZ), was established in 2011 and was part of the transformation from the academic unit of the University of Prishtina to an independent university. The very attractive geographical position, the identification of the city of Peja as a city of culture, as a destination of international tourism and mountain sports, has necessarily been important in profiling the study programs that the University of Peja offers. These qualities have made UHZ attract students not only from the region of Peja and Kosovo but also from the Albanian-speaking countries of the region. UHZ together with the University of Prizren are the only higher education institutions in the Republic of Kosovo which have students from the Bosnian community. UHZ has five faculties in its composition: Business faculty, Faculty of Management in Tourism, Hospitality and Environment, Law faculty, Faculty of Agribusiness and Faculty of Arts.

Master of Science in Human Resource Management as a program under evaluation, was accredited in 2014-2018 and reaccredited in the following periods: 2018-2021, 2021-2024, and it is still unique study program in Kosovo amongst educational institutions. The study program is part of the Faculty of Business. According to the perception of management and other stakeholders of UHZ (students, graduates, employers), study programme Human

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Resource Management on the MSc level takes into account the market requirements, fulfilling interests of the whole national economy of Kosovo in both; private and public sector on the level of human resource manager positions in companies.

According to SER of UHZ research in relations to overall success of the study program under evaluation it can be identified that many local and international reports state that companies lack skilled labours. With reference to World Bank Group Skill Gaps Report on skill gaps in Kosovo report People skills and the ability to work independently is needed across occupation and among socio-emotional skills, interpersonal skills (when working with clients and team members) are an important part of the job for nearly 70 percent of workers which is also confirmed also from the meetings with businesses and other stakeholders. As a result of the analysis of the analysis of the study program and its assessment in the labour market, the Human Resource Management as a study program is highly valued (see Assessment on Labor Market Relevance for the Existing Study Programs of the University "Haxhi Zeka" in Peja' in Annex 3 pg 19). Additionally, the "Employability Analysis of the "Haxhi Zeka" University Graduates" shows data that 70 % of the graduates of the HRM study program are employed. During the meeting with graduates and their employers expert team perceived the high level of satisfaction with skills, competencies and knowledge acquired, recognised and applied by graduates as human resources managers in the business and public sector, coming as a result of studying at UHZ on the program of HRM.

## BRIEF ANALYSIS OF ADVANTAGES AND DISADVANTAGES

### ADVANTAGES OF THE HIGHER EDUCATION INSTITUTION:

1. Leaders in Human Resource Management Study Program in Kosovo (sole faculty to offer this program in Kosovo)
2. High demand for HRM study program in Kosovo
3. The program aims to promote excellence in teaching, learning, research and contribution to the society
4. Motivated and committed professors and staff members
5. Good cooperation with the industry
6. Student oriented university and faculty
7. Organizational structure open for improvement
8. Satisfactory infrastructure

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#### DISADVANTAGES OF THE HIGHER EDUCATION INSTITUTION:

1. Internationalization aspects are not yet sufficiently developed
2. The transfer of knowledge and technology needs to be improved
3. Lack of funding for academic staff education and research
4. English language needs improvement to attract international students

#### EXAMPLES OF GOOD PRACTICE:

1. Collection and analysis of quality data at all levels at UHZ
2. High level of integration into the local community
3. The HRM study program is well established and appreciated in Kosovo amongst public and business sector
4. Good relationship between academic and administrative staff, and students

#### The main recommendations of the previous assessment:

1. To revise and implement learning outcomes of the study program HRM in accordance to EU practice
2. Strong recommendation to adjust and map learning outcomes of the syllabuses with learning outcomes of the study program in terms of exact matching the contribution of each course to learning outcomes of the study programs
3. Implement didactic and teaching concepts with clear guidelines for assessment and learning process.
4. Define more ambitious strategic goals/targets for quality and quality assurance processes, related to the expected outcome of processes rather than establishment of mechanisms.
5. To analyse the quality assurance results and the on programme and faculty level and to produce relevant analysis/reports which would include suggestions for improvement;
6. To measure KPIs for Human Resource Management study programme regularly and incorporate them in quality assurance reports on the programme level;



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7. Self evaluation of teachers should be implemented regularly with the aim of creating yearly plan of skills and competencies to be improved or enhanced according to the trends, technologies and resource in the academic field
8. Revise learning outcomes of the HRM program and develop the matrix of learning outcomes of each course of the program in compliance with program learning outcomes
9. Enhance and strengthen the cooperation with other institutions and universities in the region and internationally (especially EU), in order to increase competencies of teaching staff and improve methodology of teaching and learning process
10. Review the learning outcomes of the study programme to make them more appropriate for the European Qualification Framework level 7
11. Review the learning outcomes of each syllabus and to make them adequate and related to the learning outcomes of the study programme as well as in accordance with the European Qualification Framework level 7
12. Review all syllabuses and include assessment of each learning outcome according to the European Qualification Framework level 7 and enable students to pass learning outcomes, not only exams in a general form as before
13. To review the concept of the internship/practice in the study programme and develop/adjust the necessary documentation.
14. Introduce fixed internal deadlines for issuing marks for different types of assessment;
15. Streamline the Regulation for Postgraduate Studies and the UHZ Statute to ensure that the most important information for the study process is included in the regulation and to avoid overlapping with the Statute;
16. Include an indicator related to study course completion rates and the dropout rate among key performance indicators for the study programme, define the target and use the results for improving the teaching and learning strategies for the study programme
17. Issue a mandatory diploma supplement to all graduates of the study programme
18. Ensure that the information about student rights and responsibilities is available in a format that is clear and accessible to the students, for example, the Student Handbook;
19. To establish an institutional body who could review the complaints received after the student appeal
20. Develop a clear formal process (documentation) for student transfer on the master's level
21. Develop the research strategy for the HRM program and ensure its competitiveness before new entrants enter to the market, to be a step ahead of the competition.

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22. Increase the quantity and quality of research in the domain of HRM topics relevant to the field.
23. Provide clear policies for defining what is recognized as high-quality research, consistent with international standards and established norms in the field of HRM program.
24. Ensure the funds/budget and financing the research in the field of HRM on the local and international level.
25. Improve the availability of international resources by broadening the international cooperation with universities, libraries and online database access to recent publications for academic staff and students
26. Encourage more utilisation of Erasmus+ exchange in terms of common research activity with other institutions
27. Acquire and implement unique anti plagiarism technology to be used in the courses and for the master thesis writing purpose

## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

In line with analyzed documents, SER and sources provided by management, University' Haxhi Zeka' has developed the new mission statement in 2023. The mission statement includes the research, economic development, dynamic labour market skills and internationalization. As a result, the study mission of the Master of Science in Human Resources Management program aims to provide a comprehensive and research oriented education that meets the specific requirements of our nation while contributing to its economic and societal progress. The mission is to advance the research opportunities that allow a higher and a contemporary development of the students and graduates to become more competitive and innovative for the labour market in the field of Human resources management. The mission of this program under evaluation is fully in line with the mission of Haxhi Zeka University approved in 2023 in the Strategic Plan 2023-2026.

From the meeting with management, students, graduates and employers of graduates it is evident that the the curriculum of HRM study program is designed to meet the needs of both the public and private sectors, taking into consideration the specific challenges and

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opportunities present in Kosovo's labor market. Students are encouraged to think critically, analyze real-world HRM issues, and propose innovative solutions. As per SER (pg 14) the study program HRM is in line with Level 7 of NQF Higher Education Bologna 2nd cycle EQF reference level 7 National qualification Framework Handbook (Annex 3) available at <https://akkks.rks-gov.net/Documents?idType=1015>.

