

UNIVERSITY OF PRISHTINA
FACULTY OF ELECTRICAL AND COMPUTER
ENGINEERING



Manual for Internal Quality Assurance

September 2025

This manual is drafted by the commission appointed with the decision of the faculty council Nr. 3271/25, date:16.09.2025

1. Assoc. Prof. Dr. Bujar Krasniqi
2. Asst. Prof. Dr. Dhuratë Hyseni
3. Asst. Prof. Dr. Faton Maliqi
4. Asst. Prof. Dr. Nuri Berisha
5. Asst. Dr. Valon Veliu
6. Asst. Dr. Jeta Dobruna
7. Asst. Dr. Mërgim Hoti

Contents

Chapter 1. Introduction and Quality Policy	4
Background and purpose of IQA at FIEK	4
Scope and application of the Manual	4
Principles and objectives of Quality Assurance	5
Alignment with University of Prishtina, National Standards, ESG.....	6
Chapter 2. Governance and Organizational Structures	7
QA bodies at faculty and department level	7
Faculty Level QA Bodies	7
Department Level QA Bodies	8
Roles and responsibilities (Dean, Vice Deans, QA Unit, Student Council, Committees).....	8
External stakeholder involvement (employers, alumni, industry partners)	9
Quality culture and participation	9
Chapter 3. Quality assurance at Faculty and University level	11
Academic staff evaluation from Faculty management	12
Administrative staff evaluation from students.....	12
Feedback from students, alumni, and employers	13
Chapter 4. Monitoring, Evaluation, and Continuous Improvement	14
Internal and external reviews, accreditation processes.....	14
KPIs, data management, and transparency	14
Key Performance Indicators (KPIs)	15
Data Management.....	15
Transparency	16
Continuous improvement cycle (Plan–Do–Check–Act)	17
Follow-up recommendations	18
References	19

Chapter 1. Introduction and Quality Policy

Background and purpose of IQA at FIEK

The Faculty of Electrical and Computer Engineering (FIEK) at the University of Prishtina is committed to maintaining and continuously improving the quality of its academic, research, and administrative activities. As part of a public higher education institution, FIEK carries a responsibility towards its students, staff, stakeholders, and society to ensure that the standards of teaching, learning, research, and services meet national and international requirements.

Internal Quality Assurance (IQA) at FECE

FIEK has established a systematic process that provides mechanisms for:

- Demonstrating that FIEK meets the expectations of students, employers, regulatory bodies, and society.
- Ensuring continuous improvement of study programs, teaching practices, research, and student support services.
- Strengthening trust through open communication of processes, results, and decisions.

The purpose of IQA at FIEK is to:

- Support the faculty in fulfilling the mission of the University of Prishtina, by aligning academic and research activities with strategic objectives.
- Foster a quality culture where all staff and students actively contribute to improvement initiatives.
- Ensure that academic programs and services respond effectively to stakeholder needs and to developments in the higher education environment.
- Establish a reliable basis for external quality assurance processes such as accreditation, ranking, and international recognition.

IQA at FIEK is not only focused on compliance but also on engaging people and improving processes.

Scope and application of the Manual

This Manual defines the framework, principles, and procedures of IQA at FIEK, University of Prishtina (UP). It serves as a reference document for academic staff, administrative staff, students, and stakeholders engaged in the faculty. The Manual applies to all areas of FIEK's activity, including:

- Study programs – design, approval, monitoring, evaluation, and revision of Bachelor, Master, and Doctoral studies.

- Teaching and learning – ensuring student-centered learning, fair and transparent assessment, academic integrity, and continuous feedback.
- Research – integration of scientific activities with teaching and contribution to the knowledge economy.
- Support services – student admission, academic advising, career support, mobility opportunities, and employability initiatives.
- Staff development – recruitment, evaluation, training, and professional growth of academic and administrative staff.
- Resources and infrastructure – effective use of laboratories, libraries, ICT systems, and facilities in line with modern standards.
- Governance and management – transparent decision-making, stakeholder participation, and efficient administrative procedures.

