



**Republika e Kosovës**  
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Kosovo Accreditation Agency



***UNIVERSITY “Haxhi Zeka” OF PEJA***

**Bachelor (BSc)**  
**in**  
***Information Technology in Business and Economics***

**ACCREDITATION**

**REPORT OF THE EXPERT TEAM**

(Final Version)

*June, 2023*  
*Iasi, Romania & Hamburg, Germany*

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# 1. INTRODUCTION

## 1.1. Context

**Date of site visit: 19th May 2023**

**Expert Team (ET) members:**

- *Professor Ph.D. Alexandru TUGUI – Department of Accounting, Business informatics and Statistics, Faculty of Economy and Business Administration, “Alexandru Ioan Cuza” University, Iasi, Romania*
- *Christopher Bohlens (student expert)*

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

- *Leona Kovaci, SO for Monitoring and Evaluation*

**Sources of information for the Report:**

- *The Self-Evaluation Report (No. 131/23.1.2023 - including 30 Annexes);*
- *The interviews in site with the management of the faculty, the quality assurance representatives and administrative staff, the heads of the study programme, the teaching staff, and employers of graduates and external stakeholders;*
- *UHZ College webpage,*
- *Annexes of SER:*
  - *Appendix 1: Law on Higher Education*
  - *Appendix 2: UHZ Statute*
  - *Appendix 3: Strategic Plan 2023 - 2026*
  - *Appendix 4: Administrative Instruction 19 - 2014*
  - *Appendix 5: Administrative Instruction 09 - 2021*
  - *Appendix 6: LAW No. 04/L-054*
  - *Appendix 7: Appendix of Law 054*
  - *Appendix 8: Manual for Practical Work*
  - *Appendix 9: Regulations for Monitoring*
  - *Appendix 10: National Qualifications Framework*
  - *Appendix 11: Code of Ethics*
  - *Appendix 12: Regulation for Quality Assurance*
  - *Appendix 13: Quality Assurance Strategy*
  - *Appendix 14: Guidelines for Quality Assurance*
  - *Appendix 15: Evaluation results - Business Management*
  - *Appendix 16: Statistical report from the results of the semester evaluation*

- *Appendix 17: Regulations for the selection of academic staff*
  - *Appendix 18: Regulations for external staff evaluation procedures*
  - *Appendix 19: UA Accreditation*
  - *Appendix 20: Labor Law*
  - *Appendix 21: Questionnaires*
  - *Appendix 22: Regulations for studies*
  - *Appendix 23: Regulations for personal income in UHZ*
  - *Appendix 24: Master 2021 performance indicators*
  - *Appendix 25: Guidelines for New Students*
  - *Appendix 26: Strategy for Scientific Research.*
  - *Appendix 27: Cadastre - Proof of ownership of the Faculty of Business*
  - *Appendix 28: Video - Faculty of Business*
  - *Appendix 29: Comparability of the program*
  - *Appendix 30: Statistical report, from the evaluation results, of the summer semester 2021-2022*
- *After the visit in site the Expert Team (ET) members asked the next supplementary documents:*

***S 1 Mision Objective and Administration:***

*Standard 1.4. “There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students”.*

- *S.D.1.4.1 Link of the webpage where are published the normal policies, guidelines and regulations dealing with recurring procedural or academic issues.*

*Standard 1.6. “All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances”.*

- *S.D.1.6.2 One proof regarding the review of Policies, regulations, terms of reference and statements of responsibility regarding one of the BSc. programme studies in the last 2 years.*

***S 2 Quality Management***

*Standard 2.1. “All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity”.*

- *S.D.2.1.3 The last self-evaluation documents for the regular staff (18) which will be involved in ITBE programme study*

*Standard 2.6. “Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available”.*

- **S.D.2.6.4** *An extract from the methodology of working regarding the collection of questionnaires from students, graduates, and employers.*

*Standard 2.8. “The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses”.*

- **S.D.2.8.5** *The last report at the level of faculty/university/department and the link where is made public.*

*Standard 2.9. “The quality assurance arrangements for the program are themselves regularly evaluated and improved”.*

- **S.D.2.9.6** *An example of the quality assurance arrangements (plan/notes/discussion) for a programme study from the last 2 academic years.*

### **S 3 Academic Staff**

*Standard 3.1. “Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation”.*

- **S.D.3.1.7** *An example of “full position description and conditions of employment”*

*Standard 3.3. “Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity”.*

- **S.D.3.3.8** *The article from the regulation/methodology of quality assurance with this requirement. What tools are used and how is implemented this requirement in the Faculty.*

*Standard 3.5. “For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions”.*

- **S.D.3.5.9** *A table with the number of students per group/series/specialisation and the number of ECTS by specialisation (at the level of Faculty).*

*Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.*

- **S.D.3.6.10** *A list with three concrete examples of the opportunities regarding the professional development of teaching staff (with special assistance given to any who are facing difficulties) in the last three years at the level of Faculty.*

*Standard 3.8. “Academic staff evaluation is conducted regularly at least through self evaluation, students, peer and superiors’ evaluations, and occurs on a formal basis at least once each year. The results of the evaluation are made publicly available”.*

- **S.D.3.8.11** *The last Report with academic staff evaluation and the link from the Faculty's webpage where it was published.*

#### **S 4 Educational Process**

*Standard 4.10. "Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed".*

- **S.D.4.10.12** *Policies and/or procedures which refer to actions to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed.*

*Standard 4.12. "In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units".*

- **S.D.3.12.13** *The list with cooperation agreements, contracts or other documents with institutions/organisations/practical training units at the level of Faculty.*

#### **S 5 Students**

*Standard 5.3. "The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process".*

- **S.D.5.3.14 / S.D.3.5.9** *A table with the number of students in a group /series/ specialisation and with the number of ECTS by specialisation (at the level of Faculty).*

#### **S 6 Research**

*Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.*

- **S.D.6.1.15** *The research plan of Faculty where the regular professors appear with themes of research, for the last academic year (2022/2023)*

*Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.*

- **S.D.6.2.16** *Regulation / Methodology regarding research activity of teaching staff (the teaching staff's involvement in research and scholarly activities).*
- **S.D.6.2.17** *Regulation/Methodology regarding the staff evaluation and promotion criteria*

*Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.*

- **S.D.6.3.18** Clarification or Comment in regard of this standard.

*Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.*

- **S.D.6.5.19** List of Research projects in which are involved the regular staff.
- **S.D.6.5.20** The list of contracts/expertise/consultancy, conventions in which are involved the regular staff.

*Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.*

- **S.D.6.7.21** The list of publications per staff member (regular) in the last three years.

*Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.*

- **S.D.6.9.22** Policies/regulation/methodology in the field of intellectual property

*Standard 6.10. Students are engaged in research projects and other activities.*

- **S.D.6.10.23** List of students involved in research projects at the level of Faculty in the last three years.

## **S 7 Infrastructure Resources**

*Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.*

- **S.D.7.2.24** Financial Plan for ITBE study programme (with income >0)

*Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:*

- **S.D.7.3.25** A list with the softwares with licence in the field of ITBE for the subjects from first year.

*d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.*

- **S.D.7.3.26** A list with the books in the field of ITBE

*Standard 7.5. The education institution's libraries must ensure, for each of the study programs:*

*a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;*

- **S.D.7.5.27** A table with the number of students on each study programme (per year: I, II, III, ...) in the faculty, at the date of our visit.

*e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.*

- **S.D.7.5.28** A list of the subscriptions to Albanian and foreign publications and periodicals.

*Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.*

- **S.D.7.6.29** Some photos regarding the infrastructure and facilities for students with special needs in the Faculty.

## Criteria used for institutional and program evaluation

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of Kosovo Accreditation Agency, 2021*

## 1.2. Site visit schedule

In Table no. 1, we present the schedule of the visit on – site at the UHZ.

Table no. 1 Schedule

Time	Meeting	Participants
09:30 – 10:20	Meeting with the management of the faculty where the programme is integrated	<b>Prof. dr. Halit Shabani</b> <i>(Dean of Faculty of Business)</i> <b>Prof. ass. dr. Fisnik Morina</b> <i>(Vice Dean for Teaching, Student Affairs and Scientific Research)</i> <b>Prof. ass. dr. Vlora Berisha</b> <i>(Vice Dean for Finance, Budget and Infrastructure)</i> <b>MSc. Liridon Cukaj</b> <i>(Secretary of the Faculty of Business)</i>
10:25 – 11:05	Meeting with quality assurance representatives and administrative staff	<b>Mr. Agron Halitaj</b> <i>(Quality Officer)</i> <b>Mr. Adnan Lataj</b> <i>(Leader of IT in UHZ)</i> <b>Ms. Mimoza Nurboja,</b> <i>(Student affairs officer)</i> <b>Mr. Abedin Selimaj</b> <i>(Officer of Carrier)</i> <b>Ms. Besa Gora</b> <i>(Student affairs officer)</i> <b>Ms. Sulltane Dreshaj</b> <i>(Librarian)</i> <b>Ms. Suada Ajdarpasic.</b> <i>(Cordinator of Quality)</i>
11:15 – 12:15	Meeting with the heads of the study programme	<b>Prof. ass .dr. Ylber Januzaj</b>  <b>Prof. ass. dr. Donjeta Morina</b>  <b>Prof. ass. dr. Valdrin Misiri</b>
12:15 – 13.15	Lunch break (provided at the evaluation site)	
13:15 – 14:10	Meeting with teaching staff	<b>Prof. dr. Edmond Beqiri (Full-Time)</b>



