UNIVERSITY OF PRISHTINA, FACULTY OF ECONOMICS

PROGRAMME

**APPLIED ECONOMICS AND MANAGEMENT (IN ENGLISH LANGUAGE) BSc,
180 ECTS (RE-ACCREDITATION)**

REPORT OF THE EXPERT TEAM

22nd February, 2025

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Date of site visit: 30th January 2025

Expert Team (ET) members:

- Dr. Andreea Serban
- Dr. Marina Gregoric
- Giga Khositashvilli, PhD Student

Coordinators from Kosovo Accreditation Agency (KAA):

- Fjolle Ajeti, KAA Officer
- Ilirjane Ademaj Ahmeti, KAA Officer

Sources of information for the Report:
- *Self-evaluation report, RVV English, Bachelor in Applied Economics and Management, University of Prishtina, Hasan Prishtina*
- *Syllabuses*
- *Code of ethics of the academic staff*
- *Regulations for financing research activity*
- *Regulations for Bachelor studies*
- *Regulations for the prevention of sexual harassment*
- *Regulations for personal income*
- *Regulations for the election procedure, establishment and work of the student parliament and student councils*
- *Regulations for personnel mobility*
- *Regulations for communications at the University of Prishtina*
- *Regulations for the work and procedures of the commission for ethics in scientific research*
- *Albanian and English syllabuses*
- *Albanian and English CVs*
- *Evaluation forms for subjects*
- *List of publications, trainings and seminars*
- *Budget 2024 - 2026*
- *Accreditation manual*
- *Compliance calculation*
- *List of publications and conferences*
- *Regulations for students*
- *Mobility regulations*
- *Regulations for ethics in scientific research*
- *Budget planning for 2024, 2025, 2026*

- *Statute of the University*
- *Classroom observation report*
- *Quality assurance regulations*
- *Students' evaluation form*
- *Regulations on disciplinary actions*
- *Examples of the results of the students survey*
- *Examples of the minutes of the meetings with employers*
- *List of professors*
- *List of trained academic staff*
- *Centre of excellence in teaching*
- *Example of the results of the questionnaire - communicated to the teaching staff and an example of an action plan a*
- *Example of research collaborations with students*
- *Students' appeals procedure*
- *Library subscription to international academic databases*

Criteria used for institutional and program evaluations
- The experts team followed the program re-accreditation assessment areas and respective performance indicators, developed by Kosovo Accreditation Agency that are presented in Regulation (KAA) No. 04/2024 for the Manual of Accreditation/Reaccreditation and Validation of Higher Education Institutions and Study Programs at the Bachelor's and Master's Level.
- Program compliance calculation issued by KAA

Site visit schedule

Program Accreditation Procedure at University of Prishtina, Faculty of Economics	
Program:	**Applied Economics and Management (in English language) BSc, 180 ECTS (Re-accreditation)**
Site visit on (hybrid):	**30 January 2025**
Expert Team:	Dr. Andreea Serban Dr. Marina Gregoric Giga Khositashvili, PhD Student
Coordinators of the KAA:	Fjolle Ajeti., KAA Officer Ilirjane Ademaj Ahmeti, KAA Officer

Site Visit Program

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the program is integrated	Prof. Driton Balaj, Dean Prof. asst. Saranda Kajtazi, Vice Dean for Teaching and Student Affairs Prof. asst. Vlora Prenaj, Vice Dean for Scientific Research and International Cooperation Bashkim Salihu, Acting Secretary
09:45 – 10:25	Meeting with quality assurance representatives and administrative staff	Ardita Kastrati Shkumbin Tafilaj Sead Ujkani Gentrit Berisha Gjylasfije Berisha Drita Zhushi
10:30 – 11:30	Meeting with the program holders of the study programme	But Dedaj Nimete Berisha Gazmend Qorraj
11:30 – 12.30	Lunch break	
12:30 – 13:00	Visiting facilities	
13:00 – 13:40	Meeting with teaching staff	Avdullah Hoti Petrti Gashi Ardiana Gashi Mjellma Carrabregu Driton Qehaja Fitore Kostanica Rineta Hoxha Arber Hoti Lura Rexhepi

13:45 – 14:25	Meeting with students	**Year 1:** Lea Hoxhaj Poema Efendija **Year 2:** Anduena Dobra Albina Mehmeti **Year 3:** Olta Reçica Olsa Berani Era Hamiti Blina Dushi Arber Malsiu Era Hamiti Yllkë Berisha
14:30 – 15:10	Meeting with graduates	Dren Kllookoqi Rina Ademi Rrita Tejeci Admir Nuka Flaka Ahmetaj
15:15 – 15:55	Meeting with employers of graduates and external stakeholders	Rrona, Zhuri. Institute GAP Visar Vokrri, Institute Riinvest Syzana Dautaj, IFC-World Bank Albina Metaj-Ajvazi, ProCredit Bank Agron Ibrahimi, Banka Private për Biznes
15:05 – 16:05	Internal meeting of KAA staff and experts	
16:05 – 16:15	Closing meeting with the management of the faculty and program	

A brief overview of the program under evaluation

The history of the institution under evaluation described in the SER indicates that the Faculty of Economics at the University of Prishtina "Hasan Prishtina" started its activity in the academic year 1961/62 as a joint academic unit with the Faculty of Law. Since the academic year 1971/72, the Faculty of Economics has been operating as an academic unit within the University of Prishtina "Hasan Prishtina.".

The study program under evaluation in Applied Economics and Management, BSc (In English) was lastly reaccredited in the year 2022 for the period of 3 years. According to the last reaccreditation report the program has been evaluated with recommendations to incorporate more digital oriented courses, which was implemented. Implementation of digital courses is well accepted by students and adds value to the program improvements. According to the feedback provided by all stakeholders, the program in Applied Economics and Management, BSc (In English) is one of its kind in Kosovo, contributing to the overall quality of education

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in Kosovo. The program is organized as a 3 years program with 180 ECTS. As per the information provided during the meeting with the program holders, the development of the program took 7 years of preparation, collaborating with international Universities in order to implement international experience, competences and skills in the curriculum, with the aim to provide unique value for the Kosovo education system. More detailed evaluation of the program curriculum and its delivery process is analyzed and reported in standards 1 and 4.

According to the results of meetings with internal stakeholders, the program under evaluation, Applied Economics and Management, BSc, (In English) faces the major issues in being accredited for the period of 3 years which does not give the opportunity to implement all recommendations provided by evaluation committee since some of them require more time and higher budgets, improvement in infrastructure and research. This issue was raised very often in the meetings and it requires specific attention.

