Business College
Prishtina

INSTITUTIONAL

REPORT OF THE EXPERT TEAM

11 FEBRUARY 2024, PRISTINA

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1. INTRODUCTION

1.1. Context

Date of site visit: 13.02.2024

Expert Team (ET) members:

- *Prof. Olgun Cicek (Chair)*
- *Prof. Alan Brickwood (Member)*
- *Giga Khositashvili (Student Expert)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Shkelzen Gerxhaliu, KAA Officer*
- *Milot Hasangjekaj, KAA Officer*

Sources of information for the Report:

- *Self-Evaluation Reports*
- *All additional documents*
- *KAA Accreditation manual (Updated 2022)*
- *KAA Manual for External Review of HEIs (2021)*
- *Interviews during the site-visit*
- *College Web-page*

Criteria used for institutional and program evaluations

- *KAA Accreditation manual (Updated 2022)*
- *KAA Manual for External Review of HEIs (2021)*

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1.2. Site visit schedule

2. Time	Meeting	Participants
09:00 – 10:10	Meeting with the management of the institution *(no slide presentation is allowed, the meeting is intended as a free discussion)*	
10:15 – 11:15	Meeting with: 1. Quality assurance representatives 2. Administrative services	
11:15 – 11:25	*Short break*	
11:25 – 12:15	Meeting with Head of programmes	
12:15 – 13:15	*Lunch break* (provided at the evaluation site)	
13:15 – 14.05	Meeting with teaching staff	
14:05 – 14:50	Meeting with students	
14:50 – 15:00	*Short break*	
15:00 – 15:45	Meeting with graduates	
15:45 – 16:30	Meeting with employers of graduates and external stakeholders	
16:30 – 17:00	Visiting Facilities	

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| 17:00 – 17:10 | Internal meeting of KAA staff and experts | |
| 17:10 – 17:20 | Closing meeting with the management of the faculty and program | |

2.1. A brief overview of the institution under evaluation

BIZNESI College (KB) was established in 2004 as a Private Institution of Higher Education in Kosovo (PIHE). The establishment of the College was based on Regulation no. 2003/04 on the Promulgation of the Law on Higher Education, adopted by the Assembly of Kosovo and the Administrative Instruction on Licensing of Private Providers of Higher Education (PPHE) in Kosovo, no. 14/2003. BIZNESI College is licensed by the Ministry of Education, Science and Technology according to Decision No. 412/ 02-1 and 2/3593.

Biznesi College in Prishtina was accredited by the decision of the Kosovo Accreditation Agency, to continue its activity in higher education in Prishtina since 2004, as well as from 2011-12, in the College Branch in Gjakova; from 2014-15, at the College Branch in Vushtrri, from 2014-15, at the College Training Center in Prizren, as well as from 2016-2017 with the College Branch in Prizren. From the 2018/2019 academic year, within the framework of Biznesi College, it operates only in Prishtina and the Branch in Prizren.

Following complete technical preparations, recruitment of academic and administrative personnel, in accordance with the legal provisions in Kosovo, the College started working in the academic year 2005/06. As a result of the general situation created, recognized by PIHE in Kosovo and in accordance with the administrative instructions of MEST, in the academic year 2008/09 we did not register new students. Meanwhile, from the year 2010/2011, the institution started with the master's cycle and so far 13 generations have been registered in this study cycle at Biznesi College.

Currently, studies at Biznesi College in Prishtina are conducted at the bachelor (first cycle) and master (second cycle) levels. According to the decision for accreditation by KAA, as well as the decision of MEST for licensing, BIZNESI College in Prishtina currently conducts its academic activity in four study programs of bachelor level and two programs of master level and one program - level III according to the National Qualifications Framework

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INSTITUTIONAL EVALUATION
The institutional evaluation consists of 11 sub headings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.

2.2. Public mission and institutional objectives

1. Public mission and institutional objectives

The mission is : "Biznesi College - Prishtina continues its positive academic tradition, creates transformative academic environments and experiences to utilize the full potential of its students, it implements advanced teaching standards, scientific research and by serving the community helps the economic development of the country in general".

The leadership and managers of the KB clearly stated that they consider the mission in mind when developing strategies, policies and also within the operational processes. Since the establishment of Biznesi College, the Mission Statement has undergone several changes as a result of its review processes.

