UNIVERSITY OF PRISHTINA "HASSAN PRISHTINA"

Marketing MSc

Re-accreditation

REPORT OF THE EXPERT TEAM

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

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1. INTRODUCTION

1.1. Context

Date of site visit: March 8, 2024

Expert Team (ET) members:

- *Dr. Magdalena Iordache-Platis*
- *Dr. Razaq Raj*
- *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 MARKETING MSc programme (SER);*

  Annexes to SER:

- *Annex 2 Rule of Procedures for the Electronic Management System for Students;*
- *Annex 3 Regulation on Quality Assurance and Evaluation at the University of Prishtina;*
- *Annex 4 Guide for course evaluation from Students and Use of Results at the University of Prishtina "Hasan Prishtina";*
- *Annex 5 Manual on the use of management and monitoring of attendance at the University of Prishtina "Hasan Prishtina";*
- *Annex 6 Regulation for Student Academic Mobility in UP;*
- *Annex 7 Book of First Conference;*
- *Annex 8 Book of Second Conference;*
- *Annex 9 Regulation on Selection Procedure of Staff;*
- *Annex 10 List of staff scientific papers;*
- *Annex 11 Staff participation in conferences;*
- *Annex 12 Staff participation in training (document missing);*
- *Annex 13 Code of Ethics for Academic Staff;*
- *Annex 14 CV-s of academic staff;*
- *Annex 15 Course Syllabuses;*
- *Annex 16 Budget and realisation;*
- *Annex 17 Statute of UP;;*

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- *Annex 18 Regulation on Disciplinary Procedure;*
- *Annex 19 Sample completed by student assessment;*
- *Annex 20 Scientific Journal Balkan Economic Review;*
- *Annex 21 Regulation on PhD studies;*
- *Annex 22 Staff evaluation statistics.*

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);*
- *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

Time	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 – 12:20	Meeting with the heads of the study programme **Marketing, MSc, 120 ECTS** (room 1) Dr. Magdalena Platis	Visar Rrustemi Vjosa Fejza Ademi
12:20 – 13:20	Lunch break	
13:20 – 14.00	Visiting Facilities	
14:00 – 14:40	Meeting with teaching staff	Prof. Dr. Nail Reshidi Prof. Dr. Fatos Ukaj Prof. Asoc. Dr. Besim Beqaj Prof. Ass. Dr. Hykmete Bajrami Ass. Berat Rukiqi Ass. Granit Baca
14:40 – 15:20	Meeting with students	Ariana Beqiri Sevdije Zeqiri Plotmire Hajzeraj Blina Azemi
15:20 – 16:00	Meeting with graduates	Bardh Ahmeti Zana Sherifi Shqiprim Jashari Blerandë Çitaku
16:00 – 16:40	Meeting with employers of graduates and external stakeholders	Florent Rrahmani Besarta Tahiri Gresa Berisha Bind Reka
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	

1.3. A brief overview of the institution under evaluation

The University of Prishtina (UP) establishment dates since the approval of the Social Autonomous Province of Kosova on 18 November 1969. Many reforms were continuously implemented and a new strategy for higher education was in place since the approval of the UP Statute in 2004.

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At present, the University of Prishtina organizes programmes in 14 faculties: 1. Faculty of Philosophy; 2. Faculty of Mathematics and Natural Sciences; 3. Faculty of Philology; 4. Faculty of Law; 5. Faculty of Economics; 6. Faculty of Civil Engineering and Architecture; 7. Faculty of Electrical and Computer Engineering; 8. Faculty of Mechanical Engineering; 9. Faculty of Medicine; 10. Faculty of Arts; 11. Faculty of Agriculture and Veterinary Medicine; 12. Faculty of Sports Sciences; 13. Faculty of Education; 14. Faculty of Architecture (*UP website*).

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. Faculty of Economics is an institutional structure promoting the training of students to gain leadership roles in the community through teaching, research, and practice in the field of economy.

The Faculty of Economics as an academic unit of the University of Prishtina has the vision of: "establishment and provision 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 Research Institute of Faculty of Economics" (*SER, page 3*). The mission of the Faculty of Economics is to prepare generations to contribute to the overall economic and social progress of Kosovo and beyond, to advance global knowledge in the field of economy.