The Manual is applicable to both internal users (academic and administrative staff, students) and external stakeholders (alumni, employers, professional associations, accreditation bodies). It ensures that FIEK’s processes are not only compliant with national and institutional requirements but also embedded in a culture of continuous improvement.

Principles and objectives of Quality Assurance

The IQA system at FIEK is guided by a set of principles that reflect both international standards and the specific mission of the University of Prishtina. These principles provide the foundation for all quality-related processes and decisions. Principles of Quality Assurance:

- Transparency – all policies, procedures, and results are openly communicated and accessible to stakeholders, ensuring clarity and trust.
- Inclusiveness and participation – students, academic staff, administrative staff, alumni, and external partners are actively engaged in the continuous improvement of study programs and services.
- Accountability – each level of the faculty assumes responsibility for the quality of its activities, ensuring alignment with institutional and national standards.
- Continuous improvement– quality is maintained and enhanced through a systematic cycle of planning, implementation, monitoring, and improvement.
- Academic integrity and ethics – all teaching, research, and administrative activities respect the principles of fairness, honesty, and respect for diversity.
- Fitness for purpose – study programs and services are designed and delivered to meet the needs of students, employers, and society, in line with the mission of the Faculty and University.

The objectives of IQA at FIEK are to:

- Safeguard the quality and recognition of degrees in line with KAA and European standards.

- Promote student-centered learning through innovative teaching, fair assessment, and feedback.
- Strengthen research quality and link outcomes to teaching and community engagement.
- Improve student support and employability with guidance, mobility, and industry partnerships.
- Support staff development through training, evaluation, and career growth.
- Ensure efficient use of resources and modern, digital learning environments.

Alignment with University of Prishtina, National Standards, ESG

The IQA system at FIEK, UP, is aligned with institutional, national, and European standards to ensure that programs are credible, comparable, and internationally recognized. It follows the University's Quality Assurance Framework and complies with requirements of the Kosovo Accreditation Agency (KAA), the National Qualifications Framework (NQF), and the European Standards and Guidelines (ESG).

Faculty-level structures, including the Faculty Management, Quality Assurance Unit, Academic Council, and student representation, secure effective implementation across departments. Key principles include:

- Excellence in teaching and learning, student-centered, research-informed, and regularly updated programs.
- Transparency, fairness, and responsibility in academic and administrative processes.
- Involvement of students, staff, employers, alumni, and external stakeholders.
- Systematic evaluation.

Through this approach, FIEK ensures that its graduates are competitive in the European Higher Education Area and contribute to Kosovo's technological, scientific, and social development, while upholding integrity, professionalism, and social responsibility.

Chapter 2. Governance and Organizational Structures

The FIEK is governed in line with the Statute of the University of Prishtina [1] and national higher education legislation [2]. These structures create the framework that ensures academic, administrative, and quality assurance responsibilities are carried out in a transparent and accountable way.

At faculty level, governance is exercised mainly through the Faculty Council, the Dean, the Vice Deans, the Quality Assurance Unit, and the Department [1]. Each of these bodies has clearly defined roles to make sure that decisions, strategic planning, and quality monitoring are conducted effectively.

Quality assurance is integrated directly into these structures. The Dean, supported by the Vice Deans, provides academic leadership, manages resources, and ensures that the faculty's strategic and quality policies are put into practice [1]. The Faculty Council, as the highest decision-making body at the faculty, oversees program approvals, staff recruitment and promotion, and the adoption of quality assurance mechanisms [1].

At the university level, the Senate and the Central Quality Assurance Commission define the overarching standards and procedures, which are then implemented and adapted within FIEK. External stakeholders, including students, alumni, employers, and professional associations are also actively involved. Their participation helps to ensure that the faculty's programs and mission remain aligned with labor market needs and broaden societal expectations.

QA bodies at faculty and department level

The FIEK has established a set of quality assurance (QA) bodies at both faculty and department level to ensure the effective implementation of the IQA system, in alignment with the Statute of the University of Prishtina and national accreditation standards.