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 mission of the study program under evaluation, the Bachelor of Science in Applied Economics and Management program, complies with the institution's mission and the mission of the Faculty. It also complies with their strategic goals with emphasis on specific needs of the target geographic and/or research area. The program is a result of the research conducted in the local and regional market, with influence of international market needs. It is often confirmed that all stakeholders involved in the evaluation site visit are aware of the programs' value for them, for students and for the market needs. The program's enrolment numbers are justified through a rational argument, and facilities and equipment are sufficient to support the intended student population, although the facilities and equipment are not up to the current trends in high education. The weaknesses which are related to the change of visa system and possibilities for students to study abroad, competitors in the region and international level for bachelor studies, and a threat of political and economic instability, should be taken into account when improving the infrastructure to enable sustainability. There is a rational number of students planned for enrolment and delivery of the program. During the meeting with academic staff and students it was obvious that they are committed to education and research, and work enthusiastically in maintaining quality, but there is a need for more budget for research, more structured and financial funds for international cooperation and improvement of academic premises. Infrastructural aspects are described in standard 7, but they do influence the attractiveness of the study program in this standard too. The personal involvement of management and staff and their collaboration with local and international institutions, partners

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and the business sector is highly appreciated by students and management, but should be enabled also by the University and Ministry resources better. There is no doubt that academic staff can provide Top of Forma comprehensive understanding of economic and business theories, emphasizing quantitative and analytical methods to address organizational and financial challenges, but this should be also more formalized and guaranteed by institutional support. The mission and goals of the study programs are available on the official website.

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)

According to analysis of SER, appendixes and site visit meetings with different stakeholders it is evident that the study program is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. There is still an unsolved issue with the anti plagiarism system, but the institution under evaluation is working on acquiring it. University of Prishtina has the Statute of the University of Prishtina and some regulations for the ethical behavior of staff and students in research, teaching, and assessment in all academic and administrative activities. One of the key regulations is also the "Regulation on Disciplinary Procedure" (Appendix 6) . Additionally, there is also the Code of Ethics of Academic Staff (Appendix 5). All stakeholders, including students are aware of the ethical standards and there are also mechanisms to monitor them. Most of the syllabus contains a paragraph about ethical behavior, too, which is a good example of practice, operated on the level of the program delivery. The most important recommendation in this place is to implement an anti plagiarism system at the level of University and program under evaluation. It will increase academic staff's integrity, and ensure time to focus on the academic skills and competencies, research and international collaboration, projects, etc, instead of individually finding solutions and investing time and energy to detect plagiarism.

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

There is an Electronic Management System (SEMS) for students at the University level. It consists of Application Form for Student Registration, Grading Module, Student Payment Module, Staff and Student ID Card Module, Diploma Module, Quality Assurance and Evaluation Module, Module of competences and learning contents, Library Module, and other modules that can be added with special decisions. According to SER and meeting with all internal stakeholders, there is a collection of relevant information which is analysed and utilized to ensure the effective management of the study program, and information is publicly available. (ESG 1.7). Indicators for this include the information management system, ethical norms and government policies related to data protection, of students' privacy, together with analysis of information and plans for follow up activities. Statistical data regarding students are kept in the central system in SEMS.

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)

There is a high satisfaction level of students with administrative staff and academic staff. Students have very positive opinions about the study program delivery process and are aware of the value of the program, being offered as a unique program in Kosovo in English language. The list of staff is provided in annexes. As per the SER and information collected during the site visit and meeting with staff, management and students, it is confirmed that administrative and academic staff are valued by students. They also get involved in professional development programs, participate in Erasmus exchange and attend language and other specific training. This ensures the compliance with the relevance and ability to deliver up to date educational concepts for students. The infrastructure improvements, more budgets, international collaboration enhancement would add to the quality of this standard and related areas, so it is one important recommendation to be implemented on the level of University, Faculty and the Study program. Administrative staff involved in the delivery of the study program are included in a professional development plan

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)

According to the SER, the study program under evaluation has been reaccredited last time in 2022, for the period of 3 years. The recommendations of the previous evaluation and the implementation of them are provided in the annex attached to the SER. It is evident that there is a positive approach towards follow-up and implementation, which proves that the quality assurance committee and management do anticipate the need for improvements. There is an Action Plan which shows explicitly which recommendations are fulfilled and to which extent and which ones are not. The University has developed and implemented a Program Specification document for each program. These documents clearly outline the program learning outcomes and competences to be acquired by students. They explicitly relate these outcomes and competences to the relevant descriptor levels of the European Qualification Framework. This ensures transparency and alignment with European standards. On the level of the program this is fulfilled but on the level of the courses this can still be approved, to align with learning outcomes and ECTS points and how to achieve them in the syllabuses. The University has created a strategic research development plan that explicitly connects research to teaching. This plan includes specific research agendas for each department and faculty, supporting academic staff in their research activities that directly relate to their teaching. This approach ensures that research efforts are aligned with educational goals and enhances the overall academic environment. This is the recommendation which is fully accomplished. The University has not yet fulfilled the recommendation to establish policies regarding the

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ownership of intellectual property and the commercialization of ideas developed by staff and students. The recommendation is to further work on the implementation of this element from previous evaluation. The University has not yet acquired and implemented plagiarism-check software that is consistently and transparently used across all faculty programmes and modules. There are some initiatives in place and this is the common recommendation to address as soon as possible. The University has evaluated existing initiatives and pilots of peer observation, as mentioned in the SER and explained by academic staff and management, and it is a 1 one 1 peer review. Academic staff welcome this idea and consider it useful to gain insight in improvements, by being involved with their colleagues in reviewing each other's activity, teaching skills and concepts, and they believe it can improve their future work with students and the quality of the study program delivery. The University has not yet integrated internal moderation, external examination, and standardization processes into its medium to long-term strategy, as a recommendation from the previous evaluation. The University has established a Centre for Students with Special Needs, office to address the needs of individuals with physical disabilities or other special needs. This initiative promotes inclusivity and provides equal opportunities for all students. The information is provided in SER with a link: https://uni-pr.edu/page.aspx?id=1,37,2776# It is also confirmed by the quality assurance committee and management during the meeting and site visit.

ET recommendations:

1. *Ensure full implementation of the recommendations from previous evaluation*
2. *More investment in infrastructure, research, and faculty facilities for teaching is required*
3. *Plagiarism software must be attained and available to support ethical issues and regulations*

2. QUALITY MANAGEMENT

According to the submitted documents, the University of Pristina, as a public institution, is responsible for internal quality assurance and control in accordance with the Law on Higher Education in Kosovo, the Strategy for the Development of Higher Education, and its own Statute. As the interviews outlined, quality management is overseen at the central level by the University's management, while at the faculty level, it falls under the responsibility of the dean and the vice-dean for teaching.

During the interviews it was highlighted that the University Senate established the Office for Academic Development (OAD) in order to maintain an up to date quality assurance and enhancement system aligned with the Bologna Process. This office supports the University in developing formal mechanisms for maintaining program quality and standards. Each academic unit has an Academic Development Coordinator, who is responsible for the ECTS system and ensuring compliance with quality assurance standards.

The submitted documentations state that in line with national and international requirements, the University of Pristina has implemented an internal quality assurance system that aligns with the Bologna Declaration and European Standards for Quality Assurance. This system is maintained through formal policies and procedures approved by the Senate and the Governing Council.

During the interviews with the QA office, it was confirmed that the key institutional mechanisms for quality assurance and management include the University Senate, the Governing Council, the University management, and various commissions such as the Quality Assurance Commission, the Studies Committee, the Central Commission for Doctoral Studies, the Publishing Council, and the Ethics Commission. Moreover, strategic management and quality assurance are supported by several key regulatory documents, including the University Statute (2012), regulations on quality assurance, evaluation of academic personnel, academic and student mobility, institutional accreditation procedures, etc.

