UNIVERSITY OF PRISHTINA "HASSAN PRISHTINA"

Management BSc

Re-accreditation

REPORT OF THE EXPERT TEAM

March 25, 2024, Prishtina, Leeds, Bucharest, Vilnius

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AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
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1. INTRODUCTION

1.1. Context

Date of site visit: March 8, 2024

Expert Team (ET) members:

- *Dr. Razaq Raj*
- *Dr. Magdalena Iordache-Platis*
- *Arnoldas Solovjovas, Student expert*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Shkelzen Gerxhaliu, Head of Department at KAA*

Sources of information for the Report:

- *Self-Evaluation Report of the MANAGEMENT BSc programme (SER);*

  Appendices to SER:

- *APPENDIX 2 The statute of UP;*
- *APPENDIX 3 Regulation of Quality Assurance and Evaluation at the University of Pristina;*
- *APPENDIX 4 Guide for the assessment of subjects by students and the use of their results at the University of Pristina "Hasan Prishtina";*
- *APPENDIX 5 Code of Ethics of Academic Staff;*
- *ANNEX 6 Regulations for the disciplinary procedure;*
- *ANNEX 7 Working regulations of the electronic system for student management;*
- *APPENDIX 8 Bachelor SMC-UP;*
- *APPENDIX 9 Peer observation report -BSc;*
- *APPENDIX 10 Regulation for Academic Mobility of Students in UP;*
- *APPENDIX 11 List of scientific works of the staff;*
- *APPENDIX 12 Staff participation in conferences;*
- *APPENDIX 13 Staff participation in training;*
- *APPENDIX 14 First Conference Book;*
- *APPENDIX 15 Regulations for staff selection procedures;*
- *APPENDIX 16 Manual for the use of management and monitoring of attendance at the University of Prishtina "Hasan Prishtina";*
- *APPENDIX 17 The book of the fourth Conference;*

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- *APPENDIX 18 CVs of academic staff;*
- *APPENDIX 19 Strategic Plan of Scientific Research and Innovation 2023-28;*
- *APPENDIX 20 Regulations for procedure and disciplinary measures for students of the University of Pristina;*
- *APPENDIX 21 Budget 2023-2025;*
- *APPENDIX 22 Syllabuses;*
- *APPENDIX 23 Budget Planning for 2024, 2025 and 2026;*
- *APPENDIX 24 Schematic Design for the Faculty of Economics;*
- *APPENDIX 25 Regulations for the establishment and principles of the commission for ethics in scientific research;*
- *APPENDIX 26 Book of Abstracts IES 2023;*
- *APPENDIX 27 Report on classroom observation- 8.4.2021;*
- *APPENDIX 28 Preparing students from the perspective of the provider;*
- *APPENDIX 29 Tracking graduates at the University of Prishtina;*
- *APPENDIX 30 List of financially supported publications.*

Additional received documents from the Faculty of Economics:

- *Statistics od drop-out rates for programmes compared to registered students and graduated students;*
- *a minute of a meeting with industry representatives (Board of the Industry);*
- *evidence/documentation setting out how learning outcomes are evaluated to be at NQF/EQF Level; who evaluates; when etc;*
- *the master regulation and link;*
- *evidence of latest review of policies and regulations relating to the management and delivery of the programmes;*
- *evidence of the self-evaluation for all categories of staff – academic and administrative (questionnaire and statistics of the results);*
- *forms, reports and links of the evaluations described in the SER: Evaluation of the quality of teaching (as a sample, a questionnaire for evaluation of the course is attached; Evaluation of services per student; Evaluation of scientific activity and doctoral studies; Evaluation of international cooperation; Evaluation of learning resources;*
- *a sample contract with the academic staff (anonymized);*
- *latest 2 cooperation agreements for the practice stage of students;*
- *policy for ownership of intellectual property;*
- *the study commission – components and responsibilities; a minute of their meetings (evaluation commission); peer evaluation evidence;*
- *the latest Regulation on Students' Electronic Management System (Sems) (in the submitted documents the provided one is of 2017);*

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- *one example of one theme (one week) teaching material;*
- *MOU with external stakeholders/employers (1 most recent).*

Criteria used for institutional and program evaluations

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

1.2. Site visit schedule

2.

me	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated	Prof. Dr. Driton Balaj, dean Prof. Dr. Drita Konxheli, vice-dean for teaching Prof. Dr. Aferdita Berisha, vice-dean for research Prof. Ass. Dr. Alban Elshani, vice-dean for finance Bashkim Salihu, Secretary
09:50 – 10.30	Meeting with quality assurance representatives and administrative staff	Besnik Loxha Prof. Ass. Dr. Saranda Kajtazi Ass. Neshat Podvorica Gjylasfije Berisha Drita Zhushi
10:30 – 11:30	Meeting with the heads of the study programme **Management BSc, 180 ECTS** (room 2) Dr. Razaq Raj Arnoldas Solovjovas	Gentrit Berisha Albana Berisha Qehaja Veton Zeqiraj
11:30 – 12:20	Meeting with the heads of the study programme **Management MSc, 120 ECTS** (room 2) Dr. Razaq Raj Arnoldas Solovjovas	Besnik Krasniqi Lura Rexhepi
12:20 – 13:20	Lunch break	
13:20 – 14.00	Visiting Facilities	
14:00 – 14:40	Meeting with teaching staff	Berim Ramosaj Enver Kutllovci Mihane Berisha Namani Liridon Veliu Sevdie Alshiqi Behteshi Blerim Dragusha Tringë Krasniqi Flokart Aliu
14:40 – 15:20	Meeting with students	Hysni Binakaj Fjolla Samadraxha Sinera Tyfekçi Kaltrina Sopa Zejd Xhafce Fitore Kuçi Erisa Mehmeti

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			Benet Maloku
15:20 – 16:00	Meeting with graduates		Drin Govori
			Olti Pireva
			Flamur Kaçiu
			Blerta Doberdolani
			Blerona Bajrami
			Qendresa Ibrahimi
			Gentiana Dervishaj (online)
			Gentiana Lajçi
16:00 – 16:40	Meeting with employers of graduates and external stakeholders		Rudin Lleshaj-KEDS
			Albina Metaj Ajvazi/Florentina Krasniqi-ProCredit Bank
			Abdylkerim Ratkoceri-Meridian
			Zana Lipoveci-Elkos
			Hivzi Jetullahu-EPPC
			Florentina Dushi-Business Development Group Kosovo
16:40 – 16:50	Internal meeting of KAA staff and experts		
16:50 – 17:00	Closing meeting with the management of the faculty and program		

2.1. A brief overview of the institution under evaluation

The University of Prishtina (UP) has autonomy and academic freedom in teaching and scientific research; the main governing authorities of the UP are the Governing Council, the Rector, and the Senate. UP consists of several academic and organizational units, based on the institutional Statute. The Faculty of Economy is an academic unit of the University of Prishtina having the complex mission for achieving: "The progress of the teaching activity in Bachelor, Master and Doctorate studies; On-going reforms related to curricula, teaching methodology, modern literature, etc.; Intensive engagement in research; Engagement of academic staff with high degrees on scientific area; Continuous training of academic staff; Overall infrastructure improvement; Transformation into a leading centre for the advancement of knowledge, and education in the field of economy in the region; Full participation in the regional and international community in the field of higher education". Moreover, the Faculty of Economics as an academic unit of the University of Prishtina has a vision for: "Establishment of an institutional culture for quality development; Cooperation with international institutions in the field of economy with the aim of integration into scientific networks in the field of economy; Implementation of research projects through the Economic Research Institute (*SER, page 6*).