<b>Time</b>	<b>Meeting</b>	<b>Participants</b>
		<b>Prof. asoc. dr. Vehbi Ramaj (Full-Time)</b> <b>Prof. ass. dr. Emin Neziraj (Full-Time)</b> <b>PhD. cand. Besfort Ahmeti (Full-Time)</b> <b>Prof. ass. dr. Driton Sylqa (Full-Time)</b> <b>Dr.sc. Gentiana Gega (Full-Time)</b> <b>PhD. cand. Edona Draga (Full-Time)</b> <b>Prof. dr. Sadri Aliu (Part-Time)</b>
<b>14:15 – 15:05</b>	Meeting with employers of graduates and external stakeholders	<b>Ms. Zana Lipovica</b> <i>(Human Resource Manager in Elkos Group)</i> <b>Mr. Shaqir Elezaj</b> <i>(Manager in CTA Sh.P.K)</i> <b>Mr. Lavdim Beqiri</b> <i>(Manager in Dukagjini)</i> <b>Mr. Sami Sylqa</b> <i>(IT Manager in AFK)</i> <b>Ms. Melita Ymeraga</b> <i>(Manager in Melita&amp;Partners)</i> <b>Mr. Flurim Kelmendi</b> <i>(CEO in Imbus Peja)</i> <b>Mr. Erzen Krasniqi</b> <i>(Manager in Info-Peja)</i> <b>Mr. Herolind Malaj</b> <i>(Technical Manager in TelKos for Peja Region)</i>
<b>15:05 – 15:15</b>	Internal meeting of KAA staff and experts	
<b>15:15 – 15:25</b>	Closing meeting with the management of the faculty and program	<b>Prof. dr. Halit Shabani</b> <i>(Dean of Faculty of Business)</i> <b>Prof. dss. dr. Fisnik Morina</b> <i>(Vice Dean for Teaching, Student Affairs and Scientific Research)</i> <b>Prof. ass. dr. Vlora Berisha</b> <i>(Vice Dean for Finance, Budget and Infrastructure)</i>
<b>15:25 – 15:45</b>	Visiting tour of the facilities and infrastructure	

### **1.3. A brief overview of the institution under evaluation**

The program *Information Technology in Business and Economics* (ITBE), which is evaluated, will be organized in the Faculty of Business (FB) from the University “Haxhi Zeka” of Peja, which was formally founded in 2011. In accordance with SER (p. 1), starting from 2012, the Faculty of Business in Peja, part of the University of Pristina (founded in 1970), became the basis for the development of the “Haxhi Zeka” University in Peja. Currently, The University “Haxhi Zeka” (UHZ) of Peja is Kosovo's second-largest public university. The historical timeline of FB from UHZ in Peja is presented in “THE GUIDEBOOK FOR YOUNG STUDENTS”.

In the structure of UHZ, we identified five faculties and 16 study programs in which are studying over 3.800 students. The faculties included in UHZ are:

- Faculty of Business;
- Faculty of Management in Tourism, Hospitality and Environment;

- Faculty of Law;
- Faculty of Agribusiness and
- Faculty of Arts.

The Faculty of Business, since 2002, this offered the following Academic Programs (SER, p. 3):

- Bachelor of Science in Informatics applied to Business (from 2002-2016);
- Bachelor of Arts in Business Administration (from 2002-2021);
- Bachelor of Science in Accounting and Finance (from 2002-2021);
- Bachelor of Science in Business Administration (in Bosnian language) (from 2002-2021);
- Master of Arts in Business Administration (from 2002-2021);
- Master of Science in Accounting and Finance (from 2002-2021);
- Master of Arts in Business Administration (in Bosnian language) (from 2002-2021);
- Master of Science in Human Resource Management (from 2014-present);
- Bachelor of Science in Business Management with 3 concentrations (from 2020 onwards);
- Master of Science in Business Management with 3 concentrations (from 2020 onwards);
- Master of Science in Business Informatics (from 2021 onwards)

For a clear overview of the academic structure of UHZ, we identified in Figure no. 1 the following academic units (“THE GUIDEBOOK FOR YOUNG STUDENTS”).

<b>ACADEMIC UNITS AT “HAXHI ZEKA” UNIVERSITY IN PEJA</b>	
<b>FACULTY OF BUSINESS</b>	
<b>Study programs</b>	
• Business Management (Albanian and Bosnian languages), BSc	
• Business Management (Albanian and Bosnian languages), MSc	
• Human Resources Management , MSc	
<b>LAW FACULTY</b>	
<b>Study programs</b>	
• General Law, LLB	
• International and European Law, LLM	
Joint program	
• Local Governance and Democratic Society, MSc	
<b>FACULTY IN MANAGEMENT IN TOURISM, HOTELS AND THE ENVIRONMENT</b>	
<b>Study programs</b>	
• Management in tourism and hotels, BSc	
• Management in Tourism ( Bosnian language),BA	
<b>FACULTY OF AGRIBUSINESS</b>	
<b>Study programs</b>	
• Agro Environment and Agro Ecology, BSc	
• Food Technology, BSc	
• Plant Production Technology, BSc	
<b>FACULTY OF ARTS</b>	
<b>Study programs</b>	
• Artistic Education in Interpretation, BA	
• Music Education, MA	

Figure no. 1 – Academic Units in UHZ

The UHZ organizes studies during the academic year which lasts twelve (12) months, while the academic year begins on October 1 and ends on September 30. The active period of studies, lectures, exercises, seminars, colloquiums, is divided into two semesters where the winter semester begins on October 1 and ends on January 15 of the respective year, while the summer semester begins on February.

The mission of the Faculty of Business from UHZ aims to produce graduates and leaders of the future, graduates who have problem-solving skills and make a difference in the economy. Regarding the ITBE program, the students will have the opportunity to think and act as informaticians and managers, develop their critical skills and build the necessary knowledge in the field of business informatics.

In the “THE GUIDEBOOK FOR YOUNG STUDENTS” we identified the Organigrama of UHZ, which is presented in Figure no. 2.

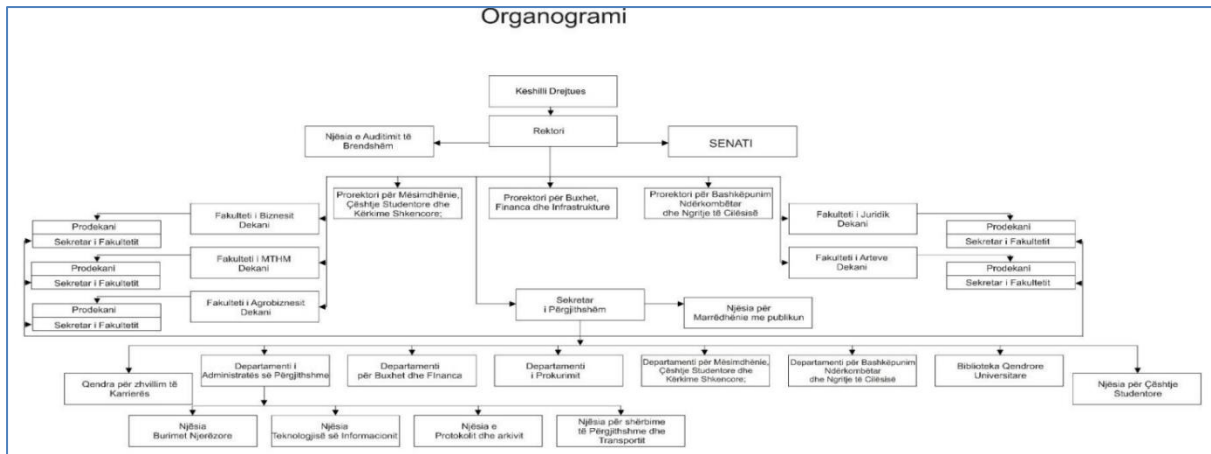


Figure no. 2 – UHZ’s Organigrama

In Figure no. 3 we are presenting the organizational structure of the Faculty of Business Peja.