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)

According to the submitted documents the university has established an internal quality assurance system aligned with national regulations, the European Standards and Guidelines (ESG), and other international standards. This system ensures that academic programs meet predefined criteria for quality and relevance, facilitating continuous enhancement in teaching, learning, and institutional performance.

A publicly available quality assurance policy governs all aspects related to the delivery of study programs. This policy outlines the HEI's commitment to maintaining high academic standards, student-centered learning approaches, and transparency in assessment methods. It also ensures

that quality assurance mechanisms are accessible to stakeholders, including students, faculty, and external evaluators.

As the additional documents of the SER state, the internal quality assurance procedures for each study program are clearly defined within the institution's regulatory framework, which includes quality assurance regulations, guidelines, and institutional policies. These procedures establish a structured approach to curriculum design, learning outcome assessment, and faculty evaluation, ensuring that programs remain up to date and aligned with evolving academic and professional standards.

During the interviews it was confirmed that to maintain impartiality in quality monitoring, the study program is supported by designated quality assurance coordinators within the institution or academic unit. These coordinators do not have teaching obligations, allowing them to focus exclusively on monitoring academic standards, collecting and analyzing data, and ensuring compliance with accreditation requirements. Their role includes facilitating periodic program evaluations and fostering a culture of quality enhancement.

The expert team double checked if the HEI's internal quality assurance system operates within a continuous improvement framework, commonly referred to as the Plan-Do-Check-Act (PDCA) cycle, and the interviews during the site visit confirmed this. This cyclical approach ensures systematic planning, implementation, evaluation, and refinement of academic and administrative processes. The QA staff explained that through regular feedback loops and performance assessments, the HEI strengthens its ability to address emerging challenges and improve program effectiveness.

According to the SER an adequate monitoring plan is in place to oversee the implementation of quality assurance procedures for study programs. This plan involves all relevant stakeholders—including faculty, students, administrative staff, and external reviewers—in a participatory and transparent process. Continuous revision of policies and procedures ensures that quality assurance mechanisms remain responsive to institutional needs, regulatory changes, and stakeholder expectations.

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

As the submitted documents together with the SER state the development of an effective study program is considered a continuous and cyclical process. Rather than being a singular event, curriculum development follows a structured progression that includes evaluating the existing program, designing an improved or new version, implementing the changes, and then reassessing the revised program. The heads of the programs confirmed that this ongoing cycle ensures that study programs remain relevant, responsive to student needs, and aligned with evolving academic and industry standards.

During the interviews it was stated that the given program has been designed in alignment with the institution's mission and strategic goals. By ensuring that the program's objectives and outcomes support the broader institutional aims, the university strengthens its commitment to academic excellence and its role within the European Higher Education landscape. The QA

staff confirmed that the curriculum development process is not only well-defined but also inclusive, incorporating input from both internal and external stakeholders, including specific subject experts.

The interviews during the site visit confirmed that in developing the study program, UPHP has adhered to a transparent internal quality assurance process. A rigorous evaluation and review were conducted before the program received formal approval from the institution's designated strategic management bodies. Furthermore, continuous improvement plans have been put in place to guarantee that the program remains current and effective. Through the Vice-Rector for Quality Development, the Office for Academic Development plays a central role in supporting educational reforms at the university. It actively contributes to capacity building and facilitates the implementation of mechanisms for internal assessment, following the guidelines of the Bologna Process. The office also organizes training sessions focused on curriculum design and quality assurance, ensuring that academic programs are continuously refined in line with European Higher Education trends.

Both the submitted documents and the interviews during the site visit confirmed that to maintain high standards and accountability, the institution monitors the quality of the study program delivery using a range of key performance indicators. These include student participation in assessments, the evaluation of program quality through surveys conducted among final-year students, and the percentage of courses assessed by students each academic year. Other indicators include student-to-faculty ratios, the proportion of faculty members holding Ph.D. degrees, graduation rates at different levels, and employment statistics of graduates within six months of completing their studies. Additionally, the university tracks faculty engagement in professional development, retention rates of academic staff, research output in international journals, and participation in conferences. By systematically monitoring these indicators, UPHP ensures that study programs maintain their academic rigor and practical relevance. The institution's commitment to continuous evaluation and adaptation underscores its dedication to high-quality education, fostering a learning environment that prepares students for both academic and professional success.

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

According to the SER the study program undergoes continuous monitoring to ensure its relevance to societal needs, incorporating insights from employer surveys that assess the competencies required in the labor market. Collaboration with stakeholders plays a crucial role in this process, with analyses conducted jointly to identify areas for improvement. Adjustments to the program are made based on stakeholder feedback, ensuring that it remains aligned with evolving industry and academic expectations.

During the interviews it was confirmed that the regular evaluations are conducted to verify that the estimated student workload, as measured in ECTS credits, is both realistic and achievable while also ensuring that the defined learning outcomes remain appropriate. These assessments

help maintain academic rigor and ensure that students receive a well-balanced education. Stakeholders, including students, faculty, alumni, and employers, actively participate in monitoring processes through various means such as surveys, focus group discussions, and direct feedback sessions. These mechanisms provide valuable insights into student workload, academic success rates, resource adequacy, and graduate employment trends. The institution systematically gathers and analyzes this feedback, integrating it into program enhancement efforts.

The QA staff explained that they have established a structured approach to collecting stakeholder opinions through periodic surveys, ensuring that the feedback loop remains an essential component of curriculum development and quality assurance. This ongoing engagement fosters a culture of continuous improvement, where student experiences and employer expectations shape program refinements.

As the given program includes practical training as an integral component, clear and well-defined processes are in place to monitor and enhance the quality of student practice. This involves regular feedback from students, mentors, and employers, with tangible improvements implemented to optimize experiential learning. The expert team double checked this with both students and employers during the interviews and they confirmed that they actively collaborate with the university on this matter.

The interviews confirmed that the data collected through these various assessment processes is systematically analyzed, leading to concrete actions aimed at keeping the study program current and effective. The results of these evaluations, along with the corresponding action plans, are transparently communicated to all stakeholders. To ensure accessibility and accountability, key findings and updates are published on the institution's official website, fostering an open and informed academic community.

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

According to the submitted documentation the Faculty of Economics ensures that all policies, regulations, and guidelines related to its study programs are publicly accessible. Comprehensive details regarding admission criteria, qualification recognition, enrolment quotas, syllabuses, learning outcomes, credit allocation, assessment methods, and final qualifications are available for prospective and current students. Additionally, statistical data on pass rates, dropout rates, and graduate employment are objectively presented and easily accessible.

During the interviews with the university administrative staff it was mentioned that to maintain transparency and reliability, the faculty regularly updates all publicly available information on its study programs, ensuring accuracy and objectivity. This information can be found on the Faculty of Economics website. The website is structured with dedicated sections to provide essential information for staff, students, and external stakeholders.

The website also categorizes information according to academic levels—Bachelor, Master, and PhD—providing specific details on regulations, diploma defense procedures, graduate student

resources, exam schedules, literature, and necessary forms. Relevant links to information for students, staff, and external stakeholders are also made available to ensure easy access to essential academic and administrative content. However, the majority of the documents on the webpage are currently in Albanian, while the program itself is taught in English. To ensure accessibility and consistency for international students and staff, it would be beneficial to have the documents translated into English. This would support a smoother learning experience and better align the content with the language of instruction.