Faculty Level QA Bodies

At the faculty level, the following structures play a central role in quality assurance:

- The Faculty Council – As the highest academic body of the faculty, the Council is responsible for approving study programs, recruitment and promotion of academic staff, and establishing mechanisms and instruments for quality assurance [1, Article 56].
- The Dean – Provides academic and administrative leadership, manages resources, and ensures that QA policies and procedures are implemented across all departments [1, Article 52].
- Vice Deans – Support the Dean in overseeing teaching, research, quality assurance, and student affairs. According to the Statute, Vice Deans'

responsibilities are linked to the faculty's core areas such as teaching and learning, research, projects, and quality [1, Articles 49–55].

- Quality Assurance Unit – Acts as the main advisory and operational body for IQA at the faculty, ensuring that ESG standards and national QA criteria are applied consistently. It coordinates program evaluations, student feedback, and periodic reporting.
- Study Committee – Functions as an advisory body to the Faculty Council and Dean, responsible for reviewing new program proposals, adapting existing curricula, and ensuring alignment with quality standards [1, Articles 60–62].

Department Level QA Bodies

At the department level, quality assurance is carried out through:

- Department–Coordinate academic activities within each department, propose program changes, and support the implementation of QA mechanisms in cooperation with the Dean's Office [1].
- Heads of Departments – Ensure the organization and monitoring of teaching, research, and evaluation processes within the department. They also report on departmental quality matters to the Dean and the Faculty Council.

Roles and responsibilities (Dean, Vice Deans, QA Unit, Student Council, Committees)

The Dean serves as the chief academic and administrative leader of the faculty, holding primary responsibility for ensuring that all teaching, research, and administrative activities are managed effectively. In line with the Statute of the University of Prishtina, the Dean leads the strategic and annual planning processes, prepares the faculty's annual report, oversees the evaluation of academic staff, and ensures that quality assurance mechanisms are properly applied. Supported by the Vice Deans (Vice Dean for Quality and Vice Dean for Teaching), the Dean guarantees that policies on quality and academic integrity are embedded into daily operations. Vice Deans complement this role by taking charge of specific portfolios such as teaching and learning, research and projects, and quality and student affairs.

Alongside Dean's Office, several bodies support the governance and quality assurance framework of the faculty. The Quality Assurance Unit develops and implements internal procedures, coordinates program evaluations, and monitors compliance with both national accreditation requirements and ESG standards. The Student Council plays an equally important role by representing the student voice in decision-making, providing structured feedback on teaching and services, and ensuring that students are actively involved in shaping their learning environment. In addition, specialized committees such as the Study Committee, Ethics Committee, and various ad-hoc groups contribute to curriculum

development, uphold ethical standards, and address specific needs like accreditation preparation.

External stakeholder involvement (employers, alumni, industry partners)

The Faculty of Electrical and Computer Engineering (FIEK) recognizes that strong collaboration with external stakeholders is essential for maintaining the relevance, quality, and impact of its study programs, research activities, and services to society. In line with the Statute of the University of Prishtina (Articles 41–45 on faculty activities and cooperation) and the European Standards and Guidelines (ESG 1.2 and 1.9), FIEK systematically involves employers, alumni, and industry partners in quality assurance and decision-making processes.

Employers are important partners for the FIEK, helping to ensure that study programs reflect the real needs of the labor market. They contribute by taking part in curriculum design and review, offering internships and project-based learning opportunities, and providing students with valuable practical training. Employers also share feedback on the employability of graduates, highlighting whether the skills and knowledge gained at FIEK align with industry expectations. In addition, many collaborate with the faculty on joint research and development projects, supporting innovation and the transfer of new technologies into practice.

