



REPORT OF THE EXPERT TEAM

Programme Accreditation Procedure at University of Gjilan “Kadri Zeka”, Economics Faculty

Economic Analysis and Development Policy, MSc, A

Prishtina, 17.03.2025.

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
INTRODUCTION	3
Site visit schedule	3
A brief overview of the programme under evaluation	4
PROGRAMME EVALUATION	5
1. MISSION, OBJECTIVES AND ADMINISTRATION	5
2. QUALITY MANAGEMENT	8
3. ACADEMIC STAFF	12
4. EDUCATIONAL PROCESS CONTENT	16
5. STUDENTS	21
6. RESEARCH.....	22
7. INFRASTRUCTURE AND RESOURCES.....	25
8. FINAL RECOMMENDATION OF THE EXPERT TEAM	28

INTRODUCTION

Sources of information for the Report:

- *UKZ Statute*
- *UKZ Self-Assessment Report*
- *The Strategic Plan,*
- *The Regulation on Quality Assurance,*
- *The Manual for Planning and Performance Evaluation,*
- *Key Performance Indicators*
- *Other UKZ documents*

Criteria used for institutional and program evaluations

- *KA Accreditation Manual*
- *Testimonials of faculty, staff, students and stakeholders*
- *ESG standards, guidelines, and best practices*

Site visit schedule

Programme Accreditation Procedure at University of Gjilan “Kadri Zeka”		
Programmes:	Economic Analysis and Development Policy, MSc, A	
Site visit on (hybrid):	04 March 2025	
Expert Team:	Goran Oblakovic expert Rainer Harms expert Asnate Kazoka student	
Coordinators of the KAA:	Milot Hasangjekaj Head of Post Accreditation Division Fjolle Ajeti, Senior Officer at KAA	
Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated	Xhevrat Sopi - dekan Lulzim Rashiti -prodekan Kushtrim Demi - sekretar
09:50 – 10:30	Meeting with quality assurance representatives and administrative staff	Voglushe Kurteshi- Vice-Rector for Academic Development and Quality Vjosa Baftiu- Academic Development and Quality Division Fitore Hasani – Quality Coordinator

		Arlinda Selmani - Career and Alumni Division Mensur Ajeti - Academic Affairs Division Arjetë Rexhepi - Scientific Research and Innovation Division Betim Berisha -International Cooperation and Memberships Division
10:30 – 11:30	Meeting with the program holders of the study programme	Gëzim Tosuni Xhevati Sopi
11:30 – 12:30	Lunch break	
12:40 – 13:20	Visiting facilities	Xhevati Sopi, Lulzim Rashiti, Gëzim Tosuni, Arben Mustafa, Arben Sahiti, Nexhat Shkodra, ...
13:20 – 14:00	Meeting with teaching staff	Lutfi Zharku - Profesor, Arben Mustafa -Profesor, Arben Sahiti - Profesor, Nexhat Shkodra - Profesor, Teuta Agaj - Profesor, Art Shala – profesor, Arton Hajdari - asistent
14:00 – 14:40	Meeting with students	Qendresa Zeqiri, Andi Muji, Alejna Rashiti (III), Jehonë Qerimi (III FKA) Aurita Sherifi, Shpend Ibrahim (viti II), Nora Rrustemi, Mexhida Halili (I).
14:40 – 15:20	Meeting with graduates	Arnisa Aliu, Mehmet Dushica, Doruntina Rexhepi, Ermal Maloku, Berta Miftari, Gramoz Uka,
15:20 – 16:00	Meeting with employers of graduates and external stakeholders	Bledian Ramadani (GITOR), Toska Elektroniks (Asdren Toska), Oda Ekonomike e Kosoves (Erleta Halimi), Fadil Sylejmani (BKT), Megzon Selimi (RBKO), Shqiperim Jashari (RC Cola)
16:00 – 16:10	Internal meeting of KAA staff and experts	
16:10 – 16:20	Closing meeting with the management of the faculty and program	Xhevati Sopi - dekan Lulzim Rashiti -prodekan Kushtrim Demi - sekretar

A brief overview of the programme under evaluation

The HEI (Faculty of Economics) aims for the study programs offered to be in line and harmony with the needs of the labor market, to be compatible with the Faculties of Economics of other

regional, European and wider universities, so that our students can develop the required creative and entrepreneurial skills.

Therefore, this program with its content aims to equip students with knowledge, skills, abilities and competencies in the field of economic analysis and development policies that are in line with the strategic objectives of the University of Economics and Business set out in the Development Strategy 2023-28.

PROGRAMME EVALUATION

1. MISSION, OBJECTIVES AND ADMINISTRATION

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

The Master Program “Economic Analysis and Development Policy” is aligned with the mission of “Kadri Zeka” university, which focuses on “learning and the development of knowledge, encourages critical thinking and the spirit of entrepreneurship for new research, which helps social and technological development, prepares responsible and professionally capable young people to be part of a virtual and global society, part of an open labour market and at the same time, a model for other members of society”.

The program details, including curriculum structure, learning outcomes, and objectives, will be publicly accessible through the university’s website to ensure transparency and accountability, as is the case with other programs of the faculty.

The university serves students from Kosovo and Albania. In addition to that, the SER provides no information about how the study program recognizes the specifics of the HEI's position in the target geographic and/or research area. For example, a detailed competitors analysis of the Economics Program of University of Prishtina would have provided information the similarities and differences between the programs, supporting or not a need for this program. The competition analysis on p. 35 of the SER does not address the geographically relevant market.