ET recommendations:

1. It is recommended to translate the majority of the webpage's documents into English to enhance accessibility and improve the user experience for all stakeholders involved in the program *(mandatory to be fulfilled after one year)*

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)

UPHP in the SER mentioned that it advertises job openings nationally on its website and in a national newspaper. While there is no explicit mention of international platforms, the university's website is accessible worldwide, which could be considered a form of international advertising.

In the SER, UPHP mentions that its recruitment process follows clear, objective, and transparent procedures, including vacancy announcements, selection committee composition, reports, and decisions, which are approved at multiple institutional levels. No supporting documentation (such as examples of vacancy announcements, committee reports, or employment decisions) has been provided to substantiate these claims. However, during the site visit the academic staff mentioned this aspect.

The recruitment aligns with the university/faculty strategic goals, study program needs, and legal regulations, ensuring that the most suitable candidates are selected. The Appendix 15: Regulation Nr. Prot. 886, dated 27/04/2022 for Regulations for the Selection Procedures Regarding the Appointment, Reappointment and Advancement of Academic Staff in University of Prishtina was not provided in English. Nevertheless, no concrete proof of selection criteria, documented procedures, or alignment mechanisms has been included in the provided information, as links or annexes, as usually the SERs include.

UPHP mentioned that candidates receive full details about job descriptions and employment conditions, as outlined in internal regulations. As this information is mandatory by law and the teaching staff mentioned this during the interviews, the expert team assumes that it is provided.

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However, the Code of Ethics, which serves as a guideline for employment conditions, was not updated recently, raising concerns about its relevance to current academic and professional standards.

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)

According to the documents provided, the expert team considers that the number and qualifications of academic staff are adequate for implementing the study program and conducting research and professional activities. This is supported by CVs, courses taught by full-time academics, and the number of staff holding doctoral degrees (12 of 17 teaching staff with PhD degree).

The faculty members do not exceed the maximum teaching positions permitted (one full-time, one part-time). Additionally, faculty workloads are registered in the Kosovo Accreditation Agency's online platform, which monitors compliance. The staff workload is regulated according to national and institutional regulations to prevent excessive teaching loads. The documents provided by the university provided the number of teaching workload and consultation hours for each teaching staff and they do not exceed 40h (for assistants), varying depending on the courses taught and on the number of teaching activities per subject taught by an academic staff.

According to the list provided by the faculty, 16 faculty out of 17 are FT employed, exceeding the 50% limit imposed by accreditation indicators. The same compliance was observed for the requirement of having at least one full-time staff member for every student group and every 60 ECTS. The SER maintains that the student-to-full-time academic staff ratio meets the required 1:30 threshold and is periodically reviewed for optimization.

The faculty qualifications align with the subjects they teach and this is demonstrated through CVs, publications, and other academic achievements. They are actively involved in research and this was proved by the list of publications provided by the faculty.

The SER indicates that faculty workloads are distributed according to legal and institutional frameworks, ensuring balanced engagement in teaching, research, and administrative duties. The workload in teaching and consultation is provided in the additional document sent to the agency after the onsite visit. However, the administrative duties are not mentioned explicitly in the document. The university affirms that faculty workload allows for an appropriate balance between different responsibilities.

After the evaluation of the SER and details on the teaching staff employed, their contract, their professional records, the experts team considers that a sufficient number of mentors are employed to support students in academic progress and thesis completion.

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 SER mentions that teacher advancement follows a transparent and objective process, as outlined in the institution's recruitment procedures, vacancy announcements, selection committee compositions, reports, and final decisions. However, Appendix 15 (Regulation No. Prot. 886, dated 27/04/2022), which defines selection and advancement procedures, has not been translated into English, limiting external verification. Additionally, no concrete examples of past advancement cases or supporting documentation have been provided to fully substantiate this claim.

In the SER it is stated that promotions are based on excellence, including publications in WoS and Scopus, teaching activities, international scientific engagement, high-impact research, participation in projects, thesis supervision, textbook authorship, and student feedback. The University Statute and internal regulations are cited as sources, but they are not available in English for independent review.

The university asserts that student feedback, management reviews, peer evaluations (this process was mentioned as being under implementation during the site visit), and self-assessments influence faculty advancement and contract renewal. UPHP provided only one translated student feedback report for the course "Principles of Econometrics". The report includes a mention that the professor received and analyzed student assessments but did not prepare an action plan, raising concerns about whether student feedback effectively impacts staff development. Moreover, no examples of how feedback has influenced past promotions or contract renewals were provided.

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)

UPHP mandates academic staff participation in training provided by the Centre for Excellence for Teaching as a prerequisite for promotion. Additionally, some faculty members have attended pedagogical training through the CERGE-EI Foundation and participated in TEMPUS projects for PhD mentoring. However, there is no structured staff development plan in place. The absence of a specific staff development plan means that professional development activities may not be strategically structured or systematically monitored.

The faculty training sessions listed in document 9.2 (Additional document) include topics such as Assessment in Higher Education, suggesting that training in testing and evaluation methods is provided. The training topics (e.g., Assessment in Higher Education, Mentoring, Action Research, Inclusive Teaching) are relevant.

During the site visit, Faculty members and the academic staff mentioned that some faculty members participate in international mobility programs, but the Self-Evaluation Report (SER) does not include a list of participants or details on these international engagements.

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UPHP offers basic and advanced training through the Center for Excellence in Teaching, covering topics like Teaching in Higher Education and Planning and Implementation of Teaching in Higher Education. Additional training topics listed in document 9.2 include Mentoring, Action Research, Inclusive Teaching, and Transformative Teaching and Learning.

During the site visit, the academic staff confirmed that newly hired teachers receive training to strengthen their teaching competencies before they start teaching. Also, the teaching staff confirmed that the University ensures support for research and participating in conferences.

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)

During the site visit it was mentioned that professors invite guest lecturers from public institutions and private companies to share industry insights with students. The University has a specific Regulation for engaging external associates, but this document was not provided in English, making external verification difficult.

Since external associates are not formally hired under current university regulations, there is no structured training program for them on higher education teaching practices, assessment methods, or ECTS-based learning outcomes. However, guest lecturers are introduced informally to the academic environment through collaboration with faculty members.

Due to regulatory limitations, external experts do not participate in the supervision of final and graduation theses, nor do they engage in co-supervision. The university acknowledges this limitation and states that future regulatory changes may allow for more formal involvement of external associates in student research activities.

As external professionals are only invited as guest lecturers rather than being formally employed, there are no established workload agreements or expectations for their contributions. The university intends to improve this process once regulations allow greater flexibility in engaging external specialists.