Alumni and FIEK maintain close connections, which act as an important link between the faculty and the labor market. Alumni contribute by sharing their career experiences and insights into labor market trends, helping the faculty understand how well its programs prepare graduates for professional life. They participate in surveys that guide program evaluation and improvement, and many serve as mentors for current students, offering advice, guidance, and networking opportunities. Alumni also play a key role in promoting the faculty's reputation and strengthening its outreach efforts, ensuring that FIEK remains connected to the needs of society and the professional community.

Collaboration with industry partners, both local and international, is central to FIEK's mission of promoting innovation and applied research. These partnerships take many forms, including joint research projects, technology transfer, and innovation initiatives that bring academic expertise closer to practical application. Industry partners also serve as advisors on faculty board, contributing to program development and quality assurance. They co-organize workshops, hackathons, and training activities that expose students to real-world challenges. Such cooperation strengthens the link between academia and industry, ensuring that FIEK's work remains relevant, impactful, and future-oriented.

Quality culture and participation

The FIEK is dedicated to building a strong and sustainable quality culture that runs through every aspect of its academic and administrative life. This culture is not simply about

meeting formal requirements; it reflects a shared commitment from staff, students, and external stakeholders to continually improve teaching, learning, research, and services.

This culture is guided by principles such as shared responsibility, inclusiveness, transparency, accountability, and continuous improvement. Everyone in the faculty: academic staff, administrative staff, and students have a role to play in ensuring quality. Participation is encouraged through the Faculty Council, the Quality Assurance Unit, the Student Council, and Department, while employers, alumni, and industry partners are engaged through surveys, advisory roles, and joint projects. These mechanisms guarantee that decision-making is inclusive and that academic programs stay connected to both institutional goals and real-world needs.

Chapter 3. Quality assurance at Faculty and University level

At the University of Prishtina, quality assurance is a structured, institutionalized, and integrated process at all academic levels, and it aligns with the principles of ESG 2015 by ENQA [6], which promote a comprehensive system oriented toward continuous improvement.

At the central level, the Office for Academic Development operates with a coordinating and supportive role in the implementation of quality policies. According to the Regulation on Quality Assurance at UP [3], this office is responsible for:

- Drafting and updating strategic documents related to quality
- Supporting academic units in implementing evaluation and self-evaluation procedures
- Monitoring the implementation of quality standards at the institutional level
- Coordinating academic development activities in collaboration with faculties

The Office for Academic Development works closely with the management of academic units (deaneries) in each academic unit. This collaboration is formalized through internal quality structures, as described in the Curriculum Review Guide and the Regulation on Quality Assurance [3][4][5].

Academic staff evaluation from students

The evaluation of academic staff by students represents a key component of the quality assurance system. This process enables the collection of direct data on learning experience and helps identify areas in need of improvement, as well as promote good pedagogical practices.

According to Article 9 of the Regulation on Quality Assurance at UP [3], students have the right to assess the quality of teaching through standardized instruments administered at the end of each semester. This evaluation is anonymously implemented through SMC electronic system and includes structured questionnaires containing clear indicators for:

- Pedagogical clarity and organization of teaching materials
- Use of active and interactive teaching methods
- Staff availability for consultations outside lecture hours
- Objectivity and transparency in student assessment
- Adherence to the curriculum and scheduled timetable

The collected results are statistically analyzed and compared with previous semesters to identify positive trends or recurring challenges. In cases where significant shortcomings are observed, the faculty may propose improvement measures such as pedagogical training, academic mentoring, or a review of teaching methods.

Academic staff evaluation from Faculty management

The evaluation of academic staff by faculty management is a formal and structured process aimed at ensuring quality and the continuous improvement of academic performance. This evaluation is separate from the student assessment and includes a broader range of criteria related to professional engagement, institutional contribution, and academic development of the staff.

