



**Republika e Kosovës**  
**Republika Kosova - Republic of Kosovo**  
Agjencia e Kosovës për Akreditim  
Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency



**Care and Social Welfare, BA**

**Fama International College**

## **FINAL REPORT OF THE EXPERT TEAM**

*March 12, Prishtina*

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## INTRODUCTION

### Sources of information for the Report:

- *Self-evaluation report (SER)*
- *Other documents provided by Fama International College*
- *Interviews*
- *On-site visit*

### Criteria used for institutional and program evaluations

- *Kosovo Accreditation Manual*

### Site visit schedule

| Program Accreditation Procedure at Fama International College |   |
|---|---|
| Program:  | Care and Social Welfare, BA   |
| Site visit on (hybrid):                                       | <b>25 February 2025</b>   |
| Expert Team:  | Prof. Dr. Milan Pol, Masaryk University, Czech Republic<br>Prof. Dr. Stavros Parlalis, Frederick University, Cyprus<br>Ms. Marija Vasilevska, Cyril and Methodius University in Skopje, Northern Macedonia (student expert) |
| Coordinators of the KAA:                                      | Naim Gashi, General Director<br>Olsa Ibrahim, Officer   |

### Site Visit Program

| Time                 | Meeting  | Participants  |
|----------------------|--|---|
| <b>09:00 – 09:50</b> | Meeting with the management of the faculty where the programme is integrated (joint meeting) | Prof. Ass. Bedri Drini<br>Prof. Ass. Fitim Shishani<br>Prof. Ass. Elvin Meka<br>Prof. Ass. Nysret Demaku<br>Prof. Ass. Drton Maliqi       |
| <b>09.55 – 10.35</b> | Meeting with quality assurance representatives and administrative staff (joint meeting)      | Quality Assurance Office<br>Driton Zeqiraj, General Secretary<br>Gjelal Maloku, Finance Director<br>Valentin Rrasaj, Head of Logistics/IT |

|                      |  |  |
|----------------------|--|--|
| <b>10:40 – 11:40</b> | Lunch break  | Restaurant Pishat,<br>Prishtine  |
| <b>11:50 – 12:30</b> | Visiting Facilities  |  |
| <b>12:30 – 13:20</b> | Meeting with the heads of the study program                                    | Prof. Driton Malijichi<br>Prof. Ass. Avni Rudaku<br>Prof. Ass. Agron Rustemi<br>Prof. Fleura Shkempi                                 |
| <b>13:20 – 14:00</b> | Meeting with teaching staff  | Prof. Fleura Shkempi<br>Prof. Avni Rudaku<br>Prof. Valbona Habili  |
| <b>14:10 – 14:50</b> | Meeting with employers of graduates and external stakeholders (joint meeting)  | Valon Zeqiraj<br>Dhurata Azemi<br>Florian Petani<br>Valdrin Olluri   |
| <b>14:50 – 15:00</b> | Internal meeting of KAA staff and experts                                      |  |
| <b>15:05 – 15:10</b> | Closing meeting with the management of the faculty and program (joint meeting) | Prof. Ass. Bedri Drini<br>Prof. Ass. Fitim Shishani<br>Prof. Ass. Elvin Meka<br>Prof. Ass. Nysret Demaku<br>Prof. Ass. Driton Maliqi |

### **A brief overview of the program under evaluation**

*The bachelor program Care and Social Welfare is a newly proposed program which Fama International College (FIC) submitted for accreditation after achieving institutional accreditation recently.*

*The program was developed with the ambition to respond to perceived labor market needs, both in Kosovo, and abroad, and the expert panel agreed that it is solidly prepared.*

*Overall, according to the expert team, the program meets all seven accreditation standards. Standards 1 and 2 are evaluated as fully compliant, and standards 3, 4, 5, 6 and 7 are evaluated as substantially compliant.*

*The College has a solid potential to realize the program Social Care and Welfare (BA).*

## PROGRAM EVALUATION

*The program evaluation consists of 7 standard areas through which the program 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)**

*On the website of the College the mission statement is formulated in three sentences: (1) To provide excellent teaching, professionals and entrepreneurial development; (2) To create opportunities for scholars and graduates to build world class businesses; (3) To provide educational opportunities for individuals who wish to develop themselves.*

*According to the SER, the profession of social worker is “a practice-based and academically disciplined profession that promotes social change, social cohesion, and the empowerment and liberation of people” (SER, p. 6). Social justice, human rights, collective responsibility, and respect are fundamental here.*