A need analysis, understood as a systematic, structured approach to assess the quality and quantity of the need does not exist. The SER and the interviews gave the impression that the “need” for the Master Program was largely “assessed” through informational conversations of a few leading actors in the faculty. Now, a need assessment, or labour market alignment studies are standard in many other systems of Higher Education. They bring benefit for the students,

staff, university, and, of course, the labour market. One of the bases of assessing the need for a new study program in terms of Labor Market Alignment would be a clear vision on the type of careers that a typical graduate may expect, and the type of functions that such a person will fulfil. Not only do we not find such information in the SER: Moreover, the interviews with students, and employers suggest vastly different interpretations of the functions that these students may fulfil. For example, some interpreted the labour market requirements to be a part of business analytics, some in terms of market analytics, some in terms of general economics, and some in terms of a narrower definition of policy analysis.

Failing to provide a need analysis, the programs justification for the ideal number of students is weak: they can argue for a minimum viable size in terms of efficient use of faculty. They can further specify – albeit not based on a systematic analysis, a high threshold in terms of expected student inflow. They can argue for a number of 50 due to the more scientific nature of a master. What is missing is a justification based on labor market demand.

A need analysis of the student program is implicit. The SER mentions involvement of employers in an industry council, and demand of the program by potential students. More material to back up a systematic need analysis would have strengthened the arguments of the Programme. At the same time, the employers and alumni interviews held at the accreditation support the claim for the demand of the study. The number of students admitted to and planned for the Business and Management Bachelor is argued to be based on analyses such as market analyses and reports “with high school students” (SER, p. 26). Yet, the SER and the additional material does not fully highlight how the justifications for the number of students emerge. We suggest that the program uses are more transparent and better documented assessment of future student numbers.

The university provides adequate facilities. Administrative, education and research staff can support the number of students. For example, the student/teacher ratio is good, and staff indicates there is room to accommodate students. The educational infrastructure is at a sufficient level.

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

The university enforces a Code of Ethics, an Ethics Committee, and anti-plagiarism software to prevent academic misconduct. Students and faculty are required to adhere to these policies, ensuring fairness and integrity in academic work. A plagiarism check software is used to detect plagiarism. All these measures are clearly outlined and publicly available in university policies. We suggest to include an AI policy.

The SER highlights that a the Student Council is represented in the Faculty of Economics Council with two representatives, a mechanism to make sure student interests are represented. During the interviews, students highlight that they feel treated fairly and have a voice.

The material provided does not show additional measures such as an Ombudsperson who is responsible for safeguarding, monitoring, and advancing the basic liberties and rights of students, faculty, and administrative personnel, and can act as a low-threshold point of contact.

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

In the “Action Plan EF” (a document that was provided later on request) we learn that management information is structurally embedded by “Office for Academic Development and Quality” and a “Management Council for Quality and Evaluation” (Action Plan EF). The regulations for these offices were part of the SER appendices (in English). The AP-EF also mentions an “Performance Planning and Evaluation Manual”. The AP-EF describes a number of surveys that are undertaken. The data basis covers all relevant stakeholders (see 2.1 of the SER).

The AP-EF claims that this data is “processed with appropriate software and published on the website. Comparisons are made to see the development trend, in order to take measures for further improvement.” The AP-EF and the SER do not provide links to the websites, or examples of trend analyses. Yet, the AP-EF outlines how the results are used towards staff Independent Development Plans. However, we argue that for an effective management (see Standard 1.3 description) we would see explicitly formulated KPI and SMART goals.

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

The committee notes that the SER on 1.4 contains only statements, and does not link to any evidence in support of 1.4. None of the appendices in the first submission explicitly addresses administrative staff. The point 11 in the “Action Plan of the Economic Faculty” (which was delivered as a follow up document) is called “Academic and administrative personnel” but does not contain any information about the administrative personnel.

From the SER, we learn that “the administrative staff is part of the faculty’s support staff”. (SER, p. 9). This statements gives confidence in that there is administrative staff that is able to handle a new program, as it is experienced in managing the existing programs. The site visit interviews support this view, as students and teachers agree that administrative staff is

accessible, knowledgeable, and exhibit a pronounced service orientation. The SER details the tasks of administrative staff. While their role in teaching and research is explained, their role in community service (see standard 1.4 description) is not mentioned. The SER claims that administrative staff is subject to a career development plan and has opportunities for career advancement. No further evidence on these points is provided

Based on the evidence provided, the program is partially compliant to standard 1.4.

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

This is a first accreditation, so standard 1.5 does not apply.

ET recommendations:

1. *Define clear, quantitative minimum and goal KPIs for Faculty's Strategic plan (e.g. enrolment increase/number, retention rate, graduate employability, number of new industry partnerships, increase/number of scientific publications, research funds through projects and collaborations, percentage of students and staff participating in international mobility, etc.): We noted that are no explicitly formulated KPI, no reporting, and no SMART goals for future planning.*
2. *A more structured, evidence-based approach is needed, including quantified evaluations of freshmen interest, labor market needs, and infrastructure capacity: We noted that the current SER remains a bit vague on the sources used, and the way that evidence informs the nature of the Program.*
3. *To improve students' familiarity with anonymous reporting channels and disciplinary procedures, the institution should implement awareness campaigns. The faculty could think about installing an Ombudsperson to act as a low-threshold point-of-contact.*
4. *Provide a structured, evidence-based approach to claim that administrative support is appropriate and sufficient. We suggest you do this at the level of the program, not only at the level of the faculty. Data could be used, e.g. such as the number of admin staff hours per student, as compared to other faculties, etc.*

Deadlines for implementing recommendations: 12 months

2. QUALITY MANAGEMENT

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

The HEI (the Faculty of Economics (FE) at the University of Gjilan “Kadri Zeka”(UKZ)) established an internal quality assurance system in line with national regulations, ESG and other international standards. As a part of continuous improvements and based on previous internal and external assessments, UKZ appointed Vice-Rector for Academic Development and Quality, while FE transformed the Office for Academic Development and Quality into Division (SER p.12.). The Annual Calendar for Quality Assurance has been provided, and it defines the main activities, the responsibilities for their implementation, and the reporting mechanisms for progress across all academic units of the UKZ, including the Faculty of Economics. The Vice Dean of the Faculty of Economics is leading the efforts on the HEI level. The system is founded on 3 pillars, documents, bodies, and evaluation instruments, which seem to be sufficient. The Quality Assurance Organization visualized in the SER, page 14. The weakest element seems to be performance evaluations, KPIs should be further developed, a minimum and desired outcomes should be defined.