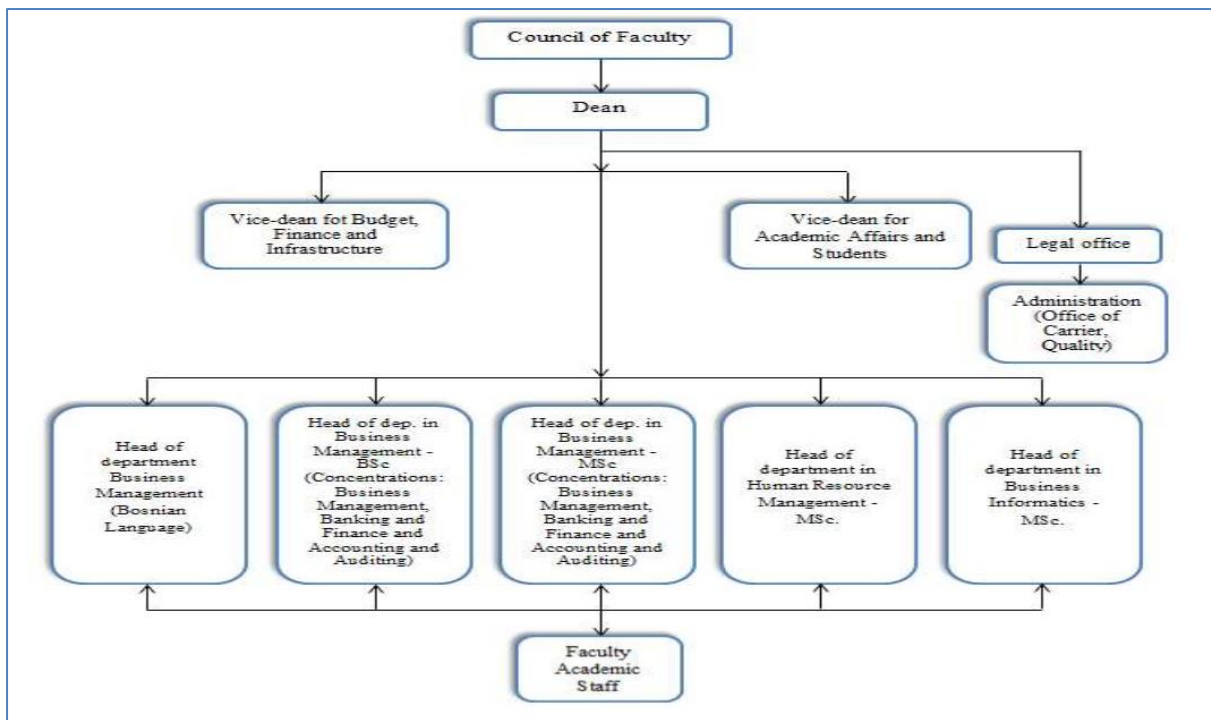


Figure no. 3: Faculty of Business’s organigrama

In UHZ, the duration of the study programs are:

● **Bachelor**

At the Faculties of “Haxhi Zeka” University - Peja, bachelor studies last:

- The 3-year system lasts six semesters and requires that you complete at least 180 ECTS credits by the end of your studies;
- The 4-year system lasts eight semesters and requires at least 240 ECTS credits to be completed by the end of the studies.

The student must obtain 60 ECTS credits each year from the exams passed in mandatory and elective courses.

- **Master**

Master studies depending on accreditation and study programs in different academic units of UHZ, last one year (two semesters), respectively two years (4 semesters) and each semester with passing exams are awarded 30 ECTS, which means for completion of these studies should achieve 60 respectively 120 ECTS credits. After completing the last regular semester of bachelor and master studies, the student must be given twelve (12) months to complete the exams (graduation period). The student may once ask the Dean of the academic unit to extend the graduation period for a further twelve (12) months. Teaching in master studies takes 15 weeks per semester.

From the SER (p. 7) we are understanding that *“the aim of the Faculty of Business is to prepare students capable of the labor market therefore in the program Information Technology in Business and Economics, where teaching and learning based on research for each staff member will be the main goal and each of them will be engaged to support each student so that they are able to face the challenges of society”*.

Regarding the structure of study program in ITBE in the first year is designed to offer mandatory subjects from the field of Information Technology as well as other mandatory and elective subjects from the field of Business and Economics focused on research. In the second year, this program during the third semester includes several compulsory and elective professional subjects with a focus on research. All the subjects included in the ITBE’s program are comparable and equivalent to the topics from programs from international universities. The ITBE program aims to provide connections between theory and practices that provide the foundation and diversity of business leadership and respond to the need for qualified personnel in “Information Technology in Business and Economics” for small and medium enterprises and also for a significant part of START-UP businesses. From the SER results that *“the graduate of this program will gain practical knowledge of business transformation and digitization, the development of new business models and the advanced use of information technology in business operations”* p. 5.

Regarding the subjects which will be studied in ITBE program, the ratio between the theoretical and the practical part in most curricula is 50:50 but in some curricula even 60:50. The practical part will be realized in institutions, businesses with which the University “Haxhi Zeka” / respectively the Faculty of Business have memorandum of understanding / cooperation agreements.

From financial point of view, given the level of poverty in Kosovo, the Government of Kosovo decided in 2020 that studies at the Bachelor and Master level in public institutions in Kosovo are free of charge in all study programs,

## 2. PROGRAM EVALUATION

*The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.*

### 2.1.Mission, Objectives and Administration

According to the section 4 of “STRATEGY FOR SCIENTIFIC RESEARCH AND ARTISTIC ACTIVITY 2023-2026” the UHZ’s Mission is:

*“Haxhi Zeka” University as an academic institution transfers knowledge in order to realize the potential of students towards the dynamic labor market, dedicated to scientific research, artistic activity and internationalization, to serve the economic development of the region of Peja and the country in generally”. (p. 5)*

The mission assumed by the Faculty of Business for the ITBE’s program is

*“The program offers an academic opportunity of contemporary teaching and research for students and businesses in order to contribute to the development of the Dukagjin region and more wide by creating a digitized environment in the spirit of entrepreneurship with the application of IT that affects the transformation of businesses in the conditions of the knowledge-based economy.” (SER, p. 9)*

*The ET considers that the ITBE study program mission is in compliance with the overall mission statement of the UHZ.*

To reach his mission for the ITBE study program it was established the following intended learning outcomes:

- Analyzes, breaks down and presents mathematically the problems of real business life;
- Creates and processes data for the needs of businesses;
- Designs and administers computer networks for the needs of businesses;
- Creates and processes models applied in electronic business;
- Understands and uses business and economic concepts;
- Researches, processes and presents the data collected from the research activity;
- Communicates with all actors in information systems and business processes.

In the process of attending the intended learning outcomes in the program of study we identified appropriate subjects, as we can see bellow:

GENERAL SUBJECTS:

1. Mathematics

2. Statistics and Probability

3. Informatics (Information Technology)

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4. Academic writing
5. English language
6. Practical learning
7. Diploma thesis

#### INTERDISCIPLINARY SUBJECTS

1. Introduction to business management
2. Fundamentals of accounting
3. Microeconomics
4. Electronic business
5. Finances
6. Digital finance/Fintech
7. Principles of marketing
8. Law and ethics in IT
9. Project management
10. Human resources management
11. Macroeconomics
12. Econometrics
13. Financial management
14. Entrepreneurship and Innovation
15. Digital marketing
16. Taxes and Corporations

17. Basics of Financial and Managerial Accounting

#### MANDATORY PROFESSIONAL COURSES

1. Internet Technology
2. Business informatics
3. Introduction to databases
4. Introduction to Computer networks
5. Basics of Programming
6. Cryptography and cyber security
7. Intelligent multimedia systems

#### PROFESSIONAL ELECTIVE COURSES

1. Accounting information systems
2. Business Mobile Communication
3. Design and Computer Graphics
4. Virtualization and Cloud Computing
5. Big Data
6. Decision-making information systems
7. The Internet of Things
8. Electronic financial markets
9. The Economics of information technology

At the level of the Faculty of Business it is a good culture for the respect and implementation of regulations and instructions of the “Haxhi Zeka” University, which are in accordance with the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area.

*The ET appreciates that when leaders of the ITBE program defined learning outcomes for this program, they considered the relevant academic and professional advice from previous experiences of UHZ.*

From the SER (pp. 9-10) we understand that The Faculty of Business at UHZ in Peja is oriented towards the provision of curricular programs of study and academic and scientific research, oriented according to the needs of the market and with active participation in the local, national and regional economies, that the ITBE study program has a well-defined didactic and research concept.

*The ET appreciates the ITBE study program has a well-defined overarching didactic and research concept.*

In SER (p. 10) is mentioned very clear that “All these policies, regulations and instructions are public, presented on the Website and verifiable for all interested parties. ... There are formal policies, guidelines and regulations dealing with recurring procedural or academic matters. These are announced on the website of Haxhi Zeka University and have been made public to all staff and students”. In the list of Annexes, we identified a part of these regulations and instructions, as the following: Appendix 9: Regulations for Monitoring, Appendix 12: Regulation for Quality Assurance, Appendix 17: Regulations for the selection of academic

staff, Appendix 18: Regulations for external staff evaluation procedures, Appendix 22: Regulations for studies, Appendix 23: Regulations for personal income in UHZ.

Through the email sent by ET to UHZ via KAA, we asked clearly for the S.D.1.4.1 “*Link of the webpage where are published the normal policies, guidelines and regulations dealing with recurring procedural or academic issues*”. From Annex S.D.1.4.1, we received the document with the title “*S\_D\_1\_4\_1\_Decision of the GC on the working hours and declarations of the Academic and Administrative staff of UHZ*” with the content in the Albanian language. So, we didn't identify a link from a web page that is made publicly available to all staff and students. The ET tried to identify the link in an English version of UHZ's web page (<https://unhz.eu/>) but failed.

From the feedback sent to us from the part of UHZ, we received the link to the webpage where “*Regulations and documents*” are published. In this context, finally, the ET appreciates favourable this standard.