Biznesi College - Prishtina has defined eleven institutional objectives which are in line with the mission. During the interviews with the leadership team, it was clearly stated that an extension of the premises together with the new technology learning resources and environment for the existing premises. Even stated that a new campus plan is being developed for KB-Prizren branch within three years.

It was also stated by the leadership team during the interviews that mission statement
is reviewed annually based on the existing situation in the country and the development in European higher education.

Compliance level: Fully compliant

ET recommendations: NA

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2.3. Strategic planning, governance and administration

Biznesi College in Prishtina has recently developed and approved in the management board the strategic plan for a period of five years and for the years 2025 - 2029.
During the interviews it was also confirmed by different groups that the plan was drafted in close consultation with the academic community in the institution, as well as external stakeholders in the public and private sectors.

The strategic plan is directly linked to information management systems on current activities, as well as progress on strategic initiatives through key performance indicators. Risk assessment is an integral component of planning strategy with appropriate mechanisms developed to avoid or minimize risk.

There is a stable financial standing of the college and the strategic plan is aligned with the financial plan. The updates on the teaching and learning resources, and environment for the existing premises is planned accordingly.

The highest decision-making governing body in Biznesi College is the Board of Directors, which is responsible for strategic issues and the long-term development of the institution. The highest academic decision-making body is the Higher Scientific Teaching Council (HTSC), which is responsible for educational and research activity at the BC and ensures high quality of work in those areas. The mechanism for the election of student representatives is clearly explained in the internal regulations.

Academic and administrative units are well established and the duties & responsibilities clearly defined by the college on its organizational structure. The academic decision-making authorities of Biznesi College follow the vertical organizational hierarchy of the institution. Biznesi College is a college type higher education institution, with many of its functions and responsibilities carried out by autonomous or semi-autonomous bodies, which work interdependently in pursuit of its mission and core values.

Based on the strategic goals and objectives established in the 2024-2028 Strategic Plan, iznesi College has no planned further expansion, at least during the first two years it will not create ew centers or branches within the institution of higher education.

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Compliance level: Fully compliant

ET recommendations: NA

2.4. Financial planning and management

Established in 2004, Biznesi College is a private higher education institution (HEI) operating with two separately accredited branches on sites at Pristina and Prizren. Prior to 2018 there were two additional sites at Gjakove and Vushtri. As a private HEI it is entirely dependent for its income upon receipts from student fees enhanced by other external sources such as grants, donations and payments for contract teaching, research and consultancy. It receives no state funding and, unlike state-funded higher education institutions (HEIs), its students have to pay for their education.

This independence gives the College a set of distinctive characteristics. These include a strong vocational orientation to its portfolio of programmes; the recruitment of students with high expectations of successful employment upon graduation; significant competition for student numbers with other state funded and private HEIs; and a need to be especially innovative and entrepreneurial to survive and prosper in a competitive market. The College's portfolio also includes a range of sub-degree programmes and short courses complementary in subject and level to its planned restoration of undergraduate and postgraduate provision.

This scenario is well appreciated and fully addressed in the College's Self Evaluation Report (SER) and in the way it has, and will continue, planning and managing its financial affairs. This is especially so following a difficult period that included withdrawal of its institutional accreditation and the impact this has had on its finances from a downturn in the recruitment of students to many of its programmes. This, coincident with a global pandemic affecting student recruitment more generally.

It is nevertheless clear that the College management have had a realistic grip on managing a difficult situation and this will probably continue, hopefully less dramatic and severe, and this is not uncommon for a specialist college of this size and shape. The College is certainly highly optimistic in its predictions for recruitment based upon research into labour market demands and past trends but it also understands the need to exercise care over student numbers until its planned new and bespoke building is ready for occupation sometime over the next 3-5 years.

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The EE were impressed with the thoroughness with which the College has developed and uses key performance indicators (KPI) to produce cohort analyses. Especially those from which collations could provide indications of emerging trends in, for example, student recruitment, enrolment and progression - thereby giving early warning of risks to financial stability and a focus for recruitment strategies. There can, for example, be a very different picture from the recruitment of planned numbers from a large application compared to a small one and from (possibly related) high attrition rates in progression and completion.