The quality assurance policy covering all aspects related to the delivery of the study are publicly available and posted on the HEI website. As well as the internal quality assurance procedures for the study program which are defined by the internal regulations of HEI. These documents include (but are not limited to):

- The UKZ Statute,
- The Strategic Plan,
- The Regulation on Quality Assurance,
- The Manual for Planning and Performance Evaluation,
- Key Performance Indicators, and
- The revised ECTS Guide of 2023 (SER pp. 12-13).

In accordance to the newly developed system, the study program is supported through the FE quality assurance division, staffed with coordinators who do not have teaching obligations and are in charge of monitoring the study program. The Coordinator’s duties listed in the SER, page 15.

The HEI collects indirect measures frequently (each semester) uses it to manage, improve all its activities and further develop them. The implementation timeline is fluid, and the time needed to implement a change is not defined. To fully implement a cycle for continuous improvement (PDCA), HEI needs to develop direct measures, i.e. to measure learning outcomes. However, the current procedures include annual evaluations of teaching effectiveness and infrastructure adequacy, contributing to ongoing quality improvements.

The HEI has an adequate monitoring plan for the implementation of the quality assurance procedures for the newly proposed study program.

The quality system defines timeline and responsibilities for academic and administrative staff. Further all stakeholders, including students, faculty, and industry representatives, participate in the monitoring process through surveys, focus groups, and advisory board meetings.

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

As explained in the Standard 1.1 the Master Program “Economic Analysis and Development Policy” is aligned with the mission of “Kadri Zeka” university, which focuses on “learning and the development of knowledge, encourages critical thinking and the spirit of entrepreneurship for new research, which helps social and technological development, prepares responsible and professionally capable young people to be part of a virtual and global society, part of an open labour market and at the same time, a model for other members of society”.

The proposed study program underwent an adequate and transparent internal quality assurance process and was formally approved by the designated strategic management bodies of the both the Faculty of Economics and the University “Kadri Zeka”. The proposed study program was initially planned and evaluated by the working groups created by the Council of the Faculty of Economics. In the second phase all the stakeholders of the working groups gather and present their findings and make recommendations for the new study program. The final evaluation is carried out within the framework of the Council of the Faculty of Economics. Additionally, the study program was also evaluated by the specific external subject team (SER p.17). Its continuous improvement is planned in accordance with standing practices at HEI.

Based on conversation with internal and external stakeholders, the market analysis was done informally, without in-depth analysis, systematic surveys, etc. Even though all external stakeholders (employers, public officials, trade unions, alumni, etc.) were involved, the systematic approach was missing. This informal approach is the biggest weakness in the process for the development and approval of the study program.

Key performance indicators for monitoring the quality of the study program delivery are defined in accordance to the HEI’s best practices, and the achievement of these indicators is monitored on an annual basis (SER pp. 16-17).

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

As mentioned above in the Standard 2.2, assessing the study program’s relevance to the needs of society, specifically in the labor market was performed informally. The HEI has rich but informal communication with external stakeholders. During meetings, the expert team noticed different understandings of the necessary competencies in the labor market. Some employers and alumni described a need for business analysts, not necessarily economics analysts. A more formal and structured approach is needed.

The Quality Assurance Organization would ensure the study program undergoes regular checks to establish whether the estimated workload (ECTS) allocation of students and the

defined learning outcomes are achievable, realistic and adequate. This is performed through a variety of indirect measures (i.e. the student surveys, faculty self-assessments, survey of external stakeholders, etc.), but no direct measures are utilized. Students of other programs fully understand ECTS and workload assignments. This practice could be further developed through constructive alignment of learning objectives, teaching methods and assessment methods.

The HEI conducts various evaluations (SER p.16), and all internal and external stakeholders, including students, staff, alumni, and employers are involved in the monitoring processes of the study program. Questionnaires, focus group discussions, and different evaluations are utilized to evaluate student performance and workload, academic success, resources, employment of graduates, etc. Faculty, employers, students, alumni and staff have confirmed in meetings that their feedback is collected and considered in program adjustments, ensuring continuous improvement.

The information on existing programs is collected systematically and on a regular basis, external stakeholders are surveyed including employers, alumni and graduates are surveyed annually. Internal stakeholders are surveyed every semester or annually. The data collected is analyzed and concrete actions are taken to ensure that the program is up to date.

The results of the monitoring processes and the resulting action plans are communicated to all stakeholders and published on the HEI website. The results of the mentioned surveys are bases for decision-making and curriculum updates.

Besides surveys and industry feedback, HEI utilizes accreditation reports to update course content and teaching methodologies. Improvements are integrated into the HEI's quality assessment process and strategic planning.

Reports on quality assurance activities and improvement measures are published on the university website.

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

The HEI has made all policies, regulations and guidelines pertaining to the new study program publicly available on their website, ensuring transparency for all stakeholders (internal and external). The information available about the new program include (but are not limited to): admissions criteria, enrolment quotas, curriculum and credits, assessment methods, final qualifications, etc. Therefore, information on admission criteria, recognition of qualifications, enrolment quotas, syllabuses, learning outcomes, credits, assessment methods, and final qualification are published (SER p. 20 and website).

Available information for existing programs includes learning outcomes, curriculum, syllabuses, lessons schedules, consultation hours, administrative issues, and exams, as well as any other information related to the events within the academic unit.

Information on pass rate, dropout rate, and graduate employment are publicly available and objectively presented. Data on graduate employment, pass rate and dropout reports are collected and publicly available as well. Date accuracy, reliability, and objectivity was confirmed in the meetings with external and external stakeholders. All date is continuously updated on the HEI's website and noticeboards on the campus (SER pp. 20-21).

