

## **Final Assessment Report**

**concerning the application of the Private Bearer of Higher Education BIZNESI College**

**for the accreditation of the programs of its campus in Prizren.**

**Erlangen/Nürnberg, Salzburg, 1 May 2015**

**The assessment expert team** consisted of:

Prof. Dr. Michael Geistlinger, University of Salzburg, AT

Prof. Dr. Dr. h. c. mult Peter Mertens, University of Erlangen-Nuremberg, DE

Coordinators of KAA

Mrs. Futura Mehmeti, Acting Director, KAA

Mr. Shkelzen Gerxhalju, Officer for Evaluation and Monitoring, KAA

### **Information Basis of the Assessment Report:**

1. Self Evaluation Report College BIZNESI, Prizren, September 2014 (Internet version)
2. Assessment Report 2014 concerning the reaccreditation of the Institution and its programs „Banks and Finance“ (BA) and „Emergency Management“ (BA), as well as accreditation of the program „Criminal Law“ (MA) together with comments of BIZNESI on the draft of this report.
3. List of academic staff of BIZNESI College
4. College BIZNESI Statement of Regular Academic Staff in Prizren (6 persons per study program, together 18 persons) and CV for each of these persons as well as specification of their courses
5. Several documents of KAA concerning „Code of Good Practice for Site Visits“, „Guidelines for Experts“, „Standards KAA“.
6. Site visit by the KAA experts together with Mrs. Mehmeti and Mr. Gerxhalju in Prizren, April 10, 2015.
7. Comments by BIZNESI College, April 29, 2015
8. Approval of Comments by experts, April 30, 2015

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### **1. Aims and Objectives**

Since the programs for the new campus in Prizren are the same as for those in Prishtina which had been evaluated in the last years, the focus of this assessment report is on the

faculty (professors and lecturers) who shall teach in Prizren. Moreover we comment on the finances, the facilities and the equipment.

BIZNESI has agreed to a couple of suggestions in the assessment report 2014 mentioned above. However, when it came to elaborate the concept for branch Prizren, BIZNESI did not regard some mistakes, redundancies criticized by the experts and important points listed in the Assessment Report 2014. So we repeat several of these items as far as they concern some organizational problems and the three programs for Prizren.

## **2. The Programs**

Preliminary remark: In this chapter of our report the numbers in brackets indicate the pages of the SER

### **2.1 Program „Management and Economics“**

2.1.1 The program contains only a modest share of lectures and courses on Economics. Therefore it would be more serious to omit the term „Economics“ and call this program just „Management“. At the site visit the representatives of the BIZNESI College firmly committed to have the program being called “Management” and KAA has been requested by the experts that the accreditation, therefore, shall refer to the name “Management” for the program (page 36, title to be amended accordingly).

2.1.2 The following lectures should form clusters. Within each cluster the contents should be well coordinated so that there would be no redundancies or even contradictions. Here is still room for improvement.

2.1.2.1 „Corporate Finance“ – „Finances“– „Financial Management“ – „Banks Management“ „Public Finance“.

2.1.2.2 „Introduction in Informatics“ – “Informatics in Business” – „Management of Information Systems“.

Please pay attention that there will be a systematic framework containing the usage of IT systems in Management/Business (functions, processes, industries). Microsoft packages like WORD, EXCEL, ACCESS, OFFICE, and POWERPOINT are important and should be subject of students’ exercises. But give room also to the most widespread operative application systems, e.g. for sales including Customer Relationship Management (CRM), materials management, production planning and scheduling (PPS), shipping including Supply Chain Management (SCM), bookkeeping, accounting, personal/human resources, finance.

Moreover teach reporting and Management Information Systems (MIS) as well as Decision Support Systems (DSS).

2.1.2.3 „Entrepreneurship“ and „Bases of Management“.

In both courses there should be laid emphasis on risk management (see below).

#### 2.1.2.4 Mathematics and Statistics.

Please teach also the most robust methods of Operations Research such as project planning techniques like Critical Path Method (CPM), simulation and widespread forecasting procedures like Exponential Smoothing. It is favourable if the students get a feeling for which business problems which quantitative methods may help and – vice versa – which decision problems may be supported by which quantitative techniques. So they would not doubt whether mathematics and statistics are necessary in business administration and business management.

Examples: Sampling for market research, statistics of types of crime, probabilities for risk management, statistical distributions and their role in quality assurance, random numbers for simulation.

2.1.3 The following subjects seem to have not enough weight in the program: Cost accounting such as calculation of costs of products, services, processes and projects, fixed and variable costs, total profits versus contribution margins.

2.1.4 When teaching basics of management, entrepreneurship, small and medium sized enterprises, corporate finance, finance management and banking pay more attention to business risks and how to try to identify those risks, quantify them and take precaution measures (risk management).

2.1.5 In the lecture „European Economic Integration“ the former institution of ECSC, which is of no relevance anymore, may be omitted. Instead focus more on the bodies which presently are most important and powerful for European Economic Integration (European Council, Council, European Commission, European Central Bank, European Parliament).

2.1.6 In the course Marketing Management say „marketing mix“, not „mix marketing“. Discuss incentives for sales people, eliminate redundancies between „Marketing Management“ and „Strategic Marketing“. Teach marketing campaigns (there are so many interesting modern examples).

2.1.7 In the lecture „International Marketing“ a short description of the main economic regions would be advantageous (South East Europe, EU, US, China, Japan).

2.1.8 The course “European Economic Integrations” (pages 56 f) needs for clear distinction between EFTA, and CEFTA. The course description should be redone accordingly. Further to that the contents of the course should be more distinctly delimited from the course contents of “European Union Economy” (page 68).

2.1.9 There is some doubt that the actual state of South Eastern European Economic Integration has been developed enough in order to allow for a whole course to be assigned to such topic (page 69).