Since the 1971/72 academic year, the Faculty of Economics operates as a single academic unit of the University of Prishtina "HASAN PRISHTINA"; before this moment, during 1961-1971, the Faculty of Economics was a joint academic unit with the Faculty of Law. The Faculty of Economics currently organizes programmes in three levels of study: Bachelor (three years studies); Scientific Master (two years studies); Doctoral studies (three years studies). According to the Statute of the University of

Pristina, Article 10, "The University enjoys the autonomy and freedom of academic teaching, scientific research and artistic creativity within its activity...". The main governing authorities of the UP are the Governing Council, the Rector and the Senate. The university consists of academic and organizational units (*Appendix 2 of SER*).

The Faculty of Economics has a Faculty Secretary who assists the Dean and vice-deans in their work and oversees the legality of the staff's work. The faculty also consists of departments according to the fields of study that are chaired by heads of departments. Students enrolled in the bachelor's degree for the first time at the Faculty of Economics come from public and private high schools, from various socio-cultural contexts. UP used to be the only provider of higher education, and students were coming from all over Kosovo and beyond. Whereas, due to the opening of universities in other cities of Kosovo, the students of Prishtina region are more dominant at the University of Prishtina. As students enrolled in master's and doctorate degrees, they come from public universities and private colleges, after proper evaluations (*Appendix 2 of SER, SER page 7*).

3. PROGRAM EVALUATION

3.1. Mission, Objectives and Administration

The mission of the Faculty of Economics has undergone changes in alignment with recommendations outlined in the 2023 expert report SER (pages 4-5). The revised mission aims to prepare professionals who contribute to the overall economic and social progress of Kosovo and beyond while advancing global knowledge in the field of economics. This mission closely aligns with the overarching mission of the University of Prishtina as a public institution of higher education in Kosovo. Moreover, the link to the mission (available at https://ekonomiku.uni-pr.edu/page.aspx?id=2,8). The Faculty of Economics has a vision for future to enhance the students' knowledge by adopting to (SER, page 4):

- **Cooperation with International Institutions:** Collaborating with international institutions in the field of economics to integrate into scientific networks and exchange expertise and knowledge.
- **Implementation of Research Projects:** Initiating and conducting research projects through the Economic Research Institute to contribute to the advancement of economic knowledge and inform policy decisions.

The expert team identified a significant observation regarding the understanding and communication of the Faculty of Economics' mission among staff members. Specifically, it was noted that, aside from the Course head of the Management, BSc study program, other staff members faced challenges in articulating the mission of the Faculty of Economics during a staff meeting (8/3/2024).

This finding suggests a potential gap in awareness or alignment with the overarching mission and vision of the Faculty of Economics among certain staff members. Addressing this issue is crucial to ensure that all faculty members are fully aligned with the Faculty of Economics mission, fostering a

cohesive and unified approach to achieving its mission. By taking proactive steps to improve staff members' understanding and alignment with the Faculty of Economics' mission and enhance employee engagement and commitment. It's concerning that the research concept is not integrated into the mission or objectives of the program. Incorporating research into the mission and objectives is essential for ensuring that the program prepares students to engage in scholarly inquiry, contribute to knowledge generation, and address real-world challenges through research-based approaches. It is very briefly discussed in the SEF, (page 4). By integrating research into the mission and objectives of the program, the institution can better prepare students to become critical thinkers, problem solvers, and innovators who are equipped to make meaningful contributions to the field of economics and society at large through research. Experts team believe that by integrating research into the mission and objectives of the program, the institution can better prepare students to become critical thinkers, problem solvers, and innovators who are equipped to make meaningful contributions to the field of economics and society at large through research.

It was positive to hear from the Course head of the Management, BSc study program that the program objectives have undergone changes in alignment with recommendations outlined in the 2023 expert report SER (pages 13). This demonstrates a proactive approach by the program to address identified areas for improvement and enhance the quality of education provided to students.

Furthermore, having the Course head of the Management, BSc study program explain these changes during the meeting on (8/3/2024), indicates a commitment to transparency and communication within the program. It provides an opportunity for faculty members to gain clarity on the updated objectives and understand how they align with the overall mission and vision of the program. Moreover, it will be essential for the program to ensure that these updated objectives are effectively communicated to students, faculty members, and external partners.

It seems there are discrepancies in the statistical data regarding students as recorded in the central system, ESMS, as highlighted in the SER report (page 19). While some student statistics are presented in tables on (pages 19-23), including initial recruitment and graduates, there appears to be inconsistency in the figures regarding the actual number of students remaining in the program.

This discrepancy raises concerns about the accuracy and reliability of the data stored in the central system and reported in the SER (pages 19-23). It's essential to address these inconsistencies to ensure the integrity of student records and provide accurate information for decision-making and planning within the program. To rectify this issue, the program may need to conduct a thorough review of its data management processes and procedures. By taking proactive steps to address these discrepancies and improve data management practices, the program can enhance the reliability and accuracy of its student statistics, enabling better-informed decision-making and planning for the future.

The website of the faculty offers comprehensive information tailored to each level of study, including Bachelor, Master, and PhD programs. This approach ensures that students, faculty, and other

stakeholders have access to relevant resources and support at every stage of their academic journey. They offer valuable resources and information for students, staff, and external parties associated with the Faculty of Economics at the University of Prishtina "Hasan Prishtina." The links below provide the relevant information SER (pages 16-17).

Access to ESMS: https://studenti.uni-pr.edu/
Bachelor study program: https://ekonomiku.uni-pr.edu/page.aspx?id=1,94
Master study program: https://ekonomiku.uni-pr.edu/page.aspx?id=1,95
Access to payment slips: https://notimi.uni-pr.edu/fletepagesatonline
Application for students with index: https://notimi.uni-pr.edu/AplikimiMeIndex
Regulations: https://ekonomiku.uni-pr.edu/page.aspx?id=1,64; https://dokumente.uni-pr.edu/
Faculty meeting schedule: https://ekonomiku.uni-pr.edu/page.aspx?id=1,40,968

The University have enhanced their accessibility by constructing an elevator for the Faculty of Economics and the Faculty of Law SER (page 24, facilities was seen by the expert panel, 8/3/2024). This initiative improve access for people with disabilities, allowing them to reach classrooms located on the second, third, and fourth floors. Previously, individuals with disabilities had limited access to certain classrooms, which posed challenges in their ability to fully participate in academic activities. By installing an elevator, the University is not only addressing these accessibility barriers but also promoting inclusivity and equality for all members of the academic community.

