UNIVERSUM INTERNATIONAL COLLEGE, PRISTINA CAMPUS

Business and Management BA Programme

REPORT OF THE EXPERT TEAM

20.03. 2025, PRISHTINA, BUCHAREST, TBILISI, SKOPJE

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INTRODUCTION

Sources of information for the Report:

Self-evaluation report (SER of Business and Management Programme, BA, UNIVERSUM International College, Prishtina;

- *Appendices to SER:*
  - *14 MOU;*
  - *Regulations – Faculty Report, Monthly Teaching Report, Overall Student Satisfaction Questionnaire, Grade Appeal Form, Student Satisfaction with Teaching, Academic Misconduct Report, Class Observation, Exit Survey; Student Complaint Form; Alumni Survey; KPIs 2024-2025;*
  - *Handbooks – Academic Policies and Procedures; Faculty Handbook; Student Handbook; Administrative Staff Handbook;*
  - *Manuals for electronic platforms (9 documents);*
  - *Thesis Handbook;*
  - *Regulations for staff – Institutional Policies (11 documents) and Staff Policies (18 documents and 4 annexes);*
  - *Regulations for students – 23 documents;*
  - *CVs of staff (137 documents);*
  - *Description of syllabi.*

- *Additional documents received after requested by the ET:*
  1. Brief of Report of evidence on the market research need analysis and the fundamentals;
  2. Minutes of the Curriculum Development committee, Prishtina;
  3. Department of Business and Management Checklists, Prishtina;
  4. List of CPD training organized by UC in the past 3 years, and attended by staff of the programme;
  5. Grade Appeal Sample;
  6. Student Complaint, Prishtina;
  7. Teacher Semester Assessment;
  8. Analysis and Action Plan for the Business and Management;
  9. Student Satisfaction with Teaching - Fall Semester - 2024-25;
  10. Samples of Employment Contracts;
  11. Organisation of internship;
  12. Proof of record of professional practice;
  13. MOU list, Prishtina;
  14. Syllabi for 12 courses;
  15. List of students who had internship programmes.

Criteria used for institutional and program evaluations

- *Manual of Accreditation/Reaccreditation and Validation of Higher Education Institutions and Study Programs at the Bachelor's and Master's Level, including the Standard areas, standards and indicators for external quality assurance for Re/accreditation of bachelor and master study programs (Regulation (KAA) No. 04/2024).*

Site visit schedule

Programme Accreditation Procedure at "Universum" College Prishtina		
Programmes:	Business and Management, BA, Prishtina	
Site visit on:	**20 March 2025**	
Expert Team:	Magdalena Iordache Platis Tornike Khoshtaria Marija Vasilevska	
Coordinators of the KAA:	Arianit Krasniqi, KAA	
Time	**Meeting**	**Participants**
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	Alejtin Berisha Isabel Salvat Stephen Keck
09:45 – 10:30	Meeting with quality assurance representatives and administrative staff	Uran Rraci Arlinda Qehaja Hekuran Syla Alma Mulaj
10:35 – 11:20	Meeting with the program holders of the study programme	Sejdi Xhemajli Muhamet Hajdari Muhamet Spahiu Berat Havolli Fisnik Reqica
11:25 – 12:25	Lunch break	
12:30 – 13:20	Visiting facilities	Arlinda Qehaja
13:25 – 14:10	Meeting with teaching staff	Besart Prebreza Nesrin Jahja Gentiana Berisha Martin Cunningham Hazbi Kadriu Pranvera Collaku
14:15 – 15:00	Meeting with students and graduates	Aulona Sllovinja (Graduate) Elmedina Ramadani (Graduate) Erzana Januzi (Graduate) Rinesa Ferati Akleta Osaj Bonin Ferizi Leonard Bilalli Shqiponje Hoti Arlindë Zeka

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15:05 – 15:50	Meeting with employers of graduates and external stakeholders	Ardian Gashi (RELUX) Blerim Morina (Termokos)

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		Elita Bytyqi (Burger King) Arber Rozhaja (Prince Coffee House) Teuta Abdullahu (TEB Bank)
15:55 – 16:00	Internal meeting of KAA staff and experts	
16:05- 16:10	Closing meeting with the management of the faculty and program	

A brief overview of the programme under evaluation

*The Business and Management BA Programme, Prishtina is subject for reaccreditation, and developed for level 6 of qualification according to National Qualification Framework. The programme is implemented at the Department of Business and Administration, its graduates being entitled to receive as academic degree, the title of Bachelor of Arts in Business and Management. The number of ECTS the programme is developed is of 180, the duration is of 3 years and the type of the studies is full-time (**SER, page 4**). Moreover, the previous accreditation was awarded in 2022.*

*The Business and Management BA programme in Prishtina is one of the 18 BA programmes developed at UNIVERSUM International College (**SER, pages 5-6**). Since March 2023, Universum International College has entered a strategic partnership with Arizona State University, within Cintana Alliance Network of Universities, collaboration which meant significant development in the management of the institution and the programmes, including the current programme under evaluation.*

<center>PROGRAMME EVALUATION</center>

The programme evaluation consists of 7 standard areas through which the programme is evaluated.

1. MISSION, OBJECTIVES AND ADMINISTRATION

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

*The Business and Management BA programme in Prishtina has a content and structure developed in line with the Universum International College mission and strategic goals and its the academic unit. The current mission of the institution (recently reviewed) is to support the students to become good citizens, successful & broad-minded leaders and thrive in the Revolution 4.0, the digital and globalized era (**SER; page 8**); the mission statement is publicly available (at: https://universum-ks.org/en/rreth-nesh/) and published in all major institutional documents, ensuring transparency and commitment to these values, for example in Students*

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and Faculty Handbooks. In addition, through this programme, students develop an entrepreneurial, creative, and innovative mindset, becoming well-versed in international business principles.

*The Business and Management BA, study programme in Prishtina recognizes the characteristics of the position of the Universum International College in Prishtina, with a high international potential. The ET had access to 14 MOU developed at an institutional level and other 17 partners for the business area were provided as additional document. Several times, during the site visit, the collaboration with the Arizona State University was mentioned as being of high interest to the current and prospective local students (**Meeting with the management of the faculty and Meeting with the students**).*

*The intended learning outcomes of the Business and Management BA, study programme in Prishtina are in line with the institutional mission. The learning outcomes ensure that graduates are well-equipped with the knowledge, skills, and competencies needed to perform in the modern, digitalized, and globalized business world. The description of each of the 6 learning outcome and the mission is included in SER (**SER, pages 16-17**). However, the learning outcomes could be simpler communicated on the webpage where the Business and Management BA programme is described.*

The Business and Management BA study programme in Prishtina is delivered based on a need analysis conducted by the institution and a summary of the market research evidence was provided to the ET as an additional document. The analysis refers to - desk research mainly focused on labour market needs; survey conducted with High School Students aimed to determine preferences for field of studies and Career Orientation; survey to analyze influence of Arizona State University Partnership with Universum International on student's enrolment decision at the institution.