2.1.9 After the site visit, as per the request of the experts the BIZNESI College submitted a list of lecturers to be considered as regular academic staff for the study program “management” (Please, stick to this program title). These persons are Nimete Berisha (Mathematics), Agim Berisha (Microeconomics I), Kemajl Ramadani (Bases of Accounting), Shyqeri Kabashi (Bases of statistics), Shefik Bajmak (macroeconomics I), and Rrustem Buzhala (Economic Sociology). The CVs of these persons show strong personalities, providing qualified scientific experience, being well recognized and having impressive academic records. The experts consider this regular academic staff as reliable academic human resource basis for the BIZNESI College branch Prizren. Their choice and the courses they offer are well spread over the whole program period and, thus, seem to guarantee the necessary consistency and availability of academic staff in Prizren.

## **2.2 Program Law**

### **2.2.1 General Remarks:**

It is the understanding of the experts that the Law program run by the BIZNESI College in Prishtina shall be exported to Prizren. At some parts, the Self-Evaluation Report emphasizes rightly the intention to make use of the particular options of the local circumstances at Prizren (eg page 21, numbers 5 and 6). The experts see these advantages, but would like to point also at problems that might be faced when making use of these strategies.

The parallel offer of the three programs in Prizren could be used for a more intense mutual intrinsigation of the programs, in particular in emphasizing the impact of criminal or administrative law as to management, but also as to emergency. On the other hand business/economic crimes could be focused upon when offering the special part of criminal law.

At the site visit the representative of BIZNESI College showed a clear vision on whom to address for specific cooperation in the region of Prizren. They showed also being decided to use partnership agreements (eg with the Prizren Bar) as an instrument of organizing places for internships for students as well as for joint research programs.

Local “specialization” certainly will contribute to a specific profile of the BIZNESI College in Prizren in comparison to Prishtina. If the contents of courses will acquire too much local colorit, this might hinder to have students offered the possibility to move from Prizren to Prishtina or to the branch Vushtrri in case of any change of their places of residence or in case of the necessity of a Plan B, given the expected minimum number of students cannot be recruited. In such a case BIZNESI College needed to develop an internal credit system for internal accreditation of the courses/exams having been passed in Prizren and prescribe additional courses/exams which need to be passed in Prishtina/Vushtrri and vice versa.

As far as the local colorit shall be used for offering courses in Turkish or Bosnian language (see page 21, number 6.1) it will have to be decided whether such offer will be a parallel and additional offer or whether such courses shall replace courses run in Albanian language. The

choice of the system will decide upon the necessity of a respective internal accreditation, but also on the amount of rooms and lecturers needed. This might complicate the realization of such ideas, which, however, have been well received by the experts.

After the site visit, as per the request of the experts the BIZNESI College submitted a list of lecturers to be considered as regular academic staff for the study program “law”. These persons are Kadri Bicaj (Introduction to Law), Hashim Çollaku (Bases of Judicial System), Armand Krasniqi (European Law), Afrim Osmani (Parliamentary Theory and Practice), Shyqeri Kabashi (Law Statistics), and Latif Hoshaj (English). The CVs of these persons show strong personalities, providing qualified scientific experience, being well recognized and having impressive academic records. The experts consider this regular academic staff as reliable academic human resource basis for the BIZNESI College branch Prizren. Their choice and the courses they offer are well spread over the whole program period and, thus, seem to guarantee the necessary consistency and availability of academic staff in Prizren.

## 2.2.2 Suggestions to program and courses:

2.2.2.1 The course “Parliament theory and practice” would usually be part of Constitutional Law. If the course is set up as an introduction to constitutional law in general it makes sense to have it offered in year I semester II. The course description (pages 89 f and 92 f) should be adjusted accordingly. Apart from that, the contents of the course like in other courses must consider the actual confinements for the parliamentary life in Kosovo emanating from UNSC Resolution 1244 (1999).

2.2.2.2 The titles of several courses in the composite enumeration on pages 77 – 79 are not identical with their titles used in the detailed course descriptions. This is considered a technical mistake which should be corrected for the accreditation decision (eg “Public International Law” instead of “International Public Law”. This would be two different subjects. “Law on Obligations” instead of “Obligatory Law”, “Family and Inheritance Law” instead of “Familiar and Inheritance Law”, “International Criminal Law” instead of “International Penal Law”).

2.2.2.3 The course on International Law on Human Rights (better would be perhaps “International Protection of Human Rights”) (pages 85 f) needed to be more directed towards providing the students with practical skills, in particular how to write complaints in human rights matters before Kosovo instances, the European Court of Justice and the UN Human Rights Committee (attorney’s perspective), respectively, how to decide on such complaints (judge’s perspective).

2.2.2.4 The course “Basics of Judicial System” (pages 87 f) needs to include the international legal regime in place with regard to Kosovo under UN SC Resolution 1244 (1999).

2.2.2.5 The course “Informatics of Law” (page 90) is offering basic skills to the students. This can be organized in few introductory hours. The course itself should on the one hand focus on IT tools needed to run a modern attorney’s or court’s office, eg data bases of laws, directives,

bylaws and judgements, on the other hand on private, public and criminal law aspects connected to the use of computers and internet.

2.2.2.6 The contents of course “European Law” (pages 90 f) has partly been overruled by the entry into force of the Treaty of Lisbon (eg, there is no “European Community” anymore). The literature used does not reflect these changes and should be updated.

2.2.2.7 The course “English of Law II” (page 99), should be called “Legal English” and should introduce the students not in basics of the English language, but in the specific terminology of English used in law matters.

2.2.2.8 The course “Public International Law” (page 100) suffers from disregard of the actual conflict situation between Serbia and Kosovo. There are specialists needed on both sides that are able to negotiate a conflict resolution. To provide students with such capacities could be a special achievement of such a course.