This improvement will significantly enhance the learning environment for students, faculty, and staff with disabilities, enabling them to fully engage in educational opportunities and contribute to academic discussions and activities across different floors of the building. It reflects the University's commitment to fostering an inclusive and supportive campus environment where all individuals have equal opportunities to succeed and thrive.

The university has a Code of ethics which is quite old (adopted in 2013), provided as (annex 6, SER, page 17). Nevertheless, concerns persist regarding the outdated Code of Ethics and the lack of internal mechanisms to ensure compliance with ethical regulations. It's imperative for the institution to review and update its Code of Ethics regularly and implement robust oversight mechanisms to uphold ethical standards in academic and administrative activities.

In previous visit 14/4/2023, experts highlighted to update the university's Code of Ethics, adopted in 2013, and the decisions of disciplinary committees are outdated. It is concern that no changes have been made by the University. The Code of Ethics is a foundational document that outlines expectations for ethical behaviour and principles within the institution, and its relevance and effectiveness can be compromised if it is not regularly reviewed and updated to reflect current standards and practices. The link provided as a set of decisions of disciplinary committees are also old, since 2017. file:///C:/Users/raj01/Downloads/Rregullore%20p%C3%ABr%20masat%20dhe%20procedurat%20disiplinore%20ndaj%20personelit%20akademik%20t%C3%AB%20UP-s%C3%AB%20(2).pdf

Furthermore, the lack of evidence for internal mechanisms to ensure compliance with ethical regulations is troubling. Without proper oversight and enforcement mechanisms, there is a risk that unethical behaviour may go unchecked, potentially undermining the integrity of academic and administrative activities.

Compliance level: *Partially compliant*

ET recommendations:
1. *Implement targeted initiatives to improve staff members' understanding and alignment with the faculty's mission and objectives;*
2. *Find a mechanism to integrate research into the mission and objectives of the program. Develop clear guidelines and strategies for incorporating research activities into the curriculum and encourage faculty and students to engage in research initiatives aligned with the program's goals;*
3. *Review the data management processes and procedures to address inconsistencies in statistical data regarding students;*
4. *Contribute to the update of the Code of Ethics to reflect current standards and practices. Ensure the Code of Ethics is readily accessible to all faculty, staff, and students and provide training on ethical conduct and compliance procedures.*

3.2. Quality Management

According to SER and the information from the site visits the University's quality management is defined by existing internal documents: The statute of the University of Pristina (*Appendix 2*), Regulation for Quality Assurance and Evaluation (*Appendix 3*) and others, and external documents: Law on Higher Education of Kosovo, the Strategy for the Development of Higher Education (*SER, page 25*). In the SER the experts were introduced to the whole instalment of the internal quality assurance system. For instance, the establishment of the Office for Academic Development. This unit is responsible for the implementation of internal standards for the institution and the study program. The University has a developed body with accurate responsibilities (*SER, page 25*). In the SER the experts were presented with the detailed internal procedure for the reaccreditation of the study program (*SER, page 27*). The system looks very detailed with precise steps. It is important to note that this scheme involves all the needed stakeholders inside the University. Starting from the discussions at the faculty level and providing the documents to the central office, so that the question is being analyzed in the Senate, after which it goes from the University to the Ministry. The experts think that having such a mapping tool in any internal quality assurance process is a huge advantage that eases everyday burdens while dealing with many processes.

The expert team based on the documents and the way processes are regulated believe that the University meets the formal requirements of the International Bolognia Process. Yet during the meeting with the administrative staff, it seemed that the whole department's work specifics were only understandable mainly by the head of the unit. Other administrative staff could not provide tangible answers to provided questions regarding the way different administrative units collaborate in internal quality assurance performance. The experts would like to highlight that the quality assurance culture is not achieved only by having formal documents or establishing needed departments. Culture is something that is developed throughout many years and results in every employee understanding his role in the whole mechanism.

During the site visit the experts questioned the managerial level of the faculty and how they are implementing the teacher support system (*SER, page 33*). The experts were informed that teachers are constantly provided with training on supporting teaching skills. Some of the teachers are sent to those training courses based on the poor performance in the audience with the students. The experts wanted to clarify if there was a recent case with a poorly evaluated teachers who were sent to training. The participants of the meeting approved that there were cases (*SER, page 33*). As for the additional documents the experts received there are various questionnaires used in the University: for teachers, students, and supporting staff. This is important part for improving internal quality management processes. Additionally, the expert team believes that quality management documents exist, and the department as well, but what is missing is the proof of the monitoring process on how the initial planning and execution works. For instance, during the site visit, it was explained that the questionnaire for students is currently mandatory at the end of the semester. Mandatory questionnaires will not guarantee a content-based answer. In many cases, students do not fill in the surveys properly because they do not see the end "product" of the whole system. This generally mean that the students are filling out surveys just for the data storage without coming up with any action plan. The experts among all the documents and annexes could identify the instruments the University is using. Yet the University did not provide any analysis of any internal quality assurance processes to understand whether the current instrument provides an efficient result. Another important aspect is to have a concrete plan for when and what data to collect. The expert team asked for additional documents and one of them was questionnaire for the stakeholders of the internal quality assurance mechanism (teachers, administration). Looking through the questionnaires for the teachers it seems that there was no initial topic that could be answered during these surveys. The questions in one survey are quite broad and analyze at the same time different processes. As a result, it will provide no tangible result for the analyzer or action planner. The expert team would recommend coming up with a strategy for questionnaires and defining these main aspects: what is our target group, what information we would like to get, and what could be the most effective way or form when it would be the most effective to ask. The collected feedback would be essential for the planning part of the new processes.

Data is an important aspect of keeping the program relevant. During the site visit and from the SER the ET found out that the data is received in various ways. One of the ways is formally by filling in the surveys (*SER, page 28*). Surveys are filled in by the members of the University and the members outside of the University (social partners, graduates). The informal way is getting the information

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through the dialogues in various working groups or University bodies (*SER, page 168*). It is great to hear that the University involves all the needed stakeholders (students, teachers, industry partners) in the governing bodies. Unfortunately, the experts could not find any evidence that this data would be publicly available in some kind of form.

The program planning and monitoring seem to be in quite a good balance. During the meeting with the heads of the study program, it seemed that programs are built according to the needs of the labour market, based on human resources possibilities and improved if needed on ad-hock situations. The expert team asked the heads of the study program if they understood how the processes of improvement of the study program follow up. The heads of the study program even provided an example of the whole pathway for updating the subject (module) in the study program if it does not fulfil the needs of the labour market with whom the University remains in contact. The experts are convinced that the head of the study program fully understands the internal processes and the need to hear opinions from every stakeholder (social partner, teacher, student). During the site visit, it was explained that periodically heads of the study program need to provide the Central office and Senate the overall quality and situation of the study program. Experts believe that this internal quality assurance filter is a good way for the external evaluation to receive feedback and improve the existing processes and content.