The “Haxhi Zeka” University has an Code of Ethics which was analysed by us in corroboration with the discussions in site with professor and management of Faculty. The Faculty of Business promotes gender equality, racial equality, belonging to each student (see Code of Ethics, Article 6 & 17). During lectures or courses, students are informed by the professor/assistant about the rules and ethics of learning and research. The professors present these rules in the course syllabus, which is also presented to the public on the faculty's website.

From the SER (pp. 10-11) results that the periodic review of all policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed annually. We asked in the list of supplementary documents a proof of this review (*S.D.1.6.2 One proof regarding the review of Policies, regulations, terms of reference and statements of responsibility regarding one of the BSc. programme studies in the last 2 years*), and we receive only two regulations in Albanian language with the title in English. None evidence of this annually review was available for our evaluation of this standard.

**Note:** After evaluating the content of the Feedback from the UHZ, the ET maintains the initial evaluation.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National	X	

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Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.		
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.		X

**Compliance level: 83,33% - Substantially compliant.**

**ET recommendations:**

1. *A better practice regarding the public availability of formal policies, guidelines and regulations dealing with recurring procedural or academic issues;*
2. *A better and more transparent review procedure for all policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program.*

## 2.2. Quality Management

The ET identified in the list of annexes the “*Questionnaire - Self-assessment of Academic staff.pdf*” with all the questions regarding the self-evaluation of faculty staff. During the discussion with the staff and the management of the faculty resulted that this process is well implemented and is conducted once per year for staff. The SER (p. 13) describes the whole process of the self-evaluation of staff and the publication of results in a synthetic report on the web page of faculty/university. Based on the information, the year-end report creates a record of staff productivity in the areas of research, teaching.

In the list of supplementary documents we solicited the “*S.D.2.1.3 The last self-evaluation documents for the regular staff (18) which will be involved in ITBE programme study*”, and we received the report of this evaluation from September 2022.

The SER (pp. 13) contains a description of how quality management at the university works and which instruments it contains. The quality assurance instruments and measures are described to evaluate, monitor and control the quality of study programs, teaching process, learning, research, community academic staff input, administrative services, teacher performance and the governing bodies of the faculty. Further information about the quality assurance assessment and planning processes are integrated into the University strategic documents and the strategy of the faculty.

During the visit in site, the discussions related to the quality assurance subject reveal that the process is implemented in the Faculty of Business and deal with all aspects of program planning and delivery, including the design and approval of new programs, revision of existing study programs, evaluation of the teaching process, research within the academic unit, and all other fields of activity (SER, p. 14). In the SER, in accord with *Regulation on quality assurance and assessment*, are presented the following areas of quality assurance (QA) and assessment in UHZ:

- a) Continuous evaluation at the institutional level and within the study programs;
- b) Drafting and approval of new study programs;
- c) Evaluation of existing study programs;
- d) Periodic monitoring of study programs;
- e) Evaluation of the teaching process, scientific and artistic research, administration, academic staff and all other areas of the University's activity;
- f) Evaluation of mobility, international cooperation and internationalization;
- g) Periodic external quality assurance;
- h) Other fields according to the need or different requirements from MEST, Kosovo Agency for Accreditation, etc.

The analysis of the available documents at the SER in direct correlation with the discussion with the team which prepared the SER (p. 14) result that the internal evaluation process within the academic unit ensures effective inputs or results from evaluations with students, academic staff, graduates and employers. All these results provide an overview of the realization of the learning process within the study program, then provide information on the quality of learning realized within the academic unit, on the suitability of the study programs with the demands of employers, etc. The results from the program evaluation process are constantly published on the website of the academic unit, specifically in the study program (SER p. 14).

The opinion of the ET, after the analysis of documents and the discussions during the on-site visit, is that the QA processes are well implemented in UHZ and the Faculty of Business, even if the level of quality culture is not very high. From the SER (p. 14) results that all evaluations from quality assurance processes, including internal and external processes, initially serve to verify the fulfillment of standards, as well as for the implementation of adequate recommendations. In UHZ, the results obtained in the process of QA are taken into account and the same affect the allocation of human, financial and material resources. Also, the results of the quality assurance processes serve as a guide for decision-making and strategic planning within the University.

Related to the survey data, there are specific questionnaires for administration, employers, dean, graduates, peer-to-peer, students on teachers, and students on administration. For each category of respondents, there is a particular methodology. In the list of supplementary documents, we included “*S.D.2.6.4 An extract from the working methodology regarding the collection of questionnaires from students, graduates, and employers*”. We received clear information on this matter, demonstrating that the process is well managed.

It is necessary to emphasize that the study program ITBE doesn't exist at the moment of our evaluation, which makes it challenging to evaluate this standard. But, in the same logic of our approach, we can extend the practice from other programs from the Faculty of Business for the future ITBE program.

Regarding other programs, the Faculty has created an experience for evaluating and reviewing curricula in consultation with the advisory and industrial board, which consists of labour market actors as representatives and another private sector, analyzing the achievements of the Bachelor program. The evaluators can see here that the integration of professional practice works very well to capture the needs of the labour market.

One of the survey instruments used is the survey within the framework of course evaluation, which students fill out and are made available to the teachers and responsible persons. There is no discussion of the evaluation results with the students. In addition to the course evaluation, the university has implemented further surveys. Their results are used in the context of internal quality management but are not published further. Accordingly, the transparency of these

results is lacking. The university has established a process to review the questionnaires regularly.

Regarding the other programs, annually a general report of the university's evaluation results is available. Still, the results could be better communicated within the university so that all status groups know the changes based on the evaluation results. This practice in UHZ should lead to establishing a quality culture at the university.

In the SER (p. 17), the evaluation of the study programs within the academic unit is carried out every two years. Such assessment is foreseen in the Regulation for study programs (Regulation for study programs). An Ad-hoc committee evaluates the study program at the academic unit level, according to the procedures provided in the Regulation for quality assurance and evaluation. The Ad-hoc Commission, after the end of the evaluation process, prepares a report with the findings of the evaluation. The Commission sends the final report with recommendations to the Council for Quality Management (KMCV). KMCV sends the report with evaluation results and recommendations for improvement to the senior management of the University, the Dean of the academic unit, the Program Holders, the Office for Quality Assurance, and the Office for Teaching and Academic Affairs, recommending the actions that must be taken.

In our opinion, the Ad-hoc Committee is not a solution for good practice in the matter of quality assurance.

The ET asked as a supplementary document for this standard “*S.D.2.8.5 The last report at the level of faculty/university/department and the link where is made public*” from the part of UHZ. The UHZ sent to the ET the Annex S\_D\_2\_8\_5\_Quality management.pdf with explanations and two documents: “*Evaluation of performance indicators for the Business Management program*” and “*The decision to establish the Ad-Hoc Committee for the evaluation of literature in the Library*”.

From the SER (p. 17) results that the quality assurance system within the institution is regulated by the “*Regulation for quality assurance and evaluation*”, in which regulation, the processes, mechanisms and instruments of quality assurance are clearly defined, as well as the deadlines for the realization of these evaluations. This aspect was sustained by the participants in the discussions during the on-site visit to UHZ.

The discussions with the QA team members and the management of the Faculty of Business revealed that all documents from the quality management are continuously evaluated and improved to reflect new developments, needs and requirements in the field.

The ET asked as a supplementary document for this standard “*S.D.2.9.6 An example of the quality assurance arrangements (plan/notes/discussion) for a programme study from the last 2 academic years*” from the part of UHZ. The UHZ sent the Annex S\_D\_2\_9\_6\_Quality management.pdf to the ET with only an explanation. The ET considers the answer relevant, but evaluating the periodicity of this approach is impossible.

**Note:** After evaluating the content of the Feedback from the UHZ, the ET maintains the initial evaluation.

Standard	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.		X
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

**Compliance level: 88 % - Substantially compliant**

**ET recommendations:**

1. *Discussion of the course evaluation results with the students. The results of the course evaluation could be discussed with the students. The lecturer can discuss the results with the students and present them during the course. This should promote the dialogue between the students and the lecturer.*
2. *Feedback from employers is already secured through the Industrial Advisory Board (IAB). However, a survey of employers should be institutionalized alongside this exchange body.*
3. *A deep analysis in the quality assurance unit from UHZ of the standards' requirements for the Quality Management section and a systematic evaluation of these requirements for every program.*
4. *The respect of systematic periodic quality actions regarding collections and processing of the data, the preparation and publication of the report(s) as the standards ask.*

**2.3.Academic Staff**

The SER (p. 25) presents that in the Faculty of Business there are 18 regular staff. The ITBE study program will involve 22 professors and 3 assistants, and another seven regular assistants

with doctorates in the field of Economics, Finance and Management can assist in teaching. Regarding the PhD title in the area of ITBE, we understand that eight professors are doctors of science in the field of Information Technology, one professor in the field of Mathematics, seven professors are doctors of science from the field of Business Management and Economics, and three teaching assistants are doctors of science from the field of Business Management and Economics, and the others are teaching assistants in the phase of a doctoral thesis.

At the moment of our evaluation the ITBE study program doesn't exist. This program will be implemented in Faculty of Business starting with the next academic year. In SER (p. 21) there is not a clear explanation regarding the descriptions and conditions of employment, only a simple remark regarding the description of all academic positions in relevant documents (The UHZ Statute and the Regulation for the selection of academic staff at the UHZ).