*The Fama International College emphasized strategic objectives of the program under the evaluation. They are as follows: application of general social work knowledge and skills; development of critical and integrative understanding; practicing ethical values of the social work professional development of necessary skills for successful service application; building human capacities for quality teaching and research activities; and offering quality study programs relevant to the job market and social development.*

*The mission statement is publicly available (Statute of the College, the website – when the website is working).*

*This can be assumed that the study program Care and Social Welfare (BA) is in line with the Fama International College's mission and strategic goals, and also with the needs of society. Since the program is not yet formally existing, it is not made fully available to the public.*

**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 issues of ethics are dealt with in two documents of Fama International College, namely the Code of Ethics and the Code of Ethics for Scientific Research. The Code of Ethics deals with the theme in 14 articles. This document elaborates on the purpose, core values, principles, main rules for the staff, main rules for the students. Also, this document defines the Ethics Committee, membership in it, responsibilities of this committee. And further, it also deals with appeals, disciplinary procedures, sanctions, and more.*

*Also, the anti-plagiarism software Turnitin is planned to be used by the institution in relation to the program realization. Possible cases of plagiarism are planned to be dealt with by the Ethics Committee.*

*The program is not yet existing, and therefore the institution is in the stage of planning how to inform students, staff and other stakeholders about ethical standards. Similarly, the Code of Ethics for Scientific Research covers the issue in 25 articles in relation to research activities.*

*Mechanisms for monitoring any potential unethical behavior of students, staff and other stakeholders are in the phase of planning.*

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

*Since Fama International College is a new higher education institution, and it has no programs approved yet, there is no information collected, analyzed and used to ensure effective management of the study program at the moment. However, the institution has its management information system (MIS) for the Care and Social Welfare program, and this can be assumed it is prepared to collect, analyze and use relevant data about the program and its management and development. The Quality Office is the unit which will be most closely involved in this, and the involvement of students and staff in these processes is planned.*

**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)**

*Fama International College has administrative staff and procedures prepared to support the delivery of the program and help it to achieve the program goals. The administrative staff that is planned to be involved is related to the Faculty of Social Science where the program is planned to be located.*

*Administrative staff seem to be qualified for the job, having opportunities for professional development, and they can be assumed as an effective support for the program's realization.*

**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)**

*Not applicable.*

**ET recommendations:**

*None*

## **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)**

*With regard to the findings in the SER, the documents provided, and interviews conducted during the site visit, the expert team considers this standard is met. The QA system, focused on assurance and improvement, is based on comprehensive policies and incorporated in the management framework. Procedures are adopted to install a data-driven quality cycle. It can be assumed this will ensure and enhance the quality of the study program that is a subject to accreditation.*

*Key documents for the implementation of the quality assurance system are, among others, the Quality Assurance Regulation, Performance Planning and Evaluation Manual, Key Performance Indicators, and ECTS Guidelines. Each concerns a specific aspect of quality assurance (e.g., mechanisms, involved stakeholders and their respective roles, assessment of academic staff).*

*Institutionally, the QA system is managed by the Quality Assurance Office, with the support of dedicated Quality Assurance Coordinators at the study program level. The data-input is dominated by surveys, taking into account different perspectives of stakeholders. Relevant to study programs is the planning and evaluation of academic staff as well.*

*The program clearly adheres to national and international quality standards and pretends to benchmark itself to respected programs.*

*According to the SER, the study program will actively support and facilitate internal quality management training for all its staff, with improvements in performance and outcomes being acknowledged. There will be stakeholder involvement – especially students are mentioned – and transparency will be a key value.*

*At the program level, quality assessment will aim at the program's goals and objectives. At the program level, a vital role is supposed to be played by the Quality Committee and the Quality Management Office, involving representatives of all relevant stakeholders.*

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

*According to the SER, the design and development of the study program involved all relevant stakeholders in defining properly the needs it has to answer. Moreover, the program was conceived in line with the relevant quality frameworks.*

*All aspects of the organization of the study program aims to adhere – according to the SER – to the most advanced education standards. The program underwent the approval of the relevant internal bodies and stakeholders were involved via working groups during the conception phase. Lastly, the senior academic bodies gave their approval.*

*The SER foresees follow-up of the study program, in order to guarantee continuous improvement in view of sustainable relevance.*

*According to the SER, all internal units (including students – inter alia represented in decision-making bodies) will contribute to continuous, data-based, improvement.*