According to Article 10 of the Regulation on Quality Assurance at UP [3], the management of the academic unit (the dean's office) is responsible for evaluating academic staff based on their performance in teaching, research, participation in institutional activities, and contribution to faculty development. This evaluation is conducted regularly, typically at the end of the academic year, and includes components such as:

- Quality of teaching, assessed through analysis of student feedback and direct observations
- Engagement in scientific research, including publications, participation in conferences, and research projects
- Participation in academic committees, decision-making bodies, and other institutional activities
- Contribution to curriculum development, academic reform, and mentoring of junior staff
- Use of innovative teaching methods and involvement in professional development training

The management's evaluation is objective, documented, and based on clear evidence of performance. Its purpose is not to penalize but to identify areas for improvement, promote excellence, and support the professional development of academic staff. Evaluation results may be used for career advancement, rewards, involvement in institutional projects, and planning of personalized training programs.

Administrative staff evaluation from students

The evaluation of administrative staff by students is an important component of the IQA, aimed at improving institutional services and enhancing efficiency in supporting the academic process. This evaluation enables the identification of good practices as well as challenges students face during interactions with university administration.

According to Article 10 of the Regulation on Quality Assurance at UP [3], the evaluation of administrative staff must be conducted in a structured and documented manner,

incorporating student feedback as direct stakeholders in the services provided. This evaluation includes aspects such as:

- Efficiency in delivery service
- Responsiveness to student requests and willingness to assist
- Accuracy and transparency in communication
- Compliance with institutional deadlines and procedures
- Courtesy and professionalism in interactions

The results of these evaluations can be used to plan training for administrative staff, improve institutional communication, and increase transparency in service provision empowering students as active participants in building a more accountable and efficient academic environment

Feedback from students, alumni, and employers

Feedback from students, alumni, and employers constitutes an important component of IQA, helping to align academic programs with the real needs of the labor market and societal developments. Furthermore, ESG 2015 [6] also emphasizes the need for collaboration with the employment sector and the alignment of study programs with labor market needs.

According to Article 14 of the Regulation on Quality Assurance at UP [3], academic units are required to systematically collect and analyze the opinions of stakeholders, including current students, alumni, and representatives of the employment sector. This feedback is gathered through questionnaires, focus groups, and regular meetings with the Industrial Board.

As part of this process, each faculty hosts an Industrial Board an advisory body composed of representatives from non-governmental organizations, public institutions, and private companies who, in joint meetings with faculty management, share their needs and expectations for future changes in academic programs. The Office for Academic Development at the university level, in collaboration with the management of the academic unit, plays a coordinating role in harmonizing feedback collection methods and analyzing them to improve study programs. The collected feedback is used to review course content, enhance teaching methodology, and strengthen the connection between higher education and labor market needs making the quality assurance process inclusive and results oriented.

Chapter 4. Monitoring, Evaluation, and Continuous Improvement

Internal and external reviews, accreditation processes

Internal reviews are conducted regularly to monitor and enhance the effectiveness of faculty activities. Each academic unit prepares annual self-assessment reports, which cover teaching quality, student support services, research output, and community engagement. These reports provide a comprehensive picture of performance and help identify areas where improvements are needed. Student evaluations of teaching and learning are also collected systematically and analyzed, giving students a direct role in shaping the quality of their education. The results of these evaluations and reports are reviewed by the Office of Academic Development and by the Faculty's Academic Council, which then provides recommendations for improvements. This cycle ensures that internal feedback is continuously translated into concrete actions.

External reviews add an important layer of objectivity and provide assurance that the faculty's programs and practices are aligned with broader standards. The University of Prishtina and FIEK undergo regular accreditation processes conducted by the Kosovo Accreditation Agency. These evaluations involve external reviewers, such as academic peers and professional experts, who assess study programs, institutional governance, and quality assurance mechanisms. Their findings are formally reported to the Academic Council, and in line with the principle of transparency, the results are made publicly available. This process strengthens trust among stakeholders and ensures that FIEK's study programs remain competitive, credible, and internationally recognized.

FIEK programs are accredited and reaccredited by the Kosovo Accreditation Agency (KAA) every 3–5 years, with participation of international reviewers. Each department offers study programs at multiple levels, ranging from bachelor's to doctoral studies, ensuring that quality assurance processes are implemented uniformly throughout all academic cycles.