Given satisfactory reaccreditation of the College, and subsequent restitution of its portfolio of programmes, the External Experts (EE) were satisfied that there should be sufficient financial resources in both the short and medium term to deliver its Mission satisfactorily. The EE were equally satisfied that financial policies planned, monitored and controlled centrally for both branches, are appropriately supportive of Biznesi College and that there are arrangements in place for effective oversight, professional management and monitoring both in terms of income and expenditure. These, include major initiatives for securing funding for collaborative projects and events; funding to stimulate teaching staff research and development; international cooperation; and other initiatives that include scholarships for students on the basis of merit, financial hardship and special needs.

Compliance level: Fully compliant

ET recommendations:
- Great care be taken with the numbers of students recruited, and especially any new developments, until the College's planned new and bespoke building becomes ready for occupation sometime over the next 3-5 years.

2.5. Academic integrity, responsibility and public accountability

The College has a Code of Ethics comprising a comprehensive set of formal regulations, protocols and procedures to ensure academic integrity, the defence of academic freedom and institutional autonomy. All staff and students are required to adhere to this code, including others outside the College with whom it cooperates. This includes measures for the selection of staff, the manner in which they carry out their duties and especially the avoidance of plagiarism in research, teaching and in publications. It also requires all College publications to

be clear, accurate, objective and sufficiently detailed whilst protecting privacy and the avoidance of any conflict of interest. All in an entirely transparent manner.

The SER points to these typically comprising information about academic staff; their research and academic activities; the programmes on offer by the College; data on student enrolment; expected outcomes by programme; teaching assessment; success rates; learning opportunities for students; employment information; scholarship opportunities; tuition fees and any other costs a student might incur. It also includes all reports, findings, proceedings and decisions taken by the College and by other organisations concerning the College and require these to be made freely available. Information for students is provided similarly but separately via the College's website.

The College has also established an Ethics Committee responsible for investigating and resolving any possible violations of the Code of Ethics.

The SER reports there being no cases of conflict of interest in the College to date.

It conducted a series of seminars and workshops for all staff on academic integrity and public accountability policy during 2021 and 2022 in response to the 2020 accreditation report.

Compliance level: Substantially compliant

ET recommendations: NA

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2.6. Quality management

Biznesi College has formally adopted Policy on quality assurance in Biznesi College which fully describes the institutional quality assurance process, processes, mechanisms, instruments, reporting, data collection, timelines, quality cycle, responsibilities of all individuals and units involved in these processes. The policy is a public document and the general public and not only the College community have access to it.

Although there is a QA commission and the participation of other units to QA functions presented on the documentation, most of the work is performed by the quality assurance manager and reported to the leadership directly. Therefore, the human resources allocated for the quality assurance unit is very limited.

Regular evaluations are conducted at the end of each semester and reports are compiled and given, which provide an overview of the performance for the institution as a whole and for the organizational units and main functions within it. The quality assurance office is the organizer of the evaluation and quality assurance processes at the central level, while the study programs are subject to the quality assurance process organized by the central level.

In light of what was said above, Biznesi College adopts a systematic approach to quality assurance in the institution and in the study programs. The College is also committed to periodically reviewing its quality policy and quality assurance process framework and the operation of its quality management system to ensure their continued relevance and effectiveness. Based on the interviews, it was observed that participation of all academic and administrative units within the institution (including the governing body and senior management) is not at the expected level.

Compliance level: Substantially compliant

ET recommendations:
- *Human resources allocated for the quality assurance unit need to be improved*
- *Active participation of all academic and administrative units need to participate in QA processes and functions*

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2.7. Learning and teaching

The College has in place comprehensive policies, procedures and regulations applicable to all of its bachelor and master's programmes to ensure compliance and consistency with its mission and strategic objectives, with National and European frameworks for higher education standards, equality and for compatibility internationally. An example of the latter being the ECTS system of programme credits to facilitate opportunities for movement and cooperation across national borders. They also confirm its claim to be a student-centred teaching and learning institution and were modified in the light of the previous EE report on the 2020 reaccreditation event.

Effective connectivity between objectives, outcomes, teaching content and delivery, assessment to ensure attainment of objectives and how those assessments are used for monitoring, feedback and award are defined alongside generic transferable skills and a set of key performance indicators (KPIs). The latter to measure and provide effective feedback and management information for action should it be required.

These KPIs are rigorous and thorough. They include dimensions including the ratio of academic staff to students; student applications compared to enrolments; the identity of feeder schools and destination of transfers (to help improve retention); academic staff tenure, their satisfaction levels and those of students with staff performance (both collected from regular surveys); graduation as a ratio of enrolment by cohort; student performance to facilitate comparisons across curricula; completions; and repeater rates coupled with a need to refer to contextual information, such as personal circumstances, if appropriate. The most recent review of the compliance of study programmes against standards using these KPIs was conducted in 2023 with an emphasis then upon labour market needs – both locally and nationally.

