

BIZNESI COLLEGE Kosovo

Programme Reaccreditation

Final Report – Site visit May 25-26/2016

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Kosovo Accreditation Agency (KAA)
Site Visit Programme

Programem Reaccreditation Procedure at PrBHE “Biznesi College”
Date: 25th – 26th May 2016
Address: 29 Motrat Qiriaz, Prishtinë

Expert Team

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Site Visit Programme

25th May 2015

19.45 Meeting in the Reception of the Hotel

20.00 Working dinner

26th May 2015

08.30 Meeting in the Reception of the Hotel

09.00 – 09.30 Meeting with the management of the Institution

09.30 – 11.30 Meeting with responsible persons for the study programmes
(Curriculum, teaching, researches, recommendations)

11.30 – 12.30 Visit to facilities

12.30 – 14.00 Lunch and discussion of ET and Co. KAA

14.00 – 15.00 Meeting with academic staff

15.00 – 16.00 Meeting with students

16.00 – 16.15 ET and Co., KAA consultation

16.15 – 16.30 Closing meeting with the management of the Institution

16.30 The end of the site visit and departure to Prizren branch

Annex: Meetings with responsible persons

Nr.	Study programs	Experts	Responsible persons of study programs		
1	Bank and Finances in Business/ BSc	Volker Gehmlich	Shyqeri Kabashi	Afrim Halili	Kemajl Ramadani
2	Criminal Law/ LLM	Ingeborg Mottl	Afrim Osmani	Sefer Megjedoviq	Sejdefa Gjafqe
3	Emergency Management/ BA	Peter Mertens	Kudusi Lama	Izet Shehu	Dije Dehari

The draft report has been compiled on the basis of

- Application documents (Self-Evaluation Report) submitted to the KAA prior to the site visit
- Findings collected during the site-visit
- Updated staff list, distributed to the Experts Team (ET) on site

and comprises the information gathered in the meetings with the management, academic staff and students of the institution, including a short trip to the Prizren branch to investigate the local infrastructure.

The application for re-accreditation refers to

Bachelor programmes in:

1. Bank and Finance in Business
2. Emergency Management

Master programme in:

3. Criminal Law (LLM)

Meeting with the Management of the College

The College representatives outlined the initiatives taken and the changes achieved since their last application for accreditation/reaccreditation of programmes. They have appointed new staff but also - on the basis of a recommendation by the government - set up branches of their institutions and extended their programmes. As a consequence teachers have to commute much more. In future they may have to think about more on how to make use of electronic opportunities; the discussion in-house has started already but the College has other priorities for the time being. Within this context they indicated the highly competitive environment and pointed out that they were looking for areas of competitive advantage. They see an opportunity as regards level III programmes, programmes which could be part of higher education but also very much so of vocational education and training. They claim to be the only institution for professional education.

This session was concluded by some remarks of the ET on the basis of past site visits. The remarks are meant as recommendations for future applications and Self-Evaluation-Reports (SER) as for the time being – and contradictory to several statements – prior recommendations have not yet been fully taken up or not been rejected on sound grounds.

The ET reminds you to pay attention that the SER can be read as easily as possible and that the discussions are free of misunderstanding, in particular:

1. The table of content should contain the page numbers.
2. If there are – due to translation – differences between the pages in the English and in the Albanian version, mark the difference, e. g., by numbers in bracket in the table of content.
3. Include a list in which the abbreviations are explained. See, e. g., the variety of abbreviations in paragraph 1.4.
4. Provide for name plates on the conference desk, probably with a short indication of the role, e. g. „Emergency Management“ or „IT Centre“. The plates may be written manually by the participants themselves before the discussion so that the college's administration has no additional work.
5. In the paragraph on the structure of the master thesis (p. 26) please add: List of literature and other sources. This is important for readers using the thesis for their own work and helps to prevent plagiarism.

After this meeting the ET met the responsible persons of study-programmes investigated and also academic staff being involved in implementing the programmes. In the following the findings are outlined according to the individual programme.

Assessment of Programmes

Bachelor Programmes

I. Bank and Finance in Business (BA)

1. Academic Programme and Student Management

The programme fits to the mission statement as this one is so general that anything which is in the area of „economics, law and emergency“ will fit. It is arguable whether a programme in Banking and Finance in Business is actually a programme in Economics but this potential misunderstanding may be caused by translating terms such as business and economics from the national language into English. It is understood that this programme intends to „deliver“ graduates for bank institutions and on the other hand for financial responsibilities as regards financial affairs in business organisations. The deficiency noticeable is, however, that „Banks and banking business“ is the only module in which Banks are obviously referred to. In the discussion with management it became apparent that the term „Bank“ is included for marketing but not for contents reasons. The programme could be named „Business Finance“ or „Financial Management“.