In this context, the ET asked a supplementary document: "*S.D.3.1.7 An example of "full position description and conditions of employment"*". UHZ sent the Annex "*S\_D\_3\_1\_7\_An example of full position description and conditions of employment"* from which is possible to understand the requirements from the perspective of different regulations ("*Regulation on the workload for teachers, associates and assistants of the academic unit and in the Institute of Science and Arts of UHZ*", "*Regulation on the workload for teachers, associates and assistants in the Academic units and the Institute of Science and Arts of UHZ*", and "*Regulation for evaluation and selection procedures related to the appointment, reappointment and advancement of academic staff*").

In the tables 1 and 2 from SER (pp. 21-24) there is a full presentation for 18 regular staff at the Faculty of Business and 7 Engaged Staff at the Faculty of Business in the Bachelor of Information Technology in Business and Economics.

The SER (p. 25) presents the list of teaching staff who will be involved in the ITBE study program. The ET tried to identify *the legal requirements concerning the occupation of teaching positions* in the documents and during the discussions with representatives of the program/faculty on-site, but without success. From our analysis, regarding the PhD title and the number of publications in the field corroborated with the distribution of the subjects for the ITBE study program (SER pp. 41-45) and the Description of courses (SER pp. 46-99), the ET appreciates that the qualification of the teachers which will be engaged in ITBE study program is appropriate with the content of the subjects.

In the SER (p. 25), there is a presentation regarding the respect of legal requirements, but the content of the explanation does not help evaluate this standard. In this context, the ET asked as a supplementary document, "*S.D.3.3.8 The article from the regulation/methodology of quality assurance with this requirement. What tools are used and how is implemented this requirement in the Faculty*". The UHZ sent the Annex "*S\_D\_3\_3\_8\_The article from the regulation methodology of quality assurance with this requirement*", from which is evident the

*Decision of SC* and the platform where it is possible to upload the *declaration under oath* of teachers.

In the SER (p. 25) is presented the self-evaluation of this indicator for 72% of regular staff and 28% of engaged staff. However, it is necessary to emphasize that this self-evaluation is for all the programs from the Faculty of Business. The ET appreciate that this standard can be respected even for the ITBE study program.

According with the SER (pp. 25-25) we identified in our analysis that all the lecturer involved in the ITBE program are “dr.” in their field of interest. Motivated by the syntethic presentation of this standard in SER, the ET asked the supplementary document “*S.D.3.5.9 A table with the number of students per group/series/specialisation and the number of ECTS by specialisation (at the level of Faculty)*”. From UHZ we received this document but only for the study program “Business Management”.

In these circumstances we can’t appreciate in a correct manner this standard.

**Note:** After evaluating the content of the Feedback from the UHZ, the ET maintains the initial evaluation in the context that the ITBE study program does not exist and in the conditions in which there are a lot of study programs accredited, and there is no an exhaustive modality to evaluate this indicator/standard correctly.

In SER (p. 26) there is presented the opportunities for professional development of teaching staff, regarding the participation in Fulbright Faculty Development program, trainings abroad, various workshops, seminars, staff mobility academic etc. At the level of UHZ throught the EUFORIA Project, UHZ has benefited in several ways, including: organizing and participating in several workshops and seminars related to research and curriculum improvement, conducting study visits to the United Kingdom and Ireland, mobility at the University of Salzburg - Austria, etc. In addition, the professors have the right to ask the Senate to be allowed a free year of focused research at a foreign University, and during this year the employee will receive a full salary. In Table no. 5 from SER, we identified a list with the teachers who have completed trainings, and in Table no 6 a list with the teachers who have completed short-term mobilities.

For this standard, the ET asked a supplementary document “*S.D.3.6.10 A list with three concrete examples of the opportunities regarding the professional development of teaching staff (with special assistance given to any who are facing difficulties) in the last three years at the level of Faculty*”. From the part of UHZ we received an explanation in this sense.

The ET considers that the support from the part of UHZ is not so consistent from a financial point of view, but it is appreciable the intention of the university in this matter.

From the discussion with teachers resulted in a clear manner that they are involved in different activities in the academic community, including two hours per week for consultation for students. In this context, the ET considers this standard fully accomplished.

From SER (p. 26) the ET understood the procedure for teachers evaluation, according to the article 212 and 213 of the Statute of University “Haxhi Zeka” (Annex 14). In this context, the ET solicited the supplementary document “S.D.3.8.11 *The last Report with academic staff evaluation and the link from the Faculty's webpage where it was published*”. We received a document with the evaluation results for 2021/2022 for different kind of evaluation (“Student => Teacher”, “Dean => Teacher”, and “Self-evaluation of academic staf”), but without the link of publication. We found a part of this report at the link <https://unhz.eu/raportet-e-vleresimit/>. In this context, the ET considers this standard fully accomplished.

Related to the strategies for quality enhancement, including improving the teaching strategies and quality of learning materials, we identify in SER evidence regarding the feedback from the part of students, the participation in different teaching training, in short-term mobilities. Considering the level of implementation for the quality management system, the ET appreciates that in UHZ, there is a clear strategy for quality enhancement, even if the level of quality culture is not so high.

After analysing documentation assigned to the SER (CVs and Regulations), the ET appreciates that UHZ has reasonable procedures for managing these aspects regarding the teachers retiring at the age limit or for other reasons. In the case of the ITBE study program, there is no case for applying the retirement procedure.

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



Standard	Compliance	
	Yes	No
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self evaluation, students, peer and superiors' evaluations, and occurs on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

**Compliance level: 90% Substantially compliant**

**ET recommendations:**

1. *Continue to improve the financial support for professional development of the teachers, in particular for young teachers.*
2. *A systematic activity regarding the periodic publication of documents on the web site of UHZ*
3. *A deep analysis regarding the report of number of full time staff by comparison of ECTS credits and the number of classes.*

**2.4.Educational Process Content**

In the presentation of the ITBE study program in the section 4 of SER (pp. 40 - 45) it is very clear represented the interdisciplinarity of the group of subjects, from the Business and Information Technology fields. In the content of each subject presented in SER (pp. 46 - 99) is presented the methodological and generic skills and competencies for the students which will be involved in this study program.

Finally, the graduates from this study program will obtain competencies and skills in the next three fields (SER, p. 9):

- *IT Researcher in Business* - Prepares for a career as a future professional and focuses on researching innovations in information science applied to business.
- *Business IT Analyst* - Prepares for a career as a consultant who provides advice or services on TIB-related business issues, or TIB-related business issues.

- *IT Entrepreneur* - Prepares for a career as an independent entrepreneur developing TIB products applied to business.

From the analysis of SER's Annexes and Chapter 4, it is clear that the Information Technology in Business and Economics study program was created according with the requirements of the Regulations of Bachelor studies from UHZ and in accord with the requirements of the Kosovo curriculum framework which is harmonized with the standards and procedures of European Higher Education Area. The ITBE program has been compiled with a contemporary approach that makes it comparable to the curricula of renowned international universities. As is mentioned in SER (p. 5), special attention has been paid to the connection with the needs of the labour market so that graduates from this program provide value to research/scientific institutions and the country's economy in general.

In the curriculum of the ITBE study program, all the subjects are organized similarly to the study programs from the University of Ljubljana and other universities in Croatia. The subjects included in the curriculum of the ITBE study program to cover the following learning outcomes:

1. Analyzes, breaks down and mathematically presents problems in real business life (related subjects: mathematics, statistics, algorithms, programming, etc.)
2. Creates and processes data for business needs (related matters. Databases, big data, decisionmaking systems, etc.)
3. Designs and administers computer networks for business needs (computer networks, network protocols, Internet technology, etc.)
4. Creates and processes models applied in electronic business (e-commerce, digital marketing, digital finance, web design, etc.)
5. Understands and uses the concepts of business, economics, ethics, and law (basics of business, accounting, finance, HRM, project management, marketing, entrepreneurship and innovation, operations management, introduction to economics, international business, law and ethics in IT)
6. Researches, processes and presents the data from the research activity (Academic writing, statistical analysis, econometrics, diploma design methodology, diploma thesis, etc.)
7. Communicates with all actors in information systems and business processes (business communication, organizational behavior, consumer behavior, communication networks, social networks, foreign language).

In SER (pp. 45-99) there are presented the analytical syllabus for 40 subjects, in which are included all the information important to understanding the content of ITBE study program.

In accordance with the Description of courses (SER, pp. 45-99), all the subject (with the exception of English language) will be in Albanian Language.

The interaction between students and professors is governed by the course syllabus provided by the professor and the requirements outlined in the syllabus for the respective subject. The students are responsible for progressing throughout the semester by fulfilling their commitments and engaging with the coursework. Conversely, the professor provides guidance and assigns tasks to support the students' learning process. Through mutual cooperation, positive outcomes can be achieved, fostering the development of students.

The Business Informatics program at “Haxhi Zeka” University is guided by a well-defined strategy that outlines clear objectives and goals. These objectives are carefully designed to be suitable and aligned with the program, aiming to achieve optimal learning outcomes and foster the development of students. By following the strategy, the program ensures flexibility and strives to attain positive results that effectively address the essential needs of the students. In line with the university's strategy, accomplishing these objectives guarantees the program's ability to meet students' essential needs while providing a conducive learning environment.