2.2.2.9 The course “Law on Criminal Procedure” (pages 101 f) does not show any Kosovo context, which, however, is essential for any such course in any given territory.

2.2.2.10 All courses addressing the issue of criminal law in a broader sense (including procedure, victimology) should address the context of the other programs offered at the Prizren branch and should, where reasonable and feasible, consider legal psychology and sociology.

2.2.2.11 The description of the course “Philosophy of Law” (page 113) could be generalized and broadened.

2.2.2.12 The course “International Financial Institutions” should also address the World Bank and International Monetary Fund as well as other universal financial institutions paying due regard to their significance for the actual functioning of the international finance system.

### **2.3 Program „Emergency Management“**

This is a very innovative and mature program which even serves as an ante-type for other countries. BIZNESI has excellent and seasoned specialists. The regular academic staff for Prizren will include Milazim Shabani (Firefighting and Rescue), Izer Shehu (Fire Protection and Management), Xhevat Berisha (Energy Resources), Kudusi Lama (Emergency Management II), Rrustem Buzhala (Sociology of Law) and Adem Musliu (SOP – Practice). The CVs of these persons show strong personalities, providing qualified scientific experience, being well recognized and having impressive academic records. The experts consider this regular academic staff as reliable academic human resource basis for the BIZNESI College branch Prizren. Their choice and the courses they offer are well spread over the whole program period and, thus, seem to guarantee the necessary consistency and availability of academic staff in Prizren. So we have only few suggestions.

2.3.1 Omit the lectures on SME's and on marketing in order to get capacity for additional courses on „non-physical“ emergencies, especially breakdowns of the infrastructure (energy, Internet, IT-infrastructure).

2.3.2 Have a lecture on the psychology and sociology of the offenders, e. g. to prevent crimes or to estimate the chances of rehabilitation.

2.3.3 Is a basic course on first aid including some practical training worthwhile?

2.3.4 In the lecture „Business Decision“ deal with methods of modern risk analysis and prevention such as statistical analysis of risks, pattern recognition of crimes on the basis of informatics (databases of crimes, knowledge discovery from these databases).

### **3. Infrastructure**

The institution has provided for enough classroom capacity and a reasonable organization of computers, beamers, and networks for the students. The library is modest, but there is an adequate number of textbooks for the beginning. However provide for growth of the library when it comes to more specialized national and international literature and organize the exchange of books and periodicals between the institutions of BIZNEZI and other schools and universities.

### **4. Finances**

To run a private education institution, in particular, in the tertiary sector includes a considerable economic and business risk, the institution being dependent from the number of students. Thus, a plan B for cases of unforeseen short-cuts should be kept in reserve. The BIZNESI College, being based on three pillars (Prishtina, Vushtrri and after accreditation Prizren) can offer an internal system of mobility of students from one of the three branches to one of the other ones, in case a study year could not be started in Prizren because of lack of income. As long as the courses in all three branch institutions have more or less the same contents there will be no study obstacles for transfer of the students. If the local colorit, the use of languages or projects linked to local institutions lead to bigger differences an internal credit system facilitating the necessary mobility will have to be elaborated.

### **5. Personnel/Faculty**

After the site visit, as per the request of the experts the BIZNESI College submitted a list of lecturers to be considered as regular academic staff for the three study programs. As already pointed out above at the analysis of the individual programs the experts consider this regular academic staff as reliable academic human resource basis for the BIZNESI College branch Prizren. Their choice and the courses they offer are well spread over the whole program period and, thus, seem to guarantee the necessary consistency and availability of academic staff in Prizren.

The idea is to have the other members of the academic staff being based in Prishtina and travel in to Prizren for lecturing, since the teaching obligation per person at their basic institution is limited to 4 hours per week. Considering the additional time needed for preparation of lectures and corrections of exams on the one hand and the economy of scales on the other hand, doing practically the same lectures at two or even three institutions, the experts do not see a problem of fulfilling the three study programs in a responsible and satisfactory manner by the regular and inflowing academic staff together. The experts consider the numbers of regular academic staff and inflowing academic staff sufficiently balanced in order to guarantee fulfilment of the aims and purpose of the BIZNESI College Prizren branch in high quality. The academic staff is involved in high profile research, the course contents demonstrates the feed-back of the respective research into teaching and that students have been and shall be involved in research and cooperation projects.

## **6. General Remarks and Proposals**

### **6.1. The reports**

6.1.1 Please take care that the English texts do not contain paragraphs or figures in Albanian (25, 84).

6.1.2. Do not use abbreviations like HEL (10), AG (10), PHEP (10), CCD (19), HESC (22), MEST (23), MASHT (39), NQF (77), EBRD (104), IFN (120), SOP(147).

6.1.3 Describe lectures that are used in several programs only once and point to the programs where they are part of. So you save pages (paper) and we need less time to read the reports.

### **6.2. The discussions**

Please post nameplates, maybe with the main function of the persons in the room. So the participants, especially the expert team's members, can learn the names and the special positions of their "counterparts" in the discussion.

### **6.3. The basics**

Eliminate basics of the English language and of mathematics. This is the task of the High Schools (secondary sector). Make it a prerequisite of the admission. Instead concentrate on Business English and on mathematical tools for the special dispositions and management decisions in the firms or on the technical language in law.

You might offer basic courses in the evening or on weekends which are open also for practitioners. So you could even generate some additional earnings.

### **6.4 The long run strategy**

Follow the multiplicity of the international discussions on so-called E-Learning, Massive Open Online Courses (MOOCs), Nanodegrees etc. There might be a chance to teach at least basic



lectures only once or even partly by computers and transfer them to all branches of BIZNESI and maybe to sell them to other institutions and firms.