ET recommendations:
1. *The current Code of Ethics, not recently updated, may no longer reflect contemporary academic integrity and professional standards. A revision process should be initiated to ensure alignment with best practices and current institutional policies (**mandatory to be fulfilled after one year**)*
2. *The Faculty should establish a formal professional development plan, outlining clear objectives, required competencies, training schedules, and evaluation mechanisms. The action plan should be developed in response to student and peer feedback, particularly (but not limited) when areas for improvement are identified (**mandatory to be fulfilled after one year**)*
3. *Translate and structure the documents provide for external review to the Expert Team in the future accreditation processes.*

4. EDUCATIONAL PROCESS CONTENT

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

The study program's intended learning outcomes are formulated clearly, precisely and comprehensively according to the best practices as described in the SER.. According to meetings with heads of the study program, the program is developed for 7 years by analysing and comparing international institutions of higher education. The study program was created to offer the best practices applied not only at universities but also by business sector and market needs. International (Austrian) university supported the implementation of the program and there is 95% similarity in the study program concept and intended learning outcomes. As described in the SER and elaborated during the meeting with management and heads of the study program under evaluation, the BSc Program in Applied Economics and Management emphasizes the use of economic concepts and critical analysis to solve economic and managerial problems. The program should enable graduates to gain competencies in economic data and methods, and application of economic concepts at the local, regional and international level. As explained by all stakeholders, the program under evaluation is very important in the region, being one of a kind, in English language and also being delivered by the best teaching staff. The program is also highly supported by the business sector, employers of graduates and alumni. The program is aligned with the published institution's /academic unit's mission and strategic goals. They are also publicly available. (ESG 1.2)

The evaluation of the intended learning outcomes (ILOs) highlights several strengths in the program's structure and alignment with academic and international standards. The document effectively articulates the knowledge, skills and competences graduates will acquire, ensuring clarity and comprehensiveness. It also demonstrates a strong commitment to student-centered learning by framing the ILOs in a way that emphasizes the competences students should accomplish upon graduation. Furthermore, the program's adherence to the ECTS Guide (2015) and benchmarking against EHEA programs enhances its credibility and ensures that it meets established higher education standards. The outcomes of the study program under evaluation are designed to be at the appropriate level of study and encompass the development of both generic and specific competencies, encompassing knowledge, skills, and competences, but there are still improvements to be implemented. There are several areas for improvement to further strengthen the study program. There is no explicit mapping to show how each learning outcome contributes to the institution's mission and goals, although it is in line with it on the general level. According to documents available for the evaluation and information gathered by different stakeholders, it is evident that such a structured table is not provided. The learning outcomes mix knowledge, skills, and competences but there is a lack of clear categorization, which could be improved by explicitly dividing them into these sections. The list is available on the faculty website under AEM program.

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 BSc in Applied Economics and Management aligns with Standard 4.2 by adhering to the Bologna Process framework with 180 ECTS credits, ensuring compliance with the National and European Qualification Frameworks (NQF and EQF Level 6). However, to fully demonstrate compliance, the intended learning outcomes (ILOs) should be explicitly mapped against NQF and EQF descriptors, ensuring they reflect appropriate competencies in knowledge, skills, and responsibility/autonomy. Additionally, differentiation between undergraduate and graduate learning outcomes is not applicable here, as currently the Institution does not have a Master degree in Applied Economics and Management. However, if the Institution plans a Master degree in Applied Economics and Management, it should make a clear distinction between the levels. During the meetings with stakeholders, especially heads of the study programs and students, there was a strong need for a Master degree program in English language, elaborated. It is because students would like to continue their studies in English which is currently not possible. There is no sufficient evidence in the SER that the intended learning outcomes of the study program are aligned with the level and profile of qualification gained, and that they avoid overlapping across different study programs. In this standard the SER does not provide detailed information, although during the meeting with management, academic staff and students, it is stated differently. There should be clear differentiation and alignment in the form of a document.

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

The BSc in Applied Economics and Management complies with Standard 4.3, as it demonstrates a logical flow and competency alignment throughout the curriculum. The program is structured progressively, starting with foundational courses such as Principles of Microeconomics and Mathematics for Economists in the first year, followed by advanced topics like Applied Econometrics and Behavioral Economics in later years. The curriculum ensures that students develop both general and specific competencies, aligning with European Higher Education Area (EHEA) standards. Additionally, the program is explicitly benchmarked against Johannes Kepler University, strengthening its credibility and international recognition.

The progression rules and learning outcomes are well defined, ensuring that students build on prerequisite knowledge before moving to more complex subjects. For instance, Principles of Microeconomics is a prerequisite for Intermediate Microeconomics, and Principles of Macroeconomics precedes Intermediate Macroeconomics, enforcing a structured learning path. Each syllabus outlines learning outcomes at the course level, ensuring that students acquire the

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necessary theoretical and practical knowledge in a sequential manner. Furthermore, the program covers core disciplines such as Macroeconomics, Microeconomics, Econometrics, Development Economics, and Digital Economics, with a competency mapping framework that aligns learning objectives with intended skills. There is no compulsory practical training/internship as a study course. This should be implemented but it is elaborate in the 4.5. The program's compatibility, mobility, and employability are further reinforced through benchmarking against Austrian university standards, ensuring alignment within the EHEA framework. It includes elective courses and research components such as a seminar course and bachelor thesis, which adhere to international academic expectations. Additionally, the program's focus on digitalization, economic policy, and global economics enhances graduate employability in both European and international labor markets. To further strengthen compliance, detailed mapping documentation and student performance tracking could provide additional validation of how effectively students achieve the intended learning outcomes. This should be also clearly structured in syllabuses. Each syllabus should contain the link between the learning outcomes and ECTS as well as the form of evaluation of each learning outcome. Students should be able to pass each learning outcome and retake only those they do not pass. This requires restructuring of syllabuses with so-called constructive alignments. The grading structure should be divided per learning outcome.

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)

According to information provided in SER, the study program on a regular basis takes feedback from the labor market partners, from the companies where the graduates are employed, industrial partners and other private and public companies. This is strongly supported by external stakeholders, management, quality assurance committee, heads of the study program and academic staff. However, in SER, it is not clearly explained how the procedure is formalized. According to information provided by the quality assurance committee and external stakeholders, it is clear that meetings with industry sector representatives take place twice a year. There is also an informal channel to articulate suggestions from the business sector which is done on the level of the course too, by collaboration between professors and business sector representatives. Significant changes are already done and implemented in the program, especially courses related to digitalization. Digitalization is very important from the perspective of the industry sector and they continuously emphasize that the study program under evaluation should be always updated with digital competences. The description in the self-evaluation report mentions regular feedback from labor market partners (companies, industrial partners, public/private sector), which suggests industry engagement. However, it does not specify whether the program integrates recommendations from professional associations (e.g., Chambers of Commerce). The Faculty has an Industrial Board. It is recommended that the program needs to adopt a more institutionalized and documented approach with regard to feedback incorporation by the labor market into the study program.

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

The Faculty does not have a university-wide regulation on student practical work, and practical work is not mandatory for graduation in the Bachelor's program at the Faculty of Economics. Instead, students have the option to engage in a one-month practice period during their third year of study, which can be recognized as an elective course if they fulfill the required documentation.

While some students appreciate the flexibility of optional practice, others expressed during the site visit that mandatory practice could provide stronger labor market exposure and networking opportunities.

UPHP facilitates student internships through Memorandums of Understanding (MoUs) with various institutions, companies, and international organizations. Students can:

- Apply for internships announced by the Faculty, newspapers, or UP Career Center.
- Propose their own internship placement for faculty approval.
- Convert their paid employment into an internship experience if relevant to their field of study.

Students are assigned mentors from faculty staff and supervisors at their internship institutions. However, because practice is not embedded as a formal study program component, not all students benefit from these opportunities.