At the commencement of the semester, every teacher presents and establishes the rights and responsibilities of the students. This is done through the syllabus, which serves as a basis for determining the assessment methods that will be employed in a clear and objective manner. For managing the whole process of students assessment in UHZ there are the following regulations: Regulation for study programs and Regulation for Bachelor studies (SER, p. 125).

The level of student engagement throughout the academic year is evaluated by considering all teaching subjects (courses) as well as other teaching or research activities. This evaluation involves calculating the value of one credit (ECTS) based on the number of hours of student engagement. It is important to note that during this calculation, the student's workload should not exceed 40 hours per week, aligning with the standard working hours in the European labor market. This includes attending lectures, participating in exercises, engaging in research activities, delivering presentations, carrying out practical work, attending seminars, conducting individual work (whether at the library or at home), and various forms of assessments and examinations.

In accordance with UHZ Statute (Annex 2), in cases where the standards of student achievement are insufficient or when they are not evaluated as foreseen in the course syllabus, then based on the decisions of the unit respecting the UHZ Statute, lectures, exercises are offered and necessary additional activities for secondary education, i.e. in the form of tutoring (SER, p. 39). For this standard, the ET asked the supplementary document “*S.D.4.10.12 Policies and/or procedures which refer to actions to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed*”, and received from the UHZ two documents in Albanian language: “*S\_D\_4\_10\_12\_Compensation for student*

tutors at UHZ” and “S\_D\_4\_10\_12\_Decision on the selection of tutors for the academic year 2019-20”.

Lectures and exercises are held for a duration of 45 minutes. In addition to various active forms of learning, the system of colloquiums, testing and compulsory exercises is used to examine students' progress during their studies simultaneously. The relationship between the theoretical and practical parts is the function of the program's implementation and ensures the achievement of the necessary level of knowledge from the theoretical and practical parts.

In the program Bachelor in ITBE we identified in 6th semester the subject Internship/Practical work, with 6 ECTS. From the paragraph “The division of subjects according to the results expected from the lesson” presented in SER (pp. 35 - 36) we identified that the subject is mandatory and is assigned to the learning outcome “*Researches, processes and presents the data collected from the research activity*”. From the description of courses results that “the relationship between the theoretical and practical part of the study” is 10:90.

UHZ pays special attention to relations with the economic environment (SER, p. 39). Because in the Annexes of SER, there wasn't a table with the entities for the practice/internship of students, the ET asked for the supplementary document “S.D.3.12.13 *The list with cooperation agreements, contracts or other documents with institutions/organisations/practical training units at the level of Faculty*”. The UHZ sent a list with these agreements, and the ET positively appreciates this university practice.

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	

Standard	Compliance	
	Yes	No
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. <i>*To be inserted the overview of the program (with all areas to be filled out)</i>	X	

### Compliance level: 100% Fully compliant

#### ET recommendations:

1. *To pay more attention to the content of subject Internship/Practical work in the process of implementing of ITBE study program;*
2. *To continue analysing the cases where the standards of student achievement are inadequate and improve this standard's content.*
3. *Faculty of Business must pay attention to signs special cooperation agreements for the ITBE students.*

#### 2.5. Students

Student recruitment and admission processes adhere to the officially approved procedures at the institutional level in compliance with the University Statute (Article 83). The admission criteria are consistently and equitably applied to all students, as stipulated in Article 29 of the Higher Education Law. The announcement for new student applications typically commences at the end of July for the first term, with an additional call during the months of August-

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September (Supplementary call). This invitation extends to all individuals from Kosovo and the wider region and is promoted through the University's website and other information channels.

The enrollment of students at “Haxhi Zeka” University in Peja is based on the available resources of the academic units, as well as the societal and labor market demands. The relevant department proposes the registration of new students, which is then approved by the Faculty Council. The ultimate decision regarding the public competition announcement rests with the Senate of “Haxhi Zeka” University.

The Senate has granted approval to the Regulation for undergraduate studies, which outlines the specific conditions and criteria for enrolment in bachelor's degree programs. For certain specialized fields of study, the University arranges additional exams, such as entrance exams for specific subjects, as part of the student admission process. These exams require approval from the Ministry. In such cases, students must successfully pass the entrance exam in order to register for their first year of studies. The registration for the first year of studies occurs during the designated period specified in the announcement. Prospective students are required to have completed high school and possess adequate knowledge in the areas of informatics, management, and business. They must demonstrate proficiency in the entrance test developed by the business faculty, encompassing general subjects such as informatics, mathematics, management, business, with a particular emphasis on business informatics.

The Bachelor's level study program in Information Technology in Business and Economics provides a dynamic and interactive learning experience. The teaching methodology entails organizing lectures and exercises in groups, as outlined in the university's internal regulations. The number of lecture and exercise groups is determined based on the enrollment count, adhering to the prevailing regulations governing the size of these groups. It is mandatory for regular students to actively participate in lectures, exercises, and practical training, alongside fulfilling all other obligations necessary for the uninterrupted progress of their studies until completion.

Information regarding exam dates is published on the university website, while exam results are made available through the SEMS (Electronic Student Management System). The scheduling of exams ensures that students are not burdened with more than one exam per day. Exams are administered and results communicated through the SEMS system. Additionally, as per regulations, the teacher is obligated to submit the exam report, along with the student list and minutes downloaded from the SEMS system, to the relevant university official within 48 hours of result announcement. After results are published, students have the opportunity to consult with the respective subject professor, enabling them to review their exams or address any concerns or uncertainties. If students are dissatisfied with the final assessment, they have the option to reject the evaluation or submit a written complaint to the faculty dean. Depending on the validity of the request, the dean may establish a committee of three members (excluding

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the professor against whom the complaint is filed) to reassess the student. The decision made by the committee is final, and no further complaints can be lodged against it.

The criteria for evaluating students are outlined in the regulations approved by the Senate (refer to Annex 21) and the provisions of the University Statute. Students are required to attend and participate in exams as per the schedule determined by the respective academic unit. Exams can take the form of written, oral, or a combination of both, with students being eligible for the oral exam only if they have passed the written portion. To assess students' academic performance, various forms of work such as seminar papers, research-scientific projects, tests, and practical exercises may also be utilized. The student's achievement in exams is indicated by a grade ranging from 5 (five) to 10 (ten). Student assessment management is carried out through the "Electronic Data Management System" (SEMS). After completing the relevant written or oral exam, students have a 48-hour window to review their evaluation. If dissatisfied with the grade, students have the option to electronically reject it within 48 hours via SEMS. In cases where students are falling behind in certain subjects, a tutorial system is implemented to support their improvement in those areas. Furthermore, teachers are obligated to provide additional consultations on a weekly basis for students who require further assistance in their subjects.

Student assessment consists of continuous evaluation during the semester based on the program's elements and assessment through exams. After taking the written or oral exam, students have a 48-hour window to respond to their performance. If unsatisfied, they can reject the grade within this timeframe. At the start of the semester, teachers provide students with the course syllabus, which includes a brief description, learning goals, outcomes, and assessment methods. The Quality Office verifies and monitors all student results throughout the bachelor study cycle, relying on data provided by professors. At the end of each exam term, the Quality Office compiles a student pass report for three regular terms and two additional terms (April and November). Below are the pass statistics for all exam dates in 2021.

Within the Faculty of Business, students in special circumstances receive flexible accommodations during the exam period, as outlined in the University Statute (Article 109, point 4). The dean of the academic unit has the authority to grant permission for such students to take exams earlier. This applies to individuals participating in international study exchange programs or undergoing practical training abroad during the regular exam period.

At the Faculty of Business, the Quality Office maintains comprehensive records and data pertaining to student registrations, study completion, pass reports, as well as student transfers and mobilities. The Quality Office is primarily responsible for ensuring the quality of academic matters, teaching and learning, and services that directly support students, including the library, student services, and the career center. Using this gathered evidence, the Quality Office generates reports on student success rates and provides other quality measurement indicators.

The university has implemented a plagiarism detection program (<http://sap.unhz.eu/>) to ensure the authenticity of students' work. To achieve this, rigorous procedures are in place, including continuous monitoring of students' research materials, projects, and papers. As part of the process, students are required to verbally defend their work, ensuring its integrity.

In order to maintain academic integrity and uphold high standards of scholarship, it is essential to implement a rigorous anti-plagiarism policy that includes mandatory checks for all final theses and term papers. The evaluators could not be convinced that this was happening continuously.

The rights and responsibilities of students are transparent, widely disseminated, and applied equitably, including the right to lodge academic appeals. These rights and responsibilities are outlined in the University Statute (Articles 141-144).

The transfer of students within public higher education institutions, faculties, and study programs is clearly regulated by internal documents. The recognition of studies from other higher education institutions follows the provisions of the University Statute (Article 132), while changing the direction of studies is defined in Article 138 of the same statute. All transfers, whether from domestic or international universities, adhere to the guidelines stated in the Administrative Instruction of MESTI, in addition to the statute and regulations. As per Article 33 of the regulation for basic studies, students have the right to request a change of study program within the same or different academic unit of the University. To be eligible for a program change, the student must have successfully passed at least 50% of the exams in their previous program and meet the acceptance criteria of the new study program. Students registered in other faculties also have the right to transfer to relevant programs within different academic units, subject to the conditions outlined in Article 34 of the regulation. The transfer period is permitted from October 1st to 15th.