**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)**

*According to the SER, procedures for periodic monitoring and review of the study program are established. In this regard, the College claims that a structural role for the stakeholders will be provided in the monitoring process. In the first place, as a new program, the 'feasibility' has to be assessed. Regular analysis of the collected data is supposed to keep the program 'up to date'. The SER claims that the commitment to a process-driven approach to quality fosters an environment of academic excellence and institutional accountability.*

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

*The SER states that regulations and guidelines regarding the study program will be available to the public (accessibility via website publication). Transparency must lead to a broad understanding of the study program. Accessible information will concern the admission requirements, the enrollment quota, the content and structure of the study program, the methods of evaluation and the final qualification.*



## **ET recommendations:**

- *Consider possibilities to invest in the empowerment of students (e.g. giving the student representation clear assignments to co-create, giving students sufficient feedback on topics they addressed, inviting them to speak out in bodies.), especially since student participation is addressed as a weakness, within 8 months from publication of the report.*
- *Reflect on ways to directly involve external stakeholders' views (alumni, labor market representatives...) in the bodies managing the study program, within 12 months from publication of the report.*
- *Reflect on ways to benchmark the study program to (foreign) academic peers on a structural/regular basis, within 6 months from publication of the report.*
- *Consider possibilities of using qualitative feedback on the program, besides already planned surveys, within 6 months from publication of the report.*
- *Provide training and substantial responsibilities to 'quality officers' at program level, in cooperation with the program management, in developing a culture of quality, since this 'decentralization' helps to tailor the policies regarding quality to the program's characteristics, within 8 months from publication of the report.*
- *Highlight a positive 'approach' of quality assurance, using the available data to showcase the best practices, acknowledge excellent teachers, etc. within 12 months from publication of the report.*

## **3. ACADEMIC STAFF**

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

*The academic staff are recruited through public competitions and transparent procedures that outline job positions, specific field-related criteria, relevant qualifications, and academic experience. The entire recruitment process is open to public scrutiny, with each stage published on the College's website, ensuring a fair and transparent selection process. The employment of academic staff is based on national legislation and the legal framework established by the College.*

*The SER presents a clear, objective and transparent process for the recruitment of the academic staff, followed by different committees and levels of selection making sure that the best candidates will be selected. Gender equality is also included as a principle in the selection process.*

*A welcome session for new employees will be organized and this should serve for their integration in the College.*

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

*Three full-time academic staff are currently employed to teach in this program. Their CVs attached as annexes to the SER are presenting their extensive experience in the field of the study program and they are confirming that these staff members do not cover, within an academic year, more than two teaching positions (one full-time, one part-time).*

*The SER presents commitment for the engagement of additional academic staff if the program is accredited. The final goal of the College is to employ at least 50% of academic staff who will be full-time employees and that every student group is planned to be mentored by a full-time staff member with a doctoral degree. In addition, it also presents a commitment to not overburden the staff. Academic staff is supposed to be actively supported in pursuing research opportunities, with recognition for their scientific contributions. Participation in national and international conferences is planned and backed by budget allocations, ensuring solid professional opportunities.*

*The administration of the College seems to be prepared in terms of qualifications to undertake the tasks related to the College operation. Academic staff will receive active support in pursuing research opportunities, with recognition for their scientific contributions. Their participation in national and international conferences is planned and financially supported, ensuring strong professional development opportunities. As per Annex 7 of the SER, the work of the administrative staff is set to be assessed annually by the General Secretary and through the students' feedback. The same Annex 7 stated that staff training opportunities will be aimed at by the College leadership, and they are to be provided to administrative staff across the institution.*

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

*The College is committed to foster academic staff growth through regular training, international mobility programs, and mentorship opportunities. A structured development plan will also include language training, digital skills enhancement, and exposure to international teaching and research practices.*

*Promotion criteria will include teaching effectiveness, research productivity, professional development, and student feedback. Staff Leadership Development Program and Faculty Training and Development are planned within the Annual Action Plan for the Implementation*

*of the FIC's Strategic Plan (Annex 2) A long-term operational plan will guide staff development, ensuring alignment with FIC's mission.*

*As part of the Quality Management Strategy, student questionnaires for evaluating performance of the FIC teaching staff and self-evaluation questionnaires for academic staff are planned. However, there is no clear link between the results and their impact on staff advancement, reappointment, or contract renewal.*

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

*Fama International College is in the process of drafting an internal regulation on scientific research to provide financial support to academic staff who successfully publish scientific papers in international journals indexed in the Scopus and Web of Science databases.*