## **6.5 The graduates**

It is a good idea of BIZNESI that you published in the SER a statistic on the occupation of your graduates. In some years it might be interesting to look for a feedback concerning the careers of these women and men.

## **7. Summary and Recommendations**

- 7.1 The college BIZNESI has a good basis for achieving a fair position in the „Education Market“ in Kosovo and even in the neighbour states. But it should pay attention that its growth is on a solid path and with reasonable speed. The risks of growth must be under control.
- 7.2 It is mandatory that the possible synergy effects when BIZNESI has more than one institute are harvested, e. g. by exchanging ideas between the professors at the various places in a systematic way or by consequently realizing an innovation or the best local solution in all other branches too („Benchmarking“).
- 7.3 All in all we recommend to accredit the three programs in PRIZREN under condition that the commitments having been made by the representatives of the BIZNESI College during previous and the current accreditation processes, in particular as to the title of the program “Management” instead of “Management and Economy”, as to the interrelationship of the programs, as to the contents of the courses, as to the composition of the regular academic staff and as to the supply of the library, as referred to by the previous and the current Expert Assessment Reports will be considered as integral part of the accreditation decision, both by the Applicant as well as by KAA.

## **8. Comments to the above Summary and Recommendations by BISNEZI College**

On April, 29, 2015, the BISNEZI College submitted the following comments to the above Summary and Recommendations:

***“Comments of BIZNESI College Concerning the Recommendations of the Draft Assessment Report by the Expert Team from Kosovo Accreditation Agency***

*Pristina, 27 April, 2015*

***Working groups for comments***

***a) Study Program: Management BA***

*Dr. Musa Limani*

*Dr. Kemajl Ramadani*

*Dr. Sunrise Berisha*

**b) Study Program: Law LLB**

*Dr. Kadri Bica*

*Dr. Hava Ismaili*

*Dr. Approach Osmani*

**c) Study Program: Emergency Management BA**

*Dr. Kudus Lama*

*Dr. izet Shehu*

*Dr. xhevat Berisha*

*Based on the recommendations of the Expert Team of Kosovo Accreditation Agency, related to three (3) programs of BIZNESI College at bachelor level, the institution has created working groups, and has compiled the following comments: 2*

**1. Study Program: Management BA**

**ET (Expert Team) 2.1.1** *The program contains only a modest share of lectures and courses on Economics. Therefore it would be more serious to omit the term „Economics “and call this program just „Management“. At the site visit the representatives of the BIZNESI College firmly committed to have the program being called “Management” and KAA has been requested by the experts that the accreditation, therefore, shall refer to the name “Management” for the program (page 36, title to be amended accordingly).*

**COMMENT:** *With the decision of High Educational and Scientific Council (HECS) of BIZNESI College, at its meeting on 04.25.2014, it was accepted the recommendation of Expert Team, that the study program Management and Economics BA, should be called MANAGEMENT. We hope that this decision will be approved by the Kosovo Accreditation Agency.*

**ET: 2.1.2** *The following lectures should form clusters. Within each cluster the contents should be well coordinated so that there would be no redundancies or even contradictions. Here is still room for improvement.*

**2.1.2.1** *„Corporate Finance“–„Finances“–„Financial Management“–„Banks Management“ „Public Finance“.*

**COMMENT:** *After assessing the recommendation, according to your suggestion, appropriate interventions are made by groups of experts in the related courses, all redundancies and*

contradictions are eliminated. Without long comments, we present the revised contents of the relevant courses:

### **Corporate Finance**

*Corporate and financial manager. Why corporates need markets and financial institutions? Financial data, Cash and taxation flow; The time value of money; Risk and Return; Risk, Return and capital budgeting; The cost of capital, capital budgeting and valuation of the company; Analysis of financial reports; Market capital-market bonds; Stock Market; Bankruptcy, reorganization and liquidation; Mergers and acquisitions; International Financial Management and others.*

### **Finances**

*Understanding Finance. Historical Development of Finance as scientific discipline; Gross national product and creation of national income. Origin of money; submission forms of primitive and metal money, bank notes, money functions. Monetary systems, the evolution of monetary systems. Cash flow and monetary measures; financial instruments, theoretical and operational conception of monetary mass. Understanding and mechanism of emission of monetary measure, the mechanism of transactions. Optimal monetary measures; theoretical conception on optimal monetary measure, as well as factors that affect the volume of cash transactions. Credit system. Financial Market. The consequences of inflation and deflation. Currency in circulation of international payments. International monetary system, etc. 3*

### **Financial Management**

*Topics that are discussed in this course are:*

*The role of finance and financial management. Neighborhoods financial company (enterprise or economic entity); decisions on funding, what are the financial decision-making procedures. Financial policies and objectives of the enterprise; financial forecasting and financial planning steps; percentage of sales methods; budgets; plan cash flow (cash flow budgeting); assessment of the financial situation (financial analysis) to analyze situations; financial data and reports; planning of profit by analyzing the critical point, etc.*

### **Banks Management**

*Introduction to the banking business:*

*What is bank; modern banks and their services; banking services offered by banks throughout history; services offered by modern banks; banking revolution and the influence of politics, as well as government regulations in the banking business. International banking business. The creation of money in the banking system; monetary-credit multiplication in the banking system and development, as well as the effects of the multiplication process. Factors limiting the multiplication; financial management of commercial banks; fields of activity of commercial banks. Capital of Commercial banks and its management; types of capital in*

*commercial banks; cost of capital; functions of capital in commercial bank. Liquidity management. Revenue management; profitability of a commercial bank and its metrics; new trends. Credit activity of commercial banks, etc.*

### **Public Finance**

*Public finances as economic discipline; its functions; fiscal policy, public expenditure; meaning, structure and volume of public spending; principles of public expenditure and the effects of public spending. Public revenues, meaning, purpose and duties of public revenues; Taxes, understanding, development and characteristics of the tax. Elements of tax; classification of taxes, their types, etc.*