*The SER explains the number of students that is requested which is of 250. The justification is based on the new campus facilities, and the Prishtina existing facilities, having a combination of large and mid-sized classrooms which ensure flexibility for various teaching methods, including lectures, group projects, and practical exercises (**SER, pages 39-40**). A more extended rational argumentation of the optimal number of students which could be enrolled should take into consideration not only the facilities, but the perspectives regarding the high school graduates and the employability dynamics in the field of business.*

*Facilities and equipment dedicated for the implementation of the Business and Management BA in Prishtina are capable to cater the number of students intended to be enrolled. The justification is based on the existing spaces and on the new campus facilities designed to enrol up to 400 students for 2 study programmes – the Business and Management BA and the Fashion Design BA (**SER, page 39**).*

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

*The Business and Management BA study programme in Prishtina is subject to several procedures and mechanisms to address plagiarism, academic dishonesty, and other forms and types of discrimination. The software used is Turnitin for plagiarism detection, and the institution has set a threshold of 10% similarity for all submissions (**SER, page 30, Meeting with the management of the facult**y). In addition, the outcome of these evaluations is reviewed by the Ethics Committee, which meets quarterly to analyse cases and set up effective measures. Additionally, a clear description of the academic integrity policy in included in the Academic Policies and Procedures Handbook and Student Handbook (available at: https://universum-ks.org/en/rregullore/).*

*The Academic Policies and Procedures Handbook stipulates that several academic sanctions can be adopted; the sanctions applied will depend on factors such as the strength of the evidence, the severity of the misconduct, the student's previous conduct record, and their attitude toward the misconduct (**The Academic Policies and Procedures Handbook, page 30**). In the student Handbook, such acts are considered academic misconduct and are susceptible to generate disciplinary action; related cases, such as the attempted theft of academic records or exams, may incur additional disciplinary sanctions (**Student Handbook, page 18**). In addition, the institution has the Regulation on Fighting Corruption and Bribery which apply to all related forms of misconduct within education, research, and administration ((available at: https://universum-ks.org/en/rregullore/).*

*Several ethical standards are in place governing teaching and research at the Business and Management BA study programme in Prishtina and all students, lecturers and other stakeholders are acquainted with them. For example, in the Faculty Handbook, it is stipulated the need of a role model and of a professional behaviour; professors are expected to behave in a professional manner and adhering to professional and ethical norms in their interactions with students (**Faculty Handbook, page 10**). Moreover, students have access to information in the syllabi, referring to: behaviour and standards in the Universum International College, rules to be followed, academic honesty and integrity assurance (**12 Syllabi sent as Additional documents**).*

The Universum International College has adopted a Regulation on Local Stakeholders and Outreach and this focuses on transparency, inclusivity, and accountability related to stakeholder engagement. Therefore, ET considers that the mechanisms for monitoring any potential unethical behaviour of students, lecturers and other stakeholders involved in the Business and Management BA, study programme in Prishtina are efficient, regularly implemented and disseminated among all relevant groups (available online at

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*https://universum-ks.org/en/rregullore/). In addition, a student complaint document and a grade complaint document were provided as evidences, as additional documents, to the ET about the schedule in the programme delivery in Prishtina. During the site visit, it was revealed that the institution did not face difficult unethical cases (**Meeting with the management of the faculty**).*

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

*All policies, regulations, terms of reference, and statements of responsibility regarding the program management and delivery are reviewed at least once every two years and amended as necessary in the circumstances of the change (**Meeting with the programme holders**). A minute of the Curriculum Development committee was provided to the ET as an additional document, showing the approval for course enhancement and approval of the final lists of courses, especially in the context of the cooperation with the Arizona State University.*

In the process of the Business and Management BA programme in Prishtina delivery, ethical norms and government policies with respect to data protection and the privacy of the students are considered. The Universum International College has the Policy for Maintaining Confidentiality in place (adopted in 2024) with the scope to ensure that all students at UNI - Universum International College understand and adhere to the principles of confidentiality when handling sensitive information related to fellow students, faculty, staff, and institutional matters.

*Students and staff of the Business and Management BA study programme in Prishtina are directly involved in providing information to support development of the programme. For example, the institution organised focus groups with students to identify specific needs on student perspectives on ASU services and initiatives and follow-up actions were generated (**SER, page 59**). In addition, students provide information with the occasion of data collection – overall student satisfaction survey; student satisfaction on teaching survey etc (**Quality Control for Online Courses**).*

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

*The Academic Council has the right and the obligation to draft, modify and control the plans and programmes of studies at the "Universum" College (**Rregulloren për Organizimin dhe Punën e Këshillit Akademik, article 2**). The institution has a policy on fees for administrative services to students and ensures adequate and efficient administrative staff and budgetary*

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*support (**The discussion with the quality assurance representatives and the administrative staff**).*

*The Business and Management BA study programme in Prishtina has sufficient administration to support the teaching and learning needs of students and academic staff. Processes are digitalized and transparent, the ET being capable to observe the institutional evidence during the site visit. Moreover, the Academic Program Internal Reports are elaborated with the contribution of the Dean, Director of the Program, Program Coordinator, and the administrative staff, being organised weekly meetings to evaluate the data gathered by professors and administration (**SER, page 53**).*

The administrative staff engaged in the delivery of the Business and Management BA study programme in Prishtina is subject to a professional development; during the site visit, the dialog with the quality assurance representatives and the administrative staff revealed that the administrative staff had specific trainings on how to become more productive and on the KPIs and students' retention.

Most of the training programmes provided in SER are dedicated to the academic staff – from better understanding the importance of different digital tools, to pedagogical issues and research topics. However, the management of the Universum International College could develop a more visible and impactful training for the administrative staff involved in the programme delivery.

Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)

*The recommendations for improvement of the Business and Management study programme in Prishtina have been considered and concrete actions based on previous internal and external quality assurance processes were adopted. For example, recent developments recorded since the previous evaluation are detailed in SER (**SER, pages 294-296**). In addition, other recommendations are extracted from the surveys addressed to different stakeholders - students, staff, alumni and meetings with employers.*

As a general assessment of how the standards collectively address the overall general area of MISSION, OBJECTIVES AND ADMINISTRATION, the ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 1.4. Suggested timeline to implement the recommendations for this standard area: 1-6 months.

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ET recommendations:

1. *Make the learning outcomes publicly available where the study programme is described (at: https://universum-ks.org/en/courses/ba-ne-biznes-dhe-menaxhment/);*
2. *Extend the rational argumentation (the calculation) of the optimal number of students which could be enrolled taking into consideration not only the facilities, but the perspectives regarding the high school graduates and the employability dynamics in the field of business;*
3. *Elaborate a formal plan for the development of the administrative staff involved in the programme delivery, including – themes, hours/days of training, number of participants, month of the training delivery; training actions are already in place, and a plan will make all of them more visible and impactful.*

2. QUALITY MANAGEMENT

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

*The Universum International College has established an internal quality assurance system in line with national regulations and ESG; the ET appreciates the comprehensive description of the quality cycle from planning to acting (**SER, pages 43-48**), with a clear focus on the continuous improvement principle in all areas. The dialog with the quality assurance representatives revealed the importance of internal development based on best practice exchange, especially from ASU, some of the examples mentioned during the site visit being - the chat box, the rubrics system, the blended learning alternative and the many trainings provided to the academic staff .*

The Universum International Colleges has a quality assurance policy called RREGULLORE PËR SIGURIMIN E CILËSISË; this policy defines quality assurance instruments, processes, and duties and responsibilities of parties within the institution that will be involved in these processes to achieve institutional objectives. The ET is reserved in considering that this document covers also all aspects related to the delivery of the study programme; in addition, this document is not publicly available at the date of the visit, at least not in the webpage where all regulations are updated (https://universum-ks.org/rregullore/ or https://universum-ks.org/en/rregullore/).

The institution has several internal quality assurance procedures which applies to the Business and Management BA study programme in Prishtina, for example: The Regulation for Quality Assurance (RREGULLORE PËR SIGURIMIN E CILËSISË); The Regulation for the Commission for the Evaluation of Teaching Methodology at the University (Komisioni për

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vlerësimin e metodologjisë së mësimdhënies në universitet); Quality Control Measures for Online Courses; REGULATION ON PROCEDURES AND RULES FOR CONDUCTING EXAMS AT THE UNIVERSITY COLLEGE ''UNIVERSUM''(RREGULLORJA PËR PROCEDURAT DHE RREGULLAT E MBARVAJTJËS SË PROVIMEVE NË KOLEGJIN UNIVERSITAR ''UNIVERSUM'').