Compliance level: *Partially compliant*

ET recommendations:
1. *Develop a monitoring system for the implemented internal quality assurance instruments, to find out whether or not they are efficient or need an update;*
2. *Develop a quality assurance culture not only among the heads of the department but also among the employees;*
3. *Get content-based feedback from the students show them that the data is constantly being analysed with an action plan coming out as a result.*

3.3. Academic Staff

The Faculty of Economics has qualified academic staff for the Management domain; the faculty has continuously invested in the quality of the academic staff, supporting them in studies and academic and scientific advancement. The Faculty of Economics has significantly progressed in the advancement of staff through: "academic training abroad especially of young academic staff supported by several Tempus and Erasmus + projects that have been financed by the European Commission and other donors; on staff study visits to various Universities in Europe and North America; in the engagement of staff in study projects in the country and abroad; academic staff participation in international conferences; the organization of a number of seminars and presentations within the Faculty where

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topics of practical and theoretical interest, etc., were addressed; staff studies at foreign universities (Arizona State University, Staffordshire University, etc.). At UP, according to the Statute, appointment, and termination of work contracts of the academic and non-academic staff, as well as exercise of all obligations of an employer, as foreseen by the legislation in force; at the same time, all positions are based on full-time and part-time contracts, while the Steering Council issues particular regulations relating to collective contracts for academic and non-academic staff in accordance with the laws in force (*Appendix 2, SER page 43*).

A sample contract was provided to the ET as additional document for an academic member, and it includes rights and obligations (*Additional document 8*). A table is included in SER showing the relationship between the full time (FT) and part time (PT) academic staff, with elements such as names, qualifications, academic titles, duration of the valid contract, workload with clear number for consulting hours for the 29 members involved in the Management BSc programme; 13 out of the 29 members have permanent contracts and 3 out of the 29 members is part-time hired at the university. The table includes clear details on the teaching hors, consultation hours and administrative; the administrative activity does not specify any number of hours every person allocates but shows that responsible with administration are the head of the department and the vice-dean (*SER, pages 44-47*). According to the legislation and the internal documents, teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

According to the Article 171 paragraph 2 of the Statute, university academic staff consists of: full professors; associate professors; assistant professors; university teaching assistants and lecturers; the teaching staff must comply with the legal requirements concerning the occupation of teaching positions. For example, the Article 175 of the UP Statute, for the Full Professor title of the faculty, the candidate must have the following qualifications: 1.1. To have a PhD degree, 1.2. To demonstrate a high level of academic competence and scientific experience in the subject proven by: 1.2.1. A significant number of monographs, textbooks, publications in international scientific journals, at least 5 main papers published in international scientific journals, as first author or correspondent; 1.2.2. Active participation in national and international conferences; 1.2.3. Long-term experience in basic and applicable research projects; 1.2.4. High educational and pedagogical skills through reasonable practice; 1.2.5. Academic leadership skills; 1.2.6. Master and PhD thesis mentorship. 2. The candidate can be considered as the first author or correspondent of the papers published in scientific journals in the sense of point 1.2.1 of this article only if the criteria specified in paragraph A of Annex II of this Regulation are met. All these specifications are described in the Regulation on Selection Procedures Regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina "Hasan Prishtina" (*Appendices 9 and 15*).

Academic staff involved in the Management BSc programme Department do not cover, within an academic year, more than two teaching positions (one full-time, one part-time). The staff also follow the legal and institutional requirements when they approach the time for retirement.

26 out of the 29 academic members working at the Management BSc programme are full time, meaning 89.66%. Moreover, for each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study programme, the institution has employed more than one full time staff with PhD title; all the current academic staff hold the PhD title (*SER pages 44-47*).

There are opportunities provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties. More specifically, academic staff participate in at least two teaching trainings, which can be organized at the Center for Teaching and Excellence (CTE) of the University of Prishtina "Hasan Prishtina", or in other training centers in Kosovo or abroad; CTE offers training for basic and advanced level of teaching, for example *Teaching in higher education* and *Planning and implementation of teaching in higher education.* Soon, a training will be provided by CET on peer observation, considered an opportunity for professional development for teachers (*SER, page 48*). The examples provided in SER are the same with the example in the SER for the MSc programme.

The provided table in SER related to the tasks allocated to the academic staff do not include clear details on engagement in the community, hours for research and exams. In the institutional regulation on the advancement of the academic staff (The Regulation on Selection Procedures Regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina "Hasan Prishtina"), different annexes set obligations for the academic staff in all these areas: Educational activity - Appendix I; Research, scientific and professional activity - Appendix II; Service activity - Appendix III. The academic community is aware of the community service approach, but does not consider it at their potential level, effective and more actions could be taken for the community benefit. Professors meet twice a week for 2 hours with students for consultation, while assistants six hours a week (3 times a week for 2 hours). The table at pages 44-47 in SER does not include concrete hours for community service activities, just for few people with managerial duties, hours allocated for administrative tasks; administrative tasks are different from community service and the academic community could work in service projects with their students (*SER, page 49, Appendix 15*).

At the Management BSc programme, students evaluate their professors and courses at the end of each semester. The office for academic development at the institutional level, respectively the evaluation unit conducts the evaluation process, processes the data; data management is online managed. The reports are checked by the vice dean and the teaching officer. In 2017 within the SEMS - the electronic management system, a new module was introduced: Module for students' and teachers', evidence through ID cards. All students are evaluating courses and professors as a mandatory step of the SEMS. The additional documents are providing a partially evidence on the academic staff evaluation; there is a lot of room for improvement in peer and superiors' evaluations, and for making the results of the evaluation publicly available, at least statistically based. The "Questionnaire for the administrative and support staff of the university" provided as additional documents shows "views of the administrative and support personnel of the University, with a view of assessing all aspects of their work, especially their suggestions on eventual improvement." This means that this is a self-evaluation documents,

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which is just the first step in the evaluation process. ET strongly recommends that the evaluation includes the opinion of the beneficiaries of the services, for example from staff and students (*SER pages 49-50, Additional document 6*).

The highest responsibility for the learning materials is for the teaching staff; academic staff at the Management BSc programme is preoccupied of the quality enhancement include improving the teaching strategies and quality of learning materials. They include several teaching and learning materials, access to free platforms to be used by students; the discussion with the teaching staff and with the students proved their interest in adapting the teaching materials to the latest trends.