The Applied Economics and Management study program allows students to convert internships into an elective course 8 ECTS credits (200 hours of engagement). The documentation required includes:

- Learning goals and agreement (signed by student, faculty mentor, and company supervisor).
- Final Report (summary of activities and learning outcomes).
- Timetable/working hours record (signed by student and supervisor).
- Performance Evaluation (completed by company supervisor).

While these documents ensure structured monitoring, the practice as Subject is not formally included in the study program, making its recognition dependent on student initiative rather than institutional requirement.

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

The University of Prishtina "Hasan Prishtina" (UPHP) applies a student-centered learning approach, aligned with Bologna Process principles since 2001/2002. The SER mentions that the study program emphasizes active student participation, knowledge co-creation, and engagement in academic committees, including curriculum design.

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The study program integrates interactive learning, theoretical and practical components, and new technologies into its pedagogical approach. Professors use diverse teaching methods, incorporating case studies, problem-solving exercises, and theoretical models.

The university promotes reflection, diversity, technology integration, and collaboration as guiding principles for teaching. Faculty members are using Electronic Student Management Systems (SEMS) to enhance communication and provide quick access to study materials. This aspect was mentioned during the onsite visit. Additionally, there is a focus on combining theoretical knowledge with practical applications. However, there is no structured mechanism for regularly evaluating teaching methods and adapting them based on student feedback, faculty input, and learning outcome assessments.

A significant achievement in 2024 was the opening of the Centre for supporting students with special needs, which aims to assist students with disabilities across the university.

The full integration of Smartboards in all classrooms is a major step toward modernizing teaching environments. This replaces traditional teaching tools with interactive digital solutions, fostering student engagement, collaboration, and digital literacy. Additionally, SEMS is used for online communication and resource sharing, supporting blended learning approaches.

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)

It is mentioned that individual modules contribute to the overall learning outcomes in terms of knowledge, skills, and competences. However, there is no clear evidence or supplementary mentions regarding the relation between the overall intended learning outcomes (knowledge, skills and competences) and the contribution made by each individual module to achieve those learning outcomes. It was noted that learning outcomes are not consistently mentioned in all course syllabi. For example, in Mathematics for Finance, the learning outcomes are missing.

The program includes general assessment methods in the syllabi, students are assessed on various competencies. The Faculty of Economics ensures transparency by publishing syllabi on the website, where assessment criteria and methods are mentioned.

The program commits to objective and grading, but no formal mechanisms for grade standardization or moderation were observed. Professors decide on the assessment methods and percentages for each part.

The students declared during the onsite visit that they receive feedback on their assessments, which helps them understand their strengths and weaknesses.

The Faculty claims to have a functional student appeals procedure, students mostly mentioned informal discussions with professors to clarify grades or the possibility to retake exams. When the expert team requested formal documentation, a procedure was provided, but it was not translated into English, making external verification difficult.

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

The student assessment is different from one subject to another and includes tests, seminars, research projects, and continuous assessment throughout the semester. These criteria are included in the course syllabi and published on the Electronic Student Management System (SEMS).

The study program follows ECTS principles, with mandatory participation in lectures and exercises. The university emphasizes interactive and practice-oriented teaching, ensuring students engage in both theoretical and applied learning activities.

ET recommendations:

1. *Clarify and formalize the student appeals procedure as separate document – that should be provided also in English in future accreditation processes (**mandatory to be fulfilled after one year**)*
2. *Ensure learning outcomes are clearly stated in all course syllabi (**mandatory to be fulfilled after one year**)*
3. *The university should integrate "Practical Internship" as an official course, with defined learning outcomes, ECTS credits, and assessment criteria.*
4. *Review and improve syllabuses in terms of assessment criteria for each learning outcome*
5. *Implement constructive alignment in a way to design assessment tasks aligned with learning outcomes in all courses and all syllabuses*
6. *After implantation of recommendation 1 and 2, the communication and introduction of assessment criteria could be communicated fully to students*
7. *As a result of constructive alignment in assessment, students will pass learning outcomes*
8. *It will enable students to know exactly how many ECTS was assign to which learning outcome and in case student fail certain learning outcome, they will repeat only that specific learning outcome, not the whole exam*
9. *Distinguish difference between assessment methods and assessment of learning outcomes*
10. *Continue improving courses focusing on digitalization*
11. *Define more formalized and documented feedback from the labour market and institutions and determine the implementation procedure*
12. *Define/create explicit mapping to show how each learning outcome contributes to the institution's mission and goals*

5. **STUDENTS**

The given study program demonstrates a structured and transparent approach to student admissions, ensuring fairness and equal opportunities for all applicants. Institutional procedures guide the recruitment process, with clear criteria applied consistently across different levels of study. From the evaluation of preliminary academic records to the final decision made by the university's Senate, the process ensures that admitted students meet the necessary academic standards. Additionally, the documentation confirms that admissions

requirements are publicly available, contributing to an inclusive and well-regulated enrollment system.

Beyond admissions, the program takes steps to support student progression and mobility. While an electronic management system records final grades, a more structured mechanism for tracking academic performance and offering targeted support is needed. Internationalization efforts, however, are a notable strength, with various exchange programs facilitated by institutional partnerships and the ERASMUS+ program. The program's commitment to international collaboration is further reflected in well-defined regulations for credit recognition and support for incoming foreign students.

Furthermore, student support services are comprehensive, addressing diverse needs through academic guidance, career development resources, and extracurricular engagement. Professional, administrative, and technical staff provide essential assistance, ensuring students are well-informed about regulations, services, and opportunities. Mechanisms for handling student complaints and appeals are in place, contributing to a transparent academic environment. The program also prioritizes student well-being through dedicated spaces for cultural, sports, and volunteer activities, enriching the overall academic experience.

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)

According to the submitted documentation the given program follows formal institutional procedures to ensure a structured and transparent student recruitment process. Admission requirements are applied consistently and fairly, ensuring equal opportunities for all applicants. The process begins with the evaluation of preliminary competitions and graduation reports, followed by an assessment of applications submitted to the Faculty of Economics. Based on these evaluations, the dean, in consultation with department heads, drafts a proposal for admission quotas for bachelor's, master's, and doctoral programs. This proposal is then submitted for approval by the Senate of the University of Prishtina. Once approved, the Rectorate officially announces the call for admission, specifying the conditions and requirements for prospective students.

As the submitted documents state, the selection process follows specific criteria based on the applicant's educational background. Candidates who have completed high school without taking a matriculation exam are assessed on a 100-point scale, with up to 20 points allocated for high school performance and up to 80 points for the entrance examination results. Additionally, every high school diploma is assessed based on academic success, contributing up to five points to the overall evaluation.

As the students mentioned during the interviews the entrance examination consists of two subjects: Mathematics and Introduction to Economics. Given that the program is conducted in English, the exam is also administered in English.

The SER describes that as part of the application process, candidates must submit essential documents, including an original birth certificate, transcripts of all secondary school grades, a high school diploma or matriculation certificate (if applicable), and a copy of their ID card.

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The expert team double checked with program head and with students and confirmed that the admission process is designed to be clear, comprehensive, and publicly available to all prospective students. Students enrolling in a bachelor's program must provide proof of high school graduation or an equivalent qualification, such as State Matura results.