Having been satisfied with organisational and administrative compliance the EE were keen to establish how the College maintained and enhanced the vitality of its programmes. This they believed to be especially important for a relatively small HEI institution specialising in vocational business-related studies that included, within its portfolio, unique undergraduate and postgraduate programmes in emergency management and other programmes with distinctive interdisciplinary objectives.

Discussions exploring these issues were a delight and confirmed not just the vitality of the programmes but a very high level of awareness, enthusiasm, commitment and promise from employers and other external stakeholders with whom the EE met during the visit. Similar

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enthusiasm and commitment were equally strongly voiced from representatives of the College's senior management, heads of academic departments, teaching staff, students and alumni provoking some highly positive discussions on 'future gazing' what the College's portfolio of activities and positioning might be in three to five years' time.

There was no shortage of practical ideas. These centred upon the management of technology, an increased emphasis upon commercial law, facilities for students to engage in mooting and developments to the College's unique experience and provision of programmes in emergency studies. The latter attracting wide ranging suggestions extending to 'security', 'safety' and 'rescue' across a spectrum from natural to man-made and conflict-induced disasters. The general consensus being that these were areas lacking of expertise not just in Kosovo but globally. The discussions also included an appreciation that developments of this kind would probably necessitate an expansion of the College's knowledge base into, for example, areas such as behavioural science and logistics.

Employers spoke positively about there being a highly appropriate balance between theory and practice and were proud to speak of their commitment to the College and of their practical support that regularly included the provision of scholarships, supervised work experience, internships and employment.

Certainly, the strength, commitment and enthusiasm of the contributions from this wide range of interested parties, when added to a claimed 90% employment record for graduates, completely dispelled any negative impressions gained by the EE from several SWOT analyses in the SER that had been compiled two years ago following the previous institutional re-accreditation.

Compliance level: Fully compliant

ET recommendations:
- The College provides the facilities for students studying law to engage in mooting.

2.8. Research

Biznesi College, Pristina is a relatively small HEI with a similar limited capacity to do research alone both in terms of scope, human resources and infrastructure. It nevertheless recognises,

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fully and properly, the need for it to contribute to the acquisition of knowledge to ensure the quality of its teachers, the material they teach and, more generally, contribute within a national environment where the level of research activity is low. Less than 0.1% of Kosovo's GDP is reported to be invested in research and development against a 2020 European Union target for its members of 3%.

The EE were therefore pleased with the unequivocal commitment and measures being taken to accelerate research activity in the College from a hitherto low base, make 'research and scientific work a high priority' and allocate funds accordingly. They were also impressed by the progress that had been achieved over the past two years which the College proudly declared to have been an increase in staff research publications, in recognised journals, from just 5 per annum to 46.

The College accepted it was in 'catch-up' mode and had clearly undertaken a great deal of analysis into topics such as staff profiles, their expertise and performance mapped onto programmes and other corporate activities as a basis for its planning, setting targets and revised protocols to support endeavours. One example of the latter being new procedures for the regulation of intellectual property and the commercial exploitation of ideas developed by staff and students. It was clear from the dramatic increase in publications that these measures are beginning to produce positive results.

The College is required under KAA regulations to ensure 'each academic staff member produces a least an average of one scientific/applied research publication or artistic outcome/product per year…' under the name of HEI where they are employed. This is both sound and non-negotiable but also needs to be interpreted with a degree of flexibly that takes into account that much of the College's strengths lie in its distinctiveness as a specialist 'Business School' committed to teaching mostly young people who will graduate and enter a world of 'practice'. That certainly does not preclude targets focused upon numbers of 'scientific publications' but neither should it ignore the enormous, important and valuable contribution from other forms of staff scholarly and professional activity in both mainstream 'business' and complementary subject areas. Certainly, some of College's unique and niche areas of activity must offer huge potential for exclusive access to hitherto untapped source material for research.