Compliance level: *Substantially compliant*

ET recommendations:
1. *Fill in the tabular form with all data about full time (FT) and part time (PT) academic staff, adding the workload also for exams, research, administrative activities, and community service for the study programme under evaluation;*
2. *Provide trainings on community service approach (third and fourth mission of the university) and opportunities for teachers and students to get involved in;*
3. *Identify and adopt 2-3 partnership agreements with the civil society organizations to support the community service engagement (including the transfer of research into practice);*
4. *Create clearer evaluation documents for the administrative staff evaluation which should be filled in by the beneficiaries of the services (not by the staff themselves);*
5. *Create a more effective peer evaluation document to provide useful collegial evaluation (not only based on an observation process, but also about other criteria, for example collegial attitude, cooperative work, attending group meetings);*
6. *Create an effective superior evaluation of the staff.*

3.4. Educational Process Content

At the Faculty of Economics, the distribution of ECTS credits is based on the time the student work to achieve the learning objectives; the investment time for students is of 1,500 hours per year (1 hour = 60 minutes); the time engagement of 1.500 hours per year corresponds to 60 ECTS credits; 1 year = 1,500 hours = 60 ECTS credits; 1 semester = 30 ECTS credits; 1 ECTS = 25 hours (SER, page 55). Qualification objectives are considered in modelling the Management BSc study programme. Generic skills and competencies are described in every syllabus. For example, the expected outcomes in the Mathematics for Economists course are defined as following: "By the end of the course, a student will be able to: Adopt elements of linear algebra Understand the meaning of function, the ways of giving function, some classes of functions and its overall study Comprehend and calculate definite and indefinite integrals Comprehend and calculate differential equations" (*SER page 55, Appendix 22*). ET considers that competences can be further clarified in the syllabi as a set of abilities and qualities which

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are essential for individuals to be successful in the profession when successfully passing the assessment.

The Management BSc study programme complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area, level VI. In SER, standard 4.2 describes the that the programme is of the 1st cycle of Bologna (180 ECTS), defined within the qualifications and the European Credit Accumulation and Transfer System (ECTS). The program is based on skills and knowledge necessary for professional and academic practice, which are also the basis of the license to practice the management profession (*SER, pages 152-153*).

At the Faculty of Economics, teaching is organized through lectures and exercises. Studies are organized as follows: Bachelor 2+0 (two hours of lectures without exercises), 2+1 (two hours of lectures, one-hour exercises), 2+2 (two hours of lectures, two hours exercises), while in Master and Doctorate 3+0 (three hours of lectures without exercises). Teaching is held only for regular studies at three levels of study: Bachelor, master and doctorate. The academic year begins on October 1 and ends on June 15. Each semester consists of 15 weeks of studies. Studies at Bachelor level is divided into six semesters, master studies in four semesters and doctoral studies in six semesters. The teaching load is in accordance with ECTS credits system (*SER, page 8*).

The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programmes and curricula delivered in the EHEA. The main learning outcomes for the BSc programmes in Management are: Gaining basic knowledge in the disciplines that form the basis of management practice; Developing an understanding of the foundations of management through the study of fields that analyze different aspects of management; Acquisition of critical analysis skills related to management issues; Developing awareness of managers' responsibilities in the context of the business environment; Developing quantitative skills and being able to apply them in the context of problem-solving; Development of decision-making skills and teamwork in pursuit of organizational goals; Acquaintance with human resources practices and benefiting from the skills to develop best practices to advance the human side of the organization; Acquiring work with software tools for management support (Microsoft Office, SPSS, Microsoft Project, Outlook); Have the competence to carry out research, analysis and interpretation of relevant empirical data relating to economic issues; Be able to manage complex technical vocational activities or projects, and a group of individuals; obtaining responsibilities in the decision-making process under dynamic working conditions; Have developed the methodological competencies needed to adequately understand the new scientific findings in the management field carry out research and continue studies in the Master programme" (*SER pages 154-155*). Some improvements could be adapted in the framework of the current trends in the management environment; for example: consider changing Reward Management and Organizational Performance into Change Management (where students could get insights into possibilities to upgrade technology systems, mechanisms to entering new markets, business reactions to economic changes and to consumers' changing needs, restructuring teams or departments, flexibility

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of the product offerings to make companies competitive and create change management plans. In addition, the table includes L from lectures and U from exercises which is not an English translation. A better and clearer approach would be to consider in the curriculum all the activities included in the classroom with students for example, both lecturers and seminars (at present, seminars are not reflected in the curriculum and exercises are either part of the lectures or of the seminars) (*SER pages 52-55*). Some of the literature is old and many of the recommended books are in English; for example, at the accounting course, the references updated, but in English: "1. Rich, Jones, Myer "Financial accounting – The cornerstone of business decision making" 5th Edition, Cengage Learning, 2021 2. Thomas, Drake, Thornock, Spiceland:" Financial accounting for Managers ", McGraw – Hill, 2022". At the Economic Sociology, the literature is since 2010: "Anthony Giddens, "Sociology", Tiranë. 2. Nagip Skenderi, "Politikat Sociale dhe Bazat Ligjore në Kosovë", Prishtinë, 2010. 3. Merita (Vaso) Xhumari, "Proceset edhe institucionet e Politiks Sociale", Tiranë, 2003.

The disciplines within the curriculum in the Management BSc programme have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module were provided to the ET as appendix 22 to SER. Different translations are used from the subjects in the syllabi from the SER which can be minor translation errors, but some syllabi have Activity and Activity in a repetitive manner and no lectures or seminars (for example in the Human Resource Management). Another unclear example: in the Introduction to Business where hours allocated include "Hours, Days/week and Overall," instead of Hours/week, Weeks, and Total Hours/semester.

Students are encouraged to ask for clarification during lectures and exercises. Teachers are available for additional clarifications and students' consultations during a set schedule for 4-6 hours per week. All learning outcomes are explained and discussed with students during the semester, and the focus is on applying these outcomes in practice. Students are encouraged to read after each lecture the literature assigned to them and to complete the tasks and essays that are given to them. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development. Teaching strategies are diverse at the Management BSc programme, professors using different free online tools to be interactive with students and make the content attractive; adequate examples were provided to the ET during the site visit (*SER, page 155*).

Final examination of students is included in the syllabi but with a huge variety from one subject to another; for example, in the syllabus of Business Informatics there is no clarification on the final exam percentage (Participation in lectures: 15 points Participation in exercises: 15 points Activity: 10 points 1st Kollokvium: 30 points 2nd Kollokvium: 30 points Total: 100 points), while in the Social Media Management, final exam is not mandatory (Regular attendance at the lectures, conducting exercises after each lesson, consultation, tests and final exam. First evaluation: 40 % Second evaluation: 40 % Project Presentation (Seminar): 15% Regular participation: 5 % Total 100 % Or: Final exam), or in

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the Innovation Management: "Assessment methods and passing criteria: active participation in class as well as preparation and presentation of the seminar / interview with entrepreneur 20%; Test 1 = 40%; Test 2 = 40%". The diversity should be accepted under a common framework such as a final examination as a mandatory assessment method. Student assessment mechanisms are conducted fairly and objectively, although vastly different from one subject to another and clearly communicated to students at the beginning of courses. Students participating in the site visit confirmed that they find out about the course objectives and requirements in the first 2 weeks of the semester and from SEMS, too (*Appendix 22 and website*).

The standard of student work required for different grades at the Management BSc programme is consistent over time, comparable in courses. The grading standard is consistent for each subject in this program and for each professor. Grading policies are also defined by the UP statute (Article 108 and Article 109). (*SER, page 75*).