Regular reviews provide the basis for transparency, accountability, and continuous improvement, while accreditation processes give external validation to the work carried out at the University of Prishtina.

KPIs, data management, and transparency

At FIEK, the monitoring of quality assurance is anchored in a systematic framework of Key Performance Indicators (KPIs), supported by centralized data management and transparency mechanisms that ensure accountability at both program and faculty levels.

Key Performance Indicators (KPIs)

KPIs are established in alignment with the University of Prishtina's Statute [1], the Kosovo Accreditation Agency (KAA) standards, and the European Standards and Guidelines (ESG 2015). They are reviewed annually and cover the following domains:

- Teaching and Learning
 - Student–staff ratios, disaggregated by study program and department.
 - Annual retention and progression rates at bachelor, master, and doctoral levels.
 - Graduation and diploma completion rates within the nominal study duration.
 - Quality of teaching as measured by student evaluations conducted systematically at the end of each semester through the Student Electronic Management System (SEMS).
- Research and Innovation
 - Number and quality of scientific publications indexed in Scopus and Web of Science.
 - Participation in international research networks and EU-funded programs, including COST Actions and Erasmus+ capacity building projects.
 - Number of national and international conferences/workshops organized by FIEK or attended by its academic staff.
- Internationalization
 - Student and staff mobility figures (incoming/outgoing through Erasmus+ and bilateral agreements).
 - Visiting professors and guest lectures from international partner institutions (e.g., Austria, Sweden).
 - Number of courses offered in English, particularly at MSc and PhD levels.
- Employability and Stakeholder Engagement
 - Graduate employability rate within 6–12 months of graduation, measured through tracer studies.
 - Alumni satisfaction surveys on program relevance and career impact.
 - Feedback mechanisms from employers in the ICT industry, gathered via Memoranda of Understanding (MoUs) and structured advisory board consultations.

Data Management

All academic and administrative data within the University of Prishtina, including the Faculty of Electrical and Computer Engineering (FIEK), are centralized in the Student Electronic Management System (SEMS). This digital platform ensures accuracy, accountability, and accessibility of data across all levels of study programs. Its functionality extends beyond student records to serve as a cornerstone of institutional

quality assurance. Some of the key functions of SEMS, the primary data management system used at both FIEK, and the UP are.

- **Real-Time Academic Monitoring:** SEMS maintains up-to-date records of student registration, enrollment status, attendance tracking, grades, and overall progression across bachelor, master, and doctoral studies. This enables faculty management and QA coordinators to detect irregularities (e.g., delayed graduation, low attendance rates) and to intervene proactively.
- **Thesis and Graduation Management:** The system electronically tracks the entire lifecycle of bachelor, master, and doctoral theses — from initial topic registration and supervisor assignment to submission, defense, and archiving. This process ensures transparency, compliance with regulations, and timely student progression.
- **Integration of Student Evaluations:** At the end of each semester, students are required to complete electronic evaluations of courses and instructors. SEMS compiles and integrates these results automatically, generating quality reports that are accessible to faculty leadership and departmental study commissions. This provides a systematic and evidence-based approach to teaching quality improvement.

Transparency

Transparency is a fundamental guiding principle of the FIEK quality assurance framework. Transparency is implemented through the following mechanisms:

- **Publication of Accreditation and Reaccreditation Outcomes:** All decisions and evaluation reports from the Kosovo Accreditation Agency (KAA), as well as results of external quality audits, are published on the official websites of both the UP and FIEK.
- **Public Access to Regulations and Academic Information:** FIEK guarantees that core regulatory documents, such as faculty statutes, internal regulations, and program-specific rules, are publicly available. In addition, detailed study program descriptions, learning outcomes, curricula, and syllabuses are accessible online. This level of openness enables students and external reviewers to clearly understand program structures, credit allocations (ECTS), and expected competences.
- **Dissemination of Annual Reports and KPI Summaries:** Each academic year, FIEK prepares quality assurance reports and performance summaries that include KPI data (e.g., student progression, graduation rates, research outputs, and internationalization indicators). These reports are shared with faculty staff, student representatives, university leadership, and external partners. Their publication reinforces accountability and allows stakeholders to assess institutional effectiveness in achieving academic and strategic goals.