The Business and Management BA study program in Prishtina is supported by the institutional quality assurance unit, where the coordinator does not have teaching obligations; together with other interested parties, especially with the dean of the faculty, the programme is monitored. In addition, teaching quality at the Business and Management study programme in Prishtina is monitored by the Committee for the Evaluation of Teaching.

*The Business and Management BA study programme in Prishtina is following several practices for concrete actions, such as: identification of goals based on feedback from stakeholders; implementation of improvement strategies and initiatives involving faculty, committees, and administrative units; evaluation of the effectiveness of improvements using established metrics and tools; addressing gaps identified during evaluations by refining policies, curricula, and operational practices. All these actions follow the cycle for continuous improvement (PDCA) (**SER, pages 43-47**).*

*The Business and Management BA study programme in Prishtina is developed on the basis of the Curriculum Enrichment and Full-Program Adaptation with ASU Content (**SER, pages 111-112**); this development consists of three phases, considering the following ones: Phase 1: Enriching the Syllabi; Phase 2: Adopting the Syllabi; Phase 3: Full Program Adaptation. The ET agrees these phases for the process of programme development and considers that an adequate monitoring plan for the implementation of the quality assurance procedures for the study programme, with the involvement of all stakeholders is necessary.*

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

*The development of the Business and Management BA study programme in Prishtina aligns with the institutional mission and goals. The Universum International College's mission is to support their students to become good citizens, successful & broad-minded leaders and thrive in the Revolution 4.0, the digital and globalized era (https://universum-ks.org/en/rreth-nesh/), with a focus on the following pillars: Student and Learning at the Center; Quality Improvement; Innovation and Entrepreneurship; Digital Transformation; Internationalization. At the same time, the programme alignment with the strategic goals reveals the focus on student and learning at the center, quality improvement; innovation and entrepreneurship; digital transformation; internationalisation (**SER, pages 15-18**).*

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*The Business and Management BA study programme in Prishtina underwent an adequate and transparent internal quality assurance process and was formally approved by the designated strategic management bodies of the institution. The Curriculum Development Committee plays a crucial role in the adaptation and creation of new programs, curriculum enhancement, curriculum mapping, and other related academic initiatives (**SER, page 24**). Other responsibilities include different bodies, such as: Dean of Faculty; Program Coordinator; Quality Assurance Unit (QAU) Coordinator (**SER, page 34, Meeting with the programme holders**). Another mechanism which ensures the quality management is the Center for Excellence in Learning and Teaching (**SER, page 43**).*

*The process for the development and approval of the Business and Management BA study programme in Prishtina is well-defined and includes internal and external stakeholders. Effective data are collected from different university stakeholders, including students, faculty, and administrative staff (**SER, pages 44**). The collaboration of the institution with the employers of graduates is important and the discussions during the site visit revealed that companies' representatives were satisfied by the knowledge, skills and competences of their employees who graduated from the Business and Management BA study programme in Prishtina.*

*At the Universum International College, effective Key Performance Indicators (KPIs) measure student performance, faculty engagement, and operational efficiency. Key performance indicators for monitoring the quality of the study program delivery are defined, and the achievement of these indicators is monitored on a regular basis. The programme has 21 KPI developed and they are listed adequately (**SER, pages 47, 147, Additional document: 7. Analysis and Action Plan for the Business and Management**)*

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

*The Business and Management BA study programme in Prishtina undergoes regular changes based on the needs of society. Three key market research activities are conducted to validate the continued need for the BA in Business and Management Program at Universum International College, which include: 1. Desk research mainly focused on labor market needs; 2. Survey conducted with High School Students aimed to determine preferences for field of studies and Career Orientation; 3. Survey to analyze influence of Arizona State University Partnership with Universum International on student's enrolment decision at our Institution (**Brief of Report of evidence on the market research need analysis and the fundamentals, as additional document**). Moreover, the ET received as additional document the Comprehensive Analysis Report and Action Plan for the study program Business and Management for Winter*

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Semester 2024-25, document elaborated by the QA Unit; it includes concrete action plan for improvement.

*The study programme undergoes regular checks to establish whether the estimated workload (ECTS) allocation of students and the defined learning outcomes are achievable, realistic, and adequate. According to SER, an annual review of ECTS allocation is conducted to ensure alignment with actual student workload and learning outcomes (**SER, page 154**). However, the programme overview included in SER (pages 156-160) could have benefit from this review process, as some gaps have been identified by the ET, for example – only one elective in semester III and 42 ECTS, 32 ECTS semester I etc. These have been discussed during the site visit. However, the ET accepts that the curriculum publicly available at: https://universum-ks.org/en/courses/ba-ne-biznes-dhe-menaxhment/ is clearer. In addition, there is a predominant allocation of 6 ECTS to the majority of the subjects, and it is difficult to consider that students have to allocate a similar effort to so many different subjects.*

*Different stakeholders (students, staff) are involved in the evaluation processes of the Business and Administration BA study program in Prishtina. This process include questionnaires, focus group discussions and the outcome is considered in the action plan for further development of the programme (**Additional document 7**). The ET could not identify an effective report based on the survey addressed to alumni or to employers of graduates. Data are collected, but mostly about employability (In the 2023 alumni survey analysis, it was found that 70% of the alumni were employed in their field of study – SER, page 55). However, companies' representatives have different opportunities (event) to express their opinion on the graduates' level of knowledge, skills and competences.*

*The Universum International College has several questionnaires developed to be used in collecting data – Overall Students Satisfaction Survey; Student Satisfaction with Teaching Survey; Exit Survey etc. Other mechanisms include Focus Groups Process; Form used for the Evaluation of Academic Staff by the Committee for the Evaluation of Teaching Methodology (**SER, page 65**).*

The student practice is an integral part of the Business and Administration BA study programme in Prishtina, being of 240 hours. The institution has a regulation for practice, but this is not for the field of business and management (Meeting with the quality assurance representative and administrative staff, RREGULLORE MBI PROCEDURAT E PRAKTIKES LABORATORIKE DHE VLERESIMI I STUDENTEVE). This document refers to the identification of laboratory practice, the rules and responsibilities of students, as well as other issues for the assessment of students in the practical part. In addition, the quality of student practice for the field of business and management is clearly defined in the syllabus.

The complex collected information is analysed and concrete actions are taken to ensure that the Business and Management BA programme in Prishtina is up to date. An additional document is considered as evidence – the Comprehensive Analysis Report and Action Plan for the study program Business and Management, Winter Semester 2024-25; this document include recommendations for the Curriculum Enhancement and Course Delivery; Faculty Development and Teaching Methodologies; Student Engagement and Communication; Assessment and Evaluation Practices.

The results of the monitoring processes and the resulting action plans are communicated internally to the interested parties. The ET accepts that the Action Plan is communicated to the staff and students through the institutional platform (not on the general webpage). This document could benefit from more visibility to all stakeholders' categories if it had been published on the general webpage (or a synthesis of the document), at least from the perspective of the main improvements received as feedback from stakeholders.

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

Different regulations related to the study programme have been provided to the ET – They are available to staff and students through the internal communication system (platform), not publicly available where other regulations are published: https://universum-ks.org/en/rregullore/. Some information on the study programme are publicly available, but not policies at: https://universum-ks.org/en/courses/ba-ne-biznes-dhe-menaxhment/; these aspects are: general overview of the programme, employment opportunities after graduation, curriculum content, enrollment requirements and how to get in touch as a potential candidate with the staff managing the Business and Management BA study programme.

Information about the study programme available at: https://universum-ks.org/en/courses/ba-ne-biznes-dhe-menaxhment/ could be extended with description about admission criteria (not only documents required for the application), recognition of qualifications, enrolment quotas for the coming year, syllabi, learning outcomes, assessment methods, and final qualification. This would extend communication to prospective students. The ET appreciates the possibility of the interested parties getting in touch with the staff managing the programme by filling the request available at: https://universum-ks.org/en/apliko/.