Management of UHZ, together with management of faculty of Business, and heads of the study program applied all recommendations from previous evaluation and consequently made improvements in the learning outcomes of the HRM study program under evaluation. As stated in SER the ultimate goal of HRM study program is to prepare students for leadership roles in HRM and enable them to effectively contribute to the success of organizations through the efficient management of human resources. Moreover, the program aims to help students develop both conceptual and practical skills that will make them suitable for employment in HRM and related fields. Bearing in mind that the HRM study program is unique in Peja region and Kosovo. The structure of the HRM study program and teaching approach is driven by research, practical work, projects and involvement of industry sector in supporting theoretical framework of teaching and learning process at the level of the study program. Different didactic concepts are offered to students within courses and they lectures, case studies, group discussions, and experiential learning activities. These methods aim to encourage critical thinking, problem-solving, and the application of theoretical concepts to real-world HRM issues. Within the curriculum of HRM as a program under evaluation, expert team identifies courses covering research methodology and data analysis. This is important when it comes to equip students with research competences and finalize their Master thesis. Thesis are usually related to solving real business problems and find solutions in the HRM field.

On the level of the study program under evaluation, HRM, it is identified that there are formal policies, guidelines and regulations dealing with recurring procedural and academic issues. They are publicly available to students and staff via different e-platforms or directly through the website and students and staff have confirmed that they know how to refer to them to relevantly address matters arising. In addition, all academic staff are obliged to hold additional consultations based on the students needs where any issue can be addressed.

As per the SER and meeting with different stakeholders, expert team identified that all staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities. This is regulated by the statute of the "Haxhi Zeka" University in Peja and the Law of Higher Education. The University enjoys the autonomy and freedom of academic teaching, scientific research and artistic

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creativity within its activities. The regulations can be found in annexes 7, 8 and 9. Policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances. For this purpose, the Faculty of Business has established an advisory body, which consists of labor market representatives, who are decision makers in private and public companies. Where the department has regular meeting and have also insights on the changes needed by the program. According to SER and meeting with stakeholders, Council meetings are held regularly, at least once before the semester starts, and once towards the end; to discuss, review and make recommendations for the upcoming semester. At the beginning of each academic year the quality office evaluates and re-evaluates the curricula for each subject which helps to continuously improve study program. According to quality insurance UHZ set performance indicators and clear SWOT analysis on pages 24-25. Major threats are seen in decrease of the number of students, competition in the market (in the future similar study programs), state budget crisis and stagnation of investment in higher education and practical trainings for students due to insufficient number of HRM departments in business and public sector.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	



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Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

**Compliance level:** Fully compliant

**Recommendations:**

- 1. Continue to comply with adaptation of international practices, especially in relation to EU regulations for higher education*
- 2. Continue to improve assessment process in relations to learning outcomes*
- 3. Continue to improve syllabuses to fully comply with mission and objectives of the study program*
- 4. Develop strategies to overcome decrease in number of students*
- 5. Improve English language skills of academic staff and administration*
- 6. Create more attractive environment for foreign students including regional and broader international markets*
- 7. Increase cooperation with foreign universities to apply for EU and other projects with aim to ensure funds for improvement of facilities, infrastructure and academic budget*
- 8. Continue good cooperation with external stakeholders, business sector and employers of graduates*
- 9. Utilize alumni network to assist in promotion of studies and offer internship to students to overcome threats listed in SWOT analysis*
- 10. Continue to monitor and evaluate review of policies and regulations by introducing formal procedures and surveys every year*



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## 2.2. Quality Management

Expert team identified the compliance with standard 2.2. Quality management based on the data provided in SER, relevant annexes and explained by management of university, faculty, academic staff, students and other stakeholders. There is a strong relationship between presented data in SER (existence of University Statute (University Statute, Annex.1), Article 206, Quality Assurance Strategy 2020 – 2024 (Strategy for Quality Assurance and Evaluation, Annex.11), the Regulation for the quality assurance and assessment system (Regulation for the quality assurance and assessment system, Annex 12) and the Guide for quality assurance (Guide for the quality assurance and assessment system, Annex.13)), and data collected during the site visit meetings with stakeholders.

Quality assurance documents are public and they clearly define the quality assurance system within the institution, the processes, mechanisms, quality assurance instruments, timelines, as well as the responsibilities of all actors participating in quality assurance and evaluation within the University. It is evident that academic staff participate in quality assurance and self assessment processes. The Council for Quality Management and Evaluation (KMCV), analyses data collected during the self assessment process and issue a report which it sends to senior management for decision-making. The report summary is published on the University's website and academic staff is aware of the changes and implications, improvements done by management. All quality assurance and evaluation processes of study programs are fully integrated into normal planning and development processes in order to improve overall performance within the academic unit and within the institution as a whole. As presented in Annex 12 (Regulation on the quality assurance and assessment), there are 8 areas of quality assessment covering study program, teaching process, research, administration, staff, mobility, international cooperation, internationalization, external quality assurance and other fields according to the need or different requirements from MEST, Kosovo Agency for Accreditation, etc. In order to comply with need to provide an overview of quality issues for the overall program and different components within it, information collected by quality assessment further serve to increase the effectiveness of the teaching process and to identify shortcomings and opportunities for improvement in the future. The results from the program evaluation process are published on the website specifically in the study program section (HRM Evaluation, Annex.10). all evaluations from quality assurance processes, including internal and

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external processes, initially serve to verify the fulfillment of standards, as well as for the implementation of adequate recommendations. This is also in line with Statut of the University, article 209.

In the main documents of the quality assurance system (Quality Assurance Strategy, Quality Assurance Regulation and Quality Assurance Guide), ET has found the description of main mechanisms and instruments for the assessment process. There are 8 questionnaires listed in Annex.14:

1. Questionnaire: Dean on Teachers;
2. Questionnaire: Self – assessment of Academic Staff;
3. Questionnaire: Student on Teachers;
4. Questionnaire: Student on Administration;
5. Questionnaire: Employer;
6. Questionnaire: Graduates (Alumni)
7. Questionnaire: Peer on Peer;
8. Administration Questionnaire

During the site visit and meeting with management and quality assurance representatives ET could relate relevant information about the considerations and implementation of internal quality evaluation results. It is evident that the data collected is widely taken into account for further development of the study program HRM. Review of study programs, procedures and mechanisms used for review of programs are regulated by Regulation for study programs (Annex 5). The evaluation of the study program is carried out after every two years. The evaluation of the study program is done by the Ad-hoc committee that performs the evaluation of the program according to the procedures provided in the Regulation for quality assurance and evaluation. The instruments used to evaluate a study program consist of questionnaires with students, alumni and employers, analysis of statistics for the relevant areas of the program and other evaluations, such as: evidence of participation in lectures, pass ability of students, evaluation of syllabuses, registration of new students, used literature, etc. Such dedicated approach and implementation, together with commitment of management and faculty shows the link between mission, objectives of the Study program, the Statut of the University and Strategic Plan. It is clear that management is highly motivated and continuously improves the quality assurance process which results in quality improvement of the study program HRM and quality of high education. According to previous reaccreditation recommendations and quality assessment, UHZ applied majority of the recommendations by ET and result is seen in