Recommendation:

As students should transparently know what the programme stands for, the term Bank should be dropped in the title of the programme. Discuss the possible change of name, e.g. Business Finance or Financial Management.

The list of institutions referred to as benchmarks is hardly helpful as no evidence is given to which extent the programmes are similar. The Expert Team (ET) is of the firm opinion that this will not be possible as regards the examples given unless extremely general resemblances are meant, e.g. are the universities of Oxford and Cambridge really the institutions with which Biznesi should be compared? There might be good practice which might be benchmarked – any examples?

Recommendation:

Either drop mentioning these benchmarks or give evidence how the institutions are benchmarked. A general hint is not enough.

As the information concerning the type of programme, i.e. full-time or part-time, is not properly filled in, this assessment will concern the full-time version only. However, it is known by the ET that – most likely – many, if not the most of the students – study, in fact, part-time, but finish the programme in the same time as full-time students do. How this is possible is very questionable, considering that also a student has a limited time-frame. However, it is no use of arguing here as this is an issue throughout Kosovo and also beyond.

The College has set up a „Committee for Curricula Development“ which inter alia has the remit to analyse the curricula development of the institution, including the description of guidelines for new programmes. On the basis of the site visit and the analysis of the SER it appears that there may be an overarching didactic concept but the impression of the ET is that this has not been communicated well to all staff and respective trainings have not been offered to the extent needed.

Recommendation

The Committee for Curricula Development should train academic staff about the overarching didactic concept based on the mission statement of the institution.

The programme claims to be multidisciplinary but there are no indications that several disciplines are covered. The SER also states that graduates will be „ready for their careers in the banking sector...“ As it was pointed out above, there is one module only indicating the relationship to banks. It was said in the discussion that banking issues were referred to in many modules; this statement cannot be substantiated when analysing the descriptions of the modules. The programme is definitely oriented towards Finance and, of course, with this background graduates may be employed in banks, even though many banks have their own training centres and prefer to recruit from their own ranks. This is underlined by the table 6.2.3 in the SER (p.136): None of 680 students has found employment in a bank.

The SER also highlights (page 33) that „The curriculum is designed in such a way to provide a balance between theoretical and practical approach...“ and „...it is calculated that the theoretical takes 70% of the space program, and the practical part takes 30%“. Item „4.2.14.7. the relationship between the theoretical and practical study“ (SER p69) is even not listed in the table of contents). Most likely, the College refers to exercises within teaching modules when stating such a practical relevance. There is no other evidence noticeable: no special excursions, seminars with industry, obligatory work-placements, „mobility-window“ or even including systematically work-experience of students. In the description of the thesis it is said that it is „...designed to be practical...“ but then it becomes obvious that practical is meant as having to do exercises.

On page 34 of the SER – under 4.2.10 „Practical work – internship“ work experience is referenced. However, what is meant is that the College seems to be helpful with their connections if students look for an internship. But the internships are not included in the curriculum and do not carry any credits.

Recommendation

If essential characteristics of a programme are claimed unambiguous terms should be used and evidence given to substantiate the claim.

The programme comprises six semester, including the writing of a bachelor thesis. The ET identifies the following issues:

Year 1

Semester 1

Four obligatory modules have to be studied, 4 obligatory modules and one module as an elective. The latter can be chosen between the one listed in the first semester and the one of the second semester, alternatively. However, there is a catch in terms of the workload: if a student chooses „Contracts in Business“ as listed on page 35 SER, a workload corresponding to 31 credits has to be invested; if the one of the second semester is taken, „Business“ – whatever this means (could be Business Law, p46 SER) – the exact 30 credits can be achieved. However, in semester two not more than 29 credits can be received. These differences may be regarded as minor deviations, however, there is an agreed workload for students – also intended to protect them – and that corresponds to 30 credits per semester.

The subjects offered are quantitative oriented (seemingly also Microeconomics I) and at introductory level. Academic Writing is obviously biased to learning the Albanian language properly and the academic part is not so much in focus. The alternative electives are both related to law. As there are no other law-related modules, the question may be raised whether this is sufficient for future business people. The literature lists of these course units could do with a revision to include more recent publications.