If standards of student achievement are inadequate, they can intensify their participation in the consultation hours. The main description of such a case is in the Statute of the UP, where the Article 115 states that: an exam can be re-taken of a maximum of 3 times, that in case of proper justification, the dean can approve a fourth time examination, and then the student can apply for another study programme, if he/she is still struggling with passing exams in the first programme *(Appendix 2)*. A clearer procedure should follow these statutory rules, to clarify the answers to questions, such as: cases of situations where standards of student achievement are inadequate, because not only the knowledge understanding might be the issues, but also the cost of living, or absence due to other personal or professional duties. Support could be provided to all categories of cases when students express their intention to continue the studies. ET appreciates the availability of teachers to provide extra hours for consultation, in all cases.

The bachelor's program in Management does not foresee mandatory practical work as a condition to graduate. In the SER, Career Development is a practical subject, with the aim of developing the skills and abilities of students in career orientation and development, whether in the career during studies or employment. ET cannot consider this subject as a replacement for internship/practice stage (*SER, page 156*). In addition, every student, who is in the third year of study, can choose a placement place in a several ways: 1. Based on a Memorandum of Understanding with various institutions, companies and international organizations, a practical positions for at least one month for the students of the Faculty of Economics can be offered; 2. students can apply for different practice opportunities, which will be announced through the Faculty, daily newspapers or UP Career Center; 3. students can propose to the Faculty the choice of their practice. Moreover, students who are already employed can choose to return their paid employment into practice. However, the Management BSc programme does not include practice stages, in a mandatory or formal / official manner. To facilitate the practice stages, signing cooperation agreements, contracts or other documents with institutions/organizations/practical training units would be beneficial in the field of Management. Two formal agreements were provided as additional documents at the faculty level, with Elkos Group and 2 banks, but not in the marketing

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domain. Students and graduates, as well as companies' representatives participating in the site visit expressed the usefulness of some practice stages in the Management BSc programme.

Compliance level: *Substantially compliant*

ET recommendations:
1. *Integrate internship in the curriculum of the Management BSc with at least 4 ECTS;*
2. *Verify that the syllabi used is a standardized syllabi and train the staff to fill it in, in the same way; check the English translation of the template and the filled in syllabi at least every year;*
3. *Introduce modern courses, for example Change Management;*
4. *Consider in the curriculum description all the activities when students interact with teachers; make a separate line of the ECTS allocation for: a) in classroom activities, when students work directly with teachers and b) outside classroom activities, considering all others (study hours, research etc). Moreover, unify the hours described in the syllabi, for example (right now, there is no unification): Hours/week, Weeks, and Total Hours/semester;*
5. *Make a common approach of the assessment method of students by including a final evaluation in all subjects (this is mandatory to be included in the syllabi) and try to make the final evaluation somehow similar in percentage, for example of 50-60% of the final grade (can be a final projects presented in an oral form of the final evaluation). In addition, syllabi should clarify if the exams are in a written format, oral or both;*
6. *Create an internal procedure for supporting students in all cases of failure (not only by providing consultation hours), but flexible treatment considering other cases, such as financial support or diverse/flexible homework;*
7. *Sign 2 agreements with companies for the field of Management.*

3.5. Students

At the University of Prishtina, "Hasan Prishtina" Faculty of Economics the admission process for the bachelor's degree in management is very clear and understandable. During the site visit it was explained that the high school students must take the final school exam and the university also organizes the exam session for each specific study programme (*SER, page 61*). Students must fulfil the MEST requirements. The admission procedures with requirements are officially approved by the University bodies (Senate, Rectorate) (*SER, page 162*).

Last year the number of admitted students was around 150 according to SER tables and information. The numbers could vary depending on the needs of social partners, and if the Education ministry will approve the request from the University. During the site visit, the teachers explained and approved that the current number of students is quite satisfying. They are aware that after the first year, there will be a dropouts. During the site visit and at the end of it for the experts it was a challenge to understand what the dropout percentage in the study program is. In the SER Table 2 presents accurate data for admitted student numbers per year, but no accurate date for the dropout rate tracking. Table 2 presents the numbers of Deregistered students, but it is unclear from which year they are coming. The expert

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team believes that the University must have these statistics and follow the results each year. A high dropout rate is considered to be normal during the first year, but for the next years, it could be a very clear signal that something should be corrected inside of a program. The student grading system consists of work and assessment during the semester (presentations, tests, papers) and after it (final exams). The assessment is done in 3 exam periods: January, June and September. Based on the situation and if necessary, the exam could be held by the exam committee (*SER, page 164*). The expert team do not see any major drawbacks in the examination system and thinks it creates an equal and trustworthy environment for the students.

In the SER and during the site visit the feedback system for students was described in very detail (SER 163 page). Once the student submits his work to the Student Electronic Management System (SEMS) he can receive written feedback on the mistakes he conducted. During the meeting with the teaching staff of the bachelor's programme, the experts were introduced to the feedback methods that teachers are implementing. For instance, some teachers use the University system and provide the feedback in written form, others inform students about consultation hours and provide feedback in oral form. During the meeting with the students of the program, it was approved that the teachers provide effective feedback on the mistakes students have made. If there is a need teacher are always providing consultations for students on the topics they did not understand properly during the lectures or seminars. In general, experts see that the University is building strong feedback for students' culture. This allows not only to show students their mistakes and help them improve, but feedback is also an essential part of the learning process during and after the study semester. Students' results are stored in SEMS and by the end of their studies, the grade transcript is formed.

Any kind of paperwork during the semester students must provide to their teachers via email. The teacher checks if the work is authentic and if there is no potential plagiarism (*SER, page 165*). During the site visit the expert team asked clarification questions to different stakeholders regarding the plagiarism system. It was explained that the University is planning on purchasing a system that would do the check work for the teacher and would be more precise in regard to answering the question: whether or not the work is authentic. If the teacher finds a potential plagiarism, he provides the work to the Complains committee and they will finalize the procedure and provide the final verdict. The expert team believes that the teaching staff is professional enough to spot a potential plagiarism case. Yet, the team believes that for the University it is necessary to have a professional working Plagiarism check system that would be able to check earlier uploaded student works or any coincidence with the publicly available sources. This will be essential as all worldwide Academia steps into the artificial intelligence age, where the final thesis, paper works can be easily conducted.

The experts felt that the students are welcomed in the University as a part of its community. In the SAR there are all student rights listed (SER 165 page). During the meeting with the students, the experts wondered if the students were familiar with their rights or if any of them had been recently broken. The student ensured their knowledge of the rights and could not remember any cases when their rights could have been violated. It was very sad that the experts could not have a chance to meet with the student representatives during the site visit. In the future, it would be recommended to have

at least one student from the local student union, so that he could elaborate more on the student rights from the representative perspective.

During the site visit meeting with the students, it was mentioned that the University provides opportunities for international mobility. Most of the students mentioned going abroad to Turkey, some even in the USA. The SAR reports that there is also an opportunity for local mobility: picking up certain courses from other academic units if needed. There is a clearly described procedure that must be done (*SER, page 166*). The experts wanted to clarify what kind of support the University provides to its students. Career fairs and consultations on the career path were the main answer that the University provides to its students. Students also mentioned that teachers in their study programs provided a lot of support and explained potential career opportunities after their studies. The experts believe that the University doing a very decent job in the consultation sector. Yet it would be a good recommendation in the future to sit down and define all possible supporting systems that the University should or could do in the future.