To achieve the faculty's mission, the processes in place follow several objectives: "advancing the teaching activity in Bachelor, Master and Doctorate studies; ongoing reforms related to curricula, teaching methodology, contemporary literature application, etc.; intensive engagement in research; engagement of academic staff with high scientific background; continuous training of academic staff,; overall improvement of infrastructure; transformation into a leading centre for the advancement of knowledge, thought and education in the field of economy in the region; full participation in the regional and international community in the field of higher education" (*SER, page 4*).

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 UP Statute, the faculty is responsible for the following: "making proposals to the Senate relating to the study programmes; organizing teaching, examinations, and assessment and evaluation of students; student academic progress, including academic services to students; scientific research, or artistic work conducted in accordance with international standards; quality assurance, evaluation, and matters of reporting, as determined by this Statute; the appropriate and efficient use of resources, as provided in this Statute; staff issues as provided in this Statute; the appropriate and efficient use of resources allocated by the Steering Council"; moreover, a study commission is established in each academic unit of

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the university as an advisory body of the council of that academic unit. The Statute also claims that academic and organizational units of the UP shall be separate programmes within the university, more precisely within the Budget Law, respectively UP shall be a budget organization consisting of academic programmes – units (*Annex 17 of SER*).

2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

Based on the active engagement and commitment demonstrated by the heads of the Marketing, MSc study program, as outlined in the SER, the program appears to be on a positive trajectory towards achieving its mission and objectives. Their awareness of the department's mission and their specific contributions to the SER, as evidenced by referencing exact pages of their input, highlights a strong sense of ownership and accountability within the program leadership (*SER, pages 3-8*). However, the mission, as described in SER is for the department and not for the programme: "The Marketing department has a mission to prepare generations that contribute to the overall economic and social progress of Kosovo and beyond to advance global knowledge in the field of marketing. This mission is following the mission of the Faculty of Economics, which is an institution devoted to the preparation of individuals to gain leadership roles in the community through teaching, research and practice in the field of economics" (*SER, page 8*). ET cannot consider that the Marketing MSc study program's mission aligns with the overarching goals of the University of Prishtina, aiming to prepare professionals who can contribute to economic and social progress locally and globally while advancing knowledge in the field of economics. There is somehow a misunderstanding of the standard. The program's vision for the future, likely encompasses strategies to enhance students' knowledge and skills through innovative approaches to teaching, research, and engagement with industry and society (*SER, page 9*).

However, it's important to note that while the mission link provided (https://ekonomiku.uni-pr.edu/page.aspx?id=2,8) does not offers access to the mission statement, there may be a discrepancy in the data mentioned that is not available through the provided link. This inconsistency should be addressed to ensure transparency and accuracy in reporting (*SER, page 12*).

Based on the SER on the Marketing, MSc study program, it's evident that they are actively engaged and committed to the program's mission and objectives. Their awareness of the program's mission and their specific contributions to the SER, as highlighted by referencing exact pages of their input, demonstrates a strong sense of ownership and accountability. The expertise and dedication of program heads and faculty members, the Management, MSc study program can continue to evolve and excel in achieving its mission of providing high-quality

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education and preparing professionals for success in the field of management (*SER, pages 3-8*).

The 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). It does not provide the data which has been mentioned in the SER. The Faculty of Economics has a vision for future to enhance the students' knowledge by adopting to (*SER, page 9 and page 12*). 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 SER (*SER, 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. ET believes 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.

Furthermore, having the Course head of the Marketing, MSc 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.

It seems there are discrepancies in the statistical data regarding students as recorded in the central system, ESMS (*SER, page 12*). While some student statistics are presented in tables on (pages 12-14), 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 (*SER pages 12-14*). It's essential to address these inconsistencies to ensure the integrity of student

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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.

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, page 10*).

> *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 has a Code of ethics which is very old (adopted in 2013) (*Annex 13, SER, page 16*). 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%20procedur at%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

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that unethical behaviour may go unchecked, potentially undermining the integrity of academic and administrative activities.

Compliance level: *Partially compliant*

ET recommendations:
1. *Faculty of Economics should strengthen the integration of 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;*
2. *Review the data management processes and procedures to address inconsistencies in statistical data regarding students;*
3. *Contribute and support 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;*

2.2. Quality Management

The quality management in the University of Prishtina "Hasan Prishtina" is defined by existing regulations: Guide for course evaluation from Students (*Annex 4*), Regulation for Quality assurance (*Annex 3*), the Statute of the University of Prishtina (*Annex 17*). During the site visit the experts were introduced to the instalment of the internal quality assurance system in the University. For instance, in 2007 the establishment of the Office for Academic Development (*SER 16 page*). This unit is responsible for the implementation of internal standards for the institution and the study program. The University has developed bodies with their accurate responsibilities (Regulation on Quality Assurance and Evaluation at the University Article 4). The internal quality assurance processes tend to go from the faculty level bodies and up to the central level where the Senate regarding the study questions is the last checkpoint. Experts believe that the existing practice with many checkpoints is an effective way to involve as many stakeholders as possible and prevent errors from occurring.