*Additionally, the College will offer continuous assistance and guidance to academic staff who aim to publish books, monographs, or research works, enabling them to apply for financial support from the Ministry of Science, Education, Technology, and Innovation (MEST). However, there is no plan for funding research activities or projects from the academic staff.*

*Also, there is no annual operational plan for the professional development of the academic staff engaged in the study program.*

**Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG 1.5)**

*There is a plan for involvement of external collaborators from industry and academia in the program's teaching activities to enhance the learning experience with the latest industry knowledge and practices, as presented in the SER. The same document shares commitment for doing a specific training for them making them prepared to uphold the settled academic standards at the College.*

*The selection and recruitment criteria for external collaborators align with those for full-time staff. The College, particularly the Social Care and Welfare program, is dedicated to engaging renowned guest speakers from industry, the private and public sectors, and international experts.*

*Training on the method of preparation and delivery of teaching is planned as part of the Annual Plan for implementation of the FIC's Strategic Plan but without any specification*

*whether that will include the external associates from the business sector and/or from abroad.*

**ET recommendations:**

- 1. Make a detailed plan for funding research activities of the academic staff that might include cooperating with the industry for conducting joint research projects, within 8 months from publication of the report.*
- 2. Make sure that the training for preparation and delivery of the teaching is planned in the Annual Plan for the Implementation of the College' Strategic Plan 2025, within 6 months from publication of the report.*

#### **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 conclusions and findings for this Standard are based on the information and data included in the SER, its respective Annexes, the meetings during the site visit and the report from the institutional accreditation process, due to the absence of enrolled students (first time accreditation process). Most of the information provided in the SER is presented as presented as future plans and commitments.*

*The intended learning outcomes are clearly formulated and accessible. They align with the institution's mission and strategic goals and will be publicly available. The learning outcomes incorporate interdisciplinary and subject-specific competencies to equip graduates for employment. In addition, it has to be underlined that the program is developed concerning the qualification objectives. It is built in such a way that subject related as well as interdisciplinary aspects are covered. In the case of Social Care and Welfare, it means several disciplines are nurturing "the core curriculum" and naturally feeding the interdisciplinary nature, too (social work, psychology, educational science, including special education, economics, health issues, sociology and law). In this way, disciplinary, methodological as well as generic skills and competencies can be developed. Consequently, one can assume the graduates will take up adequate employment; the program will contribute to their development, and also to society.*

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

*According to the academic staff and the program leaders, the program's intended learning outcomes are aligned with the National Qualifications Framework (NQF) and with the Framework for Qualifications of the European Higher Education Area. The individual components are combined acceptably, the curriculum seems to have its logic and a certain degree of internal graduation. Of course, a relatively high number of subjects representing a variety of disciplines creates a challenge of co-ordination and synergies within the study plan. Learning outcomes are defined in an acceptable way.*

*There is a question whether the program is in compliance with the European Qualifications Framework (EQF), ensuring that students gain Social Work knowledge, skills, and competencies that are recognized at European level. The main concern lies in two facts: 1) there are significantly fewer hours of practicum compared to the European and Global standards for social workers, and 2) potential students will not be supervised by professional social workers. The College has to consider the above comments and proceed with all necessary changes, if needed.*

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

*The curriculum **structure is coherent**, ensuring smooth student progression through their studies. Learning outcomes are linked to individual courses and broader program goals, ensuring that students develop the necessary competencies over time.*

*The disciplines within the program curriculum have syllabi which describe the subject, inform about its objectives and expected learning outcomes, forms of teaching, assessment methods and passing criteria, means to support teaching/learning in classes, the proportion between theory and practice and the obligatory and additional literature. Such a set of information is sufficient. As stated in the SER as well as discussed during the meeting with academic staff, one of the challenges seems to be availability of study literature in Albanian language, especially for social work fields of expertise. While in some courses this does not seem to be a problem, in some others the obligatory literature is in English – the staff members explained their readiness to supply students with their elaborated materials and with some other plans how to cope with this. Of course, in the longer run this needs to be solved more persuasively, e.g. by writing their books in Albanian language, which could be considered as a means/tool for personal development and promotion, too.*

*Regarding the **structure** of the curriculum, the following suggestions have to be made, to enhance its coherence:*

*1) Course “Social Work in the Family” (Semester I): This course should be mandatory rather than elective. Please consider making the necessary change.*

2) Course “Social Work in Family” (Semester V): It seems that this course is offered twice (?). Deleting one of them and offering it as mandatory seems to be the way out.

3) Courses “Social Policies of the EU” (Semester IV, Elective) and “Introduction to social policies” (Semester V): The introductory course should be offered first and then a more advanced one. It should be considered offering one of them as mandatory rather than electives, as they are now.