Compliance level: *Substantially compliant*

ET recommendations:
1. *Make efforts to integrate the use of the Plagiarism check system so that the students' work can be checked more effectively;*
2. *Elaborate a map of all existing and future potential University support systems for the students.*

3.6. Research

Over the past year, the Management BSc study program has shown some development, yet it still lacks clear scientific or applied research objectives and a defined research development plan. However, a positive step has been taken with the presentation of a Strategic Plan of Scientific Research and Innovation (2023-2028), as detailed in (appendix 19). The research plan presented by the faculty serves as a guiding framework for future development and growth. It outlines strategic objectives, priorities, and initiatives aimed at advancing research activities within the faculty. This plan is not developed in isolation but is intricately connected to the broader strategic vision of the university, ensuring alignment with institutional goals and objectives.

By integrating with the university-wide strategic plan, the faculty's research agenda becomes an integral part of the broader organizational strategy. This alignment fosters synergy and coherence across various departments and disciplines, maximizing the impact and effectiveness of research efforts. It also enables resource optimization and facilitates collaboration and partnership opportunities both within the faculty and with external stakeholders.

The strides made by the faculty of economics are indeed noteworthy, reflecting a commitment to fostering academic excellence and research productivity. The Dean's acknowledgment of increased support for academic publishing and the provision of financial incentives for staff members signals a proactive approach towards promoting scholarly activity and knowledge dissemination within the faculty (dated 14.4.2023, SER page 179. This tangible investment in scholarly endeavors demonstrates a recognition of the importance of research in advancing the faculty's reputation and contributing to the broader academic community.

The allocation of €25,000.00 EUR for projects in 2023 underscores the faculty's commitment to facilitating research initiatives and fostering a conducive environment for scholarly inquiry. The fact that a group within the Management program has actively participated in these endeavors highlights the interdisciplinary nature of research within the faculty, showcasing collaboration and synergy across different academic disciplines. As the academic landscape continues to evolve, it is essential for the faculty to remain adaptable and responsive to emerging trends and challenges. This may involve exploring new avenues for research funding, expanding opportunities for interdisciplinary collaboration, and enhancing support mechanisms for faculty members and researchers.

Specifically, the program needs to establish a clear research concept and develop a plan with well-defined research objectives and topics. This would provide direction and focus for research efforts within the program, ensuring alignment with broader strategic goals and facilitating meaningful contributions to the field.

There are inconsistencies regarding the conferences organized by the SER (possibly referring to the Faculty of Economics) as documented in the report and as listed on the website. According to the SER report (pages 173-74), the first conference was organized in 2017, the second in 2018, and the third in 2022. But (page 173) fourth was organized in 2021, actually it was organized in 2022. Therefore, it is likely that the 2022 conference was actually the fourth conference organized by the faculty of economics.

There are indeed inconsistencies regarding the organization of conferences by the SER, as documented in the report and as listed on the website. According to the SER report (pages 173-174), the first conference was organized in 2017, the second in 2018, and the third in 2020. However, the fourth conference, initially mentioned as being organized in 2021 on page 173, was actually held in 2022.

Given this clarification, it is apparent that the 2022 conference should be considered the fourth one organized, not in 2021. It is essential to ensure accurate documentation and reporting to maintain credibility and transparency regarding the Faculty of Economics' activities and achievements. Therefore, updating the records to reflect these corrections will help provide clarity for stakeholders and maintain the integrity of the information presented.

As evidenced in the SER (pages 173-174, appendix 14), these conferences have covered a wide array of topics, reflecting a diverse range of discussions and themes over time. To ensure accurate historical documentation and provide clarity for stakeholders, it is imperative for the SER to reconcile any inconsistencies and revise their records accordingly. This step is vital for upholding credibility and transparency in reporting the Faculty of Economics' activities and achievements. By aligning records with actual events, the SER can enhance trust and confidence among stakeholders, reinforcing the integrity of the information presented.

Furthermore, having comprehensive access to all research publications from the past 12 months would have provided invaluable insight into the trajectory of scholarly output and research progress within the faculty. By examining the staff CVs presented in (Appendix 18), it becomes evident that a notable proportion of publications are credited to esteemed scholars such as Professor Gazmend Qorraj, Professor Besnik Krasniqi, and Dr. Gentrit Berisha. These prolific researchers have made significant contributions to their respective fields, exemplified by their extensive publication records.

The presence of publications up until 2022 indicates that faculty members have been actively engaged in research and scholarly activities leading up to that point. There is a lack of clarity regarding any publications beyond that year. This absence of recent publications may raise questions about the ongoing research activity and productivity of faculty members beyond the specified timeframe.

It is crucial to track and document scholarly output consistently to provide stakeholders with a comprehensive understanding of the faculty's research contributions. Access to up-to-date information on publications is essential for assessing the current state of research within the faculty, identifying areas of strength, and recognizing emerging trends. The absence of such recent publications may suggest a potential decline in research productivity or a shift in focus that warrants further exploration.

To address this issue, it is essential for the faculty to maintain updated records of publications and regularly communicate research outputs. This could involve implementing processes for tracking and reporting recent publications, encouraging faculty members to share their latest research findings, and fostering a culture of transparency and accountability regarding scholarly activities.

However, it is also notable that some academics within the faculty have not published any papers since 2018 (Appendix 18). While this may indicate variations in research activity among faculty members, it is essential to recognize that scholarly productivity can fluctuate due to a myriad of factors, including teaching responsibilities, administrative duties, and collaborative projects.

Nevertheless, amidst these variations, there are encouraging signs of progress from other faculty members. Recent publications from these individuals signify advancements in research and demonstrate their ongoing commitment to scholarly endeavors. These publications reflect the faculty's collective effort to engage with contemporary issues, contribute to academic discourse, and generate new knowledge.

Overall, the diversity in research output among faculty members underscores the multifaceted nature of scholarly inquiry within the faculty. By fostering an environment that supports and encourages research productivity, the faculty can continue to make meaningful contributions to their respective fields and uphold their reputation as a hub of intellectual inquiry and innovation.