Based on the existing documents and procedures the expert team agrees that the University meets the formal requirements of the International Bolognia Process. Still, during the meeting with the administrative staff, it seemed that the whole quality assurance process among different departures was understandable mainly by the head of the unit. Other administrative staff could not provide tangible answers when asked. The experts would like to highlight that the quality assurance culture is not achieved only by regulations or existing departments. Culture is something that is developed throughout many years of performance and replanning. This should result in every employee understanding his role in the internal mechanism.

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During the site visit the experts were informed that teachers are constantly provided with training on supporting teaching skills (*SER, page 31*). In the SER it is mentioned that academic staff must participate in several trainings inside or outside of the University. Some of the teachers are sent to those training courses based on the poor performance in the audience with the students. 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 and 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 because they do not see the end "product" of the whole feedback collection system.

The ET could identify among all the documents and annexes the instruments the University is using for internal quality assurance. Yet the University did not provide any analysis on any internal quality assurance instrument efficiency to understand whether the current instrument works or should be updated.

The expert team asked for additional documents and a few of them were questionnaires 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 target or concrete topic that could be answered during these surveys. The questions in one survey are quite broad and analyse at the same time different processes: "Gender rate", "Salary motivation", "Information on decision making" and others. As a result, it will provide no tangible result for the analyser 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.

Data is an important aspect of keeping the program relevant. During the site visit and from the SAR the experts found out that the data is received in various ways. One of the ways is formally by filling in the surveys (*SER, page 18*). Surveys are filled in by the members of the University and the members outside of the University (social partners, graduates) (*SER, page 18*). During the site visit the experts were introduced to the informal way of getting the information through the dialogues in various working groups or University bodies. 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 the human resources possibilities and improved if needed on ad-hock situations. The expert team wanted to find out whether the heads of the study program knew the processes for improvement of the study program. 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. In the SER it is mentioned that the guest lecturers (entrepreneurs, managers) from the industry are occasionally invited to the lectures (*SER, page 57*). This opens an excellent opportunity for the students to get in touch with the private sector. Share their current study experience and give feedback to the industry partner and vice versa. 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 with the overall quality and situation of the study program. Experts believe that this internal quality assurance filter is a good way before the external evaluation to receive feedback and improve the existing processes and content (*SER, page 34*).

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. *Contribute to the development of 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 to show them that the data is constantly being analyzed with an action plan coming out as a result.*

2.3. Academic Staff

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 (*Annex 17*). 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,

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workload with clear number for consulting hours for the 8 members involved in the Marketing MSc programme; 3 out of the 8 members have unlimited contracts. The table does not include clear details on the workload for exams, administrative activities, research, etc.; nevertheless, the discussion during the site visit with the teaching staff demonstrated that they all are aware of their obligations in all the above-mentioned areas (*SER, page 29*). 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" (*Annexes 9 and 17*).

Academic staff involved in the Marketing MSc programme Department do not cover, within an academic year, more than two teaching positions (one full-time, one part-time). The discussion with the management of the programme and with the teaching staff revealed that they provide consulting activities to external stakeholders, but that they are aware of community service as well.

7 out of the 8 academic members working on the Marketing MSc programme are full time, meaning 87.5%. 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 29-30*).

Opportunities are 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

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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* (*SER, page 31*). The discussion with the teaching staff showed that all the opportunities to participate in conferences are considered actions for teaching improvement, as well.

The responsibilities of all teaching staff, especially full-time, include engagement in the academic community, availability for consultations with students and community service. The Regulation on Selection Procedures Regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina "Hasan Prishtina" stipulates that staff fill in 3 annexes: Educational activity - Appendix I; Research, scientific and professional activity - Appendix II; Service activity - Appendix III. However, during the discussion with the teaching staff, it was clear that the academic community is aware of the community service approach, but most of the examples provided besides teaching and research were consulting related as service to external stakeholders. Moreover, the table at page 21 in SER does not include concrete hours for administrative/community service activities (*SER, page 31, Annex 9*).