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improvement of the Quality management standard from the overall perspective and performance. Members of ET distinguish the effort of management of the UHZi in terms of acknowledging the importance of quality assurance and identify that the quality assurance arrangements for the study program HRM are themselves regularly evaluated and improved. During the meeting with heads of the study program under evaluation, HRM, ET members noticed and observed strong commitment to improvement of the program, professionalism and hard work of heads of the study program HRM directed to quality improvement, further development of the study program, showing good leadership skills and at the same time understanding and acceptance (with implementation) of previous reaccreditation. In this manner, they do deserve appreciation. The commitment and enthusiasm is highly observed and it is clear that the study program heads create motivating and positive learning and teaching environment for students, academic staff and administration. Consequently, the overall level of compliance of the study program under evaluation, HRM, is improved in comparison to previous reaccreditation.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	



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Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

**Compliance level:** Fully compliant

**ET recommendations:**

- 1. Continue to evaluate, monitor, improve and implement self evaluations*
- 2. Continue to integrate quality assessment results in the regular planning processes*
- 3. Continue to improve and review questionnaires results by involving all stakeholders*
- 4. Perform trainings for quality and IT officials*
- 5. Improve and increase level of digitalization in the system of internal assessment*
- 6. Increase cooperation with international and local universities, public and business sector, EU projects and form partnerships in order to gain more experience in quality assurance management and receive funding for improvement of infrastructure*
- 7. Increase cooperation within the EU project possibilities and local businesses to improve budgets dedicated to quality management process and digitalization*



### 2.3. Academic staff

Candidates for employment at UHZ as well as to the HRM study program are provided with the full position descriptions and conditions of employment. There is a table presented in the SER including the following data about full time and part time academic staff supported with the following: name and surname, program affiliation, qualification level, academic title, contract duration, workload divided by teaching, counselling etc, consultation, administrative work and research as well as the employment status is presented allocating skills and time resources to different tasks (p. 33-39). All contracts of the academic staff of the Faculty of Business as well as those who teach in the master in HRM program, are in compliance with legal requirements regarding the position in which they are placed (assistant or professor, lecturer). The above is regulated in the policies and regulations that determine the employment of academic staff with regular work contracts according to academic ranks (prof. dr., prof. ass. prof., prof. ass. dr., assistant). They are defined in Regulation on Selection Procedures regarding the election, re-election and advancement of full academic personnel UHZ. 025/23, dt. 06.01.2023 (Annex 15), while for external collaborators for lectures and exercises are defined in Regulation of Evaluation Procedures for the Engagement of External Collaborators UHZ, ref. no. 1165/22, dt. 23.05.2022 (Annex 16). All documents are published on the UHZ website and approved by the UHZ Senate. According to SER, it is evident that documents originate from Law on Higher Education in the Republic of Kosovo, The Law of Labor in the Republic of Kosovo, University Statute (Annex 1).

As perceived by SER, over 84% of the academic staff teaching within the study program under evaluation HRM are full time employees. Professionalism and the narrow field of study mean that most of the lectures in the HRM master study program are covered by the fully employed academic staff. The following table is presented in the SER, pg. 38.

Full time staff	Part time staff	Total
21	4	25
$21/25 = 0,84 * 100 = 84\%$	$4/24 = 0,16 * 100 = 16\%$	100%

Source: SER, pg. 38



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According to Article 166 of University Statute (Annex1), the personnel in a regular employment relationship cannot have another full-time employment contract in any Higher Education Institution. It is evident from the Panel discussion that academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity. Majority of the staff has a relevant PhD degree and the HRM program fulfills the requirement of having for every 60 ECTS credits of the HRM study program employed at least one full time staff with PhD title. It is also evident from the Panel discussion as well as formal staff profiles submitted prior to the review, that academic staff can deliver high level learning process.

There are opportunities for further development of staff. They are encouraged to participate in research projects locally and internationally. According to SER, the ET identifies that the Faculty of Business invests efforts to motivate and support staff to participate in various programs such as: Fulbright Faculty Development program, Trainings abroad and within the country, ERASMUS+ exchange (mobility), the Center of Excellence within UHZ organize various workshops, training and seminars for academic staff, etc.( SER pg. 38). Even the Statute of Haxhi Zeka University supports these initiatives where according to article 161 and 164 of University Statute (Annex) universities are obliged to offer suitable conditions for scientific research and artistic creativity and to enable the academic staff to achieve competitive results at the international level. While the academic staff of the University is obliged to do scientific research and creative work in accordance with their professional skills and the obligations arising from the strategic instructions of the Senate as well as the advice of the relevant academic units. Professors have the right to request from the senate to be allowed of a free year and be focused on research at a foreign University and during this year the employee will receive the full salary.

In terms of evaluation of the ET members, all above is very important for the study program HRM and its continuous development, especially in terms of creating attractive environment and academic quality for attracting new students and increasing the number of students. Professor and other academic staff are key players in competitive analysis of study programs. The program under evaluation is still unique and only one of a kind in Kosovo and Peja region, but there is a threat of new entrants to the market, and consequently increase in competition. To ensure the sustainability of the study program under evaluation HRM on the long term, it is important to enable and ensure the continuous improvement of academic staff. It involves

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improving and developing different competencies, including professional, field knowledge, market trends, communication skills, research achievements and language skills. It is necessary to increase the quality and level of English language of academic staff to be competitive in the international market. Since the major goal of the study program HRM and UHZ is internationalization, it is necessary to focus on international market by offering more courses within the study program in English language, and attract not only ERASMUS students but also other international students with the aim to complete full study program in Kosovo, UHZ.

As per the article 182 of University Statute, academic staff working hours is 40, performing teaching, research, committee, and other duties and responsibilities together with 2 hours of consultancy hours for students. The detailed obligations of full academic staff and external collaborators, related to their engagement during working hours at UHZ, are defined in Regulation on Workload for Teachers, Associates and Assistants in Academic Units and ISHA in UHZ ref. no. 299/23, dated 06.02.2023 (Annex). As explained in the chapter Quality management standards, the Internal evaluation processes are carried out regularly and as such are foreseen in the quality assurance documents and calendar of activities.

As explained by management, academic staff and quality assurance representatives, the ET has identified that the results of teaching staff and academic evaluation processes are processed at by the Commission for Quality Assurance and Evaluation and forwarded to the Central Office of Quality at the level of the institution. The results of this assessment are published on the University website (Self-assessment results, 2021/2022). The results from this assessment are published at the institution level. During the site visit and provided by the SER the ET members are informed about the process of academic staff assessment. They are evaluated by the students through the "Student to Teacher" questionnaire at the end of each semester by students completing the questionnaire 'Student to Teacher' to evaluate the course and the professor of the specific course. During the evaluation of the academic staff at the Faculty of Business for the academic year 2022/23 there were total of 35 academic staff evaluated and the grades scores are high, which shows the high level of satisfaction amongst students with professors. The average grade was between 4.34 to 4.64. The evaluation of the academic staff is also done continuously by the dean of the academic unit. through the questionnaire "Dean on Teacher". According to data available in SER, this is done once during the academic year, at the end of the academic year. In line with Regulation on Quality Assurance and Evaluation System ref. no. 763/2022, dated 05.04.2022 (Annex 12) the quality of teaching and learning is maintained

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and developed through an annual teaching observation scheme, annual evaluations by students, individual self evaluation of staff and professional development opportunities. Article 213 of University Statute (Annex 1) after the evaluations by the students for those teachers who have reached the 10% of the lowest results in the evaluation, together with the committee and the teacher, they decide on the measures to improve the quality. Every academic year teachers update their syllabuses by refreshing them with contemporary literature not older than 10 years.