Applied research, contract research, collaborative ventures, cooperation with external ventures that draw upon complementary, not just mutual advantageous benefits, seemed to the EE to be obvious, attractive and potentially highly advantageous areas for the College to exploit. This is

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especially so taking into account the relatively high current ratio of part-time to full-time staff (16:30) and very clear practical and enthusiastic support on offer from its alumni, employers and stakeholders. Collaboration could also readily provide the College with mutually advantageous access to some of the specialist expertise it might need for some its innovative plans for the future.

Compliance level: Substantially compliant

ET recommendations:
- The College exploits its strengths and potential in determining what constitutes 'research and scientific work' flexibly and appropriate to its mission.
- The College explores the potential for access to specialist knowledge, that it might require for some of its developmental opportunities, from collaboration research into ventures.

2.9. Staff, employment processes and professional development

Biznesi College has a handbook containing all policies and rules, which is accessible to all teaching and administrative staff. It includes rights and responsibilities, recruitment processes, oversight, performance appraisal, promotion, support processes and professional development. The recruitment process by the College is defined in the handbook that the staff has specific areas of expertise, qualification and experience for the positions they occupy. Effective orientation is always provided to new teaching staff to ensure familiarity with the institution and its services, student development programs and strategies, and institutional priorities for development.

Criteria and processes for performance appraisal have been clearly specified and made known in advance to all employees. The evaluation of the academic staff is done at least through self-assessment, evaluation by students, colleagues and superiors and takes place on a formal basis once a year. The evaluation results are made public.

The College has a clear plan for all professional staff development, a structured approach to identifying such needs, and identifies the right resources for its implementation. All staff are given appropriate and fair opportunities for personal and career development, with special assistance for those facing difficulties.

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Based on this overview, it is obvious that Biznesi College has a level of preparation of teaching staff and a ratio of students to full-time staff, which is comparable to international institutions of higher education.

All faculty members and staff interviewed were satisfied with the evaluation system and also clearly instructed on promotion criteria. Assistance is provided to all staff in arranging professional development activities in order to improve skills and qualification.

The number of full time and part time staff is adequate, teaching loads are allocated as per the regulation and the class size is acceptable being average of 20 as highlighted by faculty members during the interview. The periodic implementation of the surveys for teaching staff is also used for performance evaluation purposes in addition to other tools like Dean`s evaluation, peer evaluation and the contribution to science, college committees as well as to the community. There has been many professional development activities provided by the college like seminars, workshops, trainings.

Compliance level: Fully compliant

ET recommendations: NA

2.10.   Student administration and support services

As the submitted documentation confirms the admission procedures are in line with the Law of Higher Education in the Republic of Kosovo. Currently the college is offering study programs on Bachelor and Master level. For Bachelor studies the applicants need to be at least 18 years old and have a confirmation from the high school to successfully completed studies. Each academic year the college announces certain number of the available places for each program and the applicants are invited to apply. As for the Masters studies, in addition to the requested documents, applicants might have additional exam on place. They need to submit the diploma of their previous education, if the field is slightly different additional exam will be arranged.

The information regarding the study programs, together with the syllabuses are freely available on the web-page of the college. The section also describes the tuition fees and mentions the scholarships. As it is seen there are full and partial scholarships for students with high academic

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achievements and a special financial support for students coming from the families with lower income or those who were affected by the war. The expert team tried to find more details about the scholarships – what are the fixed criteria, how much the scholarship is, whether it is annual or semester based and etc. Those details are not given neither on the web-page, nor in students handbook. Although during the interviews students mentioned that the scholarship system exists, still they could not provide more details. **The expert team recommends the detailed information about the scholarship is published on the web-page and in student's Handbook.**

During the site visit it was reviled that the orientation week is held in each semester. All students are invited to attend the presentations conducted by both the administrative and academic staff. Students confirmed that they have attended those meetings and found it useful once they stated their study process. The college is using study information system, that helps all administrative tasks to be managed smoothly. As it was described by the students, they can choose the courses and monitor their progress though this system, the grades are also accessible within it. The student's satisfaction surveys are planned to be conducted with using the system. The administrative staff confirmed that they are monitoring students' academic achievements, analyzing the data and using to further enhance the quality of teaching and learning.

As the submitted documentation confirms the college has created a Students Manual, where the detailed information is accumulated. The manual covers different topics related to administrative issues, as well as the academic aspects. The details about the academic misconduct, different types of plagiarism and its prevention mechanisms are also described, in addition to general assessment activities and some aspects of Code of Ethics.