Semester 2

The module „Introduction to Informatics“ is rather elementary and the level is doubtful. It can be expected today that new students will most likely be familiar with the most popular software applications. It might be useful to uplift the level (see also the „Expected Results“, SER p42). The same can be said as regards „Business English I“, another obligatory educational component of this semester. It goes without saying that some students may even have difficulties with this subject but then the College has to think about either to offer intensive language courses prior to the study-period or in the „holidays“, or courses at different levels so that students who have acquired that level already are challenged and supported to get to higher levels. It is also possible to think about a certain entry level; however, this may be unfair to those who had no opportunities in the past years (from deprived areas).

The contents of „Macroeconomics“ appears to be fine. The expected results, however, seem to be exaggerated. The latter is very often the case in the description of the modules. It is understood that the „Expected results“, in fact, refer to learning outcomes of the respective module. „Basics of Statistics“ and „Business Sociology“ conclude the mandatory course units of the first year. In Statistics it might be useful to include a critical approach to figures and make students aware of manipulation. Similarly in sociology the problem of corruption might be an element to take care of.

Also here, the course units could do with an updating of literature used.

Year II

Semester 3

In this year again, the student can choose between the elective in Semester 3, „European Economical Integration“, and the one in Semester 4, „Finances“. This time the credit allocation works, in each semester the student can reach 30 credits. If a student does not choose the „European elective“ there is no other module in which European issues are openly dealt with. Macroeconomics II may include some elements, however, at least the first part of it seems to be a repetition of Macroeconomics I – the overlaps should be taken out but with care as sometimes they could be useful as pointed out later on. Similarly the description of „Financial Accounting“ is misleading. On the one hand the headline of the description (SER p47) is „Financial Accounting Basis of Accounting“ (Semester 1, Basics of Accounting) and on the other hand the same text is being used (about 10 lines); the subjects then differ, fortunately. However, some potential overlaps (cash flow) should be examined closely.

„Marketing“ and „Management“ are the other obligatory course units to be studied. The level of both seems to be adequate. The contents of „Management“ appears to be „everything and nothing“, a huge scope of subjects and it may be questioned whether there should be a more selective focus. An updating of literature used could be useful as well.

Semester 4

The first subject listed on p36 SER should be renamed to Corporate Finance as it is described on page 52. Again a wide scope of subject areas will be covered. The „Purpose“ and „Expected results“ (Learning outcomes) meet the required level. The literature list might be revised in the light of more recent publications; this is generally an issue in the whole programme and is not repeated in the following descriptions any more.

„Business Informatics“ (SER p.36) or „Informatics Business“ (SER p.52) must be identical modules. There seems to be many opportunities of practical exercises to apply knowledge about the hard- and software. Obviously the unit fosters the link with other units of the programme, in particular „Management“.

„Small and Medium Business“ (Small and Medium-Sized Enterprises might be a suitable term) should be a very useful module for this programme. There is the danger of some overlaps with „Management“ (e.g. SWOT-Analysis). Here some European programmes/networks could be referred to as some of them might be open to SMEs from Kosovo.

In „Business English“ II the text books referred to are partly very old. It could be argued whether at that level the grammar should be so much in the focus. What is really the progress from level I? Is it really possible to achieve level B2 or C1 respectively? There are quite a few doubts, taking also into account the level of English of students the ET met on the occasion of the site visit.

„Mathematics“ described on SER p.56 should be named „Business Mathematics“ as referred to on page 36 of the SER to identify the distinction to the module in the first semester. The context is fine; the literature list seems to consist of scripts.

Year 3

Semester 5

In this semester the issue of the workload comes back. In fact, even without an elective, the minimal workload of the student is documented by 32 credits. Having to take the elective in the final semester, the student still cannot receive more than 28 credits. This imbalance has to be corrected. The themes of both electives, either „Financial Management“ or „Transitional Economics“ are fine but in particular as regards „Financial Management“ the question should be raised why this course unit is not compulsory. This is supported by the contents of the module. It is not obvious that these essential topics are dealt with in another module. The literature list is headed by a script which – most likely – was compiled by a teacher another private institution – nine years ago.