After careful analysis of syllabuses at the level of the study program under evaluation HRM, the ET members identified improvements in syllabuses compared to previous reaccreditation, but there is still room for improvement. There is a need to comply with constructive alignment of ECTS with students assessment. The examination forms and their frequency is not sufficient when it comes to assessment of each learning outcome of the course. In current syllabus it is not clearly defined how each learning outcome will be assessed. Assessment forms and methods are there but there is no clear relationship with learning outcomes. Therefore, academic staff should revise syllabuses creating clear assessment of learning outcomes together with number of ECTS per assessment. The same recommendation was given in the previous reaccreditation process, but it is still not fulfilled. During the meeting with heads of the study programs it was clear to ET members that they did lots of improvements by providing training to academic staff on the Blooms taxonomy of knowledge as well as about the level 7 learning outcomes. As a further step to improvement of syllabuses by academic staff, ET recommends to review syllabuses to comply with the assessment standards. The same impacts assessment of standard 4.4. and will be given as a recommendation by ET members.

In terms of training for academic staff, there are evidence of their continuous training, mobility and conference participation during the past 3 years (SER, pg. 42-49). Members of ET strongly recommend to academic staff to continue training and mobility including foreign language proficiency.

As per UHZ Statute, teachers retire at the age of 65, while after this age they have the right to engage in part-time teaching (article 177 of University Statute - Annex1). The retired professor of the academic unit can be assigned the title "Professor Emeritus" by the Senate with the proposal of the council of the relevant faculty and with the support of at least 2 councils of the academic units according to Regulation on Awarding the Title of Professor Emeritativeref. no. 382/2023. The data is derived from SER, pg. 49.



In addition to above elaborated under this standard, members of ET can conclude that this standard is fulfilled, but there is still room for improvement. The recommendations indicate in which specific area UHZ must work and improve the academic staff standard assessment elements, especially for the program under evaluation, HRM, MSc.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<b>Standard 3.1.</b> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<b>Standard 3.2.</b> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<b>Standard 3.3.</b> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	X	
<b>Standard 3.4.</b> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<b>Standard 3.5.</b> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<b>Standard 3.6.</b> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	





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<b>Standard 3.7.</b> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<b>Standard 3.8.</b> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
<b>Standard 3.9.</b> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
<b>Standard 3.10.</b> Teachers retired at the age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

**Compliance level:** Fully compliant

**ET recommendations:**

1. *Revise syllabuses of HRM to ensure constructive alignment and assessment of learning outcomes*
2. *Revise syllabuses of HRM in terms of ECTS allocation to each assessment method*
3. *Continue with good practices and regularly update self evaluation of teachers following trends and changes in the teaching methods and field of the study*
4. *Improve English language and foreign language skills of academic staff to contribute more efficiently to internationalization of the study program HRM*
5. *Increase budget for the mobility, training and research of academic staff by dedicating internal sources, applying for government funds and EU funds*
6. *Increase international cooperation of academic staff with international academic staff in order to publish research papers together in journals with high impact factor (to facilitate the lack of budget and local shortage of journals with high impact factors)*



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## 2.4. Educational process content

According to SER and discussion with heads of the study program under evaluation, HRM, members of ET determine that the HRM study program is a 2-year study programme with 120 ECTS credits. The program is organised in four semesters, where the last semester is dedicated to Master Thesis. The allocation of ECTS for Master Thesis is 30 ECTS meaning that students spend 750 hours for research and thesis submission. Considering that in Kosovo high education, students are not obliged to write bachelor thesis, it is important that they commit enough hours for their Master Thesis. During the meeting with heads of the study program, academic staff, students and graduates, it is identified that students benefit from thesis writing, research process and it is always related to industry sector or real business problem. This approach is very important and shows that the program as such complies with societal needs, business needs and methodologically develops generic skills and competences. During the first semester students have following courses: Qualitative Methods in Scientific Research, Human resource Management, Leadership and Management and Organizational Communication as mandatory courses and Change Management and Innovations and Project Management as elective courses. The structure of courses is well design and covers core of the HRM. Qualitative methods in Scientific Research is a course of 7 ECTS and members of ET consider this as a very good approach to prepare students already in the first semester to gain competences in research, learning research methods and prepare for their scientific degree. Distribution of ECTS is well done by assigning different number of ECTS for different courses, indicating the importance, value and contribution of each course to the completion of the study program. During the second semester students learn about trends in labour market, strategic management, motivation and are offered to gain competencies in digital transformation and its implications in HRM, or reward management and green management. With such structure of courses students are prepared to enter current markets, research and apply their knowledge following current trends in economic development and specifically in HRM. Third semester courses are also well structured with different number of ECTS allocated to different courses depending on the importance and added value to the whole program. Courses cover E-recruitment, planning and organisation of trainings, management of information systems in HRM, internship and career development, managerial decision making, organisational culture and behaviour, talent management, work analysis and time management. As a conclusion, ET members evaluate the structure of the study program HRM as well as the allocation of ECTS

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per study course as very good. During the meeting with students and graduates it is also confirmed that the competences gained by study program area valuable and highly appreciated in the business sector and contributed to their employment. This also confirms interdisciplinary aspect of the program and its impact on the students' personality.

The study program HRM complies with the requirements and standards for training managerial staff and young professionals in Kosovo and it is in line with the requirements of national qualification's framework and the framework for qualifications of the European Higher Education Area. The ET members assess that the individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning. As described above, the disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. Following learning outcomes are to be listed for the study program under evaluation: Some of the expected outcomes and competencies achieved after completing the studies are as follows:

- *Demonstrate concepts on modern HRM practices and procedures and develops the skills to work effectively in the context of the business community*
- *Contribute to the development, implementation, and evaluation of employee recruitment, selection, and retention plans, as well as supports the development in training of staff and communication of the organization's total compensation plan*
- *Develops the skills to research, collect, review, evaluate and interpret important information from the field of HRM and administration. Provide innovative solutions to problems in the fields of HRM*
- *Demonstrates general critical, analytical, functional, comparative and problem-solving skills that can be applied in HRM situations.*
- *Ability to understand and administer the legal and regulatory framework governing employment, labor relations, and workplace diversity*
- *Develops knowledge about qualitative and quantitative research to an independently constructed piece of work in the field of HRM*
- *Demonstrate that is able to evaluate HRM related social, cultural, ethical and environmental responsibilities and issues.*
- *Develops digital skills for future researches and academic advancement in the field of Management and HRM*