During the interviews student mentioned that there is an appeals procedure at the institution. As per their explanation, once they get the grade from the professor, they have a possibility not to agree on and address to faculty administration with a request the assessment to be reviewed. Academic staff also refereed to the same practice of managing the appeals. However, neither students nor the teaching staff could remember any actual case from the recent semesters. The expert team double check the college's web-page and student's manual, neither of them have a short information regarding it, thus **it is recommended the appeals mechanisms to be described with details in the web-page and in Student's Manual.**

The college is subscribed to plagiarism detection software that is being used across all the study programs. The students confirmed to be familiar with the regulations explaining different types and forms of plagiarism and other academic misconduct. The academic staff highlighted the importance of plagiarism detection in the final thesis of the Masters students. The expert team found the relevant information both on the web-page and in student's handbook, which

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somehow was reflected on the students as the awareness about the principles of Academic Integrity was quite high.

As it was explained by the college administration there is a structural unit responsible for designing and providing student support services. With a general classification those services are grouped as an administrative and academic, having a separate team. The students can address any of them either via information system or directly visit them during the office hours. As it was confirmed during the interviews students usually solve the problems by visiting the appropriate staff members. According to the submitted documents the existing students' services are being monitored to make changes and some modifications if needed. The Quality Assurance representative confirmed that their office is also collecting data though the student's satisfaction surveys. After analyzing the responds the follow-up steps are being planned. As a rule, the report is transferred to faculty administration together with the Head of program to plan some interventions.

The Expert Team also asked few questions regarding the career consoling that students are getting during their studies. The students and alumni confirmed that there is a specially assigned person with a role of providing support for career development. As per their explanation the information regarding the different vacancies is communicated via email. The alumni also mentioned that they are still getting the same emails despite of the fact they are no longer studying at the college. In addition to this, the job fairs are also organized once in a semester, where different companies are invited to be presented. It worth mentioning that the expert team also conducted the interview with the employers. They confirmed to be actively getting students for internships, after which they also assess student's outcomes and the whole process of internship.

The academic staff besides the lectures are also having the mandatory hours of consultations, the schedule is pre-defined and well communicated to students. Some of them mentioned to actually benefited from the consultation hours.

The college is also offering extra curriculum activities to students. The tournaments in chess and futsal are organized few times in each year. Once in a semester the students are invited to participate in excursions. During the interviews students confirmed to be satisfied with those kind of activities as in addition to the study process the social activities are also beneficial.

Compliance level: Substantially compliant

ET recommendations:

1. *It is recommended the detailed information about the scholarship is published on the web-page and in Student's Handbook.*
2. *It is recommended the appeals mechanisms to be described with details in the web-page and in Student's Manual.*

2.11. Learning resources and facilities

The building of the college is divided into different spaces, like the classrooms, PC lab, library room, offices for academic and administrative staff. In total, there are eight classrooms for lectures, additional four seminar rooms are also available. The classrooms are arranged with the capacity of accommodating up to maximum 80 students.

According to the submitted documents it is seen that the college is spending adequate resources to maintenance the library infrastructure as well as the collections. Currently the library owns almost a thousand titles with three times more copies of the books and nearly four hundred journals. The majority of the resources are in Albanian Language, but there is a collection of the books into English. As it was stated by the academic staff the library is covering all the reading resources that are indicated in the course syllabuses as a mandatory resource. In addition to this, students confirmed to have a good practice of borrowing books from the library. The college administration noted that they also offer service for interlibrary loan, currently having agreement with the National Library of Kosovo, in case there is not any title in the college library, they are bringing it from the national library for students to use. As the SER mentions there is an alphabetic catalogue of the resources on place. The expert team double checked the electronic catalogue of the library which is not currently working. Even if the librarian is always ready to support students find the literature, **the expert team recommends the e-catalogue for the library resources to be implemented.**

As it seen from the web-page, the college is currently subscribed to several academic databases and journals. After double checking the list it worth noting that the majority of the databases are in open-access. During the interviews with students, it was seen that not everyone was informed about the databases and they could not recall any case when actually used those sources. As the college is currently offering studies in Master level as well, the expert team believes it is extremely important the usage of such sources to be promoted. The academic staff need to think how to integrate this topic into their curriculum, for example – having an assignment with asking students to find at least one academic paper and etc. As those academic sources can be used in student's research papers or in final thesis, they have to have the advanced information seeking skills. **The expert team recommends the library promote the**

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usage of the academic databases among students and professors with a permanent information session.