4) Course “Social Work with groups and the community” (Semester VI): This course would fit more as mandatory rather than elective in the program.

5) Introduction to nutrition (Semester III): This course seems to have limited relation to the rest of the courses. Again, this course would probably fit better as an elective rather than mandatory.

6) The two practicum courses (“Active Internship in Institutions I” and “Active Internship in Institutions II”) could be offered in the last year of the program, meaning the 5<sup>th</sup> and the 6<sup>th</sup> semester, respectively. This would allow students to be familiar with the main social work and other disciplines concept during the first two years, and then they can practice their skills and knowledge in the field during the last year of their studies.

Some additional comments have to be made regarding **the content** of the curriculum, which can be summarized to the following ones:

1) Many Social Work courses, e.g. Social Work with groups and the community, are planned to be taught by the staff without the equivalent Social Work qualifications. As a consequence, these courses do not offer knowledge relevant to the basic Social Work Methods, but they tend to be descriptive and more sociology-oriented rather than presenting and focusing on Social Work intervention methods/models. This reality is a great barrier that restricts students’ ability to be educated and trained in Social Work Methods, while they are allowed to register with the relevant professional body as professional social workers.

2) The overall hours that students placed in practicum should be revised according to the guidance and instructions established by IASSW-IFSW (Global Standards for Social Work Education & Training). The total of 24 hours spent in practicum (“Active Internship in Institutions I” and “Active Internship in Institutions II”) is far from the international standards. Even though the suggested structure is in line with the national standards, a significant revision is required to enhance future graduates’ ability to work at European and international level.

Lastly, care should be taken for the titles used on courses, since in some cases there is no consistency. E.g., the course titled “Active Internship in Institutions I” in the SER, it is named “Active Practice in Institutions” in the syllabus.

**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)**

*As it has already been described in previous sections of this standard, the program directly leads to the regulated profession of Social Work under EU Directives, and it addresses the competencies required by the national regulations. However, academic staff and the institution's administration have to thoroughly search for the extent to which the program is aligned with the competencies required by international professional associations in Social Work (IASSW-IFSW), particularly concerning practical placements and professional standards.*

*This point should be seriously considered by the faculty members, since following the current state of practicum, it is highly possible that graduates will not be able to work as social workers in the EU.*

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

*The intended learning outcomes for the practicum periods are partially defined, but they require further development to become more specific. Effective mentoring and monitoring processes should be strengthened to ensure that students and supervisors fully understand the learning objectives.*

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

*The study program is based on a didactic concept that supports students in achieving the program learning outcomes. The program is delivered using student-centered teaching and learning approaches that are adequate for the bachelor level of studies.*

*It is intended to use a variety of teaching methods in the program to encourage interactivity, problem-solving, active participation and flexibility, to address student needs. Also, regular evaluations of the methods and forms of the program are planned. The use of modern technology, to some extent, is also envisaged in the program.*

**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 evaluation and assessment methods are designed to ensure objectivity and consistency across all courses. These methods assess both theoretical knowledge and practical competencies, contributing to the achievement of intended learning outcomes.*

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

*Learning outcomes are evaluated in terms of student workload and expressed in ECTS credits. However, the 24 practicum hours fall below international standards (IASSW-IFSW), requiring significant revision.*

**ET recommendations:**

- *Develop more detailed and specific practicum learning outcomes, ensuring they align with international standards (IASSW-IFSW standards – Global Standards for Social Work Education & Training), within 8 months from publication of the report.*
- *Ensure that practicum supervision is conducted by professionally qualified social workers, within 12 months from publication of the report.*
- *Develop textbooks and/or other relevant teaching materials in Albanian language to address a shortage of relevant learning resources. Alternatively, translations of existing books from well-known European publishers regarding modern literature in the social work scientific domain can also be considered. This can be seen as an area for great improvement in the coming years, affecting not only the program's graduates but the whole social work community of the country, within 24 months from publication of the report.*
- *Expand student access to online academic databases and research resources, within 12 months from publication of the report.*
- *Enhance coordination between disciplines within the program to ensure interdisciplinary synergies are fully exploited, within 8 months from publication of the report.*
- *Develop a curriculum review process to incorporate feedback from students, alumni, and employers to continuously enhance the educational process, within 8 months from publication of the report.*