ET recommendations:

1. *Review and improvement of the continuous improvement cycle is recommended. HEI needs to consider how to develop direct measures, i.e. start measuring learning outcomes.*
2. *It's recommended that all a systematic survey of the labor market is conducted prior to proposing new programs.*
3. *The HEI should clearly define and communicate competencies for the proposed program, some confusion was obvious during the visit.*
4. *Syllabi should be further developed- constructive alignment. Some active verbs used to describe the learning outcomes are not EQF level 6 or 7, some syllabi do not distinguish general goals of the course and learning objectives. HEI should consider constructively aligning learning outcomes, teaching methods, and assessment methods.*

Deadlines for implementing recommendations: 12 months

3. ACADEMIC STAFF

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

The employment of academic staff at the Faculty of Economics at UKZ is regulated by national laws, internal university policies, and accreditation standards. Hiring follows a structured selection process, with job openings announced online on the HEI's website. Additionally, each open position is published on the website of the Ministry responsible for public administration- for 30 days. The HEI has provided examples of completed carried out faculty recruitment procedures, copies of vacancy announcements, the composition of evaluation committees, reports of selection committees and the decision made (SER and attachments).

The HEI follows a detailed academic staff recruitment process, beginning with Faculty Council (as the governing body of the Faculty of Economics) proposal to the Governing Council and Senate for approval. The Senate publishes their decision within 10 days of closing. All in accordance with the Statute the "Kadri Zeka" University, and internal regulations (SER p. 23.). The employment of academic staff is based on national legislation and the University's legal

acts (Statute and internal regulations). The review committees assess applicants and recommend candidates. If no suitable applicant is found, the competition is re-announced. Final decisions are made by the Senate, with an appeal option available.

The admission of academic staff at the UKZ follows strict procedures outlined in the university's Statute (i.e. establishing Evaluation Committee according to Article 13, the Appeals Committee in accordance with the Article 15, etc.) of the regulation on selection processes. Candidates must fully meet all specified criteria. The hiring process is transparent and structured, ensuring clarity for applicants, reviewers, and the Senate.

Applicants for academic positions at the UKZ can access job descriptions, general conditions, and relevant regulations on the university's website. The hiring process is based on the objective and transparent process and provides equal opportunities (Article 7 of the UKZ Statute).

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

The Faculty of Economics is represented by fourteen (14) full-time teaching staff and other professors/assistants employed on a part-time basis (SER p. 24). The HEI's academic staff, including full-time professors, meets all accreditation requirements and plays a key role in the institution's growth (i.e. 50% of the faculty is full-time, for every 60 ECTS credits at least one professor with a doctoral degree, none of the full-time academic staff holds more than two teaching positions, etc. (SER p. 26)). The current student-to-teacher ratio is 1:17 well below the 1:30 requirement. The new master program can be delivered with the current faculty and staff.

Faculty members adhere to regulated teaching loads, currently all teachers are under 6 hours per week, and their workload can be as high as 10 hours per week. The university prioritizes aligning staff expertise with study programs, employing both full-time and part-time staff to ensure program sustainability. The expert team feels there is a slight misalignment when it comes to the faculty covering policy development. For most course instructors are full-time staff with the necessary qualifications and research experience. The program maintains a strong academic foundation, supported by qualified PhD-holding faculty, ensuring high-quality education and compliance with academic standards. Assistants can conduct 10 hours per week, and part-time staff can teach up to 4 lecture hours. UKZ ensures strict adherence to these rules, with staff verification conducted through the e-accreditation platform and confirmed by the Kosovo Accreditation Agency (KAA) (more than 50% of the academic staff are full-time faculty, complying with Article 26, point 5.3.3 of Administrative Framework No. 15/2018 on Accreditation in Kosovo).

With the program under evaluation HEI ensures that faculty members are not overburdened, maintaining their teaching effectiveness and job satisfaction. Teaching hours and course assignments follow European institutional standards, allowing faculty adequate time for research, student mentorship, and professional development. This balance supports a high-quality educational environment that benefits both students and staff.

Once the program is implemented and the Faculty Council is formed, HEI plans to recruit additional mentors to support students based on their needs. HEI fully complies with the Standards 3.2.

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

The academic staff at the HEI are eligible for advancement and reappointment through a regulated process. This process is regulated by the University Statute and the Regulation on Selection Procedures for Appointment, Reappointment, and Promotion of Academic Staff (based on Article 2, point 2.1). The process is transparent and conducted through the announcement of public calls for relevant positions. Six months before contract expiry, a public competition for promotion is announced, starting with an evaluation by the Faculty Council. After a review, the Senate decides on the competition announcement, which lasts for 30 days (announcement of the competition for reappointment or promotion is published for 30 days on the website of the responsible Ministry and subsequently announced on the HEI's website and in a daily newspaper for an additional 15 days). Review Committees evaluate candidates and submit reports within 15 days, and the Evaluation Report is published on the HEI's website and remains available for 15 days. The Faculty Council reviews these reports before sending them to the Senate. The final decision on advancements or reappointments is made by the Rector. If conditions for promotion are not met, the candidate remains in their position, and a new announcement is issued. Appeals procedure is transparent as well (SER p. 27 and appendices).

The promotion of academic staff into higher grades is based on excellence and important achievements, based on international achievements in their scientific discipline and publications in international journals with an impact factor. A primary criterion for promotion is scientific work published in international journals indexed on platforms such as SCOPUS and Web of Science. Additionally, to be appointed as full professor, candidates must have mentored final theses, authored textbooks, excelled in teaching, participated in projects, and received positive student evaluations. This requirement is defined in Articles 5, 6, and 7 of the Regulation on Selection Procedures (SER p. 27 and appendices). During the meetings faculty confirmed objective and transparent process.