*Fiscal policy in Kosovo; the establishment of Kosovo tax administration; types of taxes in Kosovo and their explanation. Property tax; VAT; VAT features, advantages and disadvantages. Customs, meaning, purpose and functions of customs. Taxes and contributions, the meaning and characteristics of taxes; principles of taxation, tax classification, meaning and features contributions. Public debt, meaning and characteristics of public debt; historical development and causes of the creation of public debt. Emission methods of public debt; Direct and indirect methods; conversion, consolidation or other loans. Budget, its meaning and characteristics, etc. Budgetary procedure; planning of budgetary expenditure and revenue; policies and funds. 4*

**ET: 2.1.2.2 „Introduction in Informatics“ – “Informatics in Business“ – „Management of Information Systems“.**

*Please pay attention that there will be a systematic framework containing the usage of IT systems in Management/Business (functions, processes, industries). Microsoft packages like WORD, EXCEL, ACCESS, OFFICE, and POWERPOINT are important and should be subject of students' exercises. But give room also to the most widespread operative application systems, e.g. for sales including Customer Relationship Management (CRM), materials management, production planning and scheduling (PPS), shipping including Supply Chain Management (SCM), bookkeeping, accounting, personal/human resources, finance.*

*Moreover teach reporting and Management Information Systems (MIS) as well as Decision Support Systems (DSS).*

**COMMENT:** *The content of three courses mentioned by the Expert Team, are improved and completed based on the recommendations of the Expert Team. We think, as we are presenting below, courses will be more comprehensive and acceptable, even by Experts Team of Kosovo Accreditation Agency. The following are the contents of the revised materials.*

### **Introduction in Informatics**

*This course covers the general concepts of information technology; the meaning of 'bits' and 'bytes'; Presentation of information as a template bit. Folders and manipulation with them.*

*Central and peripheral memory. Basic parts of computers. Application software for banks, finance and business. WORD application for word processing. The basic operations; document creation, save and its systematization. Using templates for banking and business needs. EXCEL application. Working book and manipulating data. Arithmetic operations. Using Excel formulas and functions: IF, COUNT, AVERAGE, ROUND, etc., calculation of salaries, allowances and bonuses; the average values and other necessary forms for finance and business. Relative and absolute addresses. Filtering and sorting data. Graphs for presentation of financial reports and statistics. ACCESS: understanding the tables and define the type of data; queries, Reports, primary key definition and importance of the DB. POWER POINT: slides, text insertion, the graphs, charts and statistics for presentation of financial results, business projects, business plans. Using the Internet and Outlook to fulfill the tasks and duties of the organization.*

### ***Informatics in Business***

*In this course are treated: Systems and business applications that are based on computer technology. The course addresses information systems and IT concepts relevant to businesses and institutions, which helps in decision making, strategic thinking and the use of web-applications. Cyber and its derivatives; development trends of business informatics (the data, information); information system, the software system and application software, etc.; organizing data (signal, message, encoding); DB models of organization; business information systems; Informatics in business and management; electronic business and globalization; digital business and its advantages; 5*

*-software for organizing data; business process models and other digital signatures. Liaise with Customer Management (CRM); management materials, production planning and scheduling (PPS); including supply-chain management (SCM); accounting, human resources, finance.*

### ***Management of Information Systems***

*Basic Concepts of Management of Information Systems (MIS); ICT and management. The role of MIS in business and management processes; the structure and components of the SIM; Management Database; Input-processing-output. Definition of Information Systems. Types and elements of information systems (MIS, MRS, DSS, ESS, SCM, applications CRM, ERP). Types of information systems (case study: payroll TPS). Support System for Decisions DSS and its significance. Organizing Models of Information Systems for enterprise and its subsystems. The digitalization of the economy and businesses (Information in use for business, investment in Information Systems). Reporting and Management Information Systems (MIS) and Support System of Decision Making (DSS), etc.*

**ET: 2.1.2.3 „Entrepreneurship“ and „Bases of Management“.**

*In both courses there should be laid emphasis on risk management (see below).*

**COMMENT:** We estimate that in the above courses is fair to add the following topics:

a) In the Entrepreneurship Course: Topic- Management of Risk before the enterprise is at risk situation, depending on its activity.

b) In the course Bases of Management: Topic- Management of Risk in organizational structure, planning targets and designing strategies.

**ET:** 2.1.2.4 Mathematics and Statistics.

Please teach also the most robust methods of Operations Research such as project planning techniques like Critical Path Method (CPM), simulation and widespread forecasting procedures like Exponential Smoothing. It is favourable if the students get a feeling for which business problems which quantitative methods may help and – vice versa – which decision problems may be supported by which quantitative techniques. So they would not doubt whether mathematics and statistics are necessary in business administration and business management.

Examples: Sampling for market research, statistics of types of crime, probabilities for risk management, statistical distributions and their role in quality assurance, random numbers for simulation.

**COMMENT:** We fully agree that in the above courses should be treated the mentioned topics recommended by experts in order to enrich the program, giving priority to the following:

☐ Take Samples for market research; statistics for the types of crime; probability of risk management; statistical distributions and their role in ensuring the quality and numbers, in the simulation cases.

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☐ Accounting of costs for such cases, such as: calculation of costs of products, services, processes and projects; fixed and variable costs, total profit versus contributing margins.

**ET:** 2.1.4 When teaching basics of management, entrepreneurship, small and medium sized enterprises, corporate finance, finance management and banking pay more attention to business risks and how to try to identify those risks, quantify them and take precaution measures (risk management).

**COMMENT:** We agree that in courses, which, experts have recorded, in the point 2.1.4. should be introduced topics mentioned by the experts, which will enable analyzes and risk assessments; prevention planning and facing them. These additional topics will be included starting from the academic year 2015-2016.