The educational component „International Business“ has a wide scope and seems to overlap partly with management and financial issues in other classes. However, some overlaps may be very useful, allowing for different perspectives – as hinted above. „Economy of Insurance“ might be a module which could be classified as an elective as it specifies one particular sector. The same may be discussed as regards „Public Finances“ although the importance of it is acknowledged. It seems, however, to be a little bit a stand-alone in the context of the programme and its direction. This should be preferably discussed in the light of a possible revision of the programme being clearly geared to „Business Finance“. The same question mark refers to „Banks and Banking Business“, as pointed out before (see also the remark about the employers of graduates). It is the only module referring directly to the title of the programme. Then, why is Banking part of the name and not „Public Finances“ or „Economy of Insurance“, the other modules which appear to be not so closely linked with any other subject area. It is correct that the bachelor level should be of general nature, allowing for many specialisations but, finance is such a wide function that not every relationship could be followed up. Maybe it could be considered in future whether the programme will focus on the core elements of Finance and then offer alternative specialisations in Public Finance, Insurance, etc. The course unit „Financial Market and Financial Institutions“ seems to overlap with „Banks and Banking Business“. From the perspective of an enterprise this module may be more suitable than the latter.

Semester 6

If a thesis is required the minimum number of credits seems to be six within the EHEA. The College Biznesi foresees a workload of five credits which relates to 3-4 weeks of investigating and writing. This seems to be a bit low; the student then has to study four other modules, including the elective to arrive at the workload of 28 credits.

The module „Control and Audit“ appears to be adequate although its content has a very wide scope. The component „Introduction to Decision-Making“ does not turn up in the description. Most likely the „Introduction to Setting“ is meant to be the module, again a problem of translation – most likely (SER p.66). The level seems quite demanding but it also offers the opportunity to link the insights with modules studied before. „Financial Analysis“ concludes the mandatory parts of the programme. Here again a useful linkage to other

subjects is given. Questionable, however, is that in this component students have to prepare presentations at home. Is this the best solution at the time when the student also has to write the thesis? Is this organised sequentially or does this „homework“ happen at the same period of time? It should be checked that there is not too much overlap with e.g. „Financial Accounting“.

Recommendation

Even if the programme is reaccredited it might be wise to start with a reform in the light of the remarks made by the ET in the near future. The ET does not insist on these changes but would encourage the College and the colleagues to think about a further development of their programme, also in the light of a further digitalisation of the sector. This surely can be initiated by the „Committee for Curricula Development“.

Neither does a common breakdown of the workload exist, nor is information given about a course unit related differentiation between the elements of the workload. As one credit stands for 30 hours of workload, the absolute figure can be worked out but not how it is distributed and in particular not whether there is enough time for students to study independently. Some patterns can be identified: 4+2 contact hours (lectures/exercises?) normally lead to seven credits which means a workload of 210 hours is dominated by 180 hours of direct contact. This surely cannot satisfy the student's need for independent study. Similarly there is a 3+2 pattern with six credits being allocated, which means that 180 hours of workload are covered by 150 hours with teachers, etc.

On the basis of a careful calculation and a balanced distribution of ECTS across the various semesters, the College has to revise their system of credit allocation to respect more the student's autonomy in learning.

Recommendation

Revise your system of credit allocation to allow time for independent studies by students. Also revise the allocation to the extent that each semester has a balanced workload being documented by 30 credits per semester.

It may be useful to reconsider the introduction of a modular system (see also ECTS Guide 2015), according to which a module carries a standardised number of credits or a multiple of it (5, 10... or 6, 12... are quite common).

The descriptions of the course contents sometimes refer to teaching methods but most times in a very unspecific way. Some general information is also given on page 69 of the SER. The ET cannot identify a constructive alignment between learning, teaching and examining. In fact, there is no information about types and forms of examinations. The only information under the heading 4.1.2. refers to the grading system. Also, no reference is made in relation to grade distribution and a possible grade conversion (see also ECTS User's Guide 2015).

Recommendation

Give evidence of a constructive alignment between learning, teaching and examining. Specify forms of learning, teaching and examinations to testify that this alignment fits the learning outcomes which are stated.

The admission criteria and admission procedures appear to be normal for the Kosovo. An additional test is asked for but no detailed information is given. The College should consider the need to improve the level of English – preferably not by asking for a certain prior level but by offering students – in particular from deprived background – to learn the language intensively.

2. Staff / Students

The ET is neither able to make a definite assessment about the full-time/part-time ratio of staff nor about the student/academic staff ratio. Also, it cannot be judged whether sufficient staff is available. The list received lacks an allocation to the various programmes. The College claims to have 250 students registered in Banking and Finance in the present year and intends to recruit this number again in the two years to come. No drop-outs have occurred – which may be normal in Kosovo at private institutions but hardly is within the EHEA where intensive talks are led how to increase the completion rate of students in study-programmes.