The results of the feedback are taken into account in the advancement and re-appointment of teaching staff and in the renewal of contracts. Performance evaluations are conducted through structured questionnaires and reports integrated into the SMU system, which are confidential, allowing staff to access their evaluation results in real-time. Full-time and part-time academic staff are evaluated twice a year, at the end of each semester. The Office for Academic Development and Quality gathers the results of periodic/annual evaluations and submits them to the Quality Monitoring and Control Committee (QMCC). Evaluation reports for each academic staff member are sent privately to their official email addresses. The performance

evaluation results are considered for the promotion of full-time academic staff and the engagement of part-time staff.

The evaluation results, summarized in reports are published on the HEI's website, and include evaluations from students on courses and teaching effectiveness.

Academic appointments and advancement are competitive and merit-based, guided by the HEI's internal regulations, and national and international standards.

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

The HEI has an annual operational plan for the professional development of the academic staff engaged in the study program and demonstrates their participation in the development activities, all in accordance with the Regulation for the Scientific Research Activity at the Public University "Kadri Zeka". Individual Development Plans are submitted to the Dean of the Faculty, that monitors these activities (SER p. 29 and appendices). The HEI has consistently created conditions for research and scientific activities and is committed to financially supporting academic staff to achieve competitive results at the national and international levels. The "Researcher of the Year" is selected annually at the HEI and is rewarded with 50% of their monthly salary, additionally all academic staff who publish scientific papers in international journals indexed in SCOPUS and Web of Science are rewarded with €1,000. University textbooks are incentivized with €1,500, and monographs with €1,000.

The HEI proves that all academic staff engaged in the study program is involved in professional development programs, mainly through collaboration with the Center for Teaching Excellence at the University of Prishtina, where a significant portion of academic staff has participated in training sessions and earned certifications in modules such as: Teaching and Ethics in Higher Education, Assessment and Standards of Assessment in Higher Education, Active Learning in Higher Education.

The HEI provides support to all academic staff of the study program in the development of skills related to testing and assessment methods, so academic staff have attended training sessions on "Advanced Teaching Methods" and "Research and Scientific Publications" organized by the Didactic Center for Excellence at the University "Fehmi Agani" in Gjakova. Further, HEI reports staff development training, such as those conducted under Erasmus+ CBHE projects, summative and formative evaluation training through the GIZ project, legal clinics training via USAID, and technology integration in teaching through BeetRoute Academy and Kutia. Administrative staff also benefit from training programs via IKAP (SER p. 29). These training programs have enhanced the academic staff's understanding of approaches and theories related to teaching, learning, and evaluation.

The HEI proves that all academic staff engaged in the study program participates in international activities. The FE staff actively participate in international projects, mobility programs, and study visits to foreign higher education institutions (the Regulation on Support for Mobility and Other Activities of Academic Staff at Kadri Zeka University, Gjilan)

During the meeting, faculty testified that newly employed teachers undergo adequate training to strengthen teaching competencies before starting their teaching activity at the HEI. Therefore, the HEI ensures newly employed staff members undergo adequate onboarding aimed at familiarizing them with HEI's standard operating practices, most importantly QA standards and procedures, standards of ethical behavior, etc. The HEI instituted and supports mentoring by senior colleagues, project teams, assistance in developing research proposals, and funding.

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

As the program is only proposed at this time, there are no external associates recruited for this program. In the other programs, external associates include the latest research, trends and know-how from the labor market in the teaching process (evident from CVs).

Evident from the meetings is that external associates are often former university professors, fully academically qualified. The HEI's best practice introduces external associates to the regulations and practices in higher education. Evident in the meetings was full understanding ECTS credits, learning outcomes, teaching methods, and assessment methods, etc. Further, external associates stated they are included in the supervision of thesis.

The workload and expectations from the external associates is up to 4 hours per week, so clearly agreed to ensure that the teaching is performed on high quality.

ET recommendations:

1. *Consider how to improve Assessment and achievement of learning outcomes, as part of Individual Development Plans of each faculty.*
2. *Improve the strategy of international staff mobility and follow up on yearly basis.*
3. *Add more industrial faculty members especially for the policy development.*

Deadlines for implementing recommendations: 18 months

4. EDUCATIONAL PROCESS CONTENT

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

Eighteen (18) learning outcomes have been defined for the study program:

1. Understand and apply key economic theories, including microeconomics and advanced macroeconomics.
2. To master scientific research methods and data analysis techniques used in economics and public policy.
3. Understand local and regional economic development in the context of EU policies.
4. Understand the processes of globalization and the impact of the digital economy on the global and local market.
5. Use econometric tools and techniques to analyse economic data and develop advanced economic models.
6. Use advanced software (e.g., SPSS, Excel, STATA , etc.) for economic data analysis and visual presentation of results.
7. Identify and analyse the effects of fiscal and monetary policies on economic development.
8. To develop and implement economic policies that address the challenges of economic development in Kosovo and in the international context.
9. Analyse and interpret the labour market using advanced research methods.
10. To draft development policies based on sectoral analysis and empirical data.
11. Conduct independent research and write high-level academic reports and articles on economic issues.
12. To act with responsibility and professional ethics in all aspects of their work, including research, analysis and policy implementation.
13. To manage the public sector and develop management strategies for contemporary challenges.
14. Develop the skills to learn and acquire new knowledge in economics and public policy through independent research and practical experiences.
15. Effectively communicate research results and policy recommendations to a wide audience, including policymakers, academics, and the general public.
16. To lead teams and projects in different economic contexts
17. Demonstrate strong decision-making and leadership skills in complex and changing contexts of economic development and public policy.
18. To contribute to sustainable development through evidence-based economic policies.

The learning outcomes defined for the program follow the structure of knowledge, skills and competencies that is a commendable practice.