**ET:** 2.1.5 In the lecture „European Economic Integration“ the former institution of ECSC, which is of no relevance anymore, may be omitted. Instead focus more on the bodies which

presently are most important and powerful for European Economic Integration (European Council, Council, European Commission, European Central Bank, European Parliament).

**COMMENT:** This course, will be enriched with the following topics (recommended by Expert Team), such as European Council, the Council, the European Commission, the European Central Bank, the European Parliament, as well as Kosovo obligations/duties to integrate into these organs.

**ET: 2.1.6** In the course Marketing Management say „marketing mix“, not „mix marketing“. Discuss incentives for sales people, eliminate redundancies between „Marketing Management“ and „Strategic Marketing“. Teach marketing campaigns (there are so many interesting modern examples).

**COMMENT:** In the course Marketing Management, it will be called “Marketing Mix” and not “Mix Marketing”.

**Marketing Management:** Introduction to marketing management; marketing environment; links between marketing system and environmental factors; marketing functions; cycle stages of the products; marketing mix strategies; expansion of the marketing field; reviews; consumer protection and other issues.

**Strategic Marketing:** Market Segmentation; market research; consumer behavior; Product policy; Marking the product; cycle of product life; new concept of product. Pricing policy; pricing methods; distribution policy; promotion policies; building marketing strategies and their application by the managers, through the stages of product life; types of markets, by production and in consumption; modern marketing campaigns, etc. 7

**ET: 2.1.7** In the lecture „International Marketing“ a short description of the main economic regions would be advantageous (South East Europe, EU, US, China, Japan).

**COMMENT:** We completely agree to enrich the content of the course "International Marketing", with topics suggested by Expert Team, such as:

The experiences of Eastern Europe, the European Union, the United States, China and Japan, in the marketing issues and their international activity in this field.

**ET: 2.1.8** The course “European Economic Integrations” (pages 56 f) needs for clear distinction between EFTA, and CEFTA. The course description should be redone accordingly. Further to that the contents of the course should be more distinctly delimited from the course contents of “European Union Economy” (page 68).

**COMMENT:** We accept recommendations of the Expert Team and we will incorporate their suggestions to make clear distinction between EFTA and CEFTA.

**ET:** 2.1.9 *There is some doubt that the actual state of South Eastern European Economic Integration has been developed enough in order to allow for a whole course to be assigned to such topic (page 69).*

**COMMENT:** *Within the evaluation of study of programs for next academic year, we will make all efforts to evaluate this subject, to consider the advantages, to determine its value and to decide if it is needed or no in this curricula.*

## **2. Study Program: Law LLB**

**ET:** 2.2.1 *General Remarks:*

**COMMENT:** *Study Programs of BIZNESI College in Prizren, will be same with those in Pristina and other unit. The learning outcomes for students, will be the same as those of other branches. We will take in consideration the possibility of moving students from one unit to another, though, we think, that in Prizren, we will have enough contingent of students, as in other branches.*

**ET:** 2.2.2 *Suggestions to program and courses:*

2.2.2.1 *The course “Parliament theory and practice” would usually be part of Constitutional Law. If the course is set up as an introduction to constitutional law in general it makes sense to have it offered in year I semester II. The course description (pages 89 f and 92 f) should be adjusted accordingly. Apart from that, the contents of the course like in other courses must consider the actual confinements for the parliamentary life in Kosovo emanating from UNSC Resolution 1244 (1999).*

**COMMENT:** *We accept the suggestion of Expert Team, and the course “Parliament theory and practice” will be lectured in the first year, second semester. This course will be lectured based on the actual confinements of the parliamentary life in Kosovo which comes from 1244 Resolution. 8*

2.2.2.2 *The titles of several courses in the composite enumeration on pages 77 – 79 are not identic with their titles used in the detailed course descriptions. This is considered a technical mistake which should be corrected for the accreditation decision (eg “Public International Law” instead of “International Public Law”. This would be two different subjects. “Law on Obligations” instead of “Obligatory Law”, “Family and Inheritance Law” instead of “Familiar and Inheritance Law”, “International Criminal Law” instead of “International Penal Law”).*

**COMMENT:** *The above technical mistake will be corrected (eg “Public International Law” instead of “International Public Law”, “Law on Obligations” instead of “Obligatory Law”, “Family and Inheritance Law” instead of “Familiar and Inheritance Law”, “International Criminal Law” instead of “International Penal Law”).*



**ET: 2.2.2.3** *The course on International Law on Human Rights (better would be perhaps “International Protection of Human Rights”) (pages 85 f) needed to be more directed towards providing the students with practical skills, in particular how to write complaints in human rights matters before Kosovo instances, the European Court of Justice and the UN Human Rights Committee (attorney’s perspective), respectively, how to decide on such complaints (judge’s perspective).*

**COMMENT:** *In the course “International Protection of Human Rights” will be included topics for preparation of students on practical skills, including the development of complaints in matters of human rights before the courts of Kosovo, the European Court of Justice and the UN Human Rights Committee, also students will be trained from the perspective of a judge. These practices will be scheduled for student of first year for the academic year 2015-2016.*

**ET: 2.2.2.4** *The course “Basics of Judicial System” (pages 87 f) needs to include the international legal regime in place with regard to Kosovo under UN SC Resolution 1244 (1999).*

**COMMENT:** *In the course "Basics of Judicial System" ", will be included also the part that has to do with the time when UNMIK had powers regarding Kosovo's judicial system, but also the part that has to do with the competences of EULEX in the judicial system of Kosovo, whether the declaration of independence of Kosovo until April 20015, or after changing the mandate of EULEX, from April 2015 and onwards.*