*Information on passing rate, dropout rate, and graduate employment is not publicly available at the date of the site visit. However, the ET had access to this information. For example, the drop-out rate for the Business and Management BA study programme in Prishtina has decreased from 9. 51 % in 2022-2023 to 5. 75 % in 2023-2024; as for the alumni employed in their field of study, the percentage is of 70 % for 2023 (**SER, pages 55, 64**).*

The publicly available information on the Business and Management BA study programme in Prishtina is accurate, reliable, and objective. The ET considers it could be further on detailed with the abovementioned information.

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As a general assessment of how the standards collectively address the overall general area of QUALITY MANAGEMENT, the ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 2.1 and 2.4. Suggested timeline to implement the recommendations for this standard area: 6-9 months.

ET recommendations:

1. *Make sure that the quality assurance policy covers all aspects related to the delivery of the study programmes and make it publicly available;*
2. *Develop a concrete formalised monitoring plan for the implementation of the quality assurance procedures for the Business and Management BA study programme in Prishtina, (involve all stakeholders in the plan revision). Such a plan could include – programme goals, indicators (targets and current values); responsibilities; calendar (with annual actions or action to be considered every two years); all stakeholders participation in the continuous revision;*
3. *Create a mechanism for a double check of the ECTS, to establish whether the estimated workload (ECTS) allocation of students and the defined learning outcomes are achievable, realistic and adequate; subjects should reveal different ECTS allocation (create a team to check at the faculty level, different from the institutional body);*
4. *Make sure you formalize the survey addressed to the alumni and employers' of graduates and create a report on their feedback;*
5. *Create a regulation for the practice of students in the field of business and management (it can be developed at the faculty level and then approved at an institutional level);*
6. *Make sure that the action plans (such as the Comprehensive Analysis Report and Action Plan for the study program Business and Management, Winter Semester 2024-25) are publicly available to all stakeholders (not only internally available to the staff and students on the platform);*
7. *Make all policies, regulations and guidelines pertaining to the study programme publicly available on the institutional webpage (not only on the internal system where staff and students have access);*
8. *Add information about the study programme at: https://universum-ks.org/en/courses/ba-ne-biznes-dhe-menaxhment/ about admission criteria (not only documents required for the application), recognition of qualifications, enrolment quotas for the coming year, syllabi, learning outcomes, assessment methods, and final qualification;*

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9. *Make the relevant information on passing rate, dropout rate, and graduate employment publicly available (probably at the programme overview webpage).*

3. ACADEMIC STAFF

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

Universum International College ensures transparency in its recruitment processes by advertising academic vacancies across multiple platforms, including its official website and national job portals. This approach attracts a diverse pool of candidates, both locally and internationally, fostering a competitive selection environment. The evaluation team (ET) found that the recruitment process is governed by clear internal regulations and objective procedures. Selection committees, comprising experienced faculty members, oversee the evaluation of applicants. Detailed records of vacancy announcements, committee compositions, and final decisions are meticulously maintained, ensuring accountability and transparency.

*During the interviews with the personnel, it became clear that the selection processes are aligned with the institution's needs and comply with national legislation. By assessing the evolving requirements of the Business and Management programme, the college ensures that the most suitable candidates are appointed to support its academic objectives. Applicants are provided with detailed information regarding job responsibilities, codes of conduct, and employment terms. This transparency from the outset fosters a culture of professionalism and mutual respect between the institution and its staff (**SER, 2024, p. 69**)*

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

According to the SER, the programme boasts a team of highly qualified academic staff, with a significant number holding doctoral degrees or equivalent qualifications. Their expertise closely aligns with the subjects they teach, ensuring that students receive instruction informed by the latest research and professional practices. At the interviews with the faculty, it became clear that the institution adheres to legal standards to prevent faculty overcommitment. Full-time and part-time teaching roles are managed effectively, ensuring that academic staff can fulfill their responsibilities without being overextended. Workload limits are strictly observed, allowing faculty members adequate time for teaching, mentoring, research, and professional development. This balance is benchmarked against European standards to maintain academic excellence.

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*After observing the documents provided by the higher education institution it became apparent that more than 50% of the teaching staff in the programme are full-time employees of Universum International College. This ensures continuity, commitment, and a stable learning environment for students. The institution employs at least one full-time academic staff member with a doctoral degree per student group for every 60 ECTS, meeting national accreditation requirements and strengthening the programme's academic foundation (**SER, 2024, pp. 70-72**).*

The academic staff ratio is approximately 1:30. All staff members possess qualifications pertinent to the subjects they teach. Detailed curricula vitae and professional portfolios demonstrate a clear alignment between their academic backgrounds and teaching responsibilities (Staff CVs). The examination of the documents provided by the HEI made clear that the faculty workloads comply with national laws and internal policies, ensuring a fair distribution of duties across teaching, research, and administrative obligations. The teaching workload is structured to allow sufficient time for personal development and administrative tasks. Faculty members receive support to achieve a harmonious balance among these responsibilities. Qualified mentors are available to guide students through coursework and final thesis projects. The mentoring system is integral to the institution's academic support strategy, enhancing student success and satisfaction.

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

*At the interviews with the interested parties, the ET learned that the advancement and reappointment of academic staff at Universum International College are governed by transparent procedures rooted in merit-based assessment. Staff are evaluated based on predefined criteria, including teaching quality, research output, mentorship, participation in institutional activities, and service to the academic community. Regular performance appraisals contribute to fair and evidence-based decisions regarding contract extensions and promotions (**SER, 2024, p. 77**).*

Academic promotions are based on achievements in key areas such as international research publications (e.g., in Scopus and WoS), acquisition of competitive research funding, successful supervision of student theses, and involvement in mobility or capacity-building projects. The College incentivises staff to pursue academic excellence by recognising and rewarding both quantitative and qualitative outcomes. Universum systematically integrates student feedback and peer review into its performance evaluation system. Students complete course evaluations each semester, which are reviewed by programme coordinators and academic leadership.

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*These evaluations, combined with collegial peer observations, inform development plans and are considered during reappointment and promotion decisions (**SER, 2024, pp. 78-79**).*

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

*The institution has implemented a structured approach to academic staff development. Each year, a staff development plan is prepared, which outlines training sessions, workshops, and professional goals for each faculty member. Participation is monitored and recorded as part of the institution's quality assurance system. The ET found that the faculty regularly engage in capacity-building initiatives, including international development programmes organised by Arizona State University and Erasmus+ partners. These initiatives enhance pedagogical skills, curriculum design capabilities, and the integration of digital tools into teaching. The institution conducts targeted workshops on assessment practices, ensuring staff are competent in constructing valid exams, rubrics, and continuous assessment strategies. This supports the consistency and transparency of student evaluation across all courses (**SER, 2024, pp. 80- 82**).*

*The interviews with the faculty indicated that they are encouraged to participate in international conferences, summer schools, and joint research projects. The College offers financial support for travel, registration, and accommodation. Staff are also released from a portion of their teaching duties to accommodate their international engagements. Training modules on European Higher Education Area (EHEA) standards—such as ECTS, learning outcomes, and qualification frameworks—are compulsory for both new and existing staff. These ensure a unified understanding of Bologna Process principles (**SER, 2024, p. 84**). However, the procedures for applying or prioritizing for the funding were not obtained by the ET.*

*The ET learned that prior to assuming teaching responsibilities, newly hired faculty members undergo a structured induction that covers the use of digital platforms, academic regulations, and best practices in student support. This onboarding process is designed to build confidence and competence. Orientation for new staff includes ethical guidelines, teaching strategies, and academic quality assurance. Mentorship is also embedded in the induction phase, with experienced colleagues guiding newcomers through institutional processes. A research support scheme is in place to build academic capacity. Faculty receive internal support to develop proposals, form research teams, and apply for funding. Regular writing retreats and research seminars are organised to foster academic output (**SER, 2024, pp. 84-86**).*

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

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Universsum collaborates with experienced external practitioners who contribute specialised knowledge from industry, government, or NGOs. These professionals bring contemporary practices and case studies into the classroom, enriching the curriculum and preparing students for real-world challenges. External lecturers receive orientation and ongoing guidance to ensure alignment with institutional academic standards. They are introduced to syllabi design, assessment policy, and learning outcomes at the beginning of each academic year (Universsum SER, 2024, pp. 87- 88).