The structured selection process ensures that admitted students possess the necessary prior knowledge and competencies to succeed in their studies. A clearly defined decision-making procedure governs the admissions process, guaranteeing fairness, consistency, and non-discriminatory practices for all applicants. Furthermore, the institution has established procedures for recognizing prior periods of study, ensuring that students' academic achievements are appropriately acknowledged.

It is worth mentioning that during the evaluation process, the expert team met with current students and alumni of the Bachelor of Science in Applied Economics and Management (English) program. Throughout these interviews, it was evident that their knowledge of English was excellent, demonstrating a strong command of the language in both academic and professional contexts.

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)

As the submitted documents and the site-visit confirmed currently, there is no functional system in place to continuously track student progress or offer structured assistance and counseling to those facing academic difficulties. However, individual professors take a proactive approach, ensuring that students receive necessary support to overcome challenges. While this informal support is beneficial, it does not replace the need for a systematic mechanism that would allow for early identification of students at risk and timely interventions to enhance academic success.

It was highlighted during the interview that the program does utilize the Electronic Management System for Students (SEMS) to record final grades, with students receiving email notifications and the option to contest their grades within 72 hours. While this system ensures transparency in grading, it primarily serves an administrative function rather than a tool for tracking overall student progression.

On a positive note, the study program clearly defines progression opportunities, allowing students to understand their options for continuing their studies or changing academic paths. Students are well-informed about the potential achievements and career opportunities associated with their qualifications, ensuring they can plan for their academic and professional futures. Furthermore, the program adheres to policies regarding the transfer and recognition of qualifications gained from other institutions, providing flexibility for students and supporting the recognition of prior learning.

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

During the site visit it was demonstrated that the study program actively promotes international exchange opportunities for students, ensuring they are regularly informed about mobility programs. This is achieved through multiple channels, including the Office for International Cooperation, which provides guidance and administrative support for those interested in participating in exchange programs. Additionally, several professors take an active role in encouraging and motivating students to explore international mobility options, emphasizing the academic and professional benefits of studying abroad. To further enhance accessibility, all calls regarding international opportunities for both students and staff are published on the university's official website, ensuring transparency and equal access to information.

As it was explained by the heads of the programs to facilitate student mobility, the Higher Education Institution (HEI) has established clear regulations for the recognition of ECTS credits, ensuring a standardized and transparent process for transferring academic credits from other institutions. This system allows students to seamlessly integrate their studies upon returning from an exchange program, reducing administrative barriers and ensuring academic continuity.

According to the SER the HEI is also committed to attracting foreign students and supporting them throughout their studies. The study program currently hosts both international students who enroll from the beginning and those who participate through ERASMUS+ exchange programs. Since November 2017, the institution has implemented the Regulation of Academic Mobility, aligning with European Union standards and supporting Kosovo's integration into the European Higher Education Area in line with the Bologna Declaration. This regulatory framework ensures that international mobility is conducted in accordance with best practices, promoting inclusivity and academic excellence.

According to the submitted documents, for the Faculty of Economics, there are specific agreements in place to facilitate student and staff exchanges at the Bachelor, Master, and PhD levels. These partnerships, financed by the European Commission through the ERASMUS+ program, include collaborations with institutions such as the University Côte d'Azur and Staffordshire University. Furthermore, students benefit from all open calls for international mobility available on the university's official webpage, broadening their opportunities to gain international academic experience.

The administrative staff confirmed that the university systematically collects and analyzes data on student participation in international mobility programs. Over the past five years, a significant number of students from the Faculty of Economics have taken part in Erasmus+ exchange programs, with participation rates fluctuating each year. For instance, 44 students engaged in exchange programs in 2017/2018, followed by 19 in 2018/2019, 30 in 2019/2020, and 29 in 2020/2021. These figures demonstrate the institution's commitment to fostering a globally connected academic environment and expanding international opportunities for its students.

Additionally, the HEI prioritizes gathering feedback from both national and international students regarding their mobility experiences. This feedback is analyzed and used to enhance existing procedures, ensuring continuous improvement in the organization and implementation

of exchange programs. The institution also provides foreign language courses to support international students, helping them integrate more effectively into the academic environment.

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 site-visit demonstrated that the study program benefits from a well-qualified and adequately staffed team of professional, administrative, and technical personnel who provide essential support to students. The number of staff members is sufficient to ensure smooth operations and effective assistance for students throughout their academic journey.

During the interviews students confirmed that they receive clear and accessible information about available services through publicly available resources, including orientation materials for new students, study regulations, and internal organizational guidelines. These resources help students navigate the academic environment with ease and understand the institutional framework governing their studies. Additionally, enrolled students are offered comprehensive guidance on academic and career development opportunities. This includes access to teaching assistants, career development advisors, and dedicated tutors who provide support for student learning and progression.

According to the interviews with the administrative staff the study program also maintains transparent and well-defined structures for handling student appeals and complaints. These procedures ensure that students are aware of their rights and have clear channels through which they can raise concerns or seek resolutions to academic and administrative issues.

Furthermore, the students and alumni confirmed that they are regularly informed about extracurricular activities and opportunities for engagement beyond the classroom. The HEI allocates funding to support student initiatives, fostering a well-rounded educational experience. Dedicated spaces for sports, cultural, and volunteer activities are available, allowing students to participate in various enrichment programs that contribute to their personal and professional growth.

ET recommendations:

1. It is recommended to establish a structured system for monitoring student progress to track academic performance continuously and provide early support for students facing difficulties *(mandatory to be fulfilled after one year)*

6. RESEARCH

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

The University of Prishtina "Hasan Prishtina" (UPHP) highlights the Institute for Economic Research at the Faculty of Economics as the key structure supporting research within the institution. The Institute has been operational since 2013 and aims to promote scientific research, entrepreneurial initiatives, cooperation with businesses, and student participation in research projects. However, the university does not provide a clear and structured Research Strategy at the institutional level. The objectives of the Institute, while relevant, cannot replace a formal, comprehensive Research Strategy.

The university provides financial and logistical support for research activities. Faculty members have access to funding for research, logistical support for conferences, and digital resources such as ScienceDirect (Elsevier/Scopus), which facilitates access to international scientific literature. Additionally, the Faculty of Economics organizes annual international scientific conferences, promoting research dissemination and academic exchange.

The Balkan Economic Review, a peer-reviewed scientific journal published by the Faculty of Economics, serves as a platform for disseminating research in economics, business, and law. It has been supported through international collaborations and TEMPUS projects. The university also engages in international research networks, hosts scientific conferences, and facilitates collaborations with European institutions.

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 university provided a list of research outputs, indicating that many faculty members have publications indexed in international databases, particularly Scopus, but also in Web of Science. This demonstrates an active research environment, although further efforts are needed to increase research impact and engagement in high-ranking journals.

Starting from January 1, 2023, only papers published in Web of Science (SCIE, SSCI, AHCI) and Scopus are considered for promotion. This ensures a high-quality lever for research output. The university also organizes scientific conferences and has established the Balkan Economic Review, a peer-reviewed journal that serves as a platform for faculty research dissemination.

The university acknowledges that local research grants are limited and that competition for international funds (e.g., Horizon Europe, Erasmus+ research projects) is intense. The Faculty of Economics has taken initial steps to increase research engagement, including the functionalization of the Institute for Economic Research.