**ET: 2.2.2.5** *The course “Informatics of Law” (page 90) is offering basic skills to the students. This can be organized in few introductory hours. The course itself should on the one hand focus on IT tools needed to run a modern attorney’s or court’s office, eg data bases of laws, directives, bylaws and judgements, on the other hand on private, public and criminal law aspects connected to the use of computers and internet.*

**COMMENT:** *Regarding the course “Informatics of Law”, will be more focus on the tools needed for IT, so that students are prepared to enter data related to the laws, bylaws, directives, criminal, civil, administrative and economic trials using computers and the Internet. 9*

**ET: 2.2.2.6** *The contents of course “European Law” (pages 90 f) has partly been overrules by the entry into force of the Treaty of Lisbon (eg, there is no “European Community” anymore). The literature used does not reflect these changes and should be updated.*

**COMMENT:** *Course "European Law", will be regulated based on suggestions, including updating the course literature and content based on the changes made in the meantime.*

**ET: 2.2.2.7** *The course “English of Law II” (page 99), should be called “Legal English” and should introduce the students not in basics of the English language, but in the specific terminology of English used in law matters.*

**COMMENT:** The name of course "English of Law II", will be changed to "Legal English" and will be paid more attention to the specific terminology used in English for law matters. Changes will be made for academic year 2015-2016.

**ET: 2.2.2.8** The course "Public International Law" (page 100) suffers from disregard of the actual conflict situation between Serbia and Kosovo. There are specialists needed on both sides that are able to negotiate a conflict resolution. To provide students with such capacities could be a special achievement of such a course.

**COMMENT:** In The course "Public International Law", will be included the part that has to do with the conflict between Kosovo and Serbia, as well as the changes that were made during talks held between the two countries in Brussels. For this, will be addressed specific topics related to issues of conflict resolution.

**ET: 2.2.2.9** The course "Law on Criminal Procedure" (pages 101 f) does not show any Kosovo context, which, however, is essential for any such course in any given territory.

**COMMENT:** The course "Law on Criminal Procedure", will pay special attention to Kosovo legislation, which has to do with the criminal proceedings, to meet the goal of this course, for students who intend to be employed in Kosovo justice system.

**ET: 2.2.2.10** All courses addressing the issue of criminal law in a broader sense (including procedure, victimology) should address the context of the other programs offered at the Prizren branch and should, where reasonable and feasible, consider legal psychology and sociology.

**COMMENT:** After the evaluation of suggestions, we think it's good to have a course on Legal Psychology, and we think it's necessary to have another course in sociology, because we have already a course in Sociology of Law.

**ET: 2.2.2.11** The description of the course "Philosophy of Law" (page 113) could be generalized and broadened.

**COMMENT:** In next academic year we will consider to improve the course called Philosophy of Law, in generalized and broadened way.

**ET: 2.2.2.12** The course "International Financial Institutions" should also address the World Bank and International Monetary Fund as well as other universal financial 10

institutions paying due regard to their significance for the actual functioning of the international finance system.

**COMMENT:** We agree with the suggestion of experts in the course "International Financial Institutions", that we should address also the following topics: World Bank premises and its functionality; International Monetary Fund; values and priorities, as well as other

*international financial institutions, having in mind their importance to the current functioning of the international financial system.*

### **3. Study Program: Emergency Management BA**

**ET:** 2.3.1 Omit the lectures on SME's and on marketing in order to get capacity for additional courses on „non-physical“ emergencies, especially breakdowns of the infrastructure (energy, Internet, IT-infrastructure).

**COMMENT:** We think, that within the processing of evaluation and improving curriculum, it will be possible to have the courses or broad topics in different subjects in the emergency management program, through which the student will gain knowledge for preventing and coping with the destruction of infrastructure, from the use of energy, Internet and infrastructure system in general.

**ET:** 2.3.2 Have a lecture on the psychology and sociology of the offenders, e. g. to prevent crimes or to estimate the chances of rehabilitation.

**COMMENT:** It is considered very important to have lecture on the psychology and sociology of the offenders in Emergency Management course, or maybe special lecture on the mentioned topics. Such an expansion in program, will be implemented in the academic year 2015-2016.

**ET:** 2.3.3 Is a basic course on first aid including some practical training worthwhile?

**COMMENT:** We have first aid lecture, in courses of management of consequences of disasters, but we don't consider to have specific course, because it is more as technical subjects. If you have any ideas or experience to share with us, we can consider to have one in future.

**ET:** 2.3.4 In the lecture „Business Decision“ deal with methods of modern risk analysis and prevention such as statistical analysis of risks, pattern recognition of crimes on the basis of informatics (databases of crimes, knowledge discovery from these databases).

**COMMENT:** We appreciate the idea of experts, so we will extend the space of the course Business Decision by adding topics such as:

*Methods of analyzing modern risk and their prevention; statistical analysis of risks; crimes through informatics and prevention opportunities, as well as ways to deal with them. 11*

### **3. Infrastructure**

**ET:** The institution has provided for enough classroom capacity and a reasonable organization of computers, beamers, and networks for the students. The library is modest, but there is an adequate number of textbooks for the beginning. However provide for growth of the library when it comes to more specialized national and international literature and

organize the exchange of books and periodicals between the institutions of BIZNEZI and other schools and universities.

**COMMENT:** BIZNESI College, as the primary goal has the continues expansion of the library with the professional literature, in center but also in other campuses. This expansion will be accomplished with the publications of BIZNESI College, by buying in continues way all the necessary textbooks, monographs and scientific studies, which will be in the book domestic and international market, as well as exchanges of literature (books magazine), with other public and private institutions of higher education, in Kosovo and other countries.