- **Stakeholder Participation in Advisory Structures:** Transparency is also enhanced through participatory governance. Students, alumni, and industry representatives are systematically included in advisory boards and quality assurance committees. Their involvement ensures that the evaluation of academic programs incorporates diverse perspectives and that decision-making reflects both academic integrity and labor market needs.
- **Open Communication Channels:** FIEK maintains active communication with its community through its website, newsletters, and faculty council meetings. Summaries of key decisions and action plans derived from evaluations are made accessible to students and staff, reinforcing a culture of openness and mutual trust.

Continuous improvement cycle (Plan–Do–Check–Act)

The FIEK has embedded the Plan–Do–Check–Act (PDCA) model into its daily work, making it a cornerstone of both academic and administrative culture. This model ensures that every initiative is planned carefully, implemented systematically. In this way, continuous improvement becomes an integral part of how the faculty grows and adapts.

Plan: At this stage, measurable objectives are defined in line with the University’s Strategic Plan and the faculty’s own development strategies. Current priorities include modernizing laboratory facilities, reforming curricula in line with Bologna principles and ESG standards, strengthening research capacity, and expanding international cooperation with European universities and industry partners. These goals provide a clear roadmap for innovation in teaching, research, governance, and support for students.

Do: The planned initiatives are put into practice across all areas of faculty life. Examples include introducing new courses that update and diversify the study programs, and encouraging student participation in national and international competitions. Faculty members are supported through staff development programs, while investments in ICT infrastructure and mobility opportunities under Erasmus+ enhance both teaching and research. Pilot projects are often tested first, allowing for adjustments before full-scale implementation.

Check: Progress is carefully monitored through a range of feedback mechanisms. Key performance indicators (such as student progression, graduation rates, and research outputs) are tracked alongside systematic courses and staff evaluations carried out through the SEMS platform. Feedback from alumni and employers also plays a vital role in measuring how well graduates are prepared for the labor market. Internal audits and program-level reviews verify compliance with accreditation requirements and highlight where adjustments are needed, ensuring that monitoring is both evidence-based and transparent.

Act: Based on these findings, corrective and improvement measures are introduced. These may include revising curricula and syllabuses to reflect labor market needs, reallocating academic workloads to balance responsibilities, strengthening student support services, or investing further in digital infrastructure. Good practices identified in one department are shared across the faculty, while corrective actions are formally reported through Faculty Councils and follow-up accreditation reports. In this way, the cycle not only resolves challenges but also embeds lessons learned into future planning, securing long-term sustainability and alignment with institutional strategies.

Follow-up recommendations

After each accreditation or reaccreditation, the FIEK develops action plans with clear responsibilities, timelines, and indicators. These plans address recommendations from the Kosovo Accreditation Agency (KAA) and international reviewers, ensuring compliance with national standards and ESG principles. The Faculty Council oversees adoption and integration into strategic objectives, while Study Program Councils and commissions translate recommendations into program-level improvements. Advisory boards, with industry and alumni input, and student representatives further ensure that labor market needs and student perspectives are reflected in the follow-up process.

All recommendations are recorded in a central register, assigned to responsible units, and tracked against deadlines. Improvements are communicated back to students and stakeholders, closing the feedback loop and reinforcing trust. By linking recommendations to planning and budgeting, FIEK ensures quality enhancement remains continuous and sustainable.

References

[1] Statue of the University of Prishtina

[2] Law on Higher Education in Republic of Kosovo

[3] Regulation on Quality Assurance at the University of Prishtina “Hasan Prishtina”

[4] Guide for the Evaluation of Courses by Students and the Use of Their Results, University of Prishtina

[5] Guide for Curriculum Review, University of Prishtina

[6] ENQA – European Association for Quality Assurance in Higher Education, ESG 2015