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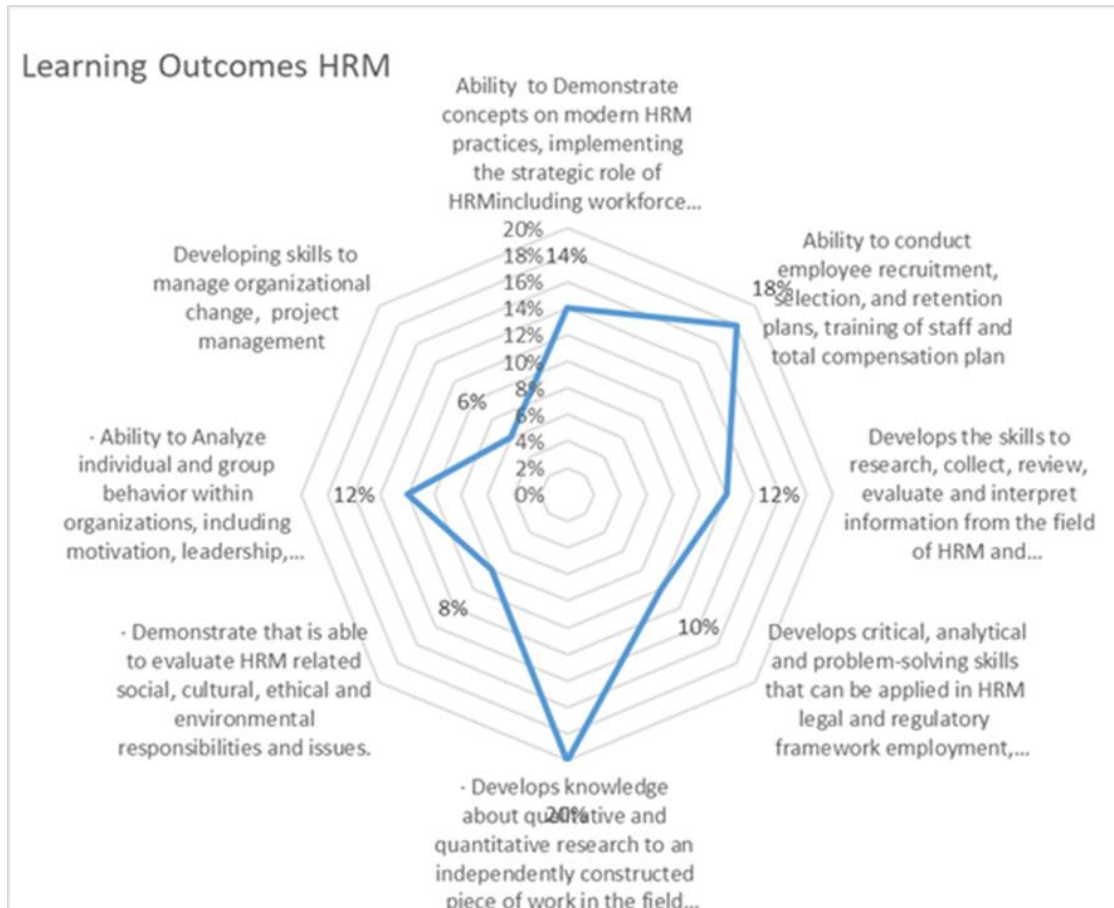


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- *Developing and implementing HR strategies that align with organizational success, including workforce planning, talent management, and organizational development*
- *Knowledge of employment laws and regulations, ensuring compliance with legal requirements and the skills to foster positive relationships between employers and employees,*
- *The knowledge and expertise to attract and select the most suitable candidates for job positions, utilizing effective recruitment strategies, interviewing techniques, and assessment methods.*
- *Understanding of designing and managing compensation and benefits programs that align with industry standards and company policies.*
- *Demonstrating ethical behavior, integrity, and professionalism in all HR functions, ensuring confidentiality and fairness.*
- *Expertise in identifying training needs, designing and delivering effective training programs to enhance employee skills and performance as well as identify, develop, and retain top talent within the organization through performance management career development initiatives.*

As described in the SER the Master's Program in HRM is created to meet aim is to develop and improve employability and satisfy the market need for professionals in human resources. The heads of the study program emphasized the creation of the model of presenting the learning outcomes of the study program under evaluation. On the pg. 57 to 60 of SER, ET members found evidence of the distribution of courses and its influence on the achievement of the study program learning outcomes. As this was one of the recommendations from the previous reaccreditation, this is assessed as positive approach in improvement of the program in comparison to previous reaccreditation period. Percentage of learning outcomes in total number of learning outcomes of the study program can be seen in the following diagram:



Source: SER, pg. 61.

The disciplines of the curriculum have analytical syllabuses which comprise the minimum required according to the standard such as: objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and other activities, assessment system, and bibliography. The improvement in creation of syllabuses is noted by ET members comparing the syllabuses to previous reaccreditation period in terms of identification of learning outcomes, but in some of them there are still gaps in the recent literature and in majority of them the constructive alignment is missing. It implies that there is no clear definition of assessment criteria when it comes to assessment of each learning outcomes. Different assessment methods are present, including different assessment criteria, but there is no evidence how the academic staff can assess each (specific learning outcome) and how many ECTS is



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allocated to which exam or assessment method. This part of the syllabuses should be revised and improved.

As noted by ET member and from the SER, there is an evidence that the university offers studies in both Albanian and Bosnian languages. According to the UHZ (University Haxhi Zeka) statute, it is clearly stipulated that the student, in the language in which they have applied for the study program, must respect all the rights and obligations required by the program itself, and as such, they must fulfill them during their studies in that particular program. Since this study program is offered in the Albanian language, the academic staff suitable for teaching in that language is determined in accordance with the language of instruction where students commence their studies. As per the SER, the significant portion of contemporary literature used in the curriculum of this master's program is in the English language. The academic staff continuously assists students with contemporary literature in English, allowing students to gain new language, communication, and critical skills in the fields of business and economics. During the meetings with academic staff and students, ET members determined that English language is not likely spoken amongst professor, but their knowledge might be better than they believe. The ET members encourage all to speak English language and do not hesitate to use it during the site visit process because it is obvious that they also publish research papers in English and majority of students could express themselves in English language too.

The formal student assessment mechanisms are described in the course descriptions and students are aware of them, but it is not clear to students how each learning outcome is assessed in each exam. Students still pass exams or colloquium as such, but not specifically learning outcomes. During the interviews the expert team received evidence that these mechanisms are communicated to students at the beginning of each course, but those mechanisms are mostly related to types of examinations or methods, including percentages.

The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. On the level of the study program HRM this is partially achieved, anticipating that learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development, but since there is no clear definition in relation to specific assessment of each learning outcome. This is not fully communicated because it does not exist in the assessment criteria in syllabuses. The same applies to teaching strategies which are fit for the different types of learning outcomes programs are intended to develop. On the other hand, assessment set out in the program and course specifications do not fully comply with clear assessment of learning outcomes.

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Consequently, it is not possible to meet the needs of different group of students. In terms of flexibility, academic staff is flexible but relations to learning outcomes in assessment are not clearly defined. Based on the lack of learning outcome assessment criteria, the student assessment mechanisms cannot be conducted fairly and objectively to the fullest. Students do not get feedback on assessment of each learning outcome. This is an area where revision should be made.

ET members conclude that the Master's Program in Human Resource Management implements a structured and defined approach to student engagement through a calculated ECTS credit system during an academic year. As explained in SER, this method and approach ensures a fair and suitable alignment for student development, calculating the hours of engagement in all aspects of learning and research. To ensure a fair distribution of student time and improve the quality of the learning experience, calculation of the value of one ECTS credit in student engagement hours.