As a general assessment of how the standards collectively address the overall general area of ACADEMIC STAFF, ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially the first two recommendations on 3.4 and third recommendation 3.5. The estimated timeline is 1 to 6 months.

ET recommendations:
1. *Clarify and publish the process for awarding staff development funding to ensure fair access for all personnel;*
2. *Enhance tracking and evaluation mechanisms for mentoring and induction activities to ensure their continuous improvement and long-term effectiveness;*
3. *Formalise opportunities for external staff to contribute beyond teaching, including participation in curriculum development and academic events, to further strengthen their integration.*

4. EDUCATIONAL PROCESS CONTENT

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

The Business and Management BA study programme in Prishtina has a set of 6 intended learning outcomes: PLO1 - Students will demonstrate an understanding of the management principles and their applicability; PLO2 - Students will use essential concepts and fundamental principles in the core business disciplines; PLO3 - Students will develop analytical and systematic thinking in the business sphere iss will develop analytical and systematic thinking in the business sphere; PLO4 - Students will be able to critically evaluate the complexity of business environments and to incorporate in the decision making process; PLO5 - Students will acquire integrated reasoning to identify the roots of a business problem and select the solutions; PLO6 - Students will demonstrate proficiency in communicating effectively in

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*multiple languages and different media, catering to diverse business contexts and audiences. These are adequately aligned with the institutional mission and strategic goals (**SER, pages 16-17**). The ET appreciates the effort and the adequacy of the analysis of these correlations.*

*The abovementioned intended learning outcomes are also aligned with the general goals and objectives of the Business and Management BA study programme in Prishtina, which are the following ones: To equip the students with the latest business knowledge; To prepare students to manage different business situations in a fast-paced, uncertain and changing environment; To enable students to understand the different business environments in which the organizations operate and how to apply decision-making and problem-solving; To apply quantitative analysis and reasoning to predict, assess, model, refine and forecast; To create concise and clear communication across stakeholders, and contexts. In addition, the correlation between the programme mission and goals on one hand and the learning outcomes, on the other hand has been developed after an extensive process of consultations with all stakeholders and official committees within the insitution (**SER, pages 18-20, Meeting with the management of the faculty and Meeting with the programme holders**).*

The Business and Management BA programme in Prishtina has developed the intended learning outcomes from a student perspective; they describe what a graduate of the study programme will know and will be able to do, revealing aspects of knowledge, skills and competences. The ET considers that including the learning outcomes and their description on the programme page where the overview is detailed, would be beneficial for the current and prospective students from the educational content point of view (at: https://universum-ks.org/en/courses/ba-ne-biznes-dhe-menaxhment/).

*The Universum International College has proven that it used examples of good practices in defining intended learning outcomes. Established partnerships with peer institutions have enabled the institution to conduct regular benchmarking studies, comparing curricula, and learning outcomes, and adjust align with best practices and standards. This process has been completed in the recent curriculum review and the revision of the learning outcomes (**SER, page 295, Meetings with the management of the faculty and Meeting with the programme holders**).*

*The defined learning outcomes are correlated with the level of studies. The SER contains a description of the alignment of programme learning outcomes with program objectives, and they are divided int0 knowledge, skills and competences. (**SER, pages 105-108**). In addition, cognitive skills are considered in 6 categories (**SER, page 116**).*

The Business and Management BA study programme in Prishtina has developed the intended learning outcomes in a manner that is comparable with similar study programmes in EHEA. A

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*comparison with the Business Administration Learning Outcomes at ESCP Business School in Europe is clearly provided (**SER, page 109**).*

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

*The Business and Management BA study programme in Prishtina has developed the learning outcomes in fully compliance with the National Qualification Framework and the European Qualifications Framework level descriptors. The programme's curriculum aligns with the European Qualifications Framework (EQF), ensuring that graduates are competitive in the regional and global labor markets; this correspondence contributes to increasing mobility and employability; The level of qualification according to NQF, is 6 (**SER, page 28**).*

*In addition, the intended learning outcomes of the Business and Management BA study programme in Prishtina are aligned with the level and profile of qualification gained, and they avoid overlapping across different study programme. The Business and Management BA programme in Prishtina is governed by clear policies regarding the transfer and recognition of qualifications obtained from other institutions; it is regulated that students who have completed coursework or earned degrees from other accredited higher education institutions are eligible to apply for credit transfer, allowing them to continue their education without redundancy (**SER, page 167**).*

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

The Business and Management BA study programme in Prishtina has been compared with the Bachelor in Management (BSc) program offered by ESCP Business School in the European Higher Education Area (EHEA); this analysis was dedicated to ensure that the programme meets international standards and supports graduates' mobility and employability in Europe and globally. The analysis included aspects such as: Program Structure and Core Courses, Elective Options and Specialization, Language Proficiency and Communication Skills. However, the ET identifies several gaps in the curriculum included in the SER: with few exceptions, all subjects include an a similar effort expressed in the same 6 ECTS, (which is difficult to consider feasible, as some subjects are introductory topics in the field of Business and Management, while other are more advances); there are no elective courses clearly shown, in some semester being just one elective course considered; the online version of the overview is different, where for convenience reasons, there are 5 courses of 6 ECTS each, which mean 30 ECTS / semester (which is different in SER); courses within the curriculum are provided in a partially logical flow – for example, Quantitative Methods (Mathematics) appears in the

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*webpage, but not in SER. However, the ET will consider for the current evaluation the documents provided in SER and as appendices (**SER, pages 156-160, Meeting with the management of the faculty, Meeting with the quality assurance representatives and administrative staff, Meeting with the programme holders**).*

There is no clear evidence in the provided syllabi if students must pass any previous exams / subjects to be eligible to continue with the other courses. The rules defining the order of students' progression through the programme courses should ensure that the learning outcomes of previously successfully passed courses are sufficient to meet the prerequisites of the next courses in the curriculum.

*A clear mapping of competences on course level against the program learning outcomes has been performed. Each subject is contributed to achieving at least 2 learning outcomes, while some subjects contribute to achieving all 6 learning outcomes (**SER, pages 103-105**).*

The study programme is in general, comparable with similar study programmes abroad, as abovementioned. The analysis covers some criteria, but cannot cover all aspects related to the ECTS allocation, logical flow of disciplines, courses considered as prerequisites, elective courses.

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

The Business and Management BA study programme in Prishtina is compatible with prescribed conditions defined at European and national level; a mapping of the programme content and parameters against the requirements of all relevant directives has been performed – ESG, European sand national standards. The process of developing a new programme is described and considers the market analysis based on NQF, industry, alumni, etc (SER, page 146).

*The content of the study programme has been developed based on the feedback received from specialists in the field of business and management. Several partners are listed in SER, with the scope of the partnership; for example, establishing and developing professional recognition (Statistical Office of Kosovo), internship and investigation opportunities for students (Kallxo.com) (**SER, pages 287-293**).*

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

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The Universum International College has developed a regulation for practice but this is not for the field of Business and Management. The document provided is a regulation on laboratory practice procedures and student assessment aiming to identify the laboratory practice, the rules and responsibilities of students, as well as other issues for the assessment of students in the practical part.

During the practice period, students have mentors assigned among the academic staff in the study programme. As additional documents, 2 proofs of practice in Prishtina have been provided; these documents represent a quality evaluation of the place and not a description of the activity.