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 faculty's list of publications includes a limited number of co-authored works with international researchers, indicating low levels of international research collaboration. Additionally, there are no active research projects in partnership with national or international institutions, which limits the university's global academic integration and research impact. Strengthening institutional agreements with international universities and encouraging joint grant applications would improve research visibility and collaboration.

Currently, The Faculty of Economics does not have active research projects in cooperation with businesses or the private sector. The list provided included past and old projects. The university recognizes this gap and aims to increase research collaborations in the future. Establishing collaborative research centers or industry advisory boards would facilitate engagement with private sector stakeholders.

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 academic staff integrate research findings into their teaching, ensuring students are exposed to current advancements in their respective fields. However, during the site visit, it was mentioned that this integration is not extensive, as many disciplines in the bachelor's program are more theoretically oriented.

Students participate in research activities alongside faculty members, which helps develop critical thinking and research skills. However, when asked for documented evidence of student-faculty research collaboration, the university provided a PowerPoint presentation from the Faculty of Economics conference May 2024, instead of the program of the conference that would have been more relevant. Additionally, there is no systematic mechanism to encourage student participation in research and the academic staff explain this by the low interest of the bachelor students for research.

ET recommendations:
1. *The university should establish a formal Research Strategy at the institutional level, outlining: priority research areas and objectives aligned with national and international trends; mechanisms for research funding allocation and criteria for staff participation; integration of research into teaching to ensure that study programs are research-driven. This strategy should go beyond the existing Institute for Economic Research and provide a broader institutional framework for research development.*
2. *Increase efforts to index proceedings of the conferences organized by the faculty*
3. *Increase efforts to develop and participate in research projects/arrangements with business environments and HEIs from the country and abroad.*

7. INFRASTRUCTURE AND RESOURCES

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

Data presented In the SER, more specifically the infrastructure chapter, specifies the type and the size of the premises and equipment for performing education processes and research. According to the information provided and site visited, the Faculty of Economics has approximately 3,500 m² of space, excluding corridors and staircases, with about one-third allocated to classrooms. The classroom capacity is sufficient for organizing lectures and exercises, with a large amphitheater (500m²), small amphitheater (150m²), teaching classrooms, a computer lab, and a library. Each academic staff (professors and assistants) have offices/cabinets, all equipped with computers, internet access, and printing/scanning facilities. The faculty has administrative spaces, too (finance, postgraduate office, council room, clerks' office, chief of service, and office for grade verification), ensuring a functional work environment. The faculty possesses heating from TermoKos, ensuring a proper learning and working environment. The faculty provides IT infrastructure, including: Projectors (25), PCs for academic staff (60), PCs for administration (23), and PCs for students (4 per student), Internet and Wi-Fi access throughout the faculty, Video conference facilities (1) and cameras (46) for security and academic purposes. Internet service is good at the premises. Two large computer rooms are available for students, although additional investment is needed due to high student numbers. The faculty uses SEMS (Student Electronic Management System) for digital student-teacher interaction, assessment, and material distribution. While specific laboratories are not mentioned, computer labs exist to support subjects requiring application software. It is specifically mentioned that the faculty infrastructure is not adapted for students with disabilities, as standard 7.1 requires adjustments for students with special needs. The management has declared that there is a plan to build and move to the new premises, so the current premises would be used for a Faculty of Law, which is currently shared with the Faculty of Economics. This is very important to accomplish because it will enhance and improve the quality of the study program, the faculty and research opportunities.

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

The HEI has a dedicated library of (220 m²) and a reading room with 100 seats. During the site visits some students were seen using the reading room and preparing for the exams. Students also have access to the National Library of Kosovo (NLB), which provides over 400 seats and extended study hours (07:00 - 20:00). The faculty's library space is small compared to the number of students, indicating a need for expansion. This could be also better suited with relocation to the new building for the Faculty of Economics. The library contains over 2,200 books in economics, supporting coursework in the Bachelor in Applied Economics and

Management. According to SER and during the site visit it is confirmed that students can access Albanian and foreign literature through the faculty library and the National Library of Kosovo. Electronic resources are mentioned but not detailed. During the meeting with students and professors it was explained that every professor makes sure that students get the required literature (using online resources, library, pdf books, etc.) The availability of online databases, digital books, or journal subscriptions is unclear. There is no evidence of group work rooms within the faculty library, which is an indicator of Standard 7.2. As a conclusion the faculty has a library, a reading room, and access to a national library and there is a solid book collection in economics. However, the faculty library lacks sufficient space for the numerous student population. There is no evidence of digital subscriptions, journals, or extended faculty library hours. In addition, subscription to the statistical software should be available for staff and students to increase and improve the research work.

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

The faculty operates within the budgeting framework of the University of Prishtina, which centrally allocates funds based on student fees and government support. A percentage of student fees is allocated for educational quality improvements (as per the University of Prishtina Statute). The faculty receives donations from private entities, such as ProCredit Bank and NEPTUN, which donated computers for student use. There is no evidence of details about external funding from international research grants, business partnerships, or national projects, but there is a Budget plan for the year from 2024 to 2026. The budgetary costs include also the cost of the renovation of premises before the new building is realized. There is no evidence of lifelong learning projects as a source of internal income, which could also be added value to the HEI and Faculty of Economics. The investment in the further expansion of the infrastructure in all aspects (study process, premises, educational activities, research, software licenses, computers, library and all other resources) must be long term plan for the HEI and the Faculty of Economics to ensure sustainability of the study program, although the major advantage of the program is English language, excellent academic staff and the structure of the curriculum.

ET recommendations:

1. *Acquire more statistical software licenses to improve and increase the research process **(mandatory to be fulfilled after one year)***
2. *Keep continuously enlarge the library and study premises*
3. *Keep improving digital access to journals and research papers, books and other literature by subscribing to databases and give access to academic staff and students*
4. *Ensure the premises for students with disabilities*
5. *Develop structured plan of internal funding by offering programs of lifelong learning, summer and winter schools, and increased participation in local, regional and international projects, all in order to increase internal budget for the faculty and study program under evaluation.*

OVERALL EVALUATION AND JUDGMENTS OF THE ET

Standard	*Compliance level*
1. Mission, objectives and administration	*Substantially compliant*
2. Quality management	*Fully compliant*
3. Academic staff	*Substantially compliant*
4. Educational process content	*Substantially compliant*
5. Students	*Fully compliant*
6. Research	*Substantially compliant*
7. Infrastructure and resources	*Fully compliant*
Overall compliance	***Substantially compliant***

The experts assess the overall compliance at the level of **substantially compliant.**

In conclusion, the Expert Team considers that the study program under reaccreditation, "Applied Economics and Management (in English language) BSc, 180 ECTS, offered by the University of Prishtina, "Hasan Prishtina," is substantially compliant with the standards included in the KAA Accreditation Manual. The expert team recommends enrolling 50 students in each first year of studies. The expert team recommends the reaccreditation of the study program "Applied Economics and Management, BSc, in 3 years.

Expert Team

Member	**Prof. Andreea Serban, PhD**		**17.02.2025**

Member	**Prof. Dr. Marina Gregoric**		**17.02.2025**

Member	**Giga Khositashvili**		**17.02.2025**