During the meetings with management, heads of the study programs, students and graduates it is confirmed that the internship is organized as explained in the SER. Internships are conducted in line with the study program, especially in the fields of business management and human resources. In the course "Internship and Career Development," students have the opportunity to apply their knowledge in practice. This course is mandatory and includes practical work in public or private institutions, establishing a close connection between theory and professional reality.

The cooperation with public institutions and business sector in different fields is well established and UHZ signs cooperation contracts with important business partners in Kosovo.

As a result of good cooperation with business sector, Faculty of Business has managed to sign cooperation agreements with some of the most prestigious institutions and organizations in the country, ensuring a wide range of opportunities for its students. As listed in the SER agreements include collaboration with well-known and successful companies such as Elkos Group, offering students an excellent chance to explore the field of human resource management in the context of large corporations. The Municipality of Peja and the Tax Administration of Kosovo are also important partners where students can undertake practical work, including gaining specific knowledge of public administration and fiscal practice. The signed agreements also encompass the energy sector, where students have the opportunity to work at the Kosovo Electricity Distribution Company (KEDS). The members of ET met with

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majority of important stakeholders, especially employers of graduates and those offering internship to students. The meeting with business sector was very useful, positive and supportive and ET members identifies strong bound, satisfaction and high expectations of business from students of HRM studies. There is a high demand for HR managers in Kosovo and Peja region. The UHZ only in 2023 have reached more than 20 collaborations with private and public institutions ( Annex 22). The ET members asse this kind of cooperation with Faculty of Business at the level of HRM study program as successful.

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.		X





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Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.		X
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

**Compliance level:** Substantially compliant



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### **ET recommendations:**

- 1. Review and improve syllabuses in terms of assessment criteria for each learning outcome*
- 2. Implement constructive alignment in a way to design assessment tasks aligned with learning outcomes in all courses and all syllabuses*
- 3. After implantation of recommendation 1 and 2, the communication and introduction of assessment criteria could be communicated fully to students*
- 4. As a result of constructive alignment in assessment, students will pass learning outcomes*
- 5. 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*
- 6. Distinguish difference between assessment methods and assessment of learning outcomes*
- 7. Engage consultants or advisors to assist academic staff to improve syllabuses in the constructive alignment*
- 8. Continue updating syllabuses with recent literature*
- 9. Continue updating syllabuses with improved creation of learning outcomes by using verbs recommended on the level 7 of high education*
- 10. Compare UHZ and study program HRM syllabuses with similar in the EU institutions of higher education and learn advanced practices*
- 11. Cooperate with other EU Universities and exchange knowledge in creation of syllabuses*
- 12. Apply for Erasmus projects and academic exchange in order to advance, exchange and learn EU practices in course development, description and assessment*
- 13. Continue improving courses with new technologies and digital tools in HRM practices*
- 14. Follow new trends in HRM and offer additional electives when appropriate*
- 15. Offer courses in English language to attract international students*
- 16. Improve facilities for online learning and teaching in order to retain more students even if there is a high emigration level*

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## 2.5. Students

According to legal procedures, SER and meeting with management, administration staff and quality assurance, ET members identified that the formal process of recruitment, selection and admission of students is done according to officially accepted procedures at the institutional level and in accordance with the dispositions of the Statute (Article 83 - Students and organization of studies) and the Regulation for master studies (Annex 23). Additionally, the admission requirements are set and applied consistently and fairly to all students by Article 16.4 of the Law on Higher Education. Students can enroll in the study program under evaluation, HRM on the MSc level if they have completed fundamental studies (BSc.) in the relevant field (Economy, business administration, banking, finance and accounting, control and audit, or similar fields). Their Bachelor's degree contains at least 180 ECTS credits. For admission to master studies, candidates must succeed in the entrance exam, too. Candidates who have completed their BSc studies abroad and if are recognized by the AEU (Association of European Universities) have the right to enroll in Business Management master studies. Equivalence and nostrification of foreign diplomas is done by MEST (Ministry of Education, Science and Technology) based on the relevant laws and regulations.

The ET members agree that the teaching methods comply with the standard requirements. There are different teaching methods applied, such as lectures, seminars, theoretical exercises, fieldwork, discussions, professional consultations, and independent student projects. During the meeting with students and academic staff, many reported on case study analysis, discussions, project based learning and problem solving. In many subjects, students must work on term papers, too. This approach enables students to gain practical and theoretical skills, knowledge and competencies as well as communication skills.

Student assessment notifications is done through the mechanism of "Electronic Data Management System" (SMU), in the prompt way in the proper timeframe. After undergoing the relevant written or verbal exam, students have 48 hours to react to the evaluation of their performance. If the student is not satisfied with the assessment, then there is a possibility of refusing the grade within 48 hours. Also, for students who are not happy with their grades, the dispositions of the Statute of the UHZ apply (Article 110 and Article 111). Exams in master

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studies are held during the academic year, according to the deadlines allowed by the statute (Article 108 and Article 109) and the instructions of the UHZ Senate. The exams are public and are announced on the bulletin board and the website of the relevant department. During the meetings with academic staff and students there was no evidence of any misinterpretation or issue with exam conditions and conductions. All students are aware of exam rules and satisfied with feedback on exam results. They are also aware of the procedures in case they are not satisfied with results of have any question on the exam assessment. Cooperation of staff and students is assessed by ET members as very good, positive and students appreciate their professors, while professors show lot of enthusiasm in their relations to students.

The results obtained by the students throughout the study cycles are certified by the academic record and example is presented in the SER of for the HRM study program under evaluation (pg. 75). The report presented in the SER includes statistical data on students' passing for the academic year 2020/2021, 2021/2022, and 2022/2023. In the Faculty of Business, during the exam period, all students in particular situations are provided with flexible treatment based on the provisions of the Status (Article 109. Item 4). In regards to performance evaluation indicators for the study program HRM, there is a report made every academic year. The annex 10 contains the 2021/2022 and 2022/2023 re-evaluation reports.

According to SER, it is evident that there is a system dedicated to control of originality of the students' research and work, To ensure that the work presented by students is original, UHZ has also provided a plagiarism detection program <http://sap.unhz.eu/>. This is in accordance with Regulations for anti-plagiarism procedures with the Anti-Plagiarism System (SAP) (Annex 29). During the site visit, library visit and discussion with management and academic staff, ET members are not fully convinced that the plagiarism detection is fully applied. The system is oriented to English language and thesis, seminars and other work done by students is written in Albanian language. The problem is seen in the adaptation of originality and plagiarism detection in Albanian language. Therefore ET members consider that this is an element which needs additional attention and suggestion is to find solution. On the level of Master program HRM it is necessary to ensure compliance with originality of students work.

The SER describes the students rights and its regulations. The rights and obligations are defined in the Statute of the University according to Articles 141-144 and the Regulation for postgraduate studies (Annex 23) (articles 17-22). The rights of students include participation

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in all lectures, seminars, use of university libraries, election of representatives, attending meetings of the bodies and commissions, present new ideas, complain about the quality of teaching process or infrastructure, etc. In addition to the rights, students who have been admitted to the University also have obligations and responsibilities such as to respect the regulations issued by the University, respect staff and other students, behave well, respect ethical code, etc.

The transfer of students between higher education institutions, faculties and study programs is clearly regulated in formal internal documents. The transfer and recognition of studies from other Higher Education institutions is regulated according to the provisions of the Statute (Article 132). The SER explains the procedure and management, assurance representatives and administrative staff also explained the procedure during the site visit. All transfers from other universities, both inside and outside the country, in addition to being based on the Statute and regulations, are also based on the administrative instruction of MEST. The Dean of the Faculty decides with the proposal of the College of postgraduate studies and the approval of the Council of the relevant departments according to the provisions provided by the Statute.