## **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 number of new students admitted to the General bachelor's degree program in Social Care and Welfare at Fama International College is determined by the KAA through an admission exam. The College plans to enroll 200 students per year, based on market analysis and Kosovo's need for economists in Social Care and Welfare, as stated in the additional clarifications to the expert team. The College has established clear and transparent admission requirements, which include prior education and qualifications as key criteria. These requirements are publicly available, ensuring accessibility for all prospective students. Finally, the College has a well-defined admission process, including application and appeal procedures when needed.*

*To support students in their academic journey, an orientation program will be organized at the beginning of each academic year. This ensures that newly enrolled students fully understand the services and facilities available to them, the institution's policies and procedures, as well as their rights and responsibilities. The College is committed to providing full support throughout the study program to enhance student success. A comprehensive Student Handbook will also serve as a guide for the newly enrolled students. It will be published on the College's website and made available throughout the institution as a brochure, offered free of charge to students and prospective applicants. However, the absence of a currently functional website raises concerns about the visibility of admission-related information and the overall publicity of the call for students. Despite this, the College management remains confident that there will be strong interest in the program and a steady influx of students.*

**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)**

*To support students from enrollment to graduation, student data management (MIS) will be handled electronically through the College's management system. This includes registration, grading, exam submissions, and administrative fee payments, all by maintaining strict privacy standards for student information.*

*Academic integrity is a core principle at the College. Plagiarism, as defined in the College's Code of Ethics, refers to the appropriation or copying of an idea, result, written work, or any other form—either in whole or in part—without proper citation. The institution will uphold high ethical standards to ensure students develop original and well-researched academic work. As reported in the SER, there is an Ethics Committee and a procedure for identifying and addressing unethical behavior. The management team during the site visit declared that usage of the Turnitin on anti-plagiarism system is planned.*

*The mission of Fama International College is to empower students with the knowledge, skills, and values necessary to excel in their personal and professional lives. Through a commitment to academic excellence, innovative research, and community engagement, the*

*College fosters a diverse and inclusive learning environment that encourages critical thinking and lifelong learning.*

*To facilitate academic success, the College seeks to establish mechanisms to inform students about faculty availability, including consultation hours. While this system is not yet operational due to the absence of enrolled students, it demonstrates the institution's readiness to support student-teacher engagement once accreditation is granted.*

*Fama International College is fully prepared to provide students with the necessary academic and administrative support, ensuring a high-quality educational experience in line with its mission and values.*

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

*Fama International College has shown a strong commitment to support students and implement student-centered learning through the teaching processes and organized exams. The information provided within the SER and the information shared during the on-site interviews ensured the willingness of the management, academic and administrative staff to put the students in the center of the teaching and learning processes. The SER reports that Social Care and Welfare is planned as an interdisciplinary program. Its aim is for the students to be able, through the identification of skills, to develop the study/research project together with the teachers; acquire new skills; teamwork, to focus on matters of importance; to be based on facts and to act correctly also in ethical terms. The students will also be provided with internship opportunities, ensured based on the cooperation agreements with various public and private organizations and institutions. Faculty members will offer consultation hours at least once a week, ensuring continuous student support.*

*Commitments to support participation of students in international exchange programs and providing support to them have been identified through the work of the Office for International Cooperation, information for the College's participation in international projects and staff and management efforts for internalization. Opportunities for exchanges will be ensured through the cooperation with USAID, OSCE, the U.S. Embassy in Kosovo, Fulbright programs, Erasmus+, HERAS.*

*The College ensures students are well-informed about such opportunities through periodic information sessions and public calls. Additionally, the College has outlined a strategy and commitment to offer foreign language courses for international students, reflecting its commitment to diversity and global engagement. Finally, The College has created an Institutional Collaboration Plan (Annex 11), which serves as a foundation for establishing partnerships, though it currently lacks specific action steps. Plans are underway to support students in international mobility programs through the creation of an Office for International Cooperation.*

*One of the challenges identified in the SER is that the success of student support services heavily depends on recruiting experienced staff and securing funding for scholarships and extracurricular activities. Addressing these challenges is crucial for maintaining the quality and accessibility of support services.*

**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)**

*Fama International College is committed to providing comprehensive support services that enhance students' academic, personal, and professional development. The College will offer academic counseling to guide students through coursework and program requirements, career planning and employment advice to assist with job placement and professional growth, as well as personal and psychological counseling services to support students' mental well-being. Additionally, financial aid in the form of scholarships will be available to ensure financial accessibility. To further enrich student life, the College will actively inform enrolled students about extracurricular activities and fund a variety of cultural, sports, recreational, and other events, fostering a dynamic and engaging student community. Recognizing the importance of quality support, the institution is committed to employing qualified professional, administrative, and technical staff to provide continuous academic and personal assistance.*