Students at the Marketing MSc programme evaluate their professors and courses at the end of each semester. The office for academic development within the UP, 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 document, 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 (*Additional document 6*).

Academic staff at the Marketing MSc 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, including the workload for teaching, exams, consulting, administrative activities, research, etc. 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 peer evaluation document to provide useful collegial evaluation;*
6. *Create an effective superior evaluation of the staff.*

2.4. Educational Process Content

The Marketing MSc study programme is modelled on qualification objectives. Generic skills and competencies are described in every syllabus. For example, the objectives in the Research Methodology course are defined as following: "The aim of this module is to prepare students for research work, capable of successful completion of their master thesis/research topic by applying adequate research design, and methods in their field. The students will be able to use SPSS in analyzing quantitative data, analyze qualitative data, and produce sound research report in adequate format for the level of master thesis" (*SER page 41, Annex 15*). ET considers that competences can be further clarified in the syllabi as a set of abilities and qualities which are essential for individuals to be successful in the profession when successfully passing the assessment.

The Marketing MSc study programme complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area, level VII. In SER, standard 4.2 describes the master level as the first level of study; ET considers this as an error in the document, as the level of master with 120 ECTS is the second level of study cycle. The programme overall description contributes to the achievement of the specified qualification objectives and provide adequate forms of teaching and learning (*SER, pages 7 and 34*).

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

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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 6*). Therefore, 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. 8 learning outcomes for the Marketing MSc programme considered in SER are: "Each student will advance knowledge on economic issues and the marketing role in this environment; The student will be able to apply the concepts, principles, and marketing standards; Knowledge and disciplines in business communication; Developed interest and knowledge to use theoretical knowledge in practice, use of literature and information technology; Ability for interdisciplinary interconnection of knowledge; Ability for theoretical and practical research in the field of business; Job creativity and ability to solve various problems; The ability to educate and further develop in higher level studies in the field of marketing and other related fields" (*SER page 35*). Some improvements could be adapted in the framework of the current trends in the marketing environment; for example: consider changing SME Management and Entrepreneurship into Marketing for SMS and Brand Management. 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 39-40*).

The disciplines within the curriculum in the marketing MSc 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 are presented at: https://ekonomiku.uni-pr.edu/page.aspx?id=2,85 almost for all the courses (Cultural Differences Management syllabus is missing in the online version).

However, different translations are used – Advanced Marketing Strategies (*SER, page 40 and website*) and Management of Marketing Strategies in the syllabus when the document is opened; in addition, in this syllabus, the year of teaching is the III year of studies, when the master has no third year. Of course, ET considers errors of typing and translations, but more attention should be put on the online documents as students and external parties have access to all of these. Another example is for Digital Marketing and Social Media (*in SER and website*) versus Digital Marketing in the syllabus; this syllabus has Activity and Activity in a

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repetitive manner and no lectures or seminars. Another unclear example: in the International Marketing hours allocated include "Hours, Hours/week and Total", instead of Hours/week, Weeks, and Total Hours/semester.

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 Marketing MSc 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.

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 Consumer Behavior II (wrong registration of year III), the final exam is of 10 %, while in the Applied Market Research Models, no final exam is specified, or in the Advanced Marketing Models, final exam is 50%. Student assessment mechanisms are conducted fairly and objectively, although very 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 (*Annex 15 of SER and website*).

The standard of student work required for different grades at the Marketing MSc programme is consistent over time, comparable in courses. In SER, percentage are correlated with performance, for example: 91-100 refers to EXCELLENT- excellent knowledge with only few mistakes; 81-90 is VERY GOOD - above standard average, but with some mistakes; 71-80 is GOOD - generally good results with some notable mistakes; 61-70 refers to SATISFACTORILY- good, but with lot of mistakes; 51-60 PASSABLY- the results meet minimum criteria; up to 50 POOR - More work is required from the student to acquire credits. However, the student workload is measured in ECTS and not in this correlation, and ECTS is in all subject the same – 25 Hours (*SER, page 37*).

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 *(Annex 17)*. 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 their

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studies. ET appreciates the availability of teachers to provide extra hours for consultation, in all cases.

The Marketing MSc programme does not include practice stages, in a mandatory or formal 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 Marketing. Two formal agreements were provided as additional documents at the faculty level, with Elkos Group and 2 banks, but not in the marketing domain. Students and graduates, as well as companies' representatives participating in the site visit expressed the usefulness of some practice stages in the Marketing MSc programme.