During the site visit and as per SER, ET members perceived that the academic staff of UHZ and Faculty of Business are highly committed to the study program HRM, they show enthusiasm and support to students and are available in sufficient time for counselling with students. In coordination with the quality coordinator, all professors and assistants set the official schedule for giving advice and consultations to students. In addition to this schedule, students can contact professors through their official e-mail for advice during working hours. Also, professors schedule meetings with students through Google Meet. Also, through SMU, students are always informed about all aspects of the relevant subjects, and this system automatically sends all notifications to the student's official e-mail.

The platform offers different communication possibilities to provide students with study materials, syllabuses and other relevant information required for efficient study process.

As a conclusion, ET members are convinced that the relationship between academic staff and students in terms of teaching, supporting and motivating students is very good and this is confirmed by both; students and academic staff. Students and graduates show appreciation to their professors and value their input, contribution to students competences growth. As a result, ET members identify the adequate tutorial assistance provided by academic staff to students to ensure understanding and ability to apply learning.

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Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		X
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	



Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Continue good practices in ensuring students satisfaction with academic staff of HRM study program*
2. *Improve tools and software for plagiarism detection to ensure the originality of students work especially for Albanian language*
3. *Continue maintaining communication with students about their rights and obligations*
4. *Continue good collaboration with Alumni (graduates)*
5. *Continue improving entry exams and admission requirements to ensure quality of future HR managers*
6. *Create environment for international students by offering course in English language*
7. *Promote HRM study program in neighboring countries to attract regional students*
8. *Improve communication platform continuously and invest in digitalization for better learning results*

**2.6. Research**

UHZ implement Scientific Research and Artistic Strategy 2023 – 2026 (Annex 26) with the one of the goals related to opening and development of new research programs. According to SER each member of the academic staff at the Faculty of Business at the beginning of the new academic year submits the individual development plan to the Deans. In this plan, each



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professor and assistant plans the research and scientific activity that he will carry out within an academic year, determining the number of scientific papers that he will publish in international scientific journals with an impact factor, the number of international scientific conferences that he will receive part, the number of research projects and other scientific and research activities. till 2024.

During the SER data analysis and Panel discussion this ET concludes that there is a lack of research dedicated funds, small number of organized scientific conferences and low participation of academic staff involved. ET members also note a limited access of both students and academic staff to international databases of scientific journals. The support for projects were 2000 Euro for research project but the plan is to increase this budget to 10.000 Euro per research.

Application to research project seem difficult and bureaucratic. However, there is a good strategic plan to reach Faculty research objectives. More support from the government and the University is needed to fully implement research objectives. There is a need for improvement of the Research Facilities as well.

The academic staff is expected to participate in research activities and their performance is monitored and evaluated. These criteria are found in the University Statute and Regulation and promotion of Academic staff. We did not find a clear implementation of policy defining what is recognized as research according to international standards and norms. Additionally, ET did not find clear effective mechanism that ensure originality of both academic staff and student research.

According to SER each member of the academic staff needs to prepare individual development plan and has the duty to publish at least one scientific paper in international scientific journals indexed on the WEB OF SCIENCE or SCOPUS platforms within one academic year; to present a scientific paper at international scientific conferences; participate in a research project in collaboration. The SER gives a detailed insight to the financial support for the publication of scientific papers in journals indexed in WEB OF SCIENCE in the amount of €800.00, and SCOPUS in the amount of €500.00. The major problem of academic staff is the resources of fund. This was explained to ET members, during the staff visit, too. Although, some other EU universities have similar issues with funding, there are always ways to reach out to more resources. The cooperation with international universities, regional and international EU projects, are always good sources of budget for research. Erasmus projects are available and

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UHZ, Faculty of Business and its academic staff, must work on the networking and strengthen international networks in order to increase more funds for publishing.

There are other sources at the level of UHZ and Faculty of Business but all of them are still not sufficient for adequate research and publishing of research papers. Financial support for participation in an international scientific conference in the amount of €500.00, for small research projects in the amount of €2,000.00 for each unit per 1 project within a calendar year, for the "Best Paper of the Year" or "Best Artistic Work of the Year" award in the amount of €200.00 for each academic unit per one award and financial support for the "Researcher of the year" or "Artist of the year" award in the amount of €500.00 for each academic unit per one award. From 2024 the monetary value is increased for scientific papers in WOS €1,000.00 and SCOPUS €800.00; and small research projects in €3,000.00. Also, the financing of Book Chapters in the amount of €500.00 is added as new category. Moreover, the process of financial support is conducted through the Scientific Research Office and the Group for Scientific Research. In ANNEX 6.8, ANNEX 6.9 and ANNEX 6.10, the lists for financial support for the period 2020 - 2023 for all categories are presented.

Number of scientific papers published on international platforms 2020-2023 is presented in the SER, pg. 83-84. The significant number of published papers is done by the Faculty of Business and counts for 46 published papers in year 2023 which presents an increase in the number compared to 2020 (27), 2021 (34), 2022 (29). The numbers indicate that the more fund is allocated and available to academic staff there is a greater opportunity to publish more, especially in WOS and Scopus. At UHZ, Scientific Research Office creates the database for the activities of the academic staff twice within the calendar year and publishes the same on the institution's official website. Each member of the academic staff within the academic year, on average, has conducted a scientific paper published in international scientific journals indexed on the WOS or Scopus, and by participation in international scientific conferences. Academic staff of UHZ, including academic staff of Faculty of Business and those teaching in the HRM study program under evaluation, must publish scientific papers and other scientific and academic activities under the name of the institution where they have a regular work contract. For this purpose, there is a manual for setting the standards for the ranking UHZ where such activity has helped in a sustainable development of the teaching process, students' familiarity with scientific research and artistic work, and with the establishment of an international network of researchers.



Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field. At UHZ and Faculty of Business, within the HRM study program academic staff include their research in the teaching process, syllabuses and they create case studies for students to learn more specific and relevant topics from recent research.

The HRM department together with heads of department have organized and offered extra opportunities for their students so just in 2022, 2023 there were some the extra activities that are offered for the students where they participated in trainings workshops, and conferences together with Faculty members of HRM department, as well as had opportunity to participate in summer school and winter school. This information is derived from the SER but also discussed with academic staff and students during the site visit which assured ET members in the continuing commitment of academic staff to encourage and motivate students to participate in the research process and all other related activities.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	



<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities	X	

**Compliance level:** Fully compliant

**ET recommendations:**

1. *Continue increasing the quantity and quality of research in the domain of HRM topics relevant to the field.*



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2. *Improve the availability of international resources by broadening the international cooperation with universities, libraries and online database access to recent publications for academic staff and students*
3. *Explore the use of research funding from international organizations and increase Erasmus mobility of academic and administrative staff*
4. *Forster international collaboration in scientific research*
5. *Invite more international guest professors*
6. *Organize summer and winter schools with international universities as a way of exchanging knowledge and experience but also to improve research budgets*
7. *Use plagiarism tools to prevent plagiarism for both academic staff and students*
8. *Continuously improve and implement the Strategic Research Plan*
9. *Strengthen networking with international universities in the organization of conferences, especially in Balkan region (create partnerships)*
10. *Invest in international data bases and utilize digital tools to reach more recent sources for research*
11. *Organize long life learning courses and gain extra income for research (local and international cooperation)*

## **2.7. Infrastructure and resources**

According to SER, there are 16 classrooms (halls) with a total capacity of 1049 seats, 1 library with 84 seats, two computer labs with 60 seats, and 10 faculty offices with a capacity of 30 seats. The regular academic staff consists of 25 professors and 7 assistants in their respective fields. This infrastructure is available to the Faculty of Business and also to the students and staff at the HRM study program under evaluation.



