UNIVERSITY OF APPLIED SCIENCES - FERIZAJ

Program: Applied Informatics (Bachelor of Science)

Re accreditation

REPORT OF THE EXPERT TEAM

FERIZAJ, 20 March 2024

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1. INTRODUCTION

1.1. Context

Date of site visit: 20 March 2024

Expert Team (ET) members:

- Dr. Marina Gregoric
- Dr.Sanja Kalambura
- Dr. Flavio Canavero (remote)
- Dr. Agnieszka Dardzinska Glebocka (remote)
- Domagoj Svigir, Student Expert
- Marija Vasilevska, Student Expert

Coordinators from Kosovo Accreditation Agency (KAA):

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

Sources of information for the Report:

- Self Evaluation Report with Annexes
- Syllabi
- CV of staff

Criteria used for institutional and program evaluations

According to KAA Accreditation Manual – Updated 2021

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1.2. Site visit schedule

Site Visit Programme

Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programmes are integrated (Room 1)	
09.50 – 10.35	Meeting with quality assurance representatives and administrative staff (Room 1)	
10:40 – 12:10	Meeting with the heads of the study programme **Entrepreneurship and Innovation Management, MSc 120 ECTS (Accreditation)** **Management of Hospitality and Tourism, BSc 180 ECTS (Reaccreditation)** Marina Gregoric Sanja Kalambura Domagoj Svigir (Room 2)	Arta Jashari Goga Fari Bushi Gazmend Deda Petrit Hasanaj Idriz Kovaçi Arbëresha Meha Muharrem Salihaj Mimoza Zhubi
10:40 – 12:10	Meeting with the heads of the study programme **Applied Informatics, BSc 180 ECTS (Reaccreditation)** **Industrial Engineering with Informatics, BSc 180 ECTS (Reaccreditation)** Flavio Canavero Agnieszka Dardzinska Glebocka Marija Vasilevska (Room 1)	Fakije Zejnullahu Bashkim Mustafa Bashkim Cerkini Valdete Loku Gjelosh Vataj Milihate Aliu Labinot Topilla
12:10 – 13:10	Lunch break	
13:00 – 14:00	Visiting Facilities	
14:00 – 14:40	Meeting with teaching staff (Room 1 and 2)	
14:40 – 15:20	Meeting with students (Room 1 and 2)	
15:20 – 16:00	Meeting with graduates (Room 1 and 2)	
16:05 – 16:45	Meeting with employers of graduates and external stakeholders (Room 1 and 2)	
16:45 – 16:55	Internal meeting of KAA staff and experts (Room 1)	
16:55 – 17:05	Closing meeting with the management of the faculty and program (Room 1)	

1.3. A brief overview of the institution under evaluation

The University of Applied Sciences in Ferizaj was established by the Ministry of Education, Science and Technology (MEST) with Decision Ref. no: 273/01B of 6 July 2015, and was

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ratified in the Parliament of the Republic of Kosova with Decision No. 05-V-122 of 16 July 2015.

The history of this Institution follows:

In 1976, the Assembly of Kosova, with Decision 692-2, established the Higher Education Centre with a five-semester program on machinery and the wood industry, as well as a four-semester program for the preparation of workers in the same industry.

In 1988, the Centre changed its status into a technical higher education school and offered level 4 and 5 qualification programs. The programs were in the field of machinery and wood industry, offered within the section of Machinery and Wood Industry. The workers' section, which offered level 4 training programs, was completely abolished.

In the 2002/03 academic year, new curricula were approved according to the Bologna system for basic studies (Bachelor): for the Department of Machinery the new profile "Artificial Materials Processing Technique" and for the Department of Wood Industry the new profile "Wood processing" were activated.

With the Decision of the Steering Council of the University of Pristina no. 5/230 of 05.09.2005, the Higher education technical school is transformed into the Faculty of Applied Technical Sciences (FATS), with the same Departments and profiles, and later, into the Faculty of Applied Sciences (FAS). In 2015, the University of Applied Sciences was established.

The vision and mission of the University were reviewed during the strategic review in 2021:

Vision *"National model of a modern, innovative and integrative education university, where practice complements theory and professional and research skills are developed for the benefit of society".*

Mission *"We are committed to providing quality education to prepare qualified professionals, dedicated researchers and educated and responsible citizens to develop professional careers and lead productive lives".*

The university organizes teaching in five faculties with ten accredited study programs such as:

1. **Faculty of Management**
    - BSc. Business Management and Entrepreneurship
2. **Faculty of Engineering and Informatics**
    - BSc Industrial Engineering with Informatics
    - BSc. Applied Informatics

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- MSc. Engineering and Production Management

3. **Faculty of Architecture, Design, and Wood Technology**
    - BSc Interior Architecture and Furniture Design
    - Professional Bachelor of Design and Construction of Wood Products
    - MSc. Green Architecture and Interior Design
4. **Faculty of Tourism and Environment**
    - BSc Tourism and Hospitality Management
    - MSc. Management and Innovation in Tourism
5. **Faculty of Applied Arts**
    - Professional Bachelor of Graphic Design and Multimedia

2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

The study program aims to align with the institution mission, meaning that the program goals and values are in line with the university main objectives. The program mission embodies the institution principles, focusing on preparing highly skilled professionals, fostering research skills, and promoting social responsibility. Additionally, the program integrates key values and goals of the institution, such as striving for excellence, collaboration with business and the community, and promoting diversity and ethics.

The study program has been carefully developed through consultations with various stakeholders, including representatives from the business community, alumni, current students, and other interested parties. This process involved an analysis of the needs of the job market, discussions regarding the expected skills of graduates, and input from experts in the field of study. The program has been designed in accordance with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area, confirming the alignment of educational goals with established standards and requirements. Furthermore, the university regularly monitors and evaluates study programs, taking into account feedback from students and alumni, and employing appropriate performance indicators to continually improve educational processes.

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The "Applied Informatics" program appears to have a well-defined overall pedagogical and research concept. It encompasses a wide range of subjects from various disciplines, suggesting a carefully planned curriculum. However, there is a lack of detailed information regarding the specific implementation of the program, such as teaching methods or program effectiveness assessment. The program's design process incorporated input from business representatives, alumni, and current students, indicating a diversity of perspectives considered during its creation. The program has been tailored to meet the needs of the job market, suggesting it is practical and responsive to current industry requirements. However, there is insufficient information about the extent to which the opinions and suggestions of external stakeholders were incorporated into the final program design. The program also includes both scientific and practical courses, indicating the development of students' research skills. Additionally, there is mention of the need for monitoring and evaluating the program; however, specific details about the methods and frequency of this process, as well as actions taken based on the results obtained, are lacking.

Based on the provided information in SER, there are formal policies, guidelines, and regulations dealing with recurring procedural or academic issues. These pieces of information are made publicly available to all staff and students. SER mentions regulations concerning various aspects of academic life, such as regulations regarding bachelor's and master's studies, university code of ethics, quality assurance regulations, student mobility, and professional practices. Additionally, it is stated that these regulations are publicly accessible on the official university website and on a communication platform for university staff. Therefore, it can be inferred that there are formal policies and regulations that are accessible to all university staff and students.

Ethics is accepted as one of values of UASF: “The University addresses the dignity of each of its members with respect, honesty, equality and integrity.” For ethical issues, the university has a separate regulation (Regulation of the University Code of Ethics). There is formed the Ethics Committee of the university. Aspects of ethics are also covered in the learning outcomes of the study program and are included in the description of some courses. However, it cannot be definitively confirmed whether all staff and students adhere to internal regulations regarding ethical conduct in research, teaching, assessment, and all academic and administrative activities. While there are mentions of regulations concerning various aspects of academic life, such as the university code of ethics, there is no direct information regarding the extent to which these regulations are adhered to by the entire academic community.

All policies, regulations, terms of reference, and statements of responsibility regarding the management and delivery of the program are reviewed at least once every two years and amended as required in light of changing circumstances. This is evidenced by the mention of

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strategic reviews conducted by the institution, where the mission and vision of the university, including its programs, are regularly analysed. Additionally, there is reference to the continuous development of regulations and documents governing academic procedures and policies, suggesting a regular review process to adapt to changing needs and circumstances. The "Regulation of Quality Assurance" document further confirms this. However, the lack of detailed information regarding the review and amendment process in the documents may still lead to ambiguity or lack of clarity in the review and adaptation process to changing circumstances. Therefore, it would be advisable to provide more detailed discussions of these procedures and ensure they are adequately monitored and updated effectively.

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**	
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: Substantially compliant

ET recommendations:

1. *It is recommended to actively involve external stakeholders more in the program design process to ensure alignment with industry needs. Additionally, clarity is needed on the methods and frequency of monitoring and evaluating the program's effectiveness, along with specifying actions based on the results obtained.*
2. *It is recommended to enhance transparency and clarity in the review and amendment process of policies and regulations governing the program. Additionally, establishing a robust monitoring system is advised to ensure effectiveness.*

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2.2. Quality Management

There are assessment systems for study programs that include analysis of program objectives, teaching methods, and the effectiveness of the teaching process. Student evaluations are also conducted, allowing them to provide feedback on the quality of teaching and services provided. Additionally, there are peer review and supervisor assessment systems that enable monitoring and improvement of academic staff performance. Staff self-assessments are conducted, allowing employees to reflect on their work and identify areas for improvement. However, despite the existence of these assessment and self-assessment systems, there is no direct reference to the participation of all university staff in self-assessment processes and collaboration with reporting and improvement processes in their area of activity. There is also a lack of clear data confirming that all staff members participate in assessment and improvement processes.

The evaluation processes are integrated into normal planning processes. Various assessment mechanisms, such as student evaluations, peer reviews, and self-assessments, are conducted regularly to monitor and improve the quality of academic programs and staff performance. Additionally, there exist strategic reviews and continuous development of regulations to adapt to changing needs, indicating an ongoing commitment to improvement. The university has a comprehensive "Regulation for Quality Assurance" consisting of 42 articles. Procedures for improving study programs are outlined, where recommendations from the program committee are deliberated at the Academic Committee and finalized by the Senate. The primary evaluation processes occur semi-annually, utilizing paper-based questionnaires for students. However, staff peer-evaluation remains largely informal, relying on observations and subsequent discussions of lectures. Regarding staff self-evaluation, an electronic system is currently in development.

Quality assurance processes encompass a wide range of aspects related to program planning and delivery, including services and resources provided by other parts of the institution. The university utilizes the automated SMU (student management information system) to conduct evaluations of personnel, program, and administration processes based on student feedback. Through various assessment mechanisms such as student evaluations, peer reviews, and self-assessments, the institution regularly monitors and improves the quality of teaching programs and staff performance. This comprehensive analysis enables effective planning and implementation of improvement actions to enhance the university's operations.

Quality assessments provide a comprehensive overview of the study program and its various components, considering diverse aspects of the educational process. For instance, the

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university regularly conducts assessments of exam results and student grades to monitor their academic progress and understand the extent to which they achieve program objectives. Additionally, evaluations of academic staff are conducted to determine their effectiveness in teaching and supporting students. For example, the university collects student feedback on the quality of teaching, instructional materials, and the availability of educational resources. These insights are then analyzed to identify areas for improvement, such as teaching methods or the accessibility of instructional materials. Moreover, the university evaluates graduates to understand how well-prepared they are for entering the job market and what skills they have acquired during their studies. Furthermore, feedback from employers regarding graduates is also assessed to understand how their education impacts their ability to perform in the industry. This allows the university to tailor the study program to meet current needs of the job market and ensure that graduates are adequately prepared for their professional careers. In this way, quality assessments of the study program encompass both educational processes and their outcomes, enabling the university to monitor program effectiveness and take actions to improve it. However, a critical aspect of quality assessments is the lack of full transparency and access to collected data and assessment results. Despite conducting various assessments, including those of students, academic staff, and graduates, this information is not always made publicly available. The lack of access to detailed data may limit the ability to conduct a thorough analysis of program effectiveness and identify areas for improvement. Additionally, this may lead to a lack of trust from the academic community and students, who may perceive the need for greater transparency in the study program quality assessment process.

Since the previous evaluation, there have been no significant changes in the quality assurance processes for the study program. Feedback from students collected at the end of each semester remains the primary tool for assessing quality. The questionnaire covers all fundamental aspects of university life. Student evaluations of teaching staff are internal and shared only with the teacher, program director, dean of the respective faculty, and university leadership. While the program committee is intended to be the key body for ensuring program quality, its composition, comprising all academic staff teaching in the program, may present a conflict of interest. The failure to meet all required standards indicates ineffective quality assurance processes.

The information in SER indicates that the university consistently collects data from surveys conducted among students, graduates, and employers. For instance, they are surveyed about their opinions on the quality of the study program, experiences related to the university, and preparedness for the job market. The results of these assessments are made publicly available, for example, through publication on the university's website or in special reports. This allows

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the academic community and prospective students to have easy access to information regarding the quality of the offered study program, promoting transparency and trust in the university.

The University has Alumni (networking of graduated students) and has set up a special module in SMU for it. The University is in the continuous process of connecting SMU with the system of the Tax Administration of Kosovo in order to receive information in real time about the jobs of graduated students, for which information is stored in the Alumni module in SMU. Results from the internal quality assurance system, such as student evaluations of the program, analysis of student workload, academic success rates, and employment data of graduates, are taken into consideration when making decisions regarding the further development of the program. For instance, if student evaluations of the program indicate areas needing improvement, the university may implement changes to the program's structure or content to address these needs. Analysis of student workload may lead to adjustments in the class schedule or reorganization of teaching materials to facilitate the learning process. Additionally, data on academic success and graduate employment can be used to assess the program effectiveness and identify areas for improvement.

The university systematically conducts evaluations of the quality of its study programs and prepares reports on this matter. According to the regulations governing quality assurance, these reports are prepared periodically, as specified in Article 20. The reports take into account both the strengths and weaknesses of the program, and the evaluation process involves various stakeholders, including teachers, students, and employers. Quality assessments of study programs are conducted at various levels, including evaluations of teachers conducting courses, assessments of the courses themselves by students, and evaluations of study programs by employers every three years. These reports are then used by the institution in the decision-making process regarding the further development of the program. This approach allows the institution to systematically monitor the quality of its study programs and identify areas requiring improvement, contributing to the continuous enhancement of the educational programs offered. Despite the systematic quality assessments of study programs, there remains a challenge regarding the lack of full integration of data collected from various sources and its utilization in the program improvement process. Although the university conducts assessments of teachers, subjects, and study programs, there is a need for better coordination and analysis of the gathered information to identify effective improvement strategies. The lack of a coordinated approach may lead to redundancy and the loss of valuable insights from assessments. Therefore, it is essential for the university to develop a more integrated approach to collecting, analyzing, and utilizing quality assessment data for more effective program improvement.

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The Regulation for Quality Assurance was approved by the Senate of the University on 23.12.2022 (the previous version was approved on 18.02.2020). The University observes that there is a need for systematic evaluation and improvement of the quality assurance system for the program itself. While the program conducts quality assessments, it is also necessary to regularly monitor and enhance quality assurance procedures to ensure their effectiveness and compliance with the highest standards. Through this process, potential areas for improvement in the quality assurance system can be identified, and actions can be taken to enhance them.

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**
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: Substantially compliant

ET recommendations:

1. *It is recommended to implement a system that encourages all university staff to actively participate in self-assessment and improvement processes. It's important to define*

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specific responsibilities for staff, organize regular meetings and training sessions, and monitor their involvement.

2. *It is recommended to enhance transparency and accessibility of quality assessment data and results.*
3. *It is recommended to analyse the composition of the program committee to reduce potential conflicts of interest. Consider involving external experts or representatives from relevant industries to provide an objective perspective on program quality.*
4. *It is recommended to implement a robust monitoring and evaluation system to track the effectiveness of quality assurance measures over time. This includes establishing measurable goals, collecting relevant data, and conducting periodic reviews to identify areas for improvement.*

2.3. Academic Staff

SER of the study program contains a table of 16 academic staff, of which one professor, five associate professors, six assistant professors, two lectors and two lecturers, all involved in the study program for a different amount of teaching hours. Of all 16, 13 hold a doctoral degree. The CVs and interviews with the academic staff prove that they have sufficient qualification for teaching the corresponding courses.

Each academic staff has a portfolio containing all his/her annual evaluation reports from students, peer, manager and self-assessment. The portfolio is constantly updated with the student semestral surveys on the courses taught and the peer reviews. Analysis of the surveys and reviews are used to develop improvement plan for the academic staff, if necessary. The reports are analyzed by the faculty deans. Deans and academic staff manager are meeting with the staff twice a year to discuss their professional development.

Academic staff is selected by means of job announcement. When the new academic staff is joining the university, they have several trainings to understand all the requirements stated by the regulations of the university. Contract with the university contains all the obligations related to teaching, communication with students, research, extracurricular activities, etc. All academic staff are required to be in university for 40 hours per week of which 8-12 hours (depending on the scientific degree) are required for teaching.

Each academic staff has its own office space (some are individual and other are shared with another colleague) where they can work on preparation for teaching, study and accomplishment of other tasks set by the university within contractual obligations, as well as they can use

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common spaces and resources (halls, cabinets, equipment, etc.) to realize their mission of educating students.

The contract also implies that the full-time staff cannot have teaching job in more than two institutions. Academic staff submits statement confirming their fulfillment of university obligations. The statements are submitted to an accreditation portal of the Kosovo Accreditation Agency, such that they can be confirmed by all the universities and KAA.

The university has some activities for the professional development of academic staff. In particular, each staff member who joins the university and lacks teaching experience undergoes training in teaching within a short period. Additionally, over the years and in response to a recommendation of the previous evaluation report, the University continuously improved its offer: In 2020, a training session on the SPSS program was organized, and additional training was provided for the use of applications such as Teams and Moodle for conducting online teaching. In 2022, training sessions on "Planning and Implementation of Teaching in Higher Education" and "Teaching in Higher Education" were conducted by the Center for Excellence in Teaching, University of Prishtina "Hasan Prishtina". Also in 2022, training on "Advanced Features on EBSCOhost Platform" was held by Karolina Podloucka - Customer Engagement Manager at EBSCO Information Services. Finally, In 2023, a "Web of Science training" session was held by an European Education Specialist.

Specifically to increase the professional skills of professors, students, and industry representatives, a ten-day training on CNC Machines was held at the UAF Laboratory in 2022, in cooperation with the German company BANG NETZWERK GUTERSLO E.G.

Concerning Standards compliance, ET's summarized comments follow:

- At UASF, candidates for employment are provided with full position descriptions and conditions of employment. All relevant information of the academic staff of the study program (ie, name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research) is available from a digital archive;
- UASF assures that the teaching staff complies with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation;
- UASF monitors 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;

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- At UASF, 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;
- UASF employs at least one full time staff with PhD title for each student group and for every 60 ECTS credits in the study program;
- At UASF, opportunities are provided for additional professional development of teaching staff, and special assistance in case of difficulties;
- At UASF, the responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service; the latter requires additional efforts by this academic community that appears to have only a marginal involvement with the society-at-large;
- At USAF, Academic staff evaluation is conducted regularly and on a formal basis through self-evaluation, students, peer and superiors' evaluations. The results of the evaluation are discussed among the academic members;
- At UASF, quality enhancement include improving the teaching strategies and quality of learning materials;
- As per USAF regulations, teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

Standard	Compliance	
	Yes	**No**
Standard 3.1. 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**	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	**X**	
Standard 3.3. 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**	
Standard 3.4. 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**	
Standard 3.5. 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**	

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Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		**X**
Standard 3.7. 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**
Standard 3.8. 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**	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	**X**	
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	**X**	

Compliance level: Substantially compliant

ET recommendations:

1. *Despite the recent improvements, University should devise a systematic plan of activities aimed at the professional development of academic staff. This plan should be articulated in (a) modules and activities for the newcomers to academic staff (possibly inexperienced of teaching and of academic life), and (b) an offer of modules, renewable every year and always updated to the state-of-the-art, enhancing the technical skills of staff.*
2. *The academic community should plan to be systematically involved in services to the community, both from the editorial point of view (writing books, participating to the review of editorial material, holding conferences for the large public, etc) and from the professional point of view (offering consultancy to the local/regional government and/or public utilities for specific projects with social impact).*

2.4. Educational Process Content

The study program "Bachelor of Science in Applied Informatics" is a three-year program with 180 ECTS credits, offered in Albanian language. The program was developed in compliance with Level 6 of the National Qualifications Framework and Level 2 of the Qualifications Framework in the European Higher Education Area (QF-EHEA).

The program aims to provide students with basic and specialist knowledge of informatics and its application in the operation and services of an organization by establishing a solid connection between theoretical knowledge and the application of that knowledge to practice.

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The program contains 37 mandatory courses and 4 elective ones (of which the students are expected to choose 2). Elective courses are offered in the fifth semester (2 courses) and the sixth semester (2 courses). The program is mostly based on the local job market needs and covers the topics related to desktop, web and mobile programming, basic database topics, software engineering, algorithms and computer networks. The study program also includes the subjects developing soft skills – communication, management and entrepreneurship for IT field. With the skills and knowledge gained in this program, graduates will be able to work professionally in several industries, such as: IT service companies, management and consulting, financial services sector, audit companies, healthcare, and other public industries and institutions. It is recognized that the program was updated since last assessment to take into considerations its recommendations, based on the constant evolution of technical knowledge and market requirements: for example, courses such as Machine Learning, and Software Quality Assurance were introduced, along with contents of Data Analysis and Databases.

Each course has its teaching strategy and methodology, materials used in teaching, and assessment formats. The teaching in the program will consist of lectures (both theoretical and numerical) followed by their linkage with the practical aspect. Teachers will use the available equipment and technologies in the computer labs, as well as the online teaching platform "Microsoft Teams." The University has developed and implemented an electronic learning system (e-learning) as part of the University Management System (UMS). During the year 2019, all staff members were trained in the use of this system, which is now an obligatory part of their work. Regarding the use of modern teaching tools, the university has installed video projectors in almost all classrooms, and in some, smart projectors as well.

Work practices at the University are such that at the beginning of each semester, during the first class, the course syllabus is distributed to students, and all issues regarding the syllabus and the course are clarified. Additionally, the syllabus for each course will be available to students through the UMS platform. The program will utilize a variety of assessment methods, fully aligned with the assessment approach specified in the University's Statute. Regular exams will be a standard method of assessment, while other assessment methods will include: Colloquiums, Seminar papers, Professional practical, Practical tests during exercises, Presentations, etc.

The student has the right to be re-examined up to three times in the courses which they have failed. A fourth re-examination can be allowed by the dean, if the student files a complaint and is able to present a convincing argument The examination then takes place before a committee of three members appointed by the dean of the faculty.

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The curriculum is designed to build additional skills and competencies that fit the profile. The ratio between theoretical and practical learning in this program is 70:30. The practical part is mainly carried out through laboratory exercises, IT projects, visits to and experiential learning in various companies and industries of relevant sectors, practiced in certain courses.

In this bachelor's degree program, practical work is required from students. As part of a course in the sixth semester, specific practical work is planned. Teaching focuses primarily on skill development through practical application in collaboration with companies with which the University has agreements, as well as in the University's laboratories. The University possesses a "Regulation for Student Internships" and a manual outlining the tasks and obligations of students undertaking internships in specific enterprises. In this case, the professor of the internship course, in collaboration with the student's supervisor appointed by the enterprise, conducts the assessment. During the site visit, the students whom the ET encountered proudly shared the list of practical projects they were collaborating on with the academic staff.

The University's management proudly emphasized that its collaboration with the industry and its integration into the study program are among its greatest strengths. Collaborating with businesses and obtaining concrete information about the qualification and the need for additional qualifications make the program have an appropriate curriculum design.

The bachelor's degree program in "Applied Informatics" culminates with the completion of a project that will be worked on in groups by students (in the sixth semester), demonstrating that the theoretical skills acquired during the study period can be successfully applied to solve practical problems in the field of IT. The completion of this group project is a recommendation from accreditation experts, while the method of project implementation is described in detail in the project syllabus.

Graduates of this program will possess a solid education on an interdisciplinary field, where IT, business and management are combined. There is very high demand in the labor market for qualified professionals in informatics. As a result, graduates of the Applied Informatics program have a wide range of career choices and opportunities. The offers from the labor market will be high due to their skills to analyze problems from an interdisciplinary perspective which stretches beyond technical aspects.

With the skills and knowledge gained in this program, graduates will be able to work professionally in several industries, such as: IT service companies, management and consulting, financial services sector, audit companies, healthcare, and other public industries and institutions. For example, they can work as:

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Concerning Standards compliance, ET's summarized comments follow:

- 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 competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.
- 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.
- 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.
- 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.
- Although the language of instruction is Albanian, language training in English and German is provided.
- 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.
- Teaching strategies are fit for the different types of learning outcomes. 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.
- 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.
- 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.
- Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.

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- For 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.
- In order to facilitate the practice stages, the institution has signed cooperation agreements, contracts with practical training units.

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**	
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.	**N/A**	
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**	

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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 to dealing with situations where standards of student achievement are inadequate or KAA 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. **To be inserted the overview of the program (with all areas to be filled out)*	**X**	

Compliance level: Fully compliant

ET recommendations: none

2.5. Students

At the University of Ferizaj, there are a total of 1,219 students across all five faculties, with the majority hailing from the Ferizaj region. Among these faculties, the Faculty of Engineering and Informatics, stand out as one of the two Faculties with the highest student enrollments in the particular University. Specifically, the Applied Informatics program boasts 110 students, with a higher proportion being female. The management of the University proudly shared that for this Faculty there are three applications for one place.

The experts team encountered a group of highly motivated students who openly shared their experiences studying at the university. These students exhibited a proficient level of English speaking and expressed their deliberate choice of the program and faculty based on their interest in the study field. They expressed pride as they delved into the wide range of projects they undertook during their studies.

The SER confirms that student admissions are conducted through public advertisements published in daily newspapers and on the University's website and social media platforms. Admission criteria are governed by the University's Statute. Additionally, the University has implemented a University Management System (UMS) to facilitate communication between students and academic staff.

Teaching at the University is structured into various groups based on the nature of the subjects. For theoretical courses, lectures accommodate up to 100 students per group, while practical subjects are capped at 50 students per group. Professional courses are conducted in smaller groups of no more than 30 students. Academic staff determine group allocations based on the workload and subject matter, ensuring appropriate division among students. However, students noted instances where study groups consist of even fewer peers, with some groups comprising as few as 25 students each, and in cases where they are working in labs the groups are even smaller.

The academic staff mentioned employing various teaching methodologies, including the flip classroom approach, case studies, laboratory projects, and research endeavors. Students expressed immense pride in their successful collaborative projects with professors, which have significantly contributed to their academic and faculty advancement. They also conveyed satisfaction with the feedback received on their performance and assessment results, conveniently stored in their profiles within the UMS system. In addition, the University has developed a Learning Outcomes Matrix that presents all learning outcomes per semestar and each module.

The University prioritizes different measures to ensure the originality of student submissions. This commitment is demonstrated through initiatives such as the implementation of a Code of Ethics and the utilization of PlagiarismCheck software, which verifies the authenticity of students' work. This Software was made possible through the ResearchCult project funded by Erasmus+ Program, providing a good experience in checking the originality of students' work. During the site visit, the heads of programmes shared that they are using the software in the past four years. The academic staff also confirmed its usage. Trainings for the staff and students about using of the software has been organized, as the ET learned during the site visit.

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As reported in the SER, new students are introduced to relevant regulations through the "Student Handbook" upon enrollment at the university. This handbook outlines the rules and provides guidance on accessing related documents. Furthermore, a module within the University Management System (UMS) presents the Code of Ethics and other regulations at specified intervals. Students are prompted to review and download these regulations. To proceed with system processes, students must confirm their understanding of the regulations. At the start of each academic year, an informative lecture is organized for first-year students for the Code of Ethics, student regulations, guidelines, electronic systems, available services, class schedules, and consultation opportunities with professors and tutors. The students confirmed that they are aware and well informed about their rights and obligations.

The University operates under an open-door policy, facilitating regular consultations between students and academic staff. As reported in the SER, the academic staff is required to be available to students at least twice a week, even though the consultation hours are not obligatory. An atmosphere of openness and support prevails, fostering positive interactions between students and faculty members. This collaborative environment was further confirmed during a meeting attended by academic staff, students, and graduates. As per the previous accreditation process recommendations` the University has initiated the implementation of a personal supervisor system, whereby every student will be assigned an instructor as their personal tutor. These tutors are mandated to meet with their respective students at least once a year and oversee their academic progress throughout their studies. Annually, students participate in surveys to gauge their satisfaction levels regarding the program, administrative processes, and interactions with university staff. Finally, in the "Student Questionnaire - Course and Teacher Evaluation," the availability of academic staff for students` consultation and advices is included in the Questionnaire for students for study programs, admin and infrastructure, as specified in the SER.

The students have identified a singular challenge: a shortage of administrative staff, particularly within the IT department. They expressed a need for additional IT personnel to address this deficiency effectively. The small number of administrative staff was also confirmed as one of their weaknesses in the SER.

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	

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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.	NA	NA
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: Fully compliant/

ET recommendations: none

2.6. Research

Currently the research structure of the university is actively being developed. UASF is establishing the Institute of Applied Sciences, that consists of two workshops (laboratories) functionalized with modern equipment: (1) Wood Technology Laboratory and (2) Engineering Laboratory; a Research and Innovation laboratory equipped with VR Headsets, CNC machines, 3D Printers/Scanners, Plotters, and other equipment, as well as a Renewable Energy Laboratory. Additionally, at the University of Applied Sciences, there are functional Physics and Chemistry Laboratories, as well as two Computer Science laboratories equipped with computers, internet, and necessary software for student work and research.

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The Institute has plans for future laboratories for research in various fields, including an IoT and Artificial Intelligence laboratory, Testing Center, and others; however, they are not currently functional.

Agreements with the Kosovo Research Education Network (KREN) to utilize the Data Center laboratories and other resources for research and scientific work, and with the BONEVET Center, where academic staff and students of the University can utilize the laboratories for projects, are operational.

The academic staff contracts and university regulations require that academic staff engage in research. The University recommends a list of scientific magazines and journals whose publications are considered as valuable research.

During the process of selection and promotion of the academic staff it is required that the scientific papers be relevant to the field of study of the candidate as well as to the subjects in which they will compete for appointment and promotion.

Since 2021, as outlined in the Regulation for Scientific Research, each academic staff member is required to publish an average of one work per year. The staff publication list contains 22 items, which -for an academic staff of 9 (cfr sect 2.3) over 3 years- are close to the Standard of minimum one publication per person, per year.

In addition to obligations related to the appointment and promotion process, university staff are encouraged to continuously publish and participate in national and international conferences, symposiums, and congresses with their works. The list of attendance of Conferences shows that the academic staff attended a reasonable number of conferences only in 2023 (previous years may still be affected by post-Covid policies); also, the qualification of conferences appears to be somewhat limited, and should be improved.

The use of academic staff research in the teaching process is crucial, especially in contextualizing issues within the context of Kosovo and the region. The University has been a partner in a capacity-building project under ERASMUS+ called EUFORIA. One of the project activities has been the drafting of case studies with local companies. UASF academic staff have participated in this project component, and together with five other partner universities in Kosovo, a case study book has been completed and made available for academic staff to use in their work with students.

The entire staff is encouraged and enjoys institutional support to engage in research activities and to publish their findings.

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The Institute of Applied Sciences, currently in the process of being established, will create a useful technical framework for research activities, especially the commercial ones, for which the University is preparing the regulations. This Institute has a great potential for future activities of technology transfer and service to the community, that will certainly bring revenues and reputation to the University.

Concerning Standards compliance, ET's summarized comments follow:

- The study program has defined scientific/applied research objectives, which are also reflected in the research development plan of the institution; financial, logistic and human resources are being allocated, but larger investments need to be planned for achieving the proposed research objectives;
- 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;
- 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;
- The academic staff starts building a proven track record of research results on the same topics as their teaching activity;
- The academic and research staff publish their work in specialized magazines or publishing houses, and scientific/applied products are presented at conferences, sessions, symposiums, and seminars; however, the production rate and the quality of conferences should require additional efforts;
- Research is validated through scientific and applied research publications. Other forms of research dissemination and valorization, like technological transfer through consultancy centers, scientific parks and other structures still need to be adopted in future years;
- Each academic staff member and researcher need to dedicate additional efforts to producing at least an average of one scientific/applied research publication per year during the evaluation period;
- Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff;
- Academic staff are encouraged to include in their teaching additional material and information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field;

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- Policies are being established for ownership of intellectual property and procedures are being set out for commercialization of ideas developed by staff and students.

Standard	Compliance	
	Yes	**No**
Standard 6.1. 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**
Standard 6.2. 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**	
Standard 6.3. 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**	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	**X**	
Standard 6.5. 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**	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		**X**
Standard 6.7. 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**	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	**X**	
Standard 6.9 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**	
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		**X**
Standard 6.11. Students are engaged in research projects and other activities.	**X**	

Compliance level: Substantially compliant

ET recommendations:

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1. *Devise a strategy aimed at the objective of having a more homogeneous production rate among the academic staff and increasing the production of all members above the minimum level requires by standards;*
2. *Elaborate a plan for increasing research capacity of the university through collaborations with the local and foreign institutions with the proven research record and international research grants;*
3. *Strengthen the research commercialization structure of the university in collaboration with industry partners.*

2.7. Infrastructure and Resources

The University management, along with the management of the Faculty of Engineering and Informatics, is committed to ongoing investment in the university's infrastructure. The expert team had the opportunity to observe the management's profound dedication and motivation toward enhancing its premises, consistently providing updates to technology, surroundings, and existing laboratories. The students and academic staff greatly value the management approach and are wholeheartedly committed to contributing to the maintenance and enhancement of the University's premises.

In general the adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. The study programs have attracted significant interest, with experts noting that for every available spot, there are three potential students waiting for admission. In relation to the ensurance for the long term sustaainability the expert team learned that University is still in the process of development of the plan for the commercial activities out of which they can earn more funds. In specific, the University`s management is working into commercialization of their Institute of Applied Sciences.

The only potential challenge on the long term is the limited administrative staff members. According to the numbers in the SER there are 11 staff members employeed as administrative and technical staff. This challenge was highlighted by the students and included as weakness in the SER.

The SER lacks a three-year financial plan, but program heads have indicated their dependence on the state budget, given the university's status as a state institution.

The University possesses the spaces it utilizes, such as laboratories and workshops. Following a visit, it can be deduced that the University premises are notably modern, well-maintained,

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and feature several innovative areas for students. Situated within a relatively new campus opened in 2014, the University offers an environment conducive to both academic and professional endeavors, as well as social interactions. The campus spans over 8304.27 square meters, encompassing spaces dedicated to workshops and laboratories.

The SER provides a clear listing of all premises of the University presenting that the building consists of 14 halls, five laboratories, a library, restaurant for staff and students, research/innovation office, office space, other spaces including the one for the students. The University is in the final stages of reconstructing new spaces at the top of the building dedicated to student use, fulfilling the recommendation outlined in the previous accreditation process for the need of having more places for students. These areas will provide students with conducive environments for individual study, collaborative learning, and group work.

The laboratories have been established and outfitted to align with the unique requirements of the university's various programs. These include the Wood Technology Laboratory, Engineering Laboratory, Renewable Energy Laboratory, Physics and Chemistry Laboratory, Research and Innovation Laboratory, and Informatics Laboratories. Each laboratory is furnished with essential materials and infrastructure to support practical work. Of particular significance to this program, key laboratories are equipped with cutting-edge technology and materials, providing students with valuable resources for their learning endeavors.

The university boasts two amphitheaters, accommodating 150 and 350 seats respectively, along with 14 classrooms suitable for groups of up to 75 students each. Additionally, there are two computer labs, two industrial-size workshops, four dedicated laboratory spaces, and numerous other supplementary areas. The students can have secure access to MS Office 365A3, Visual Studio, SQL Server, AutoCAD etc.

The modest number of titles in the University library still remains a weakness same as in the previous accreditation process. However, the students have access to the following on line data bases: Web of Science; EBSCO; Science Direct (through the agreement that the UASF has with the University of Pristina "Hasan Prishtina" on the use of access to the electronic platform); Cambridge University Press; and MSP - Mathematical Sciences Publishers. In addition they have access to the National Library of Kosova and the city library in Ferizaj on the use of literature and electronic resources by the students and staff of the University.

There is an elevator which ensure that the infrastructure and facilities are dedicated to the implementation of the program is adapted to students with special needs.

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Standard	**Compliance**	
	Yes	**No**
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	
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: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
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.	X	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; 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; 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 speciality courses of recognised publishers, from the last 10 years;	X	

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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; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Compliance level: Fully compliant

ET recommendations: none

3. OVERALL EVALUTION AND RECOMMENDATION OF THE ET

The Panel would like to commend the programme development team for their proactive engagement with the Panel during the accreditation visit. It is evident that a good level of care and attention has been given to the development of the new programme.

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

The overall compliance is assessed by the experts at the level of **Substantially Compliant.**

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However, the following recommendations need to be considered in relation to the reaccreditation:

1. *It is recommended to actively involve external stakeholders more in the program design process to ensure alignment with industry needs. Additionally, clarity is needed on the methods and frequency of monitoring and evaluating the program's effectiveness, along with specifying actions based on the results obtained.*
2. *It is recommended to enhance transparency and clarity in the review and amendment process of policies and regulations governing the program. Additionally, establishing a robust monitoring system is advised to ensure effectiveness.*
3. *It is recommended to implement a system that encourages all university staff to actively participate in self-assessment and improvement processes. It's important to define specific responsibilities for staff, organize regular meetings and training sessions, and monitor their involvement.*
4. *It is recommended to enhance transparency and accessibility of quality assessment data and results.*
5. *It is recommended to analyse the composition of the program committee to reduce potential conflicts of interest. Consider involving external experts or representatives from relevant industries to provide an objective perspective on program quality.*
6. *It is recommended to implement a robust monitoring and evaluation system to track the effectiveness of quality assurance measures over time. This includes establishing measurable goals, collecting relevant data, and conducting periodic reviews to identify areas for improvement.*
7. *Despite the recent improvements, University should devise a systematic plan of activities aimed at the professional development of academic staff. This plan should be articulated in (a) modules and activities for the newcomers to academic staff (possibly inexperienced of teaching and of academic life), and (b) an offer of modules, renewable every year and always updated to the state-of-the-art, enhancing the technical skills of staff.*
8. *The academic community should plan to be systematically involved in services to the community, both from the editorial point of view (writing books, participating to the review of editorial material, holding conferences for the large public, etc) and from the professional point of view (offering consultancy to the local/regional government and/or public utilities for specific projects with social impact).*

In conclusion, the Expert Team considers that the Bachelor of Applied Informatics study programme offered by University of Applied Science Ferizaj **substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends to

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accredit the above study programme for a duration of **three** years with **100** students to be enrolled on the programme.

Expert Team

Member

	Marina Gregoric	**17.04.2024.**
(Signature)	(Print Name)	(Date)

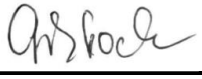
Member

	Prof.Sanja Kalambura, PhD	**17.04.2024.**
(Signature)	(Print Name)	(Date)

Member

	Flavio Canavero	**17/04/2024**
(Signature)	(Print Name)	(Date)

Member



	Agnieszka Dardzinska Glebocka	
(Signature)	(Print Name)	(Date)

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Member

Domagoj Svigir

(Signature) (Print Name) (Date)

Member

Marija Vasilevska

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