To strengthen the use of English in courses, it is highly recommended that the faculty strategically considers incorporating English as a more prominent component. Currently, the implementation of English in courses may not be sufficiently robust, hindering the connection to international programs and exchanges. In order to enhance international connectivity and promote a global learning environment, it is crucial to introduce English modules across various disciplines.

The academic staff is readily available to provide guidance and counseling to students. Professors and assistants, in coordination with the quality coordinator, establish an official schedule for advising and consultations. Additionally, students can contact professors during working hours through their official email for further assistance. The SEMS system ensures that students receive comprehensive information regarding relevant subjects, with all notifications automatically sent to their official email addresses. The university also implements a tutorial system to support students in enhancing their understanding and

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application of the learning material. This system serves as a mechanism to improve the overall quality of education and help students overcome any difficulties, they may face during their learning journey.

**Note:** After evaluating the content of the Feedback from the UHZ, the ET maintains the initial evaluation.

Standard	Compliance	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.		X
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

**Compliance level: 90% Substantially compliant**

**ET recommendations:**

1. *The Support for student initiatives must continue.*
2. *Students with problems especially in quantitative subjects like mathematics and statistics should be further supported by appropriate tutorials.*
3. *Faculty should strategically consider even further the topic of English in courses. The actual implementation of the use of English is not strong. In order to ensure the connection to international programs and an exchange, the use of English modules would be important. This is very important, especially with regard to international connectivity.*

4. *It must be ensured that all final theses and term papers are checked by the anti-plagiarism software.*

## **2.6. Research**

UHZ has a strategy in the field of scientific research (SER, p. 109) for 2019-2024 (Strategy of Scientific Research 2019-2024). During the discussions with professors and the management of the Faculty of Business, we understood that there is a research plan. Research activity in the field of ITBE was included in the mission of the ITBE study program.

The ET requested as additional documents after the visit, “*S.D.6.1.15 The research plan of Faculty where the regular professors appear with themes of research, for the last academic year (2022/2023)*”, and received two documents: “*S\_D\_6\_1\_15\_026 - Strategy for Scientific Research and Artistic Activity 2023-2026*” and “*S\_D\_6\_1\_15\_Research Plan of the Faculty of Business*”.

SER (p. 109) emphasize that each member of the academic staff at the Faculty of Business at the beginning of the new academic year plan, each professor and assistant, plan the research and scientific activity that will be achieved within an academic year, determining the number of scientific papers that will be published in international scientific journals with impact factor, the number of international scientific conferences where they will participate, number of research projects and other scientific and research activities. The performance of the academic staff is evaluated by the assigned supervision, where a higher weight in this evaluation is given to the research activity. All research and scientific activities of the academic staff are considered during the performance appraisal process and during the appointment/promotion procedures of the academic staff. Therefore, these criteria are included in the special regulations approved by the UHZ Senate and the UHZ Statute.

The ET requested as additional documents after the visit, “*S.D.6.2.16 Regulation / Methodology regarding research activity of teaching staff (the teaching staff's involvement in research and scholarly activities)*” and “*S.D.6.2.17 Regulation/Methodology regarding the staff evaluation and promotion criteria*”, and received two documents: “*S\_D\_6\_2\_16\_2909 Regulation for Scientific Research and Artistic Activity*” with “*S\_D\_6\_2\_16\_Comments*”, and “*S\_D\_6\_2\_17\_Regulation for the Evaluation and Selection Procedures Related to the Appointment, Reappointment and Advancement of Regular Academic Staff at “Haxhi Zeka University in Peja”*”.

Related to this standard the ET identified that in the UHZ all research plans are specified in the Regulation for Research-Scientific and Artistic Activity, UHZ Strategic Plan (2023 - 2026), in the Scientific Research Strategy 2019 - 2024 and in the individual development plan. From our discussion on-site all these aspects were confirmed. In the research strategy envisaged in detail the activities to be carried out by the UHZ through the academic staff and students in the field

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of research, including the preparation of research projects, conducting applied and scientific research, publications in credible scientific journals, participation in local and international scientific conferences. etc. At the level of UHZ activates the Scientific Research Group, which monitoring all scientific and research activities at the level of all academic units. In the Faculty of Busine there is the “Empiricus” journal.

The ET requested as additional documents after the visit, “*S.D.6.3.18 Clarification or Comment in regard of this standard*” and received a comment: “*S\_D\_6\_3\_18\_Comments*” with the clarification regarding the statute of UHZ, the code of ethics, the regulation for evaluation and selection, and Strategy for scientific research (2023-2026). Regarding the content of this standard, the ET doesn’t identify *clear policies for defining what is recognized as research, in accord with international standards and established norms in the field of study of the program.*

In accordance with the analyzed documentation, the ET appreciates that the academic staff has a proven track record of research results on the same topics as their teaching activity.

In accordance with the analyzed documentation, the ET appreciates that the academic staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.

The ET requested as additional documents after the visit, “ *S.D.6.5.19 List of Research projects in which are involved the regular staff*” and “*S.D.6.5.20 The list of contracts/expertise/consultancy, conventions in which are involved the regular staff*”, and received a comment, “*S\_D\_6\_3\_18\_Comments*” and two documents, “*S\_D\_6\_5\_19\_List of research projects with external funding*” and “*S\_D\_6\_5\_20\_The list of contracts, expertise, consultancy, conventions in which are involved the regular staff*”. In this context, the ET considers relevant the clarification for this standard.

From the SER (p. 111) results that during the last four years the academic staff has published a considerable number of scientific papers in international scientific journals with impact factor. The Table 12 and Table 14 present an overview about the performance in research for regular staff and engaged staff from Faculty of Business. The articles are published in international journals indexed in Web of Science, Scopus, Ebsco, Doaj and Worldcat. Through participation in international scientific conferences and publications in the field, the research results of regular and engaged staff are validated at the international level.

Tables 12 and 13 present that each academic staff member has produced at least a scientific/applied research publication per year for the past three years. The ET solicited a supplementary document for analyzing this standard, and received three documents “*S\_D\_6\_7\_21\_List of Academic Staff Activities for 2021*”, “*S\_D\_6\_7\_21\_ List of Academic*

*Staff Activities for 2022*”, and “*S\_D\_6\_7\_21\_List of publications*”. In this context, the ET considers relevant the clarification for this standard.

Regarding the respect from the part of the academic staff of UHZ for the requirement that “*academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff*”, we discussed with the professors and the management of the Faculty of Business, and we understand that this is a basic practice in UHZ. Proof of this sense is the mention from SER (p. 114) that “*in the last four years, due to the increase in the number of scientific publications of the academic staff under the name of the institution, the University “Haxhi Zeka” has had a significant improvement in world rankings such as on the Web of Metrics*”. This was possible with the full respect of this standard.

Regarding the standard through which the “*academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field*”, the ET discussed with the professors this aspect. The professors explained that they are interested in including the results of their research to attract students, for dissemination of their work, and to improve the level of the scientificity of the students' final thesis.

Regarding the policies for ownership of intellectual property and procedures for commercialization of ideas developed by staff and students, the ET asked as a supplementary document “*S.D.6.9.22 Policies/regulation/methodology in the field of intellectual property*”. The UHZ sent the a comment, “*S\_D\_6\_9\_22\_Comments*”, and two documents “*S\_D\_6\_9\_22\_0001 Code of Ethics and Integrity in Scientific research*” and “*S\_D\_6\_9\_22\_Code of Ethics of Academic Staff*”. After the content analysis, we didn't find any procedure regarding the commercialization of ideas resulting from research, but it is clear that this is under national and international law in the matter.

Because the ITBE study program is not implemented yet at the moment of evaluation, the ET didn't discussed with students from this program. From the SER (p. 115) results a descriptive presentation regarding the implication of students in research activities. In this context, the ET asked as supplementary document “*S.D.6.10.23 List of students involved in research projects at the level of Faculty in the last three years*”. We received the Annex “*S\_D\_6\_10\_23\_List of students involved in research projects at the level of Faculty in the last three years*” in which is presented a list with 30 students involved in research project in the last three years. From this list it is not clear the project name of the project.

**Note:** After evaluating the content of the Feedback from the UHZ, the ET maintains the initial evaluation.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.		X
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9/6.8.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

### Compliance level: 90% Substantially compliant

#### ET recommendations:

1. *Extending the research plan of faculty with activities of research for all the regular teachers;*
2. *Motivating all academic (“regular” and “engaged”) staff to publish in the journals indexed WOS, minimum 1 paper in a three-year period;*
3. *Develop and implement a regulation/policy on technology transfer and on intellectual property ownership;*
4. *Continue efforts to encourage academic staff to regularly improve the content of courses by including state of the art scientific findings and results;*
5. *Extending the practice in the matter of research from other study programs to ITBE study program regarding the research objectives, topics of research, students implication, planning documents of research, etc.*

## 2.7. Infrastructure and Resources

To implement the study program at the Faculty of Business, there are 15 classrooms (halls) with a capacity of 1042 seats in total, 1 library with 84 seats, two informatic cabinets with 60 seats and 10 cabinets for professors with a capacity of 30 seats. The regular academic staff consists of 24 professors and 7 assistants in the respective fields.