The practice for students is organized in appropriate learning environments outside the higher education institution, in cooperation with the labour market organisations. A list of partnerships has been provided in SER, as national public sector partners, national private sector partners, international private sector partners, non-governmental organisations in Kosovo and at an international level. A sample of memorandum of understandings has also been provided to the ET as additional documents, being for the field of business and administration. In addition, the discussion with the stakeholders and employers' of graduates reveled their capacity to host internships and develop other forms of cooperations, such as mentoring for the career development of students and graduates (SER, page 287-293).

*A mandatory subject in semester IV is Internship Program and Career Orientation with 8 (**SER page 158**); however, the syllabus includes a different subject title: Internship and Career Orientation (**Additional document**). The ET considers that this subject is a regular subject aiming to empower students to embrace adaptability as the cornerstone of their career development, to support their training in writing a good CV and become prepared for job interviews. In addition, the syllabus is general, it includes objectives and assessment; it could be extended with specific topics for every week of classes. However, effective internship or practice of students have been revealed to the ET during the site visit, being of 240 hours (**Meeting with the quality assurance representatives and administrative staff**). This activity is not included in the curriculum or the programme overview (SER, pages 153-160).*

The delivery of the Business and Management BA study programme in Prishtina is supported by cooperation agreements, contracts, including internship scope of the partnership. The feedback the ET received during the site visit from the participants in the group of external stakeholders and employers' of graduates was that the students they hosted for internship were well prepared from both professional and transversal skills.

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

*The Business and Management BA study programme in Prishtina has a didactic concept which supports students in achieving the program learning outcomes. Clear correlations between subjects and learning outcomes are included in SER; each course is mapped to the relevant learning outcomes, illustrating how it supports the development of key competencies required in the cyber security profession (**SER, pages 103-105**).*

*The Business and Management BA study programme in Prishtina is delivered through various pedagogical methods that align with the intended learning outcomes and are adequate for the level of studies. These methods are clearly described in the syllabi. In addition, during the site visit, modern examples have been provided to the ET, for example: project based learning, technology based teaching etc. Professors had different opportunities to participate in training regarding new pedagogies (especially provided by ASU). Main modules included: Module 1: Digitally Enhanced, Blended, and Online Learning; Module 2: New Models of Classroom Engagement and Learning Effectiveness; Module 3: Assessment of Student Learning; Module 4: Continuous Improvement of Teaching Practice and Educational (**Meeting with teachers, SER, page 11**).*

Therefore, various teaching methods are used that encourage interactive and research-based learning, problem-solving and creative and critical thinking, with clearly defined instructions aligned with the learning outcomes. For example, in the syllabus of Foundations of Business and Management, the first pedagogical method is correlated with the first two learning outcomes and with specific assessment tools.

*Participants in the meeting with teacher confirmed that teaching methods are continually evaluated and adapted. Moreover, after discussing with students, teacher, at the beginning of the semester can adapt the syllabus at the students' needs (**Meeting with teachers**).*

*Teaching methods could be adapted to support a diverse student population on demand, such as students with disabilities; within Career Services, students can receive personalized advice and guidance on planning and clarifying the steps needed for their professional development (**Student Handbook**). As part of the digital transformation, the institution promotes the implementation of adaptive learning technologies and personalized feedback systems to give students more control over how they acquire information and progress through their studies. (**SER, pages 14-15**).*

*The institution is preoccupied of expanding the use of technology-enhanced classrooms equipped with interactive displays, digital tools, and high-speed internet to support blended learning and innovative teaching methods Moreover, the Cintana International Certification of Pedagogical Proficiency provides a structured training program for faculty, covering various aspects of modern pedagogy and educational technology (**SER, pages 14-15, 94**).*

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

The Business and Management BA programme in Prishtina clearly describes the relation between the overall intended learning outcomes in terms of knowledge, skills and competences and the contribution made by each individual module to achieve those learning outcomes. This correlation can be observed in the syllabi, under the section of EXPECTED RESULTS IN THIS COURSE.

Assessment methodologies which are considered for every course ensure systematic assessment of individual learning outcomes related to all relevant areas of knowledge, skills and competences as considered in the mapping; this correlation between programme learning outcomes, pedagogical method and the assessment criteria and tools is included in all syllabi.

Students participating in the meeting during the site visit confirmed that they are aware of the assessment criteria and methods, as well as grading criteria for the courses they follow; Grading and Evaluation is a section included in the Student Handbook which is publicly available at: https://universum-ks.org/wp-content/uploads/2024/11/Students-Hanbook_2024-25.pdf.

*Students' grading is objective and reliable. Each grade corresponds to a specific range of percentages that reflect the level of performance, helping to provide a clear understanding of students' achievements (**Student Handbook**). Moreover, assessment criteria and methods, as well as grading criteria, are published in Moodle/Canvas and thoroughly explained in the first class at the beginning of each semester. The institution has in place the Assessment Policy; each assessment is accompanied by a detailed rubric, which can be found in the course materials; assessment rubrics are provided in advance, and students receive constructive feedback to support continuous improvement (**Assessment Policy, Faculty Handbook, SER, page 144**).*

*Students receive timely feedback on the evaluation results. They can use the appeal procedure under specific circumstances – when the student is unclear as to why such a low grade/mark is given due to lack of or unclear feedback given by the assessor; when the student believes to have been deprived of success because the assessor has either misjudge the work or has no evidence to support the decision (**SER, page 151**).*

*The institution has the Complaints Policy in place: it outlines the process of addressing student complaints, having the aim of ensuring that all complaints are handled fairly, promptly, and transparently. In addition, the Academic Department can only take action to resolve an issue once it receives either an informal or formal complaint; an example of a grade appeal was provided to the ET as an additional document (**Compliants Policy**).*

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

*Assessment criteria used for every course reveal what students know and can do because of demonstrating the learning outcomes. Teachers adapt the assessment to the content delivered and show flexibility to be innovative (**Meeting with teachers, Meeting with students**).*

The workload of students is calculated in ECTS, assigned to all learning activities that lead to the programme learning outcomes including the learning outcomes of the program components; a new revision of the allocation between courses could improve the distribution of the ECTS, as the majority of the courses have the same number of ECTS.

As a general assessment of how the standards collectively address the overall general area of EDUCATIONAL PROCESS CONTENT, the ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 4.3 and 4.8. Suggested timeline to implement the recommendations for this standard area: 6-9 months.

ET recommendations:
1. *Publish the learning outcomes of the programme on the programme overview webpage;*
2. *Review the ECTS allocation for each subject (create a double check mechanisms) to reveal the effective learning based on defined learning outcomes and their associated workload (subjects could generate more or less than 6 ECTS, which is the current predominant number);*
3. *Decide to allocate electives (at least 2 / semester) with ECTS included in the 30 ECTS / semester; of course, if decided so, a semester could have more than 30 ECTS, but the total ECTS / programme must be of minimum 180 ECTS;*
4. *Consider subjects with a quantitative content, such as Mathematics for Economists and/or Economic Statistics (in fact, the programme considered for benchmarking include this approach - https://escp.eu/programmes/bachelor-in-management-BSc);*
5. *Consider to include in the curriculum legal issues, for example a course of Contracts and Business Law (could be an elective course);*
6. *Make sure the title of the programme is unified in all documents (in English 2 versions have been used in SER – Business and Management / Business Management);*
7. *Elaborate a regulation for the practice of students in the field of business and management, with expected learning outcomes, rights and responsibilities of all involved parties and templates for all documents necessary for completing practice;*

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8. *Develop a mentoring programme for the career development of the students and young graduates with the support of partners (as mentors);*
9. *Extend the syllabi (including the one for the Internship Program and Career Orientation) with themes for every class / week (make sure the title of the course is in all documents the same);*
10. *Include the internship / practice in the curriculum (effective practice in companies), as the faculty and the institution have the capacity to organise it for all students.*

5. STUDENTS

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

The students that the Evaluation Team (ET) met during the site visit were highly motivated, open to sharing their experiences, and eager for self-improvement. They expressed that they chose Universum International College because they believe it offers the best program of its kind in Kosovo. For many of them, the most significant factor in their decision was the College's strong connection with a university from USA, which they view as a major advantage in their academic and professional development.