*The Student Handbook will also provide clear guidance on institutional processes covering all phases of the student lifecycle, including admission, academic progression, and certification. This handbook will also outline key regulations, rights, responsibilities, and organizational details, ensuring accessible information on academic and administrative matters. Through these initiatives, Fama International College aims to create a well-rounded educational environment where students receive the necessary academic, personal, and professional support to succeed in their studies and future careers. Finally, claims are regulated for students who are not satisfied with the exams' regulations. However, there is no information on appeal procedures or the distinction between claiming and appealing processes.*

#### **ET recommendations:**

- *Complete the College website as soon as possible to provide students with timely and comprehensive information, within 6 months from publication of the report.*
- *Enhance efforts to internationalize the studies by expanding opportunities for international exchange programs, within 12 months from publication of the report.*

- *Implement new technologies in teaching, such as AI-driven legal analysis and digital case studies, to enhance engagement and practical learning. Utilize interactive learning techniques, including simulations, gamification, and digital platforms, to improve student understanding and retention, within 12 months from publication of the report.*

## **6. RESEARCH**

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

*The proposed study program aligns with the institution's strategic goals, especially regarding the emphasis on integrating research into teaching and developing research capacities. The institution's Strategic Plan for 2025-2029 outlines several mechanisms intended to support research activities, including financial support, internal training, and encouragement of collaborative research teams. However, these efforts are still in the early stages of implementation and time is needed to have evidence of consistent research outputs aligned with the program's teaching areas, particularly in Social Care and Welfare. The inclusion of research methods and skills in the BA program's learning outcomes ensures that students gain fundamental research competencies, which is an important step toward aligning teaching with research strategies.*

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

*The academic staff demonstrates a strong commitment to teaching and professional service, even though there are significant challenges in conducting high-quality research work. The College intends to offer incentives for staff to proceed with research activities and possible publications. In addition, it offers training sessions to enhance research capacity and provides incentives for staff to participate in conferences and collaborative projects. However, it has also to be underlined that currently there is limited institutional funding to the staff of the program under evaluation, which is expected to change once the program is successfully accredited. A clearer and more structured system of research support, combined with increased opportunities for external funding and international collaboration, would enhance research output and quality.*

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

*Academic staff has established collaboration and cooperation with some higher education institutions in Albania and Germany. In addition, Fama International College has also established collaboration with other national Universities, which could help academic staff to develop new collaborations at local/national level. Faculty members actively participate in local conferences, ensuring their engagement with national networks in Social Care and Welfare. However, these partnerships require greater institutional efforts to systematically promote and support participation in international research consortia, joint projects, and exchange programs. Further to this, once the program is fully accredited, cooperation with European and international institutions should be sought, which could offer potential for capacity building and research collaboration.*

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

*While some faculty members demonstrate a strong understanding of local social welfare challenges, there is a notable gap in the production of peer-reviewed research publications directly linked to their teaching areas. This is mainly evident in the social work domain, an area in which there is no relevant academic staff. The faculty's research output is modest, often restricted to local conferences and policy papers rather than international academic journals. The College encourages staff to include their publications in course syllabi, which need to be further improved and updated in the coming years, in all syllabi across the program. Building stronger links between research and teaching, particularly through collaborative projects and publication support, would enhance compliance with this standard.*

**ET recommendations:**

*Fama International College has made initial steps toward fostering a research culture within the Faculty of Social Sciences. However, significant challenges remain, particularly in terms of research capacity, international visibility, and consistent integration of research into teaching. While the strategic plan acknowledges the importance of research and academic staff is very positive in undertaking new initiatives, concrete measures to enhance research output, such as targeted funding, structured mentoring programs, and systematic participation in international research networks, are still developing. Collaborative research among faculty members offers a promising approach to overcoming individual barriers, including language skills and lack of access to international resources. Further efforts to involve students in faculty-led research projects would also contribute to building a sustainable research culture. Recommendations are as follows:*

- *Develop a comprehensive faculty-level research strategy, including clear targets and support mechanisms, within 8 months from publication of the report.*
- *Encourage collaborative research teams that combine faculty members' practical experience with research expertise, within 8 months from publication of the report.*
- *Increase support for participation in international research programs and consortia, within 12 months from publication of the report.*
- *Systematize the inclusion of faculty research outputs in teaching materials, within 8 months from publication of the report.*
- *Implement initiatives to involve students in ongoing research projects and encourage student-faculty co-authored publications, within 12 months from publication of the report.*