However, there are certain shortcomings. The overall number of learning outcomes is very high and therefore the measurability is questionable. Almost all “knowledge” learning outcomes start with “understand” which is, first of all, not a measurable verb and also attributed to generally low-level and passive knowledge. For several statements, it is not fully clear whether this will be the outcome of the program or it describes activities during the program, for example, “Develop the skills to learn and acquire new knowledge [...]”.

On p.6 of the SAR, the university provides the mission “To prepare professionally capable students to be part of a modern and global society, part of a broader market than traditional labour markets and, at the same time, a model for other members of society, to promote critical thinking and the spirit of entrepreneurship.” If that can be assumed as the combined mission of the university, faculty and program, the expert team can agree that the learning outcomes of the program are generally in line with the institutional/faculty mission as the statement is very broad. There was, however, no mention of the program’s alignment with the proposed technology-oriented specialization of the Kadri Zeka university as an institution.

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

The expectation from a master’s level program is that it provides:

- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research;
- Critical awareness of knowledge issues in a field and at the interface between different fields;
- Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields;
- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.

The good intentions behind establishing the program are clearly visible, however, most of the learning outcomes are currently formulated as applicable for NQF/EQF level 6.

Although the university in the SAR provides certain statements on advanced research and analytical skills and advanced techniques of applied economics and econometric models, this has to be clearly reflected in the learning outcomes statements and program content.

The learning outcomes have to be significantly revised to focus on highly specialized knowledge, specialized problem-solving skills and managing and transferring contexts. It is important to ensure that the statements are specific but also clear and measurable at the same time.

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

In the SAR, the university makes a bold statement that, in terms of program content, over 60% of the courses are the same as the courses from these three programs in the European Higher

Education Area, with whom the comparison was provided. It must be noted that the similarity of program content has to be defined based on program learning outcomes and not course titles etc. In addition, when comparing two programs some other criteria have to be considered – admission requirements, duration of the program, type of the degree to be awarded, etc.

Also, when developing and/or revising a program, it is important to perform a mapping on how the overall outcomes of the program are reached by the curriculum – ideally by mapping program level outcomes against the course level outcomes of all courses but as a bare minimum by mapping the program outcomes against the proposed curriculum. The expert team did not find evidence of such mapping therefore it is not possible to assess whether the planned content and structure allows to reach the intended learning outcomes. Also, as mentioned earlier, some of the learning outcomes lack clarity and depth therefore the revision of the formulations would be a prerequisite for informed decision on compliance with this standard.

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

This program does not intend to prepare graduates in regulated professions, therefore this standard is not applicable.

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

The program does not include a mandatory practice therefore this standard is assessed as not applicable. However, the expert team would like to make a note that practical projects foreseen in the curriculum include practical work

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

As this program is not implemented yet, the expert team will assess the teaching and learning concept for the whole university/faculty.

In the SAR (p.36) the university makes a statement that the program adopts an interactive and research-based learning approach, where courses incorporate methods that encourage active learning, problem-solving, and critical thinking. It includes research-based projects and real-world analyses, creating a strong connection between theory and practice. By studying the course descriptions and based on the interview with the teaching staff, the expert team can conclude that the teaching/learning/assessment methods are student-centred.

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

On the course level, the learning outcomes for some courses are sub-divided, for example, into “Knowledge”, “Application and analysis”, “Competence/ Skills”, for some there are main learning outcomes with sub-outcomes and for others, all learning outcomes are listed in the same hierarchical level. It is therefore not clear whether and how these course-level outcomes have been considered when designing the assessment. The description of the assessment proposed for each course is quite general at the moment, not allowing to judge whether the proposed methods will be sufficient and appropriate for assessing the achievement of every outcome.

Overall, the assessment methods are sufficiently diverse and all course descriptions include formative assessment instead of one or two high-stakes assessments.

There is a formal complaints policy that allows the assessment marks to be contested.

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

Formally, the course volume is translated into ECTS where the mathematical calculation of one ECTS equaling to 25 working hours is used.

There is, however, a technical mistake in several syllabi where the total amount of ECTS is indicated as 8 but the actual calculation shows a different number.

The expert team did not learn of any formal policy for monitoring student workload that would exist at the whole university. When commencing the study program, it is important to undertake regular monitoring activities on the actual workload of students to find out whether the announced workload is realistic and take actions if needed.

ET recommendations:

1. *Reduce the number of program-level learning outcomes to 9 – 12 and revise them in line with the requirements for NQF/EQF7;*
2. *Reformulate all learning outcomes to a) clearly reflect the outcome of the program and not the learning process; b) include active verbs, c) be clear and measurable*
3. *Perform a mapping of the program-level learning outcomes against the course-level learning outcomes*
4. *Unify the approach used when describing course-level learning outcomes in the syllabi – either subdivision by knowledge, skills etc. either hierarchy or a plain list.*
5. *Correct the technical mistakes in syllabi regarding the ECTS allocation.*

6. *When/if the program is launched, implement regular monitoring of the actual student workload.*

Deadlines for implementing recommendations: 6 months

5. STUDENTS

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

In the SAR (p.40) the university states that “In the first year of studies, candidates who have completed a bachelor's degree in economics are eligible to enroll. Applicants from other fields are also allowed to apply, and if accepted, the academic unit determines the differential exams they must complete before starting lectures. All candidates must take an entrance exam organized by the academic unit of UKZ”.

The general requirements are clear, however, what remained unclear is the level to which the university actually relies on economics graduates to choose this program as the responses were ambiguous. Another was the fact that the faculty currently offers one bachelor study program in Management and Entrepreneurship with specialization in Management and Entrepreneurship and Marketing Management and Sales questioning the interest of graduates to continue studies in the new master's program if only based on consideration that this is the closest master's program.

The admission requirements are not publicly available as the program is not yet available for admission.

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

Compliance with this standard cannot be assessed at this stage as the program is not yet implemented. According to the standard procedure at the university, student progression data are kept in the SMU system.