The Universum International College is committed to providing student-friendly support services that promote both physical and mental wellness. As stated in the SER on page 163, the College enforces strict and well-defined admission requirements, which are made publicly accessible to all stakeholders through the official website and promotional materials. The standard minimum entry requirements for admission to the College's courses are outlined in the General Entry Requirements and detailed information regarding the admissions process is available on the College's website, social media platforms, and through in-person meetings with interested parties, as referenced on page 164 of the SER.
The admission criteria and processes are clearly and comprehensively defined, ensuring transparency and accessibility for all applicants. In line with its commitment to equity and inclusion, the College has established a Policy on Anti-Discrimination (Annex 15.1). Article 1 of this policy explicitly states that discrimination is prohibited on all grounds in the daily functioning of the College, including—though not limited to—student admissions, academic activities, and curricular or extracurricular engagements.

Finally, the College identified that target groups for the particular program are freshnamen graduated high school students, unemployed graduates, employees with degrees in different fields and employees without a degree.

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

The College has established a system for monitoring students' academic progress and providing timely assistance or counseling to those facing difficulties. This system includes the regular tracking of student progression and completion rates, with appropriate interventions implemented when necessary to support student success.

A central component of this system is the Digital Management Information System (DMIS), which was presented, during the site visit and in the SER, as a tool for monitoring student performance and identifying potential academic challenges. DMIS ensures effective tracking of all students and enables the College to take appropriate and targeted actions. DMIS also collects and stores valuable data, including student and staff background information, academic grades, financial reports, and course-specific rates. Additionally, the College has monthly teaching reports from faculty staff, which help flag students who may be struggling academically. For these students, the College proposes a range of supportive measures, including weekly tutoring sessions, one-on-one academic counseling, and other forms of personalized academic support.

To further enhance the monitoring process, learning management systems such as MOODLE and CANVAS are also used to support teaching and learning activities. Academic staff receive the results of student satisfaction surveys, which provide insight into the learning experience, while Faculties are kept informed about the overall performance of their classes. This continuous feedback loop supports a culture of academic excellence and responsive teaching practices.

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

The International Relations Office (IRO) encourages and supporting students' involvement in international mobility. During the site visit the ET team met representative from the Office. Emails, information sessions, and one-on-one advising are used for promotion of the opportunities for internalization. The management of the College during the site visit highlighted that they have the biggest number of students going on international exchanges per year comparing with the other institutions. The SER shares a total number of 504 students who have participated in outgoing mobility programs, spending one academic semester (5-6 months) at various partner universities across Europe.

During the site visit, the ET met students who went in different EU countries for an exchange. They confirmed that they received support from the International Office for identification of

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the institution where they will go, support for accommodation while there and support in the teaching and learning there. In addition, the students from this program can spent one year at the Arizona State University in USA after they will graduate at the Universum College. Furthermore, there is significant number of incoming students at the Universum International College. For them, there are Orientation Week, language support services, and housing assistance.

The Students' Handbook (attached as annex to the SER) developed in English language shared all international exchange opportunities for incoming and outgoing students. In addition, the SER on page 194 shares that the College offers courses, ranging from A1 to C2 levels which help students improve their English language proficiency, supporting them in strengthening communication, critical thinking, and academic skills. Finally, students that the ET met confirmed that they have passed through English language courses.

The level of satisfaction from the opportunities for studying abroad offered by the International Office are evaluated in the Students' survey. However, Universum College should develop specific method for collection and analysis from national students who participated in an international exchange and international students who came to study at Universum College. Plans for development of such method (Standardized Mobility Feedback Survey) is ongoing as the ET was informed by the response received after sending the report to the Universum College. Appropriate measures should be shaped afterwards aiming to improve the procedures of international exchange.

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

The students confirmed that the academic, administrative, and technical staff at the College are highly qualified. When asked about their professors, they expressed a strong and positive connection, emphasizing the approachable and supportive nature of the academic staff. Additionally, they shared a high level of satisfaction with the administrative staff, highlighting their responsiveness and efficiency.

To ensure students are well-informed about available services, the College utilizes multiple platforms, including its official website, the Digital Management Information System (DMIS), and the Students' Handbook. A wide range of student support services are offered, such as career counselling, training and workshops, networking opportunities with employers, psycho-social counselling, and alumni services. These are complemented by 15 active student clubs that provide opportunities for extracurricular engagement. Students expressed satisfaction with both the services provided and the availability of these clubs.

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The College also offers peer tutoring support for students who require additional academic assistance, and an Orientation/Induction Week is organized to help new students transition smoothly into college life.

Importantly, the College is committed to inclusion and equity by offering annual scholarships for underrepresented groups, including students with disabilities, those from low-income backgrounds, and individuals from marginalized communities.

Finally, the ET was informed about the existence of a Student Journal and an annual Student Research Conference. The conference is organized collaboratively by both students and professors, providing a platform for presenting research work. Students are actively involved in real-case research projects, enhancing their academic and practical experience.

As a general assessment of how the standards collectively address the overall general area of STUDENTS, ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially on 5.3. Suggested timeline to implement the recommendations for this standard area: 1-4 months.

ET recommendations:
1. *The College should in the next four months develop and implement a specific data collection tool for the systematic collection and analysis of feedback from both national students who underwent on an exchange and the international students coming for studies. This method should serve as the basis for identifying areas of improvement and taking appropriate measures to enhance the procedures related to international exchange within the next four months.*

6. RESEARCH

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

The Universum International College research strategy is rooted in its mission to foster applied, innovative, and impactful knowledge creation. The Business and Management programme aligns its research priorities with national development goals and market needs. Key areas of focus include entrepreneurship, SME development, and digital transformation in Kosovo. The strategic plan encourages faculty and students to produce work that directly contributes to social and economic advancement. Ethical research practices are embedded

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*into institutional culture through formal policies and training. Staff are introduced to research ethics during onboarding and are expected to adhere to principles of honesty, transparency, and accountability in all scholarly activities. Ethical oversight is ensured through review mechanisms and departmental monitoring procedures (**SER, 2024, p. 198**).*

*During the interviews with the management and faculty, it became clear that the HEI allocates financial, infrastructural, and human resources to support research activities. This includes funding for participation in academic conferences, access to international databases and journals, and a supportive environment for interdisciplinary and applied research projects. Faculty also receive administrative support when applying for external grants or participating in joint research ventures (**SER, 2024, p. 199**).*

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

*The ET learned that the staff across the programme actively engage in producing scientific research, contributing to academic journals, conference proceedings, and applied consultancy reports. These research activities are documented and reviewed annually, forming part of performance evaluations. The applied nature of staff research enhances the relevance and quality of the teaching provided. Academics are supported and encouraged to share their research internationally through participation in regional and global conferences. Collaborations with Arizona State University and Erasmus+ partners facilitate staff exchange and exposure to global academic networks, elevating the institution's research profile (**SER, 2024, pp. 200-201**).*

*The institution ensures that all staff teaching in the professional bachelor's programme meet the minimum legal academic qualification of a Master's degree, with the majority holding PhDs. In addition to academic credentials, many faculty possess practical experience, enhancing their ability to conduct relevant and contextualised research (**SER, 2024, p. 202**).*

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

The HEI maintains a strong ecosystem of partnerships with industry, civil society, and public sector institutions. Faculty engage in collaborative research projects that address real-world business problems, often in cooperation with SMEs and development organisations. These partnerships result in the co-creation of knowledge and innovation. Staff regularly co-author research with colleagues from domestic and international universities. Mobility and cooperation projects foster cross-border research output and knowledge exchange. These

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*initiatives are supported through institutional agreements and staff development plans. The College has formed long-term strategic agreements with organisations such as the Kosovo Innovation Hub and international academic consortia. These collaborations offer funding opportunities, innovation platforms, and interdisciplinary project development for both staff and students (**SER, 2024, p. 204**).*

The interviews with the parties highlighted that the knowledge and technology transfer are embedded in the institution's mission. Examples include student incubator projects, staff consulting roles, and collaborative digital innovation workshops. The College has institutional mechanisms to ensure research findings are communicated to stakeholders and used in practical settings.