## **7. INFRASTRUCTURE AND RESOURCES**

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

*The Fama International College has adequate premises and solid equipment for its current educational activities and research. Additionally, the institution has access to another building on the outskirts of the city, which in the future (after reconstruction) can accommodate a larger number of students as enrollment will increase, supporting future growth and expansion of its academic offerings. The College documents on premises and equipment (property deeds, lease contracts, inventories, invoices etc.) are valid for a minimum of five years – in this case, the College owns premises.*

*The College has solidly equipped laboratories that meet the needs of all compulsory courses in the curriculum, including those with analytical components, and are supported by up-to-date IT technologies. The College has adequate software for the courses of study program, with a valid license. The space, equipment, and infrastructure at the College appropriate for the delivery of the study program Social Care and Welfare and this supports the achievement of the intended learning outcomes.*

*There is a need to optimize premises for students with special needs, such as toilets. The College ensures that academic staff members have sufficient office space to support their teaching and administrative duties. The institution provides facilities for cultural and other extracurricular activities to promote student engagement and well-being.*

*Adequate food service facilities are being built to meet the needs of both staff and students, ensuring a comfortable campus environment. A senior staff member has been assigned the responsibility for overseeing and developing the infrastructure and resources to support the institution's growth and operational needs.*

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

*The College's library is equipped with reading rooms and a diverse book stock tailored to the disciplines included in the curricula, supporting a collaborative learning environment. This infrastructure enables students to engage in individual and group study, enhancing their academic experience.*

*The library ensures that the number of seats in the reading rooms is sufficient, meeting the requirement of at least 10% of the total number of students in the study program, providing ample space for study and research. This thoughtful allocation of space promotes an effective learning environment for all students.*

*Similarly, the College's library ensures that the number of seats in the group work rooms meets the 10% requirement, fostering collaborative learning and teamwork among students. This provision supports the dynamic needs of students working together on academic projects and assignments.*

*The library's book stock includes both – to a lesser extent – domestic and foreign specialty literature, covering courses within the curricula. The issue of availability of the study literature related to the program in Albanian language still remains, though (see section of the report related to standard 4, incl. recommendations). The library offers access to some domestic and foreign electronic resources, ensuring that students have access to up-to-date information in line with the institution's mission.*

*The library and its services are planned to be accessible beyond regular class hours, accommodating the diverse schedules and study habits of students. This extended availability, combined with reliable systems to track book borrowing and returns, enhances the overall library experience and ensures efficient resource management.*

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

*Fama International College has a financial plan at the level of the study program which demonstrates the sustainability of the study programs for the next five years. The main source of income represents student fees.*

*The College also envisages to some extent income from the projects – this sum is not very high and at the moment it is not clear what projects are/will be in focus and whether the plan will be realistic.*

*The same can be said about other financial resources that are considered for the use for study programs development and improvement. This planning is not specified enough, but it is clear there are resources at the institution to use, if necessary.*

**ET recommendations:**

- *Prioritize optimizing the College premises and infrastructure to better accommodate students with special needs, including enhancing accessibility features such as accessible toilets and ensuring that all spaces are fully inclusive. While the College has made significant strides in planning for expansion and providing adequate facilities, focusing on inclusivity will ensure that all students, regardless of physical ability, have equal access to educational resources and campus services, within 18 months from publication of this report.*



## OVERALL EVALUATION AND RECOMMENDATION OF THE ET

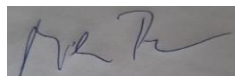
In conclusion, the expert team **recommends accrediting** the bachelor study program Social Care and Welfare for a duration of **three years** with a total number of **100 students to be enrolled in the program each year.**

| Standard                               | Compliance Level        |
|--|-------------------------|
| Mission, objectives and administration | Fully Compliant         |
| Quality management                     | Fully Compliant         |
| Academic Staff                         | Substantially Compliant |
| Educational Process Content            | Substantially Compliant |
| Students                               | Substantially Compliant |
| Research                               | Substantially Compliant |
| Infrastructure and resources           | Substantially Compliant |
| <b>Overall Compliance</b>              | Substantially Compliant |

### Expert Team

**Chair**

**Milan Pol**



**March 12, 2025**

(Signature)

(Print Name)

(Date)

**Member**

**Stavros Parlalis**



**March 12, 2025**


(Signature)

(Print Name)

(Date)

**Member**

**Marija Vasilevska**



**March 12 2025**

(Signature)

(Print Name)

(Date)