The absolute number of PhD-holders within the staff seems to fulfill the requirements. However, in relation to the programmes this cannot be identified.

Six students appeared to the meeting, 4 female students. Two study Law, two Bank and Finance and 2 Economics. Topics like the study-infrastructure, the quality of learning and teaching and their job expectations were discussed. They outlined a difference between part-time and full-time students but they were not aware about the philosophy of credits. They guessed that they needed about 2-3 hours of independent work per day. They stated that per week 12 teaching hours are scheduled on average. During the holidays it was mentioned that some preparations were made for semester to come, about 1 hour per day.

3. Research and International Co-operation

The College has founded an Institute for Scientific Research to encourage research work. Some interesting projects have taken place since 2013, e.g. „The establishment and development of small businesses in the Republic of Kosovo“. The College is in particular keen on linking research to teaching and learning. Staff is also supported to publish in scientific journals and attend or organise conferences. A list of publications is included in the SER.

At the level of the BA-programme staff wants to pave the way for integrating students in research. This is mainly done within the thesis work of the student. However, students may also be active within the Insitute for Scientific Research.

4. Finances and Infrastructure/Space and Equipment

According to figures published in the SER the financial status appears to be sustainable. The infrastructure is still the same as outlined in the reports before. Management pointed out their initiatives to improve continuously the situation as regards taken care of students/staff with special needs, library access, individual study areas e.g.

5. Quality Management

The College outlines in chapter 7 its Quality Assurance system. It includes a regular evaluation of study-programmes. The description fulfills the requirements. However, there seems to be a difference between the description and the reality: As outlined at the beginning of the report, recommendations made in past reports have not been taken up to the extent that they were implemented or that reasons were given that prevented the College from following the advice.

6. Additional Note

Members of the ET went to the Prizren branch. In a very short site visit they could see that the infrastructure is very similar to the one in Prishtina. As the same programmes with the same staff is supposed to run at that site, the same assessment and proposal relates to the Prizren site as it does to Prishtina headquarters.

7.Proposal:

It is proposed to re-accredit the Bachelor-programme Bank and Finance in Business.

At the time of the next re-accreditation, the College should give evidence why they took on recommendations made by the ET or reasons why they did not follow the advice.

II. Emergency Management (BA)

The following statements follow the evaluation framework of KAA and are based on:

1. The application document
2. Findings collected during the site visit
3. Discussions with the management of the institution, with the staff, and with students

1. Academic Programme and student management

1.1 Does the academic programme correspond to the institution's mission statement and principles of operation?

Yes it does. The institution as an enterprise of the education industry aims to be a pioneer. The programme is pioneering as well.

1.2 Are the programme's quality, range and academic aims appropriate to the academic degree?

Generally yes. Some details are mentioned in chapter...

1.3 Is the programme based on an overarching didactic concept that has been adequately communicated to and adapted by the teaching staff?

Yes. Our impression won by discussions with the teaching staff is that they are proud of the pioneering strategy of BIZNESI.

1.4 Does the academic degree correspond to international standards?

More and more. Unfortunately, the basic education (high school level) in Kosovo is still below the international standards. So the institution must devote time to teach some elementary subjects, e. g. in the introductory courses of mathematics. But we assume that this will improve by the next years.

1.5 Does the structure of the programme give sufficient opportunity for independent study, reflection and analysis?

Yes. Maybe with technical progress the proportion of online teaching/learning could grow somewhat.

1.6. Is the allocation of ECTS appropriate and justified?

Yes, it is in line with international standards.

1.7 Is the workload of the academic programme manageable for students?

Absolutely. There is even room for some additional content.

1.8 Are the teaching methods and content of teaching units sufficient for the successful achievement of the programme's goals and outcomes (competences and qualifications, knowledge and skills)?

Yes. In the next years there should be a moderate shift towards more practical exercises how to proceed in emergency situations.

1.9 Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?

We see progress. However in some fields, especially regarding the complex mathematics and statistics, there should be more orientation towards the decision needs in emergency management. (Which methods and tools or which combination of them should be used in which situation?)

1.10 How do the admission criteria and admission procedures measure up to international standards?

Formally they are adequate. Concerning the deficits of the high school standards in Kosovo there is room for improvement.

1.11 Is the ratio of academic staff to students appropriate?

It is far better than the ratio in other European countries such as Austria or Germany.

2. Staff

2.1 Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?

Yes, it does.