Compliance level: *Substantially compliant*

ET recommendations:
1. *Competences should be included in the syllabi in the form of both professional and transversal competences generated to students after completing the subject)*
2. *Make 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 New Product Development or Brand Management; example: consider changing* SME Management and Entrepreneurship into Marketing for SMS and Brand 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 should be mandatory to be included in the syllabi) and try to make the final evaluation somehow similar in percentages, for example of 50-60% of the final grade. 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. *Integrate the internship/practical stage in the curriculum as an elective course for those who want to have it in additional to obligatory and optional courses (students can choose the elective course, or not. An elective course is one you students take because they want to rather than to fill a particular requirement, although they still get ECTS for it);*
8. *Sign 2 agreements with companies for the field of Marketing.*

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2.5. Students

The admission procedures for the Master's students in the Marketing programme are announced on the webpage and the admission criteria are transparent for the candidates. During the site visit, it was explained that students who wish to continue their studies at the master's level must fulfil the needed requirements. Candidate must possess a bachelor's degree. The management of the faculty explained that they organize procedures for the entrance exams. Students must know the English language as well (*SER, page 58*). During the site visit students were asked if the requirements for the admission process were clear for them. The students admitted that everything was understandable.

The student grading system consists of work and assessment during the semester (presentations, tests, papers) and after it (final exams) (*Annex 4*). Exams are organized in three specific months: January (winter session), June (spring session), and September (Autumn session) (*SER, page 29*). If needed teachers will be providing consultation at the time that is agreed. Every professor twice per week holds a few hours of consultation on the seminar, diploma or any other question (*SER, page 60*). Also, students can get consultations from the administration service almost every day. The ET do not see any major drawbacks in the examination system and thinks it creates an equal and trustworthy environment for the students.

The number of admitted students is around 60 according to SER tables and information (*SER, page 13*). Student numbers could be changed depending on the needs of the labour market and if the Education ministry approves the request from the University. During the site visit, the teachers approved that the current student number is satisfying.

From the presented tables in the for the experts it was a challenge to understand the dropout percentage in the study program. The presented Tables provide evident data on admitted and unregistered student numbers. It is unclear to which year the unregistered students belong. Another question which remains unclear: are the dropout rates decreasing or remaining stable? The expert team believes that the University must have these statistics and follow the results each year. A high dropout rate is 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 (*SER, pages 12-14*).

Any kind of paperwork students must send to the teacher via email. The teacher checks if the work is authentic and there is no potential plagiarism (*SER, page* 59). The expert wanted to get clarifications on the existing plagiarism system. In the site visit, 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 regarding answering the question: whether or not the work is plagiarized (*SER, page 59*).

If the teacher finds a potential plagiarism risk, he provides the work to the complaints 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 a must to possess a working Plagiarism check system. 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, page 59*). 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 and could not remember any cases when their rights could have been violated.

During the site visit the feedback system to students was described by the University members. Once the student submits his work to the Student Electronic Management System (SEMS) he can receive feedback in a written form. During the meeting with the teaching staff the experts were introduced to the feedback methods teachers are implementing. 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. The ET 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.

During the site visit meeting with the students, it was mentioned that the University provides opportunities for international mobility (*Annex 6*). Students mentioned that in most cases European Union countries, Turkey is the destination where they travel. There is also an opportunity for local mobility: picking up certain courses from other academic units if needed.

The experts wanted to clarify what kind of support the University provides to its students (*SER, page 61*). Career fairs and consultations in the Career Development Centers on the career path were the main answer that the University provides to its students (*SER, page 25*). 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 as a mapping tool that the University should or could do in the future.

Compliance level: *Substantially compliant*

ET recommendations:
1. *Use the Plagiarism check system so that the students' work can be checked more effectively;*

2. *Define a map of all existing and future potential University support systems for the students.*

2.6. Research

Based on the existing documents, it's evident that the main priorities of the University of Prishtina "Hasan Prishtina", particularly within the Marketing MSc study program, are focused on advancing research and developing clear, effective scientific or applied research objectives, and a defined research development plan. The Department of Management has taken a positive step by presenting a Strategic Plan of Scientific Research and Innovation (2023-2028), as detailed in (*Annex 21*).

Therefore, it is important for the faculty to implement this strategic plan effectively, ensuring that research efforts are directed towards achieving the outlined objectives. This may involve allocating resources, fostering collaboration among faculty members and research teams, and monitoring progress towards key milestones. By continuously refining its research agenda and staying aligned with institutional priorities, the Marketing MSc study program can position itself as a leader in academic research and innovation within the university and beyond (*SER, page 67*).