Compliance level: *Substantially compliant*

ET recommendations:
1. *Develop clear and effective scientific research objectives and develop a specific research goals, priorities, and initiatives aligned with the broader strategic vision of the university;*
2. *Try to invest in supporting academic publishing and providing financial incentives for staff members to promote scholarly activity and knowledge dissemination;*
3. *Make further efforts to secure additional funding for research projects;*
4. *Solve the inconsistencies regarding the organization of conferences and ensure accurate documentation and reporting of conference activities. This may involve updating records and communication channels to align with actual events and activities;*
5. *Senior management should encourage and support faculty members to maintain a consistent level of research productivity by actively engaging in scholarly activities, publishing research findings, and participating in relevant conferences and seminars;*
6. *Create a digital platform for tracking and reporting recent publications and encourage faculty members to share their latest research findings to ensure transparency and accountability regarding scholarly activities.*

3.7. Infrastructure and Resources

The construction of the new building for the Faculty of Economics is the most significant project of the current period. This new facility will include qualitative learning spaces, an advanced library, cutting-edge information technology laboratories, and shared areas for students and academic staff. The construction of this building will significantly improve the learning experience and create a stimulating environment for research and economic development. During the site visit, the management of the Faculty of Economics explained to the ET the status of the construction. In this way, the Faculty of Economics will continue to uphold the highest standards of education and scientific research, contributing to the enhancement of human resources and the economic development of the region and beyond. The Schematic Design for Faculty of Economics is also presented to the ET (*Appendix 24 of SER, SER, page185*). A physical space, without considering corridors and different corners of 3,500 m2 is for the Faculty of Economy; 1/3 of this space is represented by classrooms. All the academic staff has cabinets / offices which are proper spaces for independent scientific work and are equipped with computers, internet, printer / scanner.

Most of the classroom have a capacity of 100 students. The small amphitheater has a capacity for student groups of up to 150, while the large amphitheater has a capacity for groups of up to 300.

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Referring to the available spaces discussed in the preliminary standards, as well as the number of students in groups, the size of the halls and amphitheaters are more than sufficient for the organization of lectures and exercises in the direction of the bachelor's level in management. Also, the computer room has enough computers to organize lectures and exercises for subjects that are directly related to the use of application software (*SER, page 187*).

The faculty offers suitable learning facilities for all students. The training rooms are equipped with a projector, computer, internet and all the necessary conditions for learning in Management. Students have access to a library, which has insufficient room for many students. The library has extended the reading area, but it still needs investment to make it more functional and adequately equipped. The number of places in the reading rooms is 100. The library has over 2200 copies. Also, the students of the Faculty of Economics also have access to the National Library of Kosovo (NLK), which has over 400 seats for reading and learning rooms and operates during the hours 07:00 - 20:00 (*SER, page 187).*

The Faculty of Economics Library is equipped with economics books, so each student has access to the use these books free of charge. The same goes for the National Library of Kosovo, where the number of books and publications is quite high and covers all fields of study. The discussion with the teachers and students revealed that more literature would be necessary in both English and Albanian and most of all, a software for plagiarism detector would help manage the students' papers.

All classrooms are equipped with overhead projectors. Also, there are several laptops and LCP projectors that are used in teaching. There are two large rooms with computers used by students. However, knowing the large number of students, the faculty still needs to invest in computer rooms per student. The building where programme of Management BSc is managed is shared with the Faculty of Law. ET was explained that soon, development possibilities for the faculty will occur when it has its own building; this change will allow the programme development like all other curricular and extracurricular activities to extend at the faculty level.

In the SEMS system, teachers communicate with students, teaching materials (slides, articles, presentations, additional materials, syllabus, etc.) are online delivered. In the same system, student assessment is made electronically.

According to the statute of the University of Pristina (Article 60 and Article 61), the Faculty of Economics, like other academic units, has a percentage of the financial allocation coming from student fees to improve the educational quality, as well as to cover the unforeseen expenses of educational staff. This percentage is decided by the Governing Council of the University of Pristina. This means that the Faculty of Economics does not have legal power for independent financial planning and management. The management staff of the faculty participates in the financial planning that takes place at the level of the University of Pristina. Therefore, as far as financial issues are concerned, it should be done in the analysis of planning and financial management at the University level (*Appendices 2, 21, 23, SER, page 187*). The Faculty of Economics has no authority in financial allocations, these

decisions being made an institutional level. However, the dean and the heads of programmes are responsible with financial resources. For example, according to the Statute of the UP, Article 72 among other obligations, the dean's duties also include: To ensure efficient, economic and effective use of the resources allocated to the Faculty by the Steering Council; To undertake all necessary measures for the implementation of the decisions and duties determined by the Faculty Council; To provide sufficient information with regard to the use of resources and the performance in teaching, in scientific research, and in artistic work for the Rector and the Steering Council based on the provisions of this Statute. Moreover, the budget is elaborated at an institutional level and does not reflect any programme level analysis and development options (*Appendices 21 and 23*). Therefore, ET admits that there is a limited action towards the financial resources' allocations, but a financial plan at the level of the study programme that would demonstrate the sustainability of the study programme for the next minimum three years would be helpful especially in comparison with other study programmes.

Faculty of Economics infrastructure is not fully adapted to meet the needs of students with disabilities. ET discussed this with the management team of the faculty and the head of programme and understands that at the time of the visit there is no case of special needs. The current building has an entering wheelchair ramp and an elevator**.** Faculty should take into consideration the possibility of making the learning materials accessible for other special needs students (*SER, page 188*).

Compliance level: *Substantially compliant*

ET recommendations:
1. *Invest in updated literature in Albanian;*
2. *Make efforts and train the teachers to use the plagiarism detector software;*
3. *Create a team at the faculty level to analyse the financial development for each programme to be able to estimate the sustainability of the programmes for the next 3 years – number of students, financial allocations, donations, sponsorships etc.;*
4. *Invest in the accessibility of the literature to students with special needs (for example special equipment for students with visual difficulties).*

4. FINAL RECOMMENDATION OF THE ET

The ET appreciates the efforts of the management team and of all the participants involved in the process of organization the site visit contributing to providing answers and offering insights to all the issues that were raised. The academic staff is well trained and has a lot of potential to contribute to the establishment of a quality culture at the department level according to formal decisions. Some inconsistency is still present.

ET strongly recommends that decision making regarding the Management BSc programme should:
- *Make further efforts to secure additional funding for research projects;*

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- *Make sure that the syllabi are following the right template and train the staff in calculating hours in classroom and outside of the total number of hours generated from the ECTS;*
- *Integrate the entire academic community in the effort to improve the quality management, and make more visible their effort in administrative tasks and community service;*
- *Make formal efforts to ensure that work submitted by students is original and insist in having a software to be used regularly;*
- *Make more efforts to increase the access to recent literature, either physical or digital one;*
- *Create a system to check all the documents and links when they are addressed to different stakeholders to avoid errors and missing data (for example when writing the SER);*
- *Take into consideration all the standard specific recommendations mentioned above.*

Most of the recommendations can be considered within a short period of time of 1-3 years. Therefore, ET strongly considers that the Management BSc study programme has the capacity to fix most of the issues raised and recommended.
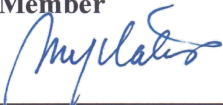
Compliance level: *Substantially compliant*

Student quota recommended: 250 students / 3 Years.

Expert Team

Member

	Razaq Raj	**1st April 2024**
(Signature)	(Print Name)	(Date)

Member

	Magdalena Iordache Platis	**1st April 2024**
(Signature)	(Print Name)	(Date)

Member

	Arnoldas Solovjovas	**1st April 2024**
(Signature)	(Print Name)	(Date)

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AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

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