#### **4. Finances**

**ET:** To run a private education institution, in particular, in the tertiary sector includes a considerable economic and business risk, the institution being dependent from the number of students. Thus, a plan B for cases of unforeseen short-cuts should be kept in reserve. The BIZNESI College, being based on three prillars (Prishtina, Vushtrri and after accreditation Prizren) can offer an internal system of mobility of students from one of the three branches to one of the other ones, in case a study year could not be started in Prizren because of lack of income. As long as the courses in all three branch institutions have more or less the same contents there will be no study obstacles for transfer of the students. If the local colorit, the use of languages or projects linked to local institutions lead to bigger differences an internal credit system facilitating the necessary mobility will have to be elaborated.

**COMMENT:** We will always have a plan to ensure continuity of the implementation of the program with students, whether it will be ensured the participation of students in the branch. Although, from the research we have done, there is no evidence that there will be some risk, to provide participation of students in our study programs in Prizren.

#### **5. Personnel/Faculty**

**ET:** The idea is to have the other members of the academic staff being based in Prishtina and travel in to Prizren for lecturing, since the teaching obligation per person at their basic institution is limited to 4 hours per week.

**COMMENT:** It is in our plans to have such practice, always will be provided full time lecturers and we will have also full assurance lectures will be present for students in every class. 12

#### **6. General Remarks and Proposals**

##### **6.1. The reports**

6.1.1 Please take care that the English texts do not contain paragraphs or figures in Albanian (25, 84).

6.1.2. Do not use abbreviations like HEL (10), AG (10), PHEP (10), CCD (19), HESC (22), MEST (23), MASHT (39), NQF (77), EBRD (104), IFN (120), SOP(147).

6.1.3 Describe lectures that are used in several programs only once and point to the programs where they are part of. So you save pages (paper) and we need less time to read.

**COMMENT:** We will make every effort, in order avoid errors in translation. We will not use the abbreviation without reasons. We will also describe lectures only once.

## **6.2. The discussions**

**ET:** Please post nameplates, maybe with the main function of the persons in the room. So the participants, especially the expert team's members, can learn the names and the special positions of their "counterparts" in the discussion.

**COMMENT:** We consider such occurrence us an unacceptable error from our part, and we assure you it will not happen again in future.

## **6.3. The basics**

**ET:** Eliminate basics of the English language and of mathematics. This is the task of the High Schools (secondary sector). Make it a prerequisite of the admission. Instead concentrate on Business English and on mathematical tools for the special dispositions and management decisions in the firms or on the technical language in law.

You might offer basic courses in the evening or on weekends which are open also for practitioners. So you could even generate some additional earnings.

**COMMETN:** The suggestions of experts are welcomed and you can take for granted that we will implement them. In the future we will organize courses for preparing of exam in English, and we will be careful to use as many as possible terminology related to business.

In mathematics will be removed all the topics of secondary school level and we will organize training courses in the evening to enable students, especially the topics in mathematical matter affecting business development.

## **6.4 The long run strategy**

Follow the multiplicity of the international discussions on so-called E-Learning, Massive Open Online Courses (MOOCs), Nanodegrees etc. There might be a chance to teach at least basic lectures only once or even partly by computers and transfer them to all branches of BIZNESI and maybe to sell them to other institutions and firms. 13

**COMMENT:** It remains our duty, to study the implementation of this recommendation for the future.

The above recommendations that will be submitted are approved, on the meeting of the High Education Scientific Council of BIZNESI College, held on 28.04.2015."

## **9. Experts' Evaluation of Comments of BISNEZI College and Final Assessment**

Final Comment of the Expert Team to the „Comments of BIZNESI College Concerning the Recommendations of the Draft Assessment Report by the Expert Team from Kosovo Accreditation Agency“, April 27/29, 2015

The study of the papers BIZNESI had prepared and the discussions during the site visit led the Expert Team (ET) to a couple of critiques and recommendations. These are documented in chapter 7 above and were submitted to the BIZNESI College on April, 18, 2015.

The college immediately organized working groups and answered as per chapter 8 above. The reactions by BIZNESI prove that the responsible persons know the strengths and weaknesses of the institution (which are understandable, given the special difficulties of a young institute and of the KOSOVO in general).

BIZNESI agreed to a very high percentage of our suggestions concerning concept, strategy, organizational structure and content of the school and of the contents of the programs. We guess that this is not due to pure opportunistic concessions to the ET and to KAA but that the lecturers and managers of the college are capable of enough self-criticism.

However we have to concede that the reforms that we proposed cannot be realized within a very short time frame. So, it is not astonishing that BIZNESI can only promise to eliminate some of the deficits in the coming years, not all at once.

All in all we recognize the efforts of BIZNESI and its willingness to cooperate and learn.

Irrespective of detailed modifications concerning the subjects to be taught as described in chapter 8, there is again room for improvement. For example the lectures „Corporate Finance“, „Finances“, „Financial Management“, „Banks Management“, and „Public Finance“ include some redundant items. Thus, for example, the costs of capital are discussed in „Corporate Finance“, as well as in „Banks Management“. Similar problems are in the cluster „Introduction in Informatics“, „Informatics in Business“, and „Management of Information Systems“. These program elements can be better „streamlined“.

To engage a doctor giving elementary courses on First Aid in the program Emergency Management should be possible starting in the next semester.

Considering the positive attitude of the college towards our proposals KAA should pay attention that the promises made by BIZNESI are realized as soon as new accreditations are due. It should also be controlled that new ideas or innovative solutions in one local branch of BIZNESI are systematically transferred to the other locations after having been tested.

**Summarizing we repeat our recommendations to the KAA in chapter 7 above and recommend to accredit the three programs in PRIZREN under condition that the commitments having been made by the representatives of the BIZNESI College during previous and the current accreditation processes, as referred to by the previous and the**

**current Expert Assessment Reports will be considered as integral part of the accreditation decision, both by the Applicant as well as by KAA.**

Peter Mertens

Michael Geistlinger

Erlangen-Nürnberg, Salzburg, 1 May 2015