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 08.3.2024, expert meeting). 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.

It's worth noting that the academic staff has demonstrated a consistent track record of producing research results on topics aligned with their teaching activities. Additionally, starting from January 1, 2023, for the appointments and advancements of academic staff, only papers published in international journals and indexed on specific platforms will be taken into consideration. These platforms include:

1. Web of Science: Academic papers indexed in the following databases will be considered:

   - Science Citation Index Expanded (SCIE)
   - Social Sciences Citation Index (SSCI)

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- Arts & Humanities Citation Index (AHCI) Researchers can access this platform via http://mjl.clarivate.com.

2. Scopus: Papers published in international journals indexed on Scopus, which is hosted by Elsevier, will also be included in the evaluation process. Access to Scopus can be found at https://www.scopus.com.

These criteria ensure that academic staff appointments and advancements are based on publications in reputable international journals, as indexed by widely recognized platforms in the academic community. This emphasis on high-quality publications aligns with the standards of excellence and scholarly rigor upheld by the institution.

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's 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.

It's worth noting the improvement in addressing the inconsistencies regarding the organization of conferences, as detailed in the SER and listed on the website. According to the SER, the sequence of conference organization has been clarified, with the first conference taking place in 2017, followed by the second in 2018, the third in 2020, and the fourth conference held on December 8-9, 2022 (*SER, pages 62-72*).

Specifically, the Faculty of Economics organized the Conference titled "Doing Business in a Post-Pandemic World" in collaboration with the Balkan Institute of Science and Innovation of the Université Côte d'Azur (BISI), University of Zagreb, and University of Rijeka. This collaborative effort underscores the commitment to addressing contemporary economic challenges and fostering international cooperation in research and academic exchange.

As evidenced in the SER (*pages 62-72, Annexes 7, 8 and 20*), these conferences have covered a wide array of topics, reflecting a diverse range of discussions and themes over time. To

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ensure accurate historical documentation and provide clarity for stakeholders, it's 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 (*Annex 14*), it becomes evident that a notable proportion of publications are credited to esteemed scholars such as Professor Vjosa Fejza Ademi and Professor Fatos Ukaj. 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's 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 (*Annex 14*). While this may indicate variations in research activity among faculty members, it's 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: *Partially 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. *Continue to invest in supporting academic publishing and providing financial incentives for staff members to promote scholarly activity and knowledge dissemination;*
3. *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;*
4. *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;*
5. *Elaborate a research plan for the marketing field;*

2.7. Infrastructure and Resources

The Faculty of Economics has about 3,500 m2 of physical space, without considering corridors and different corners; 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. ET visited most of the facilities provided to teachers and students during the site visit.

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 82*).

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.

The classrooms are equipped with projectors, computers, internet, and all necessary learning facilities. The building where programme of Marketing MSc 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.

Article 60 of the Statute of the UP explains that for educational obligations, which are financed by public funds, the university shall assign a particular number of academic and non-academic staff to an academic unit and provide appropriate infrastructure in accordance with the educational obligations, determined by the Steering Council upon the proposal of the Senate. (*Annex 17, SER, page 81*). 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 (*Annexes 16 and 17*). 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

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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 but nothing more than this. Faculty should take into consideration the possibility of making the learning materials accessible for other special needs students (*SER, page 82*).

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).*

3. FINAL RECOMMENDATION OF THE ET

The ET appreciates the efforts of the people involved in the process of organization the site visit; all the internal and external stakeholders were effectively open to contributing to provide 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. The best students are hired during their studies and companies appreciate their skills and competences.

However, some inconsistency is still present. ET strongly recommends that decision making regarding the Marketing MSc programme should:

- *Define the programme mission (not only the department mission, but the programme mission);*
- *Work with the other department's and programmes' heads in order to mutual benefit from collegial support, sharing best practices and support;*
- *Elaborate a research plan at the department level;*

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- *Insist in using the plagiarism detector for research work of the academic staff and for the students' work;*
- *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;*
- *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 Marketing MSc study programme has the capacity to fix most of the issues raised and recommended.

Compliance level: *Substantially compliant*

Student quota recommended: 60 students / 3 Years

Expert Team

Member

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

Member

(Signature)	**Razaq Raj**	**1st April 2024**
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(Signature)	**Arnoldas Solovjovas**	**1st April 2024**
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