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

*In the SER it is indicated that the faculty integrate their research into classroom activities, utilizing recent publications, empirical data, and applied case studies to enhance student learning. However, after observing the teaching courses obligatory literature, the evidence was mere. Students are actively involved in faculty-led research projects and are encouraged to conduct original work in their final year theses. These projects often address local business challenges, thereby enhancing the social relevance of student research while developing analytical and methodological skills (**SER, 2024, p. 206**).*

*The programme emphasizes the development of research skills from the first year. Courses in methodology, data analysis, and academic writing are integrated into the curriculum. By the final year, students are well-prepared to engage in structured and supervised research projects that meet academic standards (**SER, 2024, p. 206**).*

As a general assessment of how the standards collectively address the overall general area of RESEARCH, ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators, especially the first two recommendations on 6.4 and third recommendation 6.3. The estimated timeline is 12 months.

ET recommendations:
1. *Strengthen the documentation and visibility of research outputs in course materials, including clear links between faculty publications and teaching content;*
2. *Provide further training and resources to support research integration into teaching to ensure consistent application across all modules;*

3. *Continue supporting strategic partnerships and incentivise staff participation in interdisciplinary and collaborative research projects to sustain momentum and institutional impact.*

7. INFRASTRUCTURE AND RESOURCES

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

The College is committed to creating spaces that empower students to practice, research, engage, learn, and succeed. The institution continuously invests in its facilities and educational design to deliver on the high-quality learning experience it promises. As highlighted in the Self-Evaluation Report (SER, page 213), the Board of Trustees ensures the allocation of sufficient financial resources to support the long-term sustainability of programs. These investments cover human resources, equipment, and infrastructure necessary for maintaining high academic standards and student success. But there is an opportunity for requesting for a certain investment by staff, students (through organized bodies), senior management, and Board of Trustees.

*Each academic program operates within an integrated budget structure, where expenditures are shared across departments. This approach promotes financial sustainability and helps to minimize redundant costs, ensuring that resources are used efficiently without burdening students financially (**SER, page 213**).*

*The students' satisfaction from the learning environments (lecture halls, laboratories, library, reading spaces, technology) are evaluated regularly in the Overall Student Satisfaction Questionnaire filled in once in a semester (**Student Satisfaction Questionnaire, Annexed to the SER**).*

Finally, students confirmed that the current facilities meet their needs, supporting their academic and extracurricular activities effectively.

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

*The College offers a rich and well-resourced library, featuring literature in both Albanian and English (**SER, page 217**). The collection includes a wide range of up-to-date reference books, academic journals, periodicals, newspapers, magazines, and e-journals, ensuring students have access to relevant and high-quality academic materials. In addition, the library is supported by a computer lab with internet access, providing a conducive environment for research and study (**SER, page 217**).*

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To further enhance academic resources, the College has invested in subscriptions to leading electronic libraries, including EBSCO, GALE, and Oxford Scholarship Online, which offer comprehensive coverage aligned with program-specific requirements.

During the site visit, the College management reaffirmed their commitment to growth, expressing their willingness to expand the campus and double the student capacity in the future. This demonstrates a forward-looking approach to institutional development and student access.

Students also expressed satisfaction with the library facilities, acknowledging the value and support it provides in their academic journey.

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

The SER presents a clear and well-structured Program Financial Plan for the period 2025– 2029. According to this plan, the College anticipates increase in the revenues over the next four years, with a notable contribution from international students expected in the 2028/2029 academic year. While these financial projections are encouraging, it is recommended that the College develop a concrete and actionable strategy to attract and enrol international students, ensuring these targets are met in alignment with program sustainability goals. Furthermore, the financial plan does not reflect any funding from externally financed projects, nor from cooperation with business partners or the local community. On the other side, the SER outlines extensive participation in Erasmus+ mobility projects and active international academic cooperation, including 25 international projects in which the College is either a partner or lead institution.

The College also demonstrates strong connections with the industry through five modes of engagement, as detailed in the SER (page 293): 1) Dual study programs; 2) Co-op initiatives; 3) Professional training via the Business Science Academy; 4) Marketing research collaborations and 5) Digital transformation projects. These forms of collaboration have been highly praised by industry representatives during the site visit, who emphasized the College's reputation and effectiveness in fostering practical, real-world partnerships. The ET observed that this collaboration is widely regarded as one of the College's key strengths.

Nonetheless, the College lacks a monetization strategy to convert these collaborations into tangible financial benefits. Plans for development of a Revenue Generation Framework are underway as ET learned from the Universum International College's response to the ET's report. The existing cooperation with the industry and institutions at both national and local levels is not currently reflected in the financial structure. Therefore, the ET recommends that the College develop a monetization plan that leverages these partnerships to generate

additional revenue. These funds could then be reinvested into the academic programs, supporting further development and innovation.

As a general assessment of how the standards collectively address the overall general area of INFRASTRUCTURE AND RESOURCES, ET appreciates an adequate level of compliance to the standards and formulates recommendations, considering that further attention should be put on all standards and indicators.

ET recommendations:
1. *The College should develop a comprehensive monetization strategy in the next year to effectively leverage its partnerships with industry and external institutions. This strategy should aim to generate additional revenue streams, which can be reinvested into academic programs to support their continuous development, innovation, and long-term sustainability.*

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Conclusion of the ET

*The ET appreciates the efforts of the people involved in the process of organization the site visit contributing to providing answers and offering insights to all the issues that were raised. The academic staff and the heads of the **Business and Management, BA study programme, Prishtina Campus** have a lot of potential to contribute to the establishment of a quality culture at the programme level. However, some recommendations have been formulated for the standard areas.*

The ET strongly recommends that decision-making process regarding the programme should pay attention to all recommendations related to the 7 standard areas. The improvement process can be planned internally at the programme level and faculty level. In relationship to regulations / decisions that still need to be in place at an institutional level, the heads of the programme and the management of the faculty can work with the institutional offices to have them in place to achieve an adequate delivery of the programme. The ET appreciates that previous recommendations of the ET have been considered for the programme development.

It is important to analyse the possibility of the management of faculty to be equally present in both campuses (Prishtina and Ferizaj) and to identify the competitive advantage of each programme in different campuses; if they enrol separately, it means there is a differentiation between them. Please, consider to provide more specific arguments in future analysis and make this more visible on the institutional webpages, for every programme (at present, the website does not show visible enough that there are two programmes of Business and Management, BA, in two campuses).
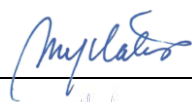
Most of the recommendations can be considered within a short period of time. ET strongly considers that the heads of the Business and Management BA study programme, Prishtina Campus have the capacity to implement most of the recommendations or at least to start the process for having the improvement process started.

Overall Compliance level: Substantially Compliant

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

In conclusion, the expert team recommends accrediting the bachelor study programme **Business and Management BA, Prishtina Campus** for a duration of three years with a total number of **200 students** to be enrolled in the programme each year.

Expert Team

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Member	**Prof. Tornike Khoshtari**		20.03.2025
Member	**Marija Vasilevska**		20.03.2025
	(Print name)	*(Signature)*	*(Date)*