The sources of income for the Faculty of Business come from Ministry of Education, because UHZ is a public University. Only small amount is generated from Master thesis payments. The structure of income and expenses is presented in the SER, in the following tables.

Faculty of Business - Master's Program: Human Resource Management					
Income					
Description	2023/2024	2024/2025	2025/2026	2026/2027	Total Income in Euros
Semester fees from students	0	0 <sup>1</sup>	0	0	36 000 From master thesis payment

Expenses					
Description	2021/2022	2022/2023	2023/2024	2024/2025	Total Expenses in Euros
Wages (commissions, mentorships, etc.)	51 520	51 520	51 520	51 520	206 080
IT and other equipment	1000	1000	1000	1000	4000
Books	2000	2000	2000	2000	8000
Total/ Euro					218 080

<sup>1</sup> by decision of the Government, all students are exempted from semester payments (Administrative Instruction MEST Nr. 09/2021 <https://masht.rks-gov.net/udhezimet-administrative-2021-1>). So income comes from MEST.



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During the site visit, the ET members visited all the infrastructure of the Faculty of Business, and they consist of classrooms, laboratories, common area, library, etc. The spaces are owned by the faculty (Annex 27), the computer labs are owned by the faculty with all necessary IT equipment, in subjects such as Qualitative Methods, Econometrics, Statistics, Research Methods, different software like Nvivo, STATA, SPSS, etc., are used and the library is equipped with a reading room with a capacity of up to 84 seats, and the book fund has 1513 titles according to the disciplines included in the curriculum (Annex 28). The Library was also visited by ET members, during the site visit and there was a discussion held about the procedures of ordering books and borrowing books and other sources, as well as the plagiarism tools. The process of library operations is still manual but the plan is to soon introduce the IT software for this purpose. The ET members find this crucial and strongly recommends to digitalize the library operation system.

According to SER and information provided by academic staff and management, the teaching process is organized according to study groups. In line with the number of students enrolled in the HRM study program under evaluation, lectures and exercises are divided into groups which are determined by the internal regulations of the university. A lecture group for compulsory subjects has up to 45 students, while an exercise group has up to 35 students. For elective subjects, the number of students in lecture and exercise groups depends on the demand and interest of the students in these elective subjects. For subjects related to information technology, the computer lab is used with groups divided to match the capacity of the lab. Three buildings are available for the development of the teaching process, each of which has an entrance for people with limited abilities.

The new building is under construction and the new facilities will be available for the Faculty of Business. This was presented to ET members during the site visit. The major problem is a lack of offices for academic staff. This will hopefully be also improved once the new infrastructure is built and becomes operational. Although there is an entrance for students with disabilities and special needs, this is the area where more attention and improvement should be introduced. Enhancing the physical accessibility of facilities for differently-abled students warrants prioritization, aligning with principles of inclusivity and diversity. The ET members find this aspect very important, and should include soft and hard facilities in the classrooms and entire University premises. This will benefit the entire Faculty of Business and should be implemented in the HRM program under evaluation. It will also help to improve promotion of

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the HRM study program and attract more students (especially bearing in mind that the number of students is decreasing).

The enthusiasm of management of the UHZ, academic staff, faculty heads of the HRM study program, assurance representatives, students, administration staff, graduates and external stakeholders, is extremely high and member of ET acknowledge it with respect. Considering the economic situation in Kosovo, lack of state budget for UHZ development, the stakeholders are united in the mission to provide the best education in HRM study program, available in Kosovo so far. During the meetings and site visit, ET members witnessed common characteristics of all stakeholders and their togetherness in the effort to offer to HRM students the best education opportunities in the given circumstances. It is valuable, and students appreciate it. They also manage to utilize it in the practice and improvement of their lifestyle, career growth and employability. Under the chapter RECENT DEVELOPMENTS RECORDED SINCE THE PREVIOUS EVALUATION, the SER also describes major achievements and adaptation of the recommendations together with implementation from the previous reaccreditation and the table is presented in the SER, pg. 106 – 112. Majority of the recommendation was accepted and to certain extent implemented. The approach of the UHZ management, academic staff, faculty heads and other stakeholders is assessed as very good from the ET members. ET members sincerely hope that during the following reaccreditation period, more improvements will be implemented and infrastructure will be built and organized to the level which can support current needs of students and academic staff.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	



<p>Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</p> <ul style="list-style-type: none"> <li>a) owned or rented spaces adequate for the educational process;</li> <li>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</li> <li>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</li> <li>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</li> </ul>	X	
<p>Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p>	X	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <ul style="list-style-type: none"> <li>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</li> <li>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</li> <li>c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years;</li> <li>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;</li> <li>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</li> </ul>		X





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Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs		X
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**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Complete the construction of the infrastructure for the Faculty of Business and ensure its accessibility for students with physical disabilities*
2. *Continue improving digitalisation and distance learning facilities*
3. *Ensure adequate infrastructure for students with special needs*
4. *Develop the Student centre for social and psychological help or Student Welfare Support Unit which should be established to support students with learning difficulties such as dyslexia*
5. *Intensify the cooperation with international institutions of higher education to secure more funds for laboratories, equipment, digital tools, software etc, through Erasmus projects and other partnerships*
6. *Secure funds for infrastructure development through donations by networking with major companies in Kosovo, especially in the HRM domain (as this study program is the only one in Kosovo and there is a high demand for HR managers)*
7. *Enhance the use of electronic resources in all key areas of the curriculum, including the access to on-line journal databases*

**8. OVERALL EVALUATION AND RECOMMENDATION OF THE ET**

Standard	Compliance Level
Mission, objectives and administration	Fully compliant
Quality management	Fully compliant
Academic Staff	Fully compliant



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Educational Process Content	Substantially compliant
Students	Substantially compliant
Research	Fully compliant
Infrastructure and resources	Substantially compliant
<b>Overall Compliance</b>	<b>Substantially compliant</b>

The overall compliance is assessed by the expert team evaluation at the level of **substantially compliant**.

In conclusion, the Expert Team considers that the Master of Arts study program “Human Resource Management” offered by the University “Haxhi Zeka” in Peja is **substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends to accredit the above study program. The expert team recommends enrolling **80 students** to the study program. The expert team recommends the reaccreditation of the study program “Human Resource Management” for the duration of **5 years**.

#### 4. APPENDICES (if available)

None

#### Expert Team

#### Chair/ Expert

(Signature)

(Doc. dr. sc. Marina Gregoric)

(08.04.2024.)

#### Member – Student expert

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(Signature)

(Marija Vasilevska, Student expert)

(08.04.2024.)

**Member – expert**

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(Signature)

(Prof. dr. Sanja Kalambura)

(08.04.2024.)

**Member – Student expert**

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(Signature)

(Domagoj Švigir)

(08.04.2024.)