2.2 Do the academic staff demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria?

The students that we asked seem to be satisfied with the didactic quality and the professional competence. It is difficult for the experts to deliver a final opinion based only on written material, a one day site visit and some discussions. But we did not detect weaknesses.

3. Research and international cooperation

3.1 Are the teaching staff involved in research activities inside or outside the institution , and do these research activities feed back into teaching/course contents?

We have not enough long-term insights into these processes in KOSOVO in general and in the BIZNESI institution in detail to give a serious judgement.

3.2 Is the extent and the quality of international cooperation in research and teaching adequate?

In the special case of emergency management up to now there are less opportunities to compare as in other fields since there are only few similar institutions and emergency management is a relatively new academic field.

3.3 Are the students involved in research and cooperation projects?

We heard that more and more private and government institutions are aware of emergency management becoming very complex, e. g. because of new scientific and technological progress on the one hand and growing challenges (e. g. „cyberwar“) on the other. Our impression and forecast is that in the next years many additional potential partners will show interest to engage students as collaborators in projects, e. g. in connection with internships and their theses.

4. Finances and Infrastructure/Space and Equipment

4.1 Does the institution have an an adequate budget plan?

Of course that depends on the reliability of the forecasts concerning the number of students and the development of costs. All in all the figures in the Self Evaluation Report seem plausible.

4.2.Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?

Yes for traditional teaching. However for emergency management the institution will have to provide technical laboratories with special features. This might be partly accomplished by „intelligent collaboration“ with other institutions such as firefighting departments of the Kosovarian state.

5. Quality Management

Are the institution´s programmes assessed regularly within the context of internal evaluation processes?

Yes

6. General Conclusions

As far as we can conclude from the repeated evaluation processes in which we were/are participating.

We have some general remarks:

The programme is unique not only in Kosovo, but it can serve as a first blueprint to institutions in other countries too. The concept of BIZNESI is a good combination of economics, management, accounting, statistics, medicine, engineering and natural sciences.

The hiring of additional professors in the last year will improve the capacity situation once more.

In the last year, BIZNESI has removed some minor weak points. So the curriculum became even better.

When we discussed with the students a young lady told us that for students and graduates it is far easier to get a part-time or a full-time job than for other young people.

7. Recommendations

- (1) It is very important that, following hints of the experts, BIZNESI added a lecture on cyberwar. There are indicators that the problem will gain even more relevance than up to now. So security specialists publish statements like „There is a race between offenders and defenders, and the offenders are in front“. However, the challenge to teach cyberwar is difficult. So BIZNESI needs very specialized lecturers.
- (2) There are more dangers to be dealt with than only fire fighting, environment crises or disasters because of biological or chemical accidents. E. g. regard earthquakes, big traffic accidents, or the interruption of supply chains because of technical, political, economical or natural crises in other countries. Therefore it is worthwhile to look for a framework allowing to detect common features and/or patterns so that a set of basic remedies can be taught.
- (3) Put more stress on modern methods of analysis and decision support such as computerized simulation of scenarios. This could be integrated with items in the lectures on mathematics, statistics and informatics.
- (4) In evaluation and accreditation processes of the last years, expert groups criticized courses or lectures in marketing, small and medium sized enterprises and strategic management. They could be reduced or even omitted. We were told that the Kosovar government recommends these items. Maybe that should be discussed once more.
- (5) When choosing the methods to be taught in the mathematics and statistics courses please pay attention that stochastic processes, probabilities, forecasting

and all other elements supporting risk estimation and risk management and also recognition of patterns which are essential in modern emergency prevention will get enough room. Also consider that the students and coming emergency managers get a good knowledge of data sources and data quality.

- (6) The contents of the lectures „Introduction to Computing“, „Introduction to Informatics“ and „Business Informatics“ show some redundancy. The courses might be a little bit better coordinated.
- (7) The lecture „Mathematics“ contains many elementary items such as percentage. This is the task of education on the high school level. Elimination of these items brings capacity for things like forecasting or investment calculus which is paramount in emergency management.
- (8) An interesting field of emergency management is: Build as soon as possible networks of potential aides when an unexpected catastrophe happens. Often the smartphone allows information of specialized doctors, hospitals with free capacity, policemen, government agencies and the army. The earlier the information the better the chance to minimize the damage. It might be worthwhile to develop some prototypes of apps by the students, e.g. in their theses.
- (9) The content of the lecture „Management“ (semester IV) seems to be too abstract.
- (10) In the course on „Psychology in Emergency“ please try to describe typical criminals causing certain types and characteristics of emergencies.
- (11) In the lecