UNIVERSITY OF APPLIED SCIENCES IN FERIZAJ

Business Management and Entrepreneurship, BSc

Reaccreditation

REPORT OF THE EXPERT TEAM

March 2025, Ferizaj

1

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TABLE OF CONTENTS

INTRODUCTION

Date of site visit: 20 March 2025

Expert Team (ET) members:
Prof. Marina Gregoric;
Prof. Rocio Martinez Torres;
Arnoldas Solovjovas, PhD Student

Coordinators from Kosovo Accreditation Agency (KAA):
Leona Kovaçi, KAA Officer
Milot Hasangjekaj, Head of Post-Accreditation Division.

Sources of information for the Report:

- Self-Evaluation Report

- Agenda, list of participants and minutes of the KP meeting,

- Agenda, list of participants and minutes of the meeting – Alumni,

- Agenda, list of participants and minutes of the meeting – BI,

- Regulation of the Code of Ethics,

- Quality Assurance Regulation,

- Strategic plan 2022-26,

- Regulation for student practice,

- Concrete sample of job vacancies, the composition of selection commissions, reports of selection commissions and decisions made by expert bodies,

- Regulation for advancement and re-election of regular Academic staff,

- Matrix of courses required to fulfil the learning outcomes in the BSc Program in Business Management and Entrepreneurship,

- Student's Handbook,

- Regulation for basic studies (bachelor),

- Regulation for transfer of students,

- Regulation for scientific research, subsidizing work and research, research - scientific and applied projects,

- List of scientific publications of the staff engaged in the Program,

- List of teachers' participation in scientific conferences.
- Evidence of final-year student recruitment
- Anonymous example of a follow-up case of unethical behavior dealt with by the Disciplinary Committee and the Ad-Hoc Disciplinary Committee, and the follow-up carried out.
- Evidence of student involvement in the planning of extracurricular activities
- Evidence of data management plan.
- Professional Development Plan designed in the last 3 years.
- Evidence of course evaluation
- Evidence of quality committee meetings. For example, minutes of the meeting.
- Evidence of the foundation created for developing business and entrepreneurship and its founding entities.
- Evidence of Key Performance Indicators Outcomes. For example, employment rates, anonymised questionnaires on employer satisfaction, …
- Number of companies removed per year from the list of companies offered for external internships following the questionnaires received by students during external internships
- List of companies with cooperation agreements for external internships in the previous 3 years
- Evidence of participation in online questionnaires
- Evidence of enrolment and completion of all course levels and study programs
- Evidence of evaluation of the academic staff by students, academic staff (peer review) and management.
- Evidence of anonymised report on academic staff evaluation
- Evidence of the number of candidates applying for promotion positions
- List of academic training courses in the last 3 years and evidence of the number of BME academic staff attending the course
- List of academic staff from BME who participated in international activities and the activities in the last 3 years
- Percentage of academic staff from BME participating in international projects
- Anonymised student in-practice's reports with different evaluations
- Evidence of any contracts with companies for student internship course

- List of companies with internship students in the previous 3 years
- Evidence of BME academic staff participation in the training titled "Student-Centered Learning, Opportunities, and Challenges in Higher Education in Kosovo," hold on 21.02.2023
- Evidence of adaptation of students with ADHD to the BME program
- Evidence of companies visited in the last 3 years (study visits) in Accounting, Organizational Behaviour (2nd Year)
- Evidence of the Revision of Program Learning Outcomes
- Evidence of the Evaluation and Adaptation of Teaching Methods
- Evidence of assessment criteria. They are not included in the syllabus.
- number of students who drop out of the degree due to failure to pass the course
- percentage of student appeals after evaluation
- Evidence of a case of Student appeal
- Percentage of changes in evaluation after the committee assessment
- Evidence of how the Faculty of Management collaborates in research or what its research programme is (not the University's)
- Evidence of support of research policies and regulation of research activities by the Research and Science Commission.
- Evidence of research collaborations with other universities: cooperation agreements, …
- Evidence of cooperation with local business
- Evidence of academic staff from the BME that benefits from Erasmus+ projects
- Evidence of business visits supported by academic staff

Criteria used for institutional and program evaluations

- *KAA Standards and performance indicators for external quality assurance applicable for re-accreditation of study program;*
- *Site visit discussions with all participants in the meetings.*

Site visit schedule

Time	Meeting	Participants
09:00 - 09:50	Meeting with the management of the faculty where the programme is integrated (Room 1)	Agron Bajraktari-Rector Fakije Zejnullahu- Deputy Rector

		Kushtrim Cukaj-Vice Rector Flamur Salihu- Vice Rector Armend Hysa-General Secretary Ismail Mehmeti-Dean
09:50 - 10:35	Meeting with quality assurance representatives and administrative staff (Room 1)	Kushtrim Cuka-Vice Rector for International Relations and Quality Assurance Armend Hysa-General Secretary Petrit Hasanaj, QA Coordinator for UASF Fatime Musliu-QA Office Leonora Radhani-member Manjola Salihu,- memeber Bislim Lekiqi-Faculty coordinator,
10:40 - 11:40	Meeting with the head of the study programme (Room 1)	Ismail Mehmeti, Sokol Krasniqi, Aziz Rexhepi, Bislim Lekiqi
11:40 - 12:25	Meeting with teaching staff (Room 1)	Bashkim Mustafa, Etleva Blakaj, Arta Jashari Goga, Sejdi Hoxha, Afrim Loku, Agim Thaqi, Arben Tёrstena, Gazmend Deda,
12:25 - 13:25	Lunch break	
13:25 - 14:00	Visiting Facility	
14:00 - 14:45	Meeting with students (Room 1)	Kastriot Jaha, Anita Mulaki Drilon Deda, Erblina Caka Lirian Berisha
14:45 - 15:30	Meeting with graduates/alumni (Room 1)	Egzon Rexhepi, Lorik Fazlija, Ermira Halili, Agnesa Kasumi, Endoena Halimi,
15:35 - 16:15	Meeting with employers of graduates and external stakeholders (Room 1)	Arianit Kastrati, Ilir Jashari, Burim Elezi, Rinidon Bislimi, Jehon Haliti,

16:15 - 16:25	Internal meeting of KAA staff and experts	
16:25– 16:35	Closing meeting with the management of the faculty and program	Ismail Mehmeti, Sokol Krasniqi, Aziz Rexhepi, Bislim Lekiqi

A brief overview of the programme under evaluation

The University of Applied Sciences in Ferizaj - UASF (hereafter referred to as "the University") was established by the Ministry of Education, Science, and Technology (MEST) through Decision Ref. No. 273/01B dated July 6, 2015, and was ratified by the Parliament of the Republic of Kosovo with Decision No. 05-V-122 on July 16, 2015.

Although the University is relatively new, the tradition of academic and scientific work in Ferizaj dates back to 1976, when the Assembly of Kosovo established the Center for Higher Education through Decision No. 692-2. The Center operated with two sections: Machinery and Woodworking Industries, each lasting five semesters, and a Workers' Section, which lasted four semesters.

In the 1988-89 academic year, the Center for Higher Education was discontinued, and the Technical High School was established, maintaining the Machinery and Woodworking Industry sections, while the Workers' Section was entirely eliminated. During the 2002/03 academic year, new curricula were approved in alignment with the Bologna system for undergraduate studies (Bachelor's level) in the Department of Machinery with a specialization in Processing Artificial Materials and the Department of Woodworking Industry with a specialization in Wood Processing.

Through Decision No. 5/230 dated September 5, 2005, issued by the Governing Council of the University of Prishtina, the Technical High School was transformed into the Faculty of Applied Technical Sciences (FATS), maintaining the same departments and specializations. Later, it evolved into the Faculty of Applied Sciences (FAS), enabling the faculty to develop programs beyond the technical fields.

The University employs 58 regular staff members, of whom 47 are full-time academic staff, 10 are engaged staff, and 11 are administrative and technical staff. These professionals bring expertise from the fields of study offered by the University, with experience in higher education and industry.

Within nine years of its establishment, the University consolidated its physical infrastructure across a space of approximately 8,304.27 m², providing separate facilities for theoretical learning, practical work, workshops, and university laboratories.

PROGRAMME EVALUATION

1. MISSION, OBJECTIVES AND ADMINISTRATIO

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

The study program under evaluation, Bachelor of Science (BSc) in Business Management and Entrepreneurship is in line with the mission and strategic goals of the higher institution, covering needs of society and it is publicly available on the website (www.ushaf.net) of the University of Applied Sciences in Ferizaj (UASF). During the site visit, the expert team concluded that management and all stakeholders are very committed and they do deliver the quality of education where the program contributes to the societal goals offering students well structured courses in Business Management and Entrepreneurship. All stakeholders, internal and external, are strongly motivated and proud of the strong relationships between the study program under evaluation and the business sector. This is evident through involvement of academic staff and external stakeholders, by providing not only internship and cooperation with industry, but also student centered learning during the courses emphasizing on the practical case studies, research projects and cooperation with the business sector, which correspondents with the overall development of society. The mission of the program aligns with the mission of the University of Applied Sciences in Ferizaj by preparing students to become qualified professionals, dedicated researchers, and educated, responsible citizens to develop a professional career and lead a productive life. The objective of the study program is to develop successful business managers and entrepreneurs who are able to identify their developmental potential in successful and sustainable enterprises. This can be achieved through cooperative relationships between academic and administrative staff and industrial board and external stakeholders which are fully committed to the collaboration. During the meeting with them, they all expressed the need for the program under evaluation and their long-term orientation towards employment opportunities of graduates, internship and project opportunities with students and professors. The program is very important regionally and locally and students find employment opportunities because the program is designed according to the market needs. Within the study program, students study courses strongly relevant to industry needs such as entrepreneurship, sales, finance, entrepreneurial leadership, and effective communication. The program enables students to be aware of the broader social, environmental, political, and economic challenges that influence and are influenced by how business is conducted. The program offers elective courses related to social media and digitalization which is needed in today's business sector and represents an important trend in learning and applied sciences. The program is structured and delivered in 3 years, with 180 ECTS and it is designed for 120 students. According to SER and data collected during the

expert team visit, all stakeholder groups confirmed high satisfaction with a study program concept, especially their relationship with the business sector. The value offered to students is high involvement of academic staff and business sector in enabling students to gain competitive knowledge, skills and learn business practices required locally, regionally and internationally. As per SER and opinion of students, academic staff and heads of the study programs, special attention is given to internship, case studies and project based learning. Students are highly encouraged to work on field and market research and external stakeholders are very satisfied with their performance. The program is important for Ferizaj because it is a fast growing industrial and commercial area of Kosovo with growth of business opportunities. In this way the study program Business Management and Entrepreneurship contributes to development of specific competencies required by the labor market. Information about the program is publicly available and offers students and other stakeholders an overview of its benefits. Detailed procedures related to the steps taken in the re-accreditation process are described in the SER and confirmed by management, quality assurance committee and heads of the study program. Appendixes 1 to 3 evidence the participant lists and meetings held in this regard. According to SER and information obtained during the meeting with management, it is observed that the UASF has utilized data from various sources such as employment agencies, government policy analyses, and industry demand to ensure that the program offers skills and knowledge demanded by the business sector, aligning also the labor market needs and analysis results of government institutions in Kosovo (Analysis of the government strategy for Entrepreneurship and Innovation, "National Strategy for Innovation and Entrepreneurship", Report from the research on the labor market in Kosovo, such as "Analysis of Labor Market Needs in Kosovo.") Results indicate that the employment opportunities in this field are increasing because the labor market requires specialized professionals in business and entrepreneurship with an entrepreneurial and innovative mindset. As per the SER and meeting with graduates, it is clear that students are offered jobs during their final year of studies and after graduation. The number of students is optimal and is fully in line with infrastructural capacity. The students confirmed that they receive adequate support in all forms of communication with academic and administrative staff and expressed high satisfaction with the program, staff and infrastructure. The infrastructure consists of sufficient numbers of classrooms, amphitheaters, student lounges, laboratories, libraries, student corners, two rooms with computers for students, and the restaurant, all situated in the relatively new building since 2014. There is a total space of 8304.27 m², including workshop and laboratory spaces, and features a functioning elevator used by both staff and students. All academic and administrative staff at UShAF are equipped with personal computers and all have internet access. All administrative offices and management staff are also equipped with printers and other necessary office equipment. During the site visit there is expert evidence that the described facilities are present, premises are clean and all classrooms are equipped with LCP projectors. As a conclusion the expert

evaluators witnessed that the facilities and equipment dedicated for the implementation of the study program are capable of catering to the number of students intended to be enrolled.

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

As presented to expert team during the site visit and elaborated in the SER, supported with additional documents as evidences, the UASF has a comprehensive legal framework that ensures academic freedom, which is guaranteed by the Higher Education Law and the Statute of the University, other regulations that establish the foundations for ethical conduct of staff and students in research, teaching, and assessment within all academic and administrative activities. The Ethical Code Regulation applies to academic staff, administrative staff, and students. Additionally, there is a Regulation on Disciplinary Procedures. The UASF has access to the plagiarism detection software system "Plagiarism Check", and academic staff and students confirmed that they pay strong attention to academic integrity by using the software in research projects, seminars and written reports of students. There is a procedure applied in cases of detection of irregularities, as outlined in Article 23 of the UASF Ethical Code. If there is a high percentage of plagiarism, academic staff follow the prescribed procedures to address this issue, including the possibility of requesting a revision of the paper, applying disciplinary measures (such as a warning, lowering the grade, or expulsion from the program). During the meeting with students it is observed that students are aware of the need to comply with the requirements of academic integrity and academic staff would discuss it with students in cases of higher percentage of plagiarism. Once plagiarism is detected, academic staff are obliged to report the identified plagiarism case to the relevant authorities at the institution, according to the procedures outlined for managing such issues. The bodies responsible for enforcing the Ethical Code at UASF are: the Ethics Council, which is elected by the UASF Senate upon the Rector's proposal, the Disciplinary Committee elected by the UASF Teaching/Scientific Council, and the Ad-Hoc Disciplinary Committee, appointed by the UASF Rector. The Ethical Code regulates the ethical behavior and work activity for academic staff (Article 4) for students in Article 17, and in Article 14 for administrative staff. Students also have access to "Student Handbook" where they get acquainted with their rights and obligations. Any violation of these standards has legal and disciplinary consequences as specified in the Ethical Code Regulation, and the case is submitted to the ethical commission. The elaboration of the procedure is explained in SER and the expert team discussed it with all stakeholders groups. They are aware of the importance of ethical behavior and academic integrity. Overall impression of the expert team is that the UASF pays lots of attention to ethical issues and assurance of quality, research and academic integrity and prevention of plagiarism, including prevention of all kinds of unethical behavior. During the meeting with all stakeholder groups there was a clear proof of

their professionalism and awareness of the importance of ethical behavior. There are no specific cases elaborated to the extent that would cause any serious obstacles for the delivery of the study program and learning process against ethical norms and standards.

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

The study program under evaluation, Business Management and Entrepreneurship, BSc, complies with the standard requirement to include relevant, updated and reliable information. The program uses an advanced information management system to collect, process and distribute relevant and reliable information. As evident in the SER, The University uses the University Management System (UMS) for students, academic staff, and administration to collect accurate and important data related to the academic progress of students, curricula, teaching planning, engagement of academic and administrative staff, student assessments, and tracking registration and graduation conditions. Amongst data collected, the UMS provides student demographic profile, data on student success, progress, and dropout rates, as well as data on student satisfaction, identifies learning resources (literature) for students and includes the identification of career profiling for each student. The program ensures full transparency regarding data protection policies and practices where students are regularly informed of these policies through the university's official website, and during new student orientations. The expert team discussed this topic with students during the site visit and asked if there were any disputes or issues within this matter, but all students confirmed that they never experienced any issue with the protection of their rights. Academic staff and students are actively involved in information analysis and they do participate in the follow up activities. The management, heads of the study program and academic staff are aware of the importance of participation in continuous improvement of the program and its development based on continuous quality monitoring, anticipating internal evaluation processes and feedback from external stakeholders. According to SER and discussion with academic staff, students and quality assurance representatives it is confirmed that the system defines measurable indicators to monitor the progress of the study program including the percentage of students passing exams, the number of students graduating, the qualifications and professional development of academic staff, and student feedback on their educational experience, data on student satisfaction with academic staff, administration, infrastructure, and the study program. Based on the data, it is possible to create action plans for further improvement of the study program and different elements of monitoring and controlling the implementation of the study program, helping academic staff and management in decisions, improvements and teaching quality. It is evident that the Data Privacy Regulation is applied at the UASF. Through student surveys UASF receives feedback and takes corrective

measures if required. During the meeting with students the expert team was informed that they are satisfied with the relationship between academic staff, administration and students, and feedback provided by students is taken seriously into account in the next semesters, study courses and syllabuses as follow up activities aiming to contribute to the further quality improvement of the study program.

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

As a public university, UASF is funded by the Ministry of Education and has stable budgetary funding for teaching activities. It ensures the availability of sufficient learning resources and student support by offering physical resources such as libraries, equipment for the process, and IT infrastructure. There are regulations and policies related to administrative and support aspects, including aspects of student registration, academic performance evaluation, student support processes, and the duties and responsibilities of both academic and administrative staff. The evaluation process includes the assessment of teaching quality, analysis of student academic outcomes, feedback from students and staff, and monitoring the use of financial resources. Performance review also includes analyzing the effectiveness and capacities of administrative staff. UASF has ensured qualified administrative personnel to support the program's activities. This staff has the skills and expertise to manage administrative processes and ensure that the institution operates efficiently and students are very satisfied with them. During the meeting with students everyone expressed the high satisfaction level in all aspects of support they need. There is also evidence that administrative staff receive training to enhance their skills in document management, the use of information technology systems (such as the Student Management System and other administrative platforms). They have also participated in conferences and seminars related to educational management and university administration, they visit other universities to learn good practices and attend workshops, language training and different learning programs. The professors also have the opportunity to get a budget for attending conferences, Erasmus programs and publishing research papers, and they get awarded when publishing in highly ranked journals such as Scopus or WoS. All above elaborated standards show the commitment of management, academic and administrative staff in achieving excellence and providing support to students from different academic, research and administrative perspectives. During the meeting with students, the satisfaction with staff was also noted. It is evident that at UASF very positive, motivated and inspiring atmosphere is created, achieved and maintained with strong support by dedicated and visionary rector followed by all staff members which is acknowledged and highly appreciated by students.

Standard 1.5 The recommendations for quality improvement of the study program from

previous internal and external quality assurance procedures are implemented. (ESG 1.10)

According to requirements and recommendations from previous reaccreditation, there is an action plan created and implementation stages are defined. In table 11 – *Expert comments from the previous RVV – External review*, expert panel has identified that majority of the recommendations from previous reaccreditation are fulfilled. This includes updating the academic content, integrating new subjects that reflect current industry trends, or adjusting the relationships between subjects to ensure a logical flow in the program of study. The study program still does not include thesis as mandatory, because it is not mandatory in Kosovo. It requires more involvement of the teaching staff and as a public university, UASF has difficulties appointing new professors and assistant teachers, because they depend on the governmental budget. Instead of thesis, the study program under evaluation offers project-based learning or capstone projects. This involves the implementation of an action plan and reports based on expert recommendations, as well as achieving results based on recommendations from previous quality assurance procedures. All other activities and actions from previous recommendations are structured, clear, and measurable, including improvements in the curriculum, teaching methods, student support, and infrastructure. The Action Plan is attached in SER and explained in detail. The data is available in SER and elaborated by management, academic staff, heads of the study programs and external stakeholders, because they also participate in many activities related to projects, advisory and providing feedback during the internship of students, project based learning, creation of Handbook for students and other recommendations implemented already. The expert team anticipated the appreciation of the rector and all academic and administrative staff in regards to reaccreditation procedures and recommendations emphasizing how important they are for the further development of the study program and USAF as a University. Their willingness to cooperate and respect the expert team and their recommendations is on a very high level. It is important to take into consideration that for the public university it is challenging to obtain funds depending on the governmental budget, but the UASF is a well organised, well equipped institution providing quality education and facilities for staff and students, improving constantly. The whole UASF team, together with students, alumni and business representatives creates an excellent environment for learning applied sciences.

ET recommendations:

1. *Continue effectively monitoring and improving ethical behaviour*
2. *Continue publishing all relevant documents on the official website*
3. *Consider offering lifelong learning programs / summer or winter schools to ensure internal funds and generate additional income for UASF and staff involved in delivery*

process
4. *Consider incorporating thesis in the study program curriculum to support student's research and prepare them for master studies*

2. QUALITY MANAGEMENT

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

The established internal quality assurance process in UASF is in line with national and international standards. The main documents are complied with the national regulations approved by the Ministry of Education, Science and Technology. The University follows Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The main document that covers all the activities and defines the main stakeholders related to the internal quality assurance process is the Quality Assurance Regulation (SAR p. 20). As stated in the SAR, many evaluation processes are happening simultaneously: evaluation of the academic staff and teachers and evaluation of the whole course. Each evaluation gathers information from different stakeholders: students, graduates, alumni, teachers, and social partners from the industry. The expert panel is pleased to hear that the specific evaluation process is conducted based on the academic calendar, which allows no overlap with many questionnaires for the same targeted group of stakeholders.

According to the Quality Assurance Regulation, specific bodies manage the internal quality assurance process. At the central level is a Quality Assurance Commission, which includes quality assurance coordinators from each faculty. They gather up several times per year and make decisions regarding the questionnaires and provide reports to the Senate. The main body responsible for the study programme at the faculty level is the Program Committee. This initial body monitors all sorts of numbers and rates within the study programme area. If any changes are made, the question is forwarded to the Academic Scientific Council (SAR p. 10).

The quality of the study programme is also supported by the Quality Assurance Coordinator in the faculty level. The coordinator is responsible for the preparation of the assessment reports. As the report is conducted, it is forwarded to the stakeholders, and action plans are taken. The expert panel can identify parts of the continued improvement. After a specific process is implemented within the academic year, it is monitored, and feedback is gathered. After that, the improvement, if needed, is presented and implemented.

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

The expert panel believes that the development of the study programme aligns with the currently existing strategic development plan for 2022-2026 (SAR p. 21). The programme curricula were developed based on market demands and the skills the industry partners required.

In the SAR, there is a clear description of how the study programme is being developed and approved at the university. The initiative comes from the Faculty as a working team of stakeholders develops the study programme. The programme report is then presented to the University bodies and approved by the Senate.

The key performance indicators for monitoring the success of the study programme are also presented in the SAR. It includes Graduate satisfaction, employer satisfaction, employment rates, student satisfaction and the number of students who graduate. The expert panel sees no major issues and believes that these defined KPIs are sufficient to evaluate the study programme's success comprehensively.

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

During the site visit, it was explained that the study programme undergoes many kinds of evaluations from different target groups annually. The SAR presents a table showing an established calendar that defines how often a targeted group of stakeholders must be questioned and on what topic (SAR p. 22). There is no doubt that the programme undergoes well-organized monitoring.

The university workload is calculated using the ECTS credits, where one credit equals 25 hours. During the academic year a student should earn up to 60 credits. These credits show how much of the time students spend in the classes and doing homework to achieve defined study goals. As mentioned in the meetings, there is currently no autonomous system to monitor the workload precisely. Currently, it is being reviewed personally by the teacher. After the semester, based on the student feedback, the number of credits and workload will be reviewed by the study programme committee.

During the site visit, all stakeholders approved their involvement in the study process. The students have a representative in each working group or body at the faculty or central level. Alumni are more involved informally during meetings with their former teachers and professors. Meetings with social partners are organized to discuss potential collaboration and new topics and trends in the market. The expert panel finds clear evidence of stakeholder engagement and believes this process is well-regulated.

The programme has an internship module where students conduct practical work in an industrial company. The university provides many opportunities for internships and more than

80 cooperation agreements, but if needed, the students can choose their own company (SAR p. 24). The company supervisor and the university coordinator evaluate the internship process. In the first week, students are introduced to general information, and during the internship, they constantly stay in contact with the coordinator from the University. As the expert panel understood, at the end of the internship, a student must give a seminar presentation on the outcomes of the internship process. The university has an approved document that defines the whole process in detail, "Regulations for Student Internships".

During the site visit, the expert panel had no doubt that the collected feedback information was analyzed, and all action plans were communicated among the stakeholder groups. As a proof of it, students were aware that the teacher had listened to their feedback and made changes in the following semesters. Industry partners mentioned that they are constantly questioning what new trends are happening in the labor market and what could be improved based on the study process. An analytical report is conducted with the community.

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

The expert panel sees that all the needed documents are publicly available, which proves that the University follows the ESG standards, which require the publicity of certain documents. The regulations are publicly available on the provided University website (https://ushaf.net/rregullore/).

The student admission process is also published, and as stated in the SAR, student admission as a public competition is announced in the daily newspaper in Kosovo (SAR p. 27). Information regarding success rates, dropouts and employability rates is also publicly available.

ET recommendations: None

3. ACADEMIC STAFF

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

The recruitment process for academic staff at USAF follows the procedures laid down in the Law on Higher Education, the Labour Law, the University Statute, and the regulation for the appointment, reappointment, and promotion of academic staff at UASF. Vacancies are

advertised on the university website. For the promotion or reappointment of candidates in the relevant title, minimum criteria are required to be met as set out in the UASF Statute, and promotion is therefore merit-based and not an automatic process.

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

The academic staff is qualified (almost 90% have a doctoral degree) and mostly permanent (just over 82%), with 100% being employed on a full-time basis. None of the staff has more than one regular employment relationship according to the e-accreditation portal of the Kosovo Accreditation Agency.

The workload of the teaching staff is comparable to that of other European institutions (40 face-to-face hours, of which 8 are spent on teaching and the rest on preparing lectures, research work, and other related activities, including office hours for student consultations, site visits with students, etc.). The entire academic staff is said to have a teaching dedication of 8 hours. However, according to Table 6 of the self-report, there are only two lecturers with one hour more teaching time than they would be entitled to, and if we go to Table 7 we see that there would be five and, in addition, another three lecturers would dedicate time to teaching other than that shown in Table 6. In any case, the workload allows for dedication to other activities in addition to teaching. The student-academic staff ratio is 1:15, which is intended to be maintained and never exceed 1:20. Academic staff has publications and training related to the study programme. Finally, there is no mentoring programme, and the academic staff themselves are responsible for guiding students and monitoring their learning.

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

The faculty promotion procedures carried out in the curriculum are transparent and objective. There is a regulation for the promotion or reelection procedures of the regular academic staff of the university, based on the ESG 1.5 standard of the Bologna document. In order to be promoted, it is required, among others, to show a high level of academic competence and scientific expertise for the subject being accredited, with monographic publications, textbook, scientific articles published in international scientific journals indexed on the platforms identified with UA 01/18 of MESTI, participation in international and national conferences, participation in projects, demonstrate pedagogical skills through practice and leadership, and supervise master thesis, depending on the position being applied for. The university conducts annual evaluations of academic staff by students, academic staff, and management that are taken into account in their future promotions.

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

The University organises annual support programmes for the professional and teaching development of its academic staff and facilitates the mobility of its faculty with other universities through Erasmus+ and agreements with European university institutions (in Poland, Germany, Hungary, and Italy, among other countries).). This corresponds to its policy on academic staff development included in the Strategic Plan 2022-2026. The University collaborates with the Center for Teaching Excellence (CTE) of the University of Prishtina for the organisation of training courses. The faculty's academic staff takes advantage of these resources, as revealed in their CVs.

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

There are no external associates included in the educational process, although sometimes the collaborations with industry come from the invitation of guest lecturers.

ET recommendations:
1. Continue engaging the academic staff in the development of the program.
2. Continue updating the academic staff CVs and publishing it on the University's website
3. It is recommended to analyse and explain the causes of the divergence between the number of hour lessons of each academic staff (Table 6) and their hour/week in the Curriculum of the Business Management and Entrepreneurship program (Table 7). **This recommendation is to be implemented during the first year**
4. It is recommended to include external associates in the educational process, not only through the invitation of guest lecturers or conferences.

4. EDUCATIONAL PROCESS CONTENT

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

According to information available in SER and during the meeting with stakeholders it is evident that the program under evaluation in Business Management and Entrepreneurship, BSc, intended learning outcomes are formulated clearly, precisely and comprehensively following the best practices. The learning outcomes of the programs are aligned with the published mission and strategic goals of UASF and Faculty of Management. The institution's strategy is built around five main objectives: advancing the educational process, strengthening capacities in science and innovation, enhancing community collaboration, improving institutional capacity, and continuously improving quality. The study program intended

learning outcomes are fully aligned with the mission of the institution and the strategic objectives of the Faculty of Management. They are clearly formulated, accurate, comprehensive, and aligned with the mission and strategic goals of the institution as evident from the SER (pg. 34-35) and publicly available mission and vision, which focus on the University values emphasizing learning, ethics, collaboration, excellence and diversity. As stated in the SER and confirmed by students, academic staff and external stakeholders, students gain practical skills during the learning process specifically oriented to project based learning. The intended learning outcomes include aspects of critical and analytical problem solving skills and are also a good base for further academic research or further studies if students decide to continue to enroll to masters programs. The goal and objectives of the study program under evaluation are to develop successful business managers and field professionals who apply contemporary management methods to address continuous changes in the business environment to improve the competitive position of the enterprise, and to develop professional entrepreneurs who can identify their developmental potentials in an enterprise with clear and sustainable ideas (SER, pg. 36). The above learning outcomes align with the overall goals and objectives of the study program. The program's intended learning outcomes are based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG – 2015 - European Higher Education Area)." The intended learning outcomes encompass both general and specific development for knowledge, skills/competencies, and abilities necessary to be competitive in the job market. They are designed to align with the level of study program (level VI).The program is comparable and operates within the European Higher Education Area (EHEA) and the Bologna Process and learning outcomes are compatible and comparable with those of institutions in the EHEA.

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

The study program and curriculum of the study program complies with the national framework of qualifications. Indicators are well explained during meetings with management, quality assurance representatives, academic staff and students, elaborated in the SER and supported with additional documents. The National Qualifications Framework (NQF), which is an important component within the reforms of the education and professional training system in Kosovo, is taken into account when developing the curriculum of the study program together with European Qualifications Framework (EQF). It is evident that UASF and the study program under evaluation do anticipate all important regulations, concepts and recommendations for delivering a quality for bachelor students and equip them with competencies for the real sector and market needs. The strong relationship with the industrial board, business sector, private and public institutions operating in Kosovo, also participated in the creation of the study program, syllabuses and specific requirements are incorporated in the

intended learning outcome of the courses. The intended learning outcomes at the level of bachelor study program do not overlap with other study programs, especially because they are at the level VI, and are oriented to practical solutions applied in the real sector, emphasizing project based learning and practical training provided continuously by the business sector to create case studies and research problems. This aspect was emphasized frequently also during the meeting with students and alumni, external stakeholders and academic staff and one of the major advantages of the program is its focus on applied sciences and problem-solving orientations of the students supported by academic staff who apply student center learning methods. The current study program does not offer a postgraduate level. As a conclusion and as per the evidences provided, The Business Management and Entrepreneurship program – BSc, is designed based on the National Qualifications Framework (NQF) – level 6 NQF (Higher Education – First Cycle of Bologna (Bachelor) – qualification "A"), which is also harmonized with the European Qualifications Framework (EQF) and includes 180 credits/ECTS. Therefore, the intended learning outcomes are following both the NQF and EQF (SER, pg. 36). The learning outcomes are adapted and aligned with the level and qualification profile obtained – upon completion of studies, the student earns the title of bachelor's in Business management and Entrepreneurship.

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

The study program under evaluation complies with Standard 4.3, as it demonstrates a logical flow and competency alignment throughout the curriculum, where the intended learning outcomes are achieved by students and they can smoothly progress through their studies. The Business Management and Entrepreneurship program is designed following a logical and structured flow to ensure the development of knowledge, application-competencies and general and specific skills in accordance with the standards of the European Higher Education Area (EHEA), as stated and proved in the SER and the curriculum of the program presented. During the first year of studies students focus on more generals aspects of Business Management and Entrepreneurship courses such as Business Informatics, Mathematics for Business, Business Environment, Introduction to Economics, Academic skills and communication in Business, Management, Business Decision Making, Innovation Management, Business Statistics and English and German language courses. There is a clear structure and aim to prepare students for the business sector and real challenges in the economic sector. In the year two and three of the study program, students study and learn more specific knowledge and focus on the core competences required in the business sector. The courses include Market Analysis and Consumer Behaviors, HRM, Marketing, Operations management, Entrepreneurship, Accounting, Business Law and Ethics, Organization Behaviors, further level of English and German language, Customer relationship management, Sales and Sales Management, Change management, Product and pricing, Business Strategy and Sustainable Development, Project Management, Financial

Management, Leadership and Small and Medium Enterprises. In the 6th semester the program includes a course Internship (Practical training in enterprise) with 8 ECTS. The internship was discussed with all stakeholder groups during the meeting and it is organized as a possibility for students to work on the real cases related to the business sector, by solving problems, finding practical solutions and writing a final report. During the semester, students attend 3 hours of supervision and classes related to internship. Students can spend few hours per week working in the companies and institutions where they are also supervised by professionals and they have to submit a report on their learning outcomes, work activities and the success of the internship. The internship reports are available for expert team to identify their compliance with the course LO and value it brings to students and study program. The practical as an integral part of the study program is very well appreciated by students and majority find jobs already during the last year of their studies or after graduation. As confirmed by business sector representatives, it is clear that students are employed by them and they are interested in broadening their collaboration with UASF and the study program under evaluation, because it's close relationship with market needs. Elective courses also added value to the program because they focus on Knowledge management, Management and Development of New Products and Services in the enterprise, Information System Management-MSI, Environmental Sustainability and Entrepreneurship Social entrepreneurship and Business Planning, Logistics and Transportation and Social media and the digital economy. It is to acknowledge by expert team that the university management and heads of the study program under evaluation has all necessary competencies in designing such a quality program, especially considering fast growing business development of Ferizaj and its community. During the meeting with external stakeholders, students and graduates, it was noted that such competencies contribute to easy job placements, finding good opportunities to work in a real sector and faster success of students in their career. Kosovo as a business area with its regional surroundings, requires such competencies by the labor force and future managers. As explained during the meeting with stakeholders in the site, UASF and Faculty of Management, have agreements with industry representatives which gives many opportunities to students to participate in internships. In addition the professors can allow students to choose the company for an internship which must be approved by the career office, too. The concept of the study program curriculum, courses and internship allow students to progress through the studies and gain intended learning outcomes. This is also supported by different evaluation methods and corresponding requirements for exams which are organized in different forms. Students are encouraged to engage in interactive discussions with the professor and peers to maximize the educational impact of the lecture. In specific cases, students are encouraged to seek additional clarification from professors during the class sessions. Professors are available for additional consultations. Students are expected to complete assignments given by the professor, which may include seminar papers, tasks, research, and debates on the topics covered during the lectures. These assignments align with

the intended learning outcomes, which are continuously assessed throughout the semester using various methods, such as written tests, exercises, tasks, research projects, etc.

The Business Management and Entrepreneurship program is comparable to similar accredited study programs in the European Higher Education Area (EHEA). The development of the Business Management and Entrepreneurship program at UASF is comparable with several courses from the Salzburg University of Applied Sciences (FH Salzburg) in Austria, specifically from their Business Management program, University of Ecology and Management in Warsaw, Poland, and The University of Edinburgh, Scotland, among others.

The contribution of each course to the achievement of the learning outcomes is presented in the "matrix" attached to this document (Appendix 10: Course Matrix for Achieving the Learning Outcomes in the BSc Business Management and Entrepreneurship Program), which shows the necessary courses to fulfill these outcomes through a cross-referencing system. (SER, pg. 37). The expert team got clear information about the comparison and the reasons for it, not only from the SER but also from the meetings with management, heads of the study program and academic staff being involved in the creation of the program and its implementation. From the available data and information collected by management, academic staff students, alumni and external partners, the expert team could distinguish high commitment and involvement in creation and delivery of the program which will be competitive with international universities and at the same time offer up to date required competencies to bachelor students from the perspective of theoretical, analytical and practical competences. Internship is integrated in the study program and the learning outcomes contribute to thesis research and practical solution oriented approach. Each course has a detailed syllabus that includes all necessary information about the courses, learning outcomes, course descriptions, objectives, content and expected learning outcomes, teaching methodology, methods of evaluation, literature, number of ECTS and lesson plan. In addition to already structured syllabuses it is recommended to revise evaluation/examination concepts to determine how students pass each learning outcome (not only type of exam but also type of the relationship between exams and specific learning outcomes). This is constructive alignment which allows students to pass learning outcomes within the course. In case of failing any, they could retake only learning outcomes they fail, instead of repeating the whole exam.

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

The study program is in harmony with the conditions set by EU Directives in terms of the content and issuing diplomas are aligned with the Bologna system and, from an international perspective, are harmonized with EU Directives. The cooperation agreements with

professional associations such as the Industrial Board, the Chamber of Commerce of Kosovo, international organizations for educational supervision, and other non-governmental organizations are taken into consideration in creation and improvement of the study program under evaluation. Formal and informal meetings with external stakeholders are kept regularly with management and staff of the UA, with a great support of the industrial board, which represents the business sector and market needs. Additionally, UASF cooperates with economic chambers and other organizations from the education sector to obtain more information and feedback related to the study program, data on graduates who continue working and interning in these businesses, and discussions about potential positive changes to the program in response to market demands. There is international cooperation at the level of the Faculty of Management and study program under evaluation, with all kinds of international collaborations via the office for international research in the rectorate office, publications, mobility, conferences, etc. Professors also have experience in editorial boards in journals, and a very high publishing index in Scopus, Wos, and research is a very important activity for the faculty and students are also involved. Such collaborations provide students with more international experience and can be used in the students careers in Kosovo, in the region and internationally. Since the study program under evaluation does not lead to a degree in regulated professions, this area of evaluation is not applicable.

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

The University has approved the Regulation for Student Internships, the Student Handbook, and the Regulation for undergraduate studies (Bachelor Studies), which regulate the rights, obligations, and responsibilities of students, faculty, and company during the internship. The Regulation for Student Internships regulates all matters related to the internship, including the documents to be completed by the student and the company, as well as the Memorandum of Understanding between the USAF and the company. The Student Handbook contains general obligations and duties for all students, including a section on Practical Work, which specifies that students will be supervised by course instructors and company managers, who will also participate in the evaluation of the student's work.

The internship is a 3rd year course that consists of 8 ECTS, according to the syllabus of the subject. The syllabus included in the programme being evaluated includes the learning outcomes to be achieved, a description of the course, the course objectives, the learning methodology, the contribution to the student load, and the evaluation method. The student, in order to pass the internship, is evaluated through the delivery of a work report in which he/she explains the practical experience obtained and a report issued by the company. The student is periodically monitored by the course professor. The Regulation for Student Internships

includes the documents to be completed by the student and the company for the evaluation, as well as the Memorandum of Understanding between the USAF and the company.

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

The programme under evaluation is designed to achieve, through the different modules, the learning outcomes that will enable students to train to practice their profession in the discipline of Business Management and Entrepreneurship. For this purpose, a varied methodology is used according to the module in question, highlighting the use of interactive lectures and discussions with students, case studies discussed in groups, practical exercises (problems), seminars, and presentations, although simulation and quiz methods or research work are also used. This teaching methodology encourages critical and creative thinking, placing the student at the centre of learning. The programmes are periodically evaluated, and changes of up to 23% of the syllabus can be made according to the proposals made by the students. To enable students with difficulty to achieve learning outcomes, they are reinforced with activities carried out during extra hours. There is a programme (University Management System, UMS) that allows interaction between the student and the faculty, where the necessary information and material for the follow-up of the subject is uploaded. Likewise, the self-report also specifies the use of platforms such as Moodle, U-sheer, etc.

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

The programme is published on the university's website, including the information corresponding to each of the modules that constitute it. The information contained in the syllabus refers to the basic data of the subject, course description, objectives, expected learning outcomes, contribution to the student load, literature, teaching methodology and tools, assessment methods, relationship between theory and practice, designated learning plan, and academic policies and rules of conduct. The University Statute sets out the number of exam sittings that a student may take in the event of failure. Likewise, the Regulation for undergraduate studies (Bachelor Studies) establishes an examination review and appeal procedure in case of disagreement with the grade obtained.

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

The evaluation criteria are not specified. It is not a question of specifying the evaluation methods, but of the criteria on the basis of which it will be determined whether the student has achieved the learning outcomes.

Several subjects include among their "Contribution to the student load" the activity

"internship", but then it is not shown how this is included in the teaching methodology, the assessment method, or in the designated learning plan, for example. Although all learning activities are credited and the ECTS table is provided, it is not well explained how the workload is calculated for each course and credit. Specifically, there are several courses with 2+1 hours of lecture + exercises for 5 ECTS, while other courses are credited by 6 ECTS, and others by 4 ECTS. This does not seem fully proportional, and the calculation is not justified by the brief description of the syllabus.

ET recommendations:

1. *Continue good practices of local and international collaboration, enabling students to engage in joint research projects, exchange programs, and virtual learning experiences with other universities.*
2. *Continue market research with the aim to keep curriculum of the study program up to date with the market requirements (adding courses required by business sector and recent trends in the Management and Entrepreneurship area*
3. *Revise syllabuses in terms of evaluation of specific learning outcomes to offer students opportunity to pass specific learning outcomes within the courses by implementing constructive alignment*
4. *As a result of constructive alignment in assessment of students (exams), students will be enabled to pass learning outcomes and they will comply with requirement that each learning outcome entails certain number of ECTS within each course*
5. *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 (to achieve that it is necessary to offer training for academic staff to learn how to evaluate students based on learning outcomes and specific number of ECTS for each)*
7. *It is recommended to include the evaluation criteria to be used to pass the course, not only the evaluation methods, in the syllabus of the subject.* **This recommendation is to be implemented during the first year**
8. *Although a large number of professors use a standardized syllabus format, it is recommended that all professors use the same format.* **This recommendation is to be implemented during the first year**
9. *It is recommended to review the contributions to the student workload to adjust them to the programme of the course.* **This recommendation is to be implemented during the first year**
10. *The ECTS must be applied in a more proportional manner, justified by a detailed calculation for each type of course (3 + 2, 2 + 2, 2 + 0, etc.).* **This recommendation is to be implemented during the first year**

5. STUDENTS

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

The University has established a clear and transparent admission procedure for the study programme. As stated in the SAR, the admission procedure follows the requirements of internal and national regulations (SAR p. 44). The requirements are publicly available on the university's website. During the site visit, the expert panel wondered whether there was an entrance exam. It

was explained that the students' entrance grade is based on their grades in high school and the results received in the Matura exams. However, there is an entrance exam for the students who did not take high school graduation exams. The entrance exam is conducted on topics covering economy, mathematics, and management. Only 10% of the students do not take Matura exams and must take entrance exams. Also, the University recognizes diplomas and exams from other local or foreign institutions. If the whole procedure succeeds, the student can continue studying. The expert panel was amazed by the high number of students enrolled annually and wondered if there is an established marketing strategy to attract new candidates. It was explained that several open-day activities at the university introduce study programs. Information is posted on social media, but the main source of information spreads from person to person (between family members and friends) individually. Based on the SAR and during the site visit, the expert panel did not identify any issues regarding the admission procedure and believes that it is quite well established.

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

In the University, there is an established system to look at the success rate and workload of the students in the study modules. The success rate is monitored through the University Management system. This electronic system is also a tool through which exams are posted, courses are selected, and learning material is reached. Yet the experts are pleased that the University openly declared it did not have established an automated system to track student workload. This is currently conducted based on the teacher's views on whether the ECTS credits match the real working hours. Having an automated system would allow in the future to minimize the burden of the teachers with bureaucratic workload.

The feedback from the students is collected regularly at the end of the semester or if needed during it. As it was explained, the study programme committee reviews the collected feedback and provides, if needed, changes in the study process. The students mentioned an example of asking a teacher to share the learning material in the electronic University system. The study committee also gave an example of suggesting implementing an Artificial Intelligence topic in one of the subjects. As mentioned in the SAR p. 46 the Dean of the faculty, together with programme committee members, analyses the student success rate for each course after the semester ends. The results and improvement plans must be shared among involved stakeholders, like students, teachers, and administrative employees.

The expert panel does not doubt that the students will be informed of the possibilities after their studies. First of all, students can study at the master's level. If the criteria are fulfilled, the students can change the study field. Lastly, the students are well-informed about the career possibilities. Teachers, career development centers, and many other sources and activities add to the knowledge and possibilities of graduates in the labour market.

During the site visit, the expert panel met with one student who participated in a mobility programme. As the student informed us, the university provided all the necessary information regarding visas, accommodation, and other technical issues.

Standard 5.3 The study program ensures appropriate conditions and support for

outgoing and incoming students (national and international students). (ESG 1.4)

The expert panel believes that the students enrolled in the study programme know the opportunities for going abroad. The University has an established International Cooperation Office (SAR p. 47) that regularly informs students of new calls during the semesters. Teachers also play an essential role in encouraging students to participate in mobility programmes. All the calls can be found on the university's official website. The earlier mentioned example of the student who participated in the Erasmus+ mobility programme stated that the International Cooperation Office provided all the needed help with the application process. Yet, the expert panel noticed that still, not many students are willing to try this unique possibility. The panel does not see the problem from the University side but believes that this is just an ongoing process that should give more results in the future. The University only had one example of a foreign student coming to Kosovo from Albania, and the student knew the Albanian language, so there were no language issues.

After the mobility is finished, the university collects data from international and local students who went abroad. The students provide feedback on the learning experiences, infrastructure etc. The local students who went abroad are encouraged to present their experiences during the mobility programmes to other students (SAR p. 48). This way, the university will encourage more students to participate in mobility programmes. It is stated that the university has a system for collecting data on the students who went abroad and what type of studies they studied.

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

UASF has a proper number of employees to run a successful student support service. The service covers academic support that helps with document registration and learning issues IT support that helps students with online platforms and technological resources. Earlier, the International Cooperation Office and Student Career Center also provided essential help. The latter covers a wide range of activities starting from career counselling, sharing employment information, training for improving personal skills and even connecting students with proper mentors (SAR p. 49). During the site visit the students also mentioned the tutor service. Each student has their own teacher tutor who helps in various cases and study processes throughout the whole study years. The expert panel believes that teacher tutors are a great way of detecting potential dropout students and preventing this process when it is the best solution. During the site visit, students also mentioned that the University holds the opening days for newcomers in the first semester. During that integration process, students are introduced to the facilities, academic ethics, learning process, services, etc. The expert panel finds this integrational week a very important process that makes it easier and quicker for newcomers to adapt.

Regarding the complaint and appeal procedure, it is evident that the University has established a series of regulations. During the site visit, it was explained that all the complaints are received by the dean of the faculty, who makes further decisions. Also, there is an established "mailbox" where anonymous complaints could be written. Although, as mentioned earlier, the University has an established procedure for receiving complaints and appeals, the students seem unaware of the whole procedure. This should be tackled with better information about their rights and the whole procedure.

Students are well-informed about extracurricular activities. Various sports or cultural events are organised within the University. Also, students can gather and form Student organisations with their own Statutes.

ET recommendations:

1.   The expert panel recommends establishing an automated student workload monitoring system.

6.   RESEARCH

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

The University has developed a strategic research plan for the years 2022-2026, in line with the university's strategic plan, which serves as a guide for decision making in institutional initiatives and for the allocation of financial and human resources. This strategic research plan was approved by the University Senate. The University has also developed a Regulation for scientific research activities and a Regulation for the Formation and Functioning of the Research Ethics Committee. A document for the materials and product testing centre and a regulation for commercial activities are being prepared, although there is only one draft of them. The strategic research plan has defined eight objectives. For each of them, a series of activities, indicators, and time frame for their achievement have been defined. It also defines the financial cost, the source of funding, and the people responsible for implementation, management, and support. To verify that each study programme, including the one under evaluation, is advancing in scientific and professional development, a monitoring plan has been established that includes performance measurements and expected results.

There is a budget for 2023-2025 that mainly covers the following items: Building capacity in science and innovation, improving the infrastructure for scientific work and innovation and quality in scientific and applied research work, and local and international cooperation for scientific projects, which helps to achieve the research objectives. In addition, the Institute of Applied Sciences has been developed. In it, both students and academic staff can participate to bring theory and practice closer together.

The Regulation for scientific research activities defines the rules, procedures and documents for the organisation of scientific research activities of academic staff, researchers, and students, being in line with the Statute of the University of Applied Sciences in Ferizaj. It has a section dedicated to the Committee for Research and Science and the Financing scientific research and application work.

The Regulation for the Formation and Functioning of the Research Ethics Committee has not been found on the University website and has not been attached as evidence.

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

Most of the academic staff publish at least one scientific article or present a paper at a conference per year. However, these are not always articles indexed in Web of Science or Scopus, although they are indexed in EBSCO, World Cat, DOAJ, etc. Their publications are accessible through a link that gives access to the platform's website.

To be promoted, the academic staff has to demonstrate their research capacity with a certain number of impact factor publications in international scientific journals, depending on the category to which they intend to be promoted.

All academic staff have a master's degree, with 15 out of 17 holding a Ph.D. degree. Most of them have at least 5 years of experience in relevant professional activities.

Academic staff are supported in their research with access to electronic databases. The faculty is open to signing cooperation agreements with sister faculties.

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

Academic staff provide research and development services to the community through the organisation of scientific round tables in which they participate with other public universities and representatives of central and local institutions and the business community to discuss issues related to the socioeconomic development of the region. The challenge of the University is to increase the number of research projects. The University has intensified efforts to collaborate with MEST, local governments, and businesses through agreements with municipalities and associations. One example is a 2023/2024 Kosovo United States Alumni (KUSA) project on artificial intelligence and development of advanced information technology capacities.

The Faculty participates in ERASMUS+ projects, such as "Enhancing Research Culture in Higher Education in Kosovo - Research Cult" and "Creating Theory to Practice Centers for Innovation and Employment - CTPICE".

The faculty encourages the academic staff to make company visits as a teaching activity. In many subjects this internship is included in the contribution to the student load, in the syllabus. However, there is no relationship between it and the teaching methodology or the assessment method.

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

The Faculty encourages the academic staff to include the results of their research in their teaching in order to provide students with up-to-date information. There is no evidence of how this is incorporated, although it is noted that the faculty has publications related to the management discipline. In addition, the university encourages faculty and students to access electronic databases, which allows for teaching preparation and syllabi development.

Students participate in scientific research by academic staff. Evidence of this is the participation of students in the project "Researching Labor Market Needs for the Justification of a New Academic Program", or in the Business Plan Competition, an event held within the University during the academic year.

ET recommendations:
1. Continue with the establishment of the business incubator in coordination with the municipal institutions.
2. It is recommended to lead more research projects. Few are academic staff leading research projects.
3. It is also recommended to focus publications on high-impact journals included in web of

science and scopus.
4.	*It is recommended to show evidence of how the programmes of the subjects are updated with research by the professors.* **This recommendation is to be implemented during the first year**

7. INFRASTRUCTURE AND RESOURCE

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

The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6). As per the data available in the SER and during the site visit it is evident that the premise and equipment are adequate and progressive in regular improvements of current facilities. It enables the performance of the education processes and research.UASF ensures advanced infrastructure and resources that fully support the development of academic and research activities for the BSc program in Business Management and Entrepreneurship. As a public higher education institution under the umbrella of the Ministry of Education, Science and Technology (MEST), the University is:

➢ the owner of the space used for teaching and other activities, including the rectorate, classrooms, offices, lobby, etc.
➢ the owner of the space for laboratories and workshops used for educational activities.
➢ the owner of software for the university management system (UMS), Office 365 (licensed), and.
➢ the owner of a library with a satisfactory number of books for students and the staff involved in the accreditation program. (SER, pg. 59).

Equipped specialized laboratories that integrate advanced Information and Communication Technology (ICT) are available and enable practical modules execution. They are fully equipped with computers and licensed software that meet the specific needs of the respective disciplines, including complete applications such as MS Office, AutoCAD (Student Edition), Azure, and the University Management System (UMS). This integrated technological system enables students to develop practical skills, providing an interactive learning experience that aligns with the demands of the modern job market. UASF owns the space it uses, including its laboratories and workshops, and holds licenses for the use of software, whether licensed or educationally licensed for academic purposes. Wi-Fi services are available in 25 zones, including the library, conference halls, and classrooms. The University has a website, a Facebook page, and an e-learning platform (Moodle, MS Teams). For managing academic and administrative processes, the University uses the University Management System (UMS), primarily offering a student module, a teaching staff module, an administration module, and an academic manager module. As elaborated in SER and inspected during the site visit, the

UASF is a modern campus, since 2014, with 8,304.27 m² of dedicated space, meeting the standards of a contemporary academic environment. The University building consists of:

- ➢ 14 classrooms (1347.68 m²), with each classroom having around 55 seats on average.
- ➢ 1 large amphitheater (400 seats),
- ➢ 1 small amphitheater (150 seats),
- ➢ Computer science classrooms equipped with computers,
- ➢ 5 laboratories (1440.23 m²),
- ➢ 1 library (67.10 m²),
- ➢ A restaurant for staff and students (223 m²),
- ➢ A research/innovation office (42.65 m²),
- ➢ Office spaces (2113.13 m²); and
- ➢ Other spaces (1474 m² for the Rectorate and administration + 69 m² for student activity areas, including reading areas).

Overall impression of expert panel members during the site visit and inspection of infrastructure is very positive and there is a good working and learning environment offered to students and all staff. The classrooms and amphitheaters are equipped with projectors, computers, internet, and all necessary teaching conditions. All academic and administrative staff are provided with personal computers and everyone has internet access. All administrative offices and management staff are also equipped with printers and other necessary devices for comfortable work. The equipment is managed efficiently and is regularly documented. All teaching rooms are equipped with LCP projectors used in teaching. There are also two large computer labs used by students. When it comes to facilities for students with special needs, UASF has also fulfilled this criteria by taking special measures to ensure full and easy access for all students, including those with special needs by installing an appropriate elevator system that covers all floors of the campus, enabling inclusive access and equal opportunities for student engagement in all educational and research activities, eliminating physical barriers and creating an accessible educational environment for all.This information is available in the SER but also demonstrated during the site visit. Conclusively, the UASF is a well designed and organised campus with sufficient infrastructure for implementation of the study program under evaluation, but also a good working place for its staff. The area around the campus and its garden is also well maintained, clean and offers a healthy natural environment for all stakeholders. Indoor decoration of the walls and corridors is filled with students' work, pictures, art and it can also serve as a good example of creating safe and friendly learning facilities where students' projects are appreciated and the creative results of the student and professor's work is promoted. Commitment of rector, vice rectors and all academic and administrative staff is also infused in the overall UASF infrastructural capacity as a soft infrastructural element of quality offering positive and motivating learning and working environment.

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

The UASF and the level of the study program and the Faculty of Management, ensures adequate library resources for the study program Business Management and Entrepreneurship under reaccreditation. (ESG 1.6) Students are offered sufficient spaces for studying with scientific literature, scientific and academic journals for the needs of completing the study program. According to SER and as per the site visit, the library offers well-structured and rich sources enabling the research and study activities of the Business Management and Entrepreneurship program. The library is available outside of regular teaching hours, supporting the academic and research needs of students by an available collection that includes over 1,433 titles from specialized literature, with updated publications selected from well-known local and

international authors. This diverse and extensive collection fully covers the curriculum requirements, providing sufficient resources for all courses in the program and offering students access to the most advanced literature in the fields of business and entrepreneurship. As evident in the SER (pg. 60) and during the site visit, the library is equipped with a main reading room with a capacity of 20 seats, as well as dedicated spaces for group studies, providing an additional 40 seats. These areas are designed to meet the accreditation standards and offer a quiet and suitable environment for learning and research. The spaces are accessible to students during the library's operating hours, providing a comprehensive and inclusive study experience. The reading rooms provide 20 seats, sufficient for the students enrolled in the accredited program (more than the 10% required at the program level). The group study spaces offer over 40 seats (more than the 10% required at the program level). There are enough books related to the study field corresponding to the accredited program. Reserved books are available in correlation with the number of students projected in the accredited program. There are enough publications by Albanian authors, many of which are available in electronic format, corresponding to the accredited program. In the reading room, the library is equipped with an internet network, allowing students access to various platforms to access both local and international literature, depending on the professor's instructions and the student's interests. The books in the library are primarily in Albanian and English. The access to electronic resources for staff and students, including those from Cambridge University Press (https://www.cambridge.org/core/) and MSP - Mathematical Sciences Publishers (https://www.msp.org) are available and based on an agreement with the National Library, the University also provides access to the following electronic resources: ASTM COMPASS Abstract, Edward Elgar Products, IO Science, IMF Library, DUKE UNIVERSITY PRESS. One of the outcomes of the Research CULT project is the support of project partners (including UASF) in providing access to the EBSCO electronic platform for all staff and students. The evidence is available and academic staff are aware of the facilities and sources offering strong support to students in all required facilities related to library sources and online sources.

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

The study program under evaluation, Business Management and Entrepreneurship, BSc, is appropriately funded to deliver its intended educational activities and research. (ESG 1.6) as UAFS is a public higher education institution and is financed by the state budget (Ministry of Education). There is a structured and balanced financial plan for the Business Management and Entrepreneurship program, ensuring long-term sustainability. It is clearly explained to expert panel members that the Planning and Support for Financial Sustainability - UASF is committed to ensuring the financial stability of the program through the Medium-Term Expenditure Framework and strategic collaborations with industry partners, as well as international projects like Erasmus+. All budget activities at UASF are centralized and processed by the central administration for all academic units. The University's budget is not divided into academic units. According to the statute, UASF is a legal entity and the sole employer for all academic units operating within the University. Academic units participate in budget planning, investments, payments, and expenditures, which are made according to the needs and requirements presented by each academic unit, harmonized for each fiscal year within the University. Additionally, UASF benefits from additional funding through international collaborations and agreements with the local community, strengthening its capacity to meet program standards in alignment with strategic objectives. This financial support enables the University to make continuous improvements in infrastructure and the academic environment, meeting the highest standards required for re-accreditation and ensuring a stable and comprehensive environment for the academic and professional development of students. This guarantees that students and staff have access to advanced equipment and resources that meet the demands of the job market and contemporary academic standards. The information is provided in SER and elaborated during the meeting with

management. There is a system implemented for monitoring and maintaining infrastructure, ensuring continuous development and meeting the highest academic standards. Vice Rector for Budget, Finance, and Infrastructure, supervises and coordinates all processes related to the management and development of physical and financial resources. Equipment and infrastructure are regularly monitored and maintained to ensure full functionality and high quality in the learning environment. Any new investment in infrastructure is made with the aim of optimally meeting the needs of students and the academic program.

Periodic assessments are conducted to analyze student and staff satisfaction with the use of infrastructure and supporting resources with the aim to identify improvement possibilities and needs, to support the development of a sustainable action plan to meet the quality standards required for re-accreditation, ensuring a suitable and sustainable academic environment for all users. During the site visit and as per the SER SWOT analysis, the impression of panel expert members are that the centralization of Finances may create delays in meeting infrastructure and resource requirements (SER, pg. 62), which is difficult to manage and influence due to the strong financial dependence of UASF on the government and Ministry of Education. Consequently, the limited financial independence of academic units for budget management related to infrastructure and resources are also seen as obstacles in further development of infrastructure, resources, students and academic support. Therefore it is advised by members of panel experts to create programs for the open market with organised training for the public, institutions and business sector, longlife learning concepts that could increase independence of UASF and internal income.

ET recommendations:

1. *Keep improving digital access to journals and research papers, books and other literature by subscribing to databases and give access to academic staff and students*
2. *Continue to increase library sources in all aspects and follow up with digital trends in research and study facilities*
3. *Continue searching for internal and external funding by offering programs of lifelong learning, summer and winter schools, and increased participation in local, regional and international projects, all in order to increase internal budget for the faculty and study program under evaluation.*

FINAL RECOMMENDATION OF THE EXPERT TEAM

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

OVERALL EVALUATION AND JUDGMENTS OF THE ET

University of Applied Sciences in Ferizaj, Business Management and Entrepreneurship, BSc study program, demonstrated an overall Fully Compliance, with 6 Fully Compliant area and 1 Substantially compliant standards of evaluation including the mandatory areas. According to the Manual requirements, the Expert Team recommends to accredit the study programme Business Management and Entrepreneurship, BSc, at University of Applied Sciences in Ferizaj, for 5 years, with 120 students.

Expert Team

Member

	Marina Gregoric	10/04/2025
(Signature)	(Print Name)	(Date)

Member

	M. Rocio Martinez Torres	10/04/2025
(Signature)	(Print Name)	(Date)

Member	**Arnoldas Solovjovas**	10/04/2025
(Signature)	(Print Name)	(Date)