Students confirmed that the library working hours are managed in a way that they can visit the reading halls even after the classes. The library space is divided into a book repository and reading hall. Students can directly get books by themselves or ask for help to the librarian. The library system implemented in the college guarantees that the resources are being monitored once they are borrowed by the reader, in addition to this additional security measures are deployed to minimize the risk of any title being lost.

The college provides clean and well-maintained physical environment which meets the requirements of the Kosovo legislation on health and safety. The infrastructure is equipped in a way to consider the people with special needs. However, as it was mentioned during the interviews, so far, the college had not had a practice of having students with special needs.

During the site visit it was confirmed by both students and faculty members that they are able to report any issue or express their thought with regard of infrastructure, in the satisfactory surveys. As the Quality Assurance office explained, those surveys are being analyzed in each semester and final reports are forwarded to decision makers, either to the deans' office or to the college administration. Students added that sometimes they directly report on some issues to the administrative staff by visiting them in their offices. As the college is not that big in terms of students contingent the direct communication seems to be working effective.

The classrooms are equipped with the computers and projectors, in total there are 61 computers and 16 projectors currently. Some of the PCs are in use by the academic staff. As described during the interviews, from time to time the computer systems are checked and updated, sometime some rearrangements are made, in order to fully meet the demands coming from students and teachers. There is a specially assigned staff member in the college responsible for the Information Technology issues, as explained during the interview this person is providing support to students and teaching staff, moreover the same person is conducting a training for professors. All the stakeholders have a chance to evaluate the service they are getting through the satisfaction surveys, based on the analyzes of the data the follow-up activities are planned. During the interviews with students, it was mentioned that the college is offering an accommodation for those who are coming from regions. Some of the students mentioned to using such opportunity. The expert team asked how satisfied they were with other facilities on campus. The students highlighted the importance of arranging more space for extracurricular activities, or the spaces where they can speak and socialize more with their classmates. Some of them indicate the need of the up to dated cafeteria, others mentioned the need of space for group works, as sometimes they have assignments that requires 3-4 students to work together.

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Currently they can meet and work at the library reading hall, however as library is mostly for reading sometimes it is not an appropriate place to speak to your group members. Considering the fact that social activities are also important for students and it is in positive correlation with students' academic achievements, **the expert team recommends the college infrastructure should be rearranged in a way to have more spaces for extra-curricular activities.** On the other hand, this change will make the college facilities more attractive for the target audience and might have positive effect on the number of the applicants.

Compliance level: Substantially compliant

ET recommendations:
1. *It is recommended the e-catalogue for the library resources to be implemented.*
2. *It is recommended the library promote the usage of the academic databases among students and professors with a permanent information session.*
3. *It is recommended the college infrastructure should be rearranged in a way to have more spaces for extra-curricular activities.*

2.12. Institutional cooperation

The College has initiated institutional cooperation and internationalization policy that guides the institutional decisions and resource allocation in this area. The institution performed three projects in collaboration with international partners and also applied for another three this year. The College has numerous agreements and memoranda of understanding with partners and relevant international university organizations within the framework of institutional cooperation and through Erasmus ProjectsThere are 25 MoUs signed by the college so far.

There has been mobility programs implemented under the Erasmus + and KA171, KA131 and a double-degree program is carried out. The IPB project, ICM is built on a larger project: Double degree. Thus, to obtain the diploma from IPB, students of the College of Business must spend one academic year at IPB and complete the Master's thesis of 3 to 5 course units.

Biznesi College - Prishtina establishes, cultivates and maintains relations with local and international partners, with employers who really represent the best advisors of the institution for the fulfillment of its institutional mission and objectives and with the local community. Relationships are established with local industries and employers to help delivery of programs.

Regular contact is maintained with Biznesi College graduates and ALUMNI, keeping them informed about institutional developments, inviting their participation in activities and encouraging their support for new developments.

Compliance level: Substantially compliant

ET recommendations:

1. *Should provide support for cooperation with international higher education institutions, networks and organisations.*

The panel decided to recommend to be re-accreditatıon for Busnesi Collegee Pristina for 3 (Three years).

	Expert Team	
Chair		
	Prof.Dr. Olgun Cicek	**14.03.2024**
Member		
	Prof.Dr. Alan Brickwood	**14.03.2024**
Member		
	Giga Khositashvili	**14.03.2024**

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