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

In principle, mobility opportunities are available at the university and also used by students in other faculties. As the program is not yet implemented, it is not possible to assess the specific implementation of mobility on the program level. However, a concern and consideration for the future is the international orientation of the program, as announced by its mission, and at

the same time lack of English components that have a direct impact on the incoming mobility but also on the ability of students to confidently participate in outgoing mobility and even in virtual mobility without physical relocation (webinars, conferences, online courses etc.).

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

The expert team met with a group of students representing the bachelor's program currently implemented at the faculty and received generally positive feedback on the resources and support services available.

It is also noted in the SAR that there is academic counseling and career planning and employment counseling.

Currently, there are no specific resources or additional support services foreseen for the implementation of this program. However, as this is the first master's program to be implemented by the faculty, it would be important to clearly define the target group and identify the specific needs of these students, for example, the ability to combine work and studies, the requirement for a flexible schedule due to other reasons, flexible library working hours etc.

ET recommendations:

1. Establish/increase the English component of the program to create more possibilities for international exchange, both incoming and outgoing.
2. Clearly identify the target group for the program and make the program arrangements accordingly, including the identification of additional support needed.

6. RESEARCH

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

The university strategic research plan emphasizes its aim to contribute to the “economic, legal, political, and educational challenges of (Kosovar, implied) society”(SRP, De. 2023, p. 5). This is very much aligned with the intention of the study program, to fill the needs of the national labor market concerning graduated with skills in “economic analysis. The SRP even mentions

“operational objectives” and “performance indicator” ((SRP, De. 2023, p. 9). These are, however, rather generic, and thus only vaguely related to the strategic research goal above.

Substandard 6.1.2 asks for sufficient financial, logistic, and human resources provided by the institution for achieving the proposed research objectives. As the objectives are not fully operational, it is difficult to assess. We recognize a small financial support for publication activities, an internationalization office (see our points in 6.3) and understood that staff should have sufficient time to perform research. We see the program to be partially compliant on this point.

Substandard 6.1.3 asks for policies that define recognized research and relate to international standards and established norms in the field of study program. On the one hand, the norms are clear (Scopus / WoS indexed journal contribution). On the other hand, these norms are very low: If at all Journal-based (see, e.g. DORA declaration), universities often ask for minimum Q1/Q2 contributions, or domain-specific top-journal lists (e.g. in business administration, FT50 journals). To sum up this point, we see the program to be partially compliant here.

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

The academic staff of the study program is supported to achieve high-quality research work: We noted financial support for publications (additional documents 6.2.1) We also noted that researchers have access to IT and databases necessary for their research. Staff claims to have enough time for research. Extrinsic motivation is triggered by the promotion criteria, and by the “Scientist of the Year” competition.

Yet, the committee is critical about the definition of “high quality” research. We note that a minimum level of output quality is aimed at when emphasizing that research ought to be in journals indexed on the Scopus and Web of Science platform. Yet, this is only a minimum requirements, which is often not yet met either. We emphasize the importance of high-quality research in the (re-)accreditation of a Masters program.

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

The SER mentions Erasmus+ and Horizon2020. The additional “list of community engagement and the list of public sector cooperation” lacks information. It contains the name of the program/agreement, but not the time span, faculty members involved, content of the

cooperation. The link provided in the additional information links to a project list of the university. From that list (which in Albanian), it is not clear which of the projects are related to the master. Taking an even deeper dive, links lead to Albanian project descriptions at the University web page. These project descriptions do not contain arguments on how they pertain to standard 6.3.

On a structural level, there are several cooperation assignments, e.g. with the “100 Million Learner Global Initiative” from, Thunderbird School of Global Management and others. The committee wonders why cooperations that pertain to the program were not highlighted in the SER itself. At the same time, the SER is silent on individual support for international mobility. Support for and a structural approach for mobility were mentioned in the “ DEVELOPMENT STRATEGY FOR INTERNATIONALIZATION AND IRO ACTION PLAN” and “Strategy for international cooperation and project management” which were not referenced in this part of the SER. Also, the additional document on “Responses from office of international cooperation” show that there is structural support for international staff activities. This document was not linked to standard 6.3

The literature lists – judging by the name of the co-authors - suggest that staff does not systematically engage in collaborative research with colleagues from abroad. A sample of the papers suggests that national research collaborations are scarce. Individual staff members mentioned business cooperation in research, but these did not seem to be systematic. The additional “list of community engagement and the list of public sector cooperation” lists cooperation partners, but does not provide detail on staff and content.

To summarize, on (inter)national academic cooperation, we do see little of a structural approach and little individual initiative.

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

The teaching staff of the study program have a track record of research in their respective fields. However, the research activity is rather low. For example, there were no journal publications of faculty members in 2024. Other years show more journal publication activity. Yet, there are several low-quality journals (e.g. Q4 in Scimago), such as journals published by lower-ranking (Times Higher Education) universities rather than international publishing houses. Several of the papers are so very applied, descriptive and specific to technologies used at the university that they would hardly count as research elsewhere. Several of the authors show a clear relation to Public Policy (here, e.g. legal issues, public financial sciences, business administration (slightly related)). Others are not related (e.g. testing of computer equipment, mathematics, linguistics. Also, there is a lack of research in political science, which we would argue would be needed for a program. To sum up compliance to this standard: several teachers are engaged

in research at the same topic of their teaching activity. Topics necessary for the program are not covered, while non-fitting topics are researched.

Student involvement in research was mentioned by teachers and students. There is now a list of community engagement. The nature and content of student involvement in research remains unclear. The SER mentions annual local conferences where (joint) research can be showcased. This is likely an effective mechanism. The panel would need more evidence to judge the effectiveness of this conference.