The Faculty of Business has a range of equipment and appliances available for student and faculty use. This includes:

- PCs: There are 119 personal computers available for students and faculty to use.
- Printers: The faculty has 21 printers for printing documents.
- Scanners: There are 6 scanners for digitizing documents.
- Photocopiers: There are 3 photocopiers for making copies of documents.
- Projectors: The faculty has 14 projectors for displaying visual content during presentations or lectures.
- Voice Systems: Each learning room is equipped with a voice system, with a capacity of over 50 individuals.
- E Kiosks: There are 2 E Kiosks available for electronic information and services.
- Smart Boards: The faculty has 2 Smart Boards, which offer interactive and collaborative learning experiences.
- Conference Room Camera: There is 1 camera specifically for the conference room, allowing for video conferencing and remote collaboration.
- All-in-One Computers: The faculty has 21 All-in-One computers, which integrate the computer and monitor into one device.

The “Haxhi Zeka” University is a publicly-funded institution of higher education, receiving financial support from the state budget, specifically the Ministry of Education. The Bachelor program in Information Technology in Business and Economics is one of the programs that benefits from this financial support. The ET solicited a supplementary document regarding the budget allocated for the ITBE study program, and we received the Annex “*S.D.7.2.24 Financial Plan for ITBE study programme (with income >0)*” in which we identify that the total of charges per year is about 54520 Euro. The income from the student fee is 0, but in accordance with the decision of the Government, all students are exempted from semester fees (Administrative Instruction MEST No. 09/2021 <https://masht.rks-gov.net/udhezimetadministrative-2021-1>). In this context, all the costs are covered by the Government, and this assures the sustainability of the study program for the next minimum of three years.

The areas within the faculty are owned by the faculty itself, as stated in Annex 27. The faculty owns two computer labs (three from the video!) that is equipped with all the necessary information technology equipment. Courses such as Qualitative Methods, Econometrics, Statistics, and Research Methods utilize various software programs such as Nvivo, STATA,

SPSS, etc. The library at the faculty includes a reading room with a capacity of up to 84 seats. The book collection consists of 1.513 titles that align with the disciplines included in the curricula.

The UHZ included in the Annexes a video with a presentation of principal points of interest for the educational process, and during the visit on-site the expert of team visited the infrastructure. In this context, the opinion of expert team which visited the infrastructure of Faculty of Business is that this is appropriate for educational process in context of Kosovo's economy.

*This requirement is not fulfilled if the higher education institution cannot provide adequate documents as evidence for the possession of the following items for the next minimum three years.*

*If the institution fails to provide the necessary documents, such as property deeds, lease contracts, inventories, invoices, and proof of software licenses, it indicates a lack of fulfillment of this requirement. Adequate facilities, laboratories, software, and a well-stocked library are essential for the effective delivery of the study program and the overall learning experience of students. Without proper documentation and provision of these resources, the institution may not meet the criteria for demonstrating long-term sustainability and commitment to quality education.*

The teaching process for the "Information Technology in Business and Economics" bachelor program is organized based on study groups. The division of lectures and exercises into groups is determined by the university's internal regulations, taking into consideration the number of students enrolled in the program. In the case of compulsory subjects, a lecture group can accommodate up to 45 students, while an exercise group can accommodate up to 35 students. As for elective courses, the number of students in classrooms and exercises will depend on the demand and interest of students for those specific elective courses. Courses that require the use of an informatics lab are divided into separate groups to fit the capacity of the lab.

On the visit on-site and from the video sent in the list of supplementary documents (*S\_D\_7\_6\_29\_Video regarding the infrastructure and facilities for students*), the ET appreciates that the buildings and rooms are suitable for wheelchair users, even if there is not an elevator (just in case, it is possible to organize the educational activity at the first level!). In this respect, the criterion for students with special needs is partially met.

**Note:** After evaluating the content of the Feedback from the UHZ, the ET maintains the initial evaluation.

Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		X
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	X	
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

**Compliance level: 83,33 % - Substantially compliant**

**ET recommendations:**

1. *Access to all rooms should be barrier-free.*
2. *Solving the problem related to the documents of possession for building(s);*
3. *Develop a monitoring system to evaluate periodically the load of each facility and the usage of the equipment.*
4. *Continue to improve the educational conditions.*



### 3. FINAL RECOMMENDATION OF THE ET

Based on the research of the extensive documentation submitted and an on-site and online visit to the Faculty of Business from University of “Haxhi Zeka” of Peja (UHZ), the Expert Team for the accreditation process prepared this report based on the defined Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA (updated 2021) and gave an overview of the current situation.

UHZ University is a public institution that has an important role for the local but also regional higher education landscape.

The teaching and administrative processes of the Faculty of Business are appropriate to the needs of students and the general goals of the proposed study program, Bachelor in “*Information Technology in Business and Economics*”, which are also in line with the mission and strategic goals of the Faculty and the University.

In the context of this evaluation, the ET emphasizes the following contextual aspects of the mission:

1. The study program ITBE is not yet implemented in the Faculty of Business, University of “Haxhi Zeka” of Peja;
2. All the standards of quality regarding the study program were evaluated by similitude with other study programs from the same faculty, in the working hypothesis that the practice from one program could be replicated in another study program;
3. From the available documentation, the ET has a partial perspective regarding the entire activity of the Faculty of Business.

However, there are several improvements that are necessary in order to further implement and improve the quality of the evaluated study program:

- A better practice regarding the public availability of formal policies, guidelines and regulations dealing with recurring procedural or academic issues;
- A better and more transparent review procedure for all policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program;
- Discussion of the course evaluation results with the students. The results of the course evaluation could be discussed with the students;
- Feedback from employers is already secured through the INDUSTRIAL ADVISORY BOARD (IAB). However, a survey of employers should be institutionalized alongside this exchange body;
- A deep analysis in the quality assurance unit from UHZ of the standards' requirements for the Quality Management section and a systematic evaluation of these requirements for every program;
- The respect of systematic periodic quality actions regarding collections and processing of the data, the preparation and publication of the report(s) as the standards ask;
- Continue to improve the financial support for professional development of the teachers, in particular for young teachers;
- A systematic activity regarding the periodic publication of documents on the web site of UHZ;

- A deep analysis regarding the report of number of full time staff by comparison of ECTS credits and the number of classes;
- To pay more attention to the content of subject Internship/Practical work in the process of implementing of ITBE study program;
- To continue analysing the cases where the standards of student achievement are inadequate and improve this standard's content;
- Faculty of Business must pay attention to signs special cooperation agreements for the ITBE students;
- The Support for student initiatives must continue;
- Students with problems especially in quantitative subjects like mathematics and statistics should be further supported by appropriate tutorials;
- Faculty should strategically consider even further the topic of English in courses;
- It must be ensured that all final theses and term papers are checked by the anti-plagiarism software;
- Extending the research plan of faculty with activities of research for all the regular teachers;
- Motivating all academic (“regular” and “engaged”) staff to publish in the journals indexed WOS, minimum 1 paper in a three-year period;
- Develop and implement a regulation/policy on technology transfer and on intellectual property ownership;
- Continue efforts to encourage academic staff to regularly improve the content of courses by including state of the art scientific findings and results;
- Extending the practice in the matter of research from other study programs to ITBE study program regarding the research objectives, topics of research, students implication, planning documents of research, etc.;
- Access to all rooms should be barrier-free;
- Solving the problem related to the documents of possession for building(s);
- Develop a monitoring system to evaluate periodically the load of each facility and the usage of the equipment;

Considering the documentation provided and discussions with the program development team, the ET gave the following compliance levels:

<b>Standard</b>	<b>Compliance level</b>
1. Mission, objectives and administration	83% - Substantially compliant
2. Quality management	88% - Substantially compliant
3. Academic staff	90% - Substantially compliant
4. Educational process content	100% - Fully compliant
5. Students	90% - Substantially compliant
6. Research	90% - Substantially compliant
7. Infrastructure and resources	83 % - Substantially compliant
<b>Overall compliance</b>	<b>Substantial compliance</b>

The Expert Team wants to point out that, in general, the self-evaluation report is well written, which has facilitated the accreditation process. However, for several standards, important

information and more details were missing and without evidence and those were obtained through the request for additional documentation.

According to the KAA Accreditation manual, in order to be granted a positive decision for program accreditation, every education provider has to demonstrate at least a **substantial compliance** level in the overall judgment. Therefore, failure in meeting at least an overall substantial compliance level entails delaying, withdrawing, suspending or denying accreditation.

In conclusion, in line with the Manual requirements, the Expert Team recommends **to accredit** the Bachelor (BSc) in Information Technology in Business and Economics for **three years**, with maximum enrolment of **120 students per year**.

**Compliance level:** Substantial compliance.  
**Student quota recommended/Three Years**

#### Expert Team

**Member:** **Prof. PhD. Alexandru TUGUI**  
\_\_\_\_\_  
(Signature) (Print Name) (Date)

**Member:** **Christopher Bohlens (student expert)**  
\_\_\_\_\_  
(Signature) (Print Name) (Date)

**Member:**  
\_\_\_\_\_  
(Signature) (Print Name) (Date)

**Member**  
\_\_\_\_\_