ET recommendations:

- 1. A research strategy should focus the strategic direction in terms of content. Business administration in general, but also the fields of the specializations are very broad research fields. A further specification of content domains (e.g. commercial banking, international entrepreneurship etc.) helps to create profile of the faculty, orientation to the students, and synergy among researchers*
- 2. Upgrade the quality criteria faculty publications from journal publication to index inclusion to Q1 / Q2 outlets.*
- 3. Develop an internationalization strategy that helps to create structured, long-term impact in the faculty internationalization activities. The current SER suggests that internationalization happens is largely based on individual initiatives. In these activities, consider connecting with partners higher up in international university rankings. Consider a systematic reporting of international activities that link staff members to dedicated projects, and shows national and international cooperations and co-authorships.*
- 4. Install staff development activities on the university and the faculty; clearly report faculty member participation in these activities.*
- 5. Consider a faculty or even personal research budget*
- 6. Consider supporting conference visits.*
- 7. Consider a systematic assessment of the state of national business & society relationships in research, and the role of program faculty in them. See, e.g. literature on impact reporting.*

Deadlines for implementing recommendations: 12 months

7. INFRASTRUCTURE AND RESOURCES

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

The HEI (the Faculty of Economics (FE)) has adequate premises and equipment for performing educational activities and research. The Faculty of Economics is part of the University of "Kadri Zeka" (UKZ) and conducts its activities within the main campus which has sufficient space, classrooms, reading rooms, cabinets and solid space for the academic staff for the adequate long-term implementation of study programs. The HEI utilizes facilities at the entrance B, and they include amphitheaters BS01 and BS02, halls BS03 and BS12A and two IT cabinets BS11 and BS13. Available spaces and number of seats are:

Entrance B	
Hall no.	No. of seats
Amphitheatre BS01	70-80
Amphitheatre BS02	70-80
Hall BS03	30-40
Computer Science Room / Computer Networking Laboratory (BS11)	30
Hall (BS12)	30
Hall (BS12A)	30
Computer Science Room / Computer Networking Laboratory (BS13)	30
Total	320

Even though the campus is not new, most of it has been restored recently, i.e. both amphitheaters are almost new. The laboratories for all compulsory activities within the curriculum of the study program are well equipped, have all necessary software licensed and installed (i.e. SPSS, QuickBooks, anti-plagiarism programs, etc.). Wi-Fi is available 24 hours a day throughout the campus. The HEI has secured MS365 (programs from the Microsoft Office suite). The licenses are for a period of three years (November 2023 - November 2026) and are provided by the Government of Kosovo/Ministry of Economy through the KODE project, for all academic, administrative staff and students.

The space, equipment, and entire are fully functional and capable of serving existing students along with the students of a newly proposed program. There is available space, equipment and the number of teachers for the new study program.

Premises and equipment dedicated to the implementation of the study program are adjusted to students with special needs, i.e. there are several elevators, entrances and hallways are wide, there is a ramp at the main entrance.

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

The HEI's library is adequately equipped with reading rooms for individual work, spaces for group work and its own book stock according to the courses for the proposed study program. The variety of books in the field of economics, economic analysis and policy development is sufficient. Students and research staff have access to some research databases, including EBSCO and open license libraries. The HEI is currently participating in the Erasmus + project "Research Cult" through which access to an international library will be created, and at least partially solve this deficiency.

Students have rooms for extracurricular group work or individual work, and these facilities have extended working hours (07:00 to 22:00). Master classes are typically held in the evenings, and library hours (08:00-16:00) currently do not correspond to this.

The HEI has a library at its disposal, which has a book fund of 54,000 copies. Most copies are in Albanian and the rest in English, Serbo-Croatian and a more limited fund in Greek, French, Spanish and Turkish. In addition to the university library, students can also use the literature found in the City Library "Fan S. Noli" in Gjilan.

The HEI is also supplied with books through Erasmus + projects, such as SMAHPS, ENEMLOS, etc.

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

The financial background of the HEI is stable, as it is a public university. The budget calculations for the program are sufficient, also for a newly proposed program. With government funding the sustainability of the program for the next five years is demonstrated. Even though the UKZ has different sources of funding, including public state funds, research grants, donations and sponsorships from individuals and companies, private and public partnerships, and European Union funds, the role and involvement of the Faculty of Economics is unclear. The Economics Faculty has an opportunity to gain additional sources for funding the study program through national and international projects, as well as through cooperation with business partners and the local community. Further diversifying funding is recommended.

ET recommendations:

- 1. The Economics Faculty opportunity to gain additional sources of funding through projects including EU funding, research projects, collaborations with the business community, etc.*

2. *The HEI needs to consider increasing number of subscriptions to domestic and foreign publications and periodicals.*

8. FINAL RECOMMENDATION OF THE EXPERT TEAM

1. Mission, Objectives and Administration	<i>Partially Compliant</i>
2. Quality Management	<i>Partially Compliant</i>
3. Academic Staff *Mandatory	<i>Fully Compliant</i>
4. Educational Process Content	<i>Partially Compliant</i>
5. Students	<i>Substantially Compliant</i>
6. Research	<i>Substantially Compliant</i>
7. Infrastructure and Resources *Mandatory	<i>Substantially Compliant</i>
Overall Compliance	<i>Substantially Compliant</i>

OVERALL EVALUATION AND JUDGMENTS OF THE ET

The public University "Kadri Zeka" Gjilan Faculty of Economics, The Economic Analysis and Development Policy study programme demonstrated an overall substantial compliance. According to the Manual requirements, the Expert Team recommends to accredit the study programme Economic Analysis and Development Policy, at the Public University "Kadri Zeka" for the period of 3 years, with the recommended student quota of 30 seats.

Expert Team

Chair


Goran Oblakovic,
 (Signature) (Print Name) **17.03.2025.** (Date)

Member


Rainer Harms
 (Signature) (Print Name) **17.03.2025.** (Date)

Member



Asnate Upmace

(Signature)

(Print Name)

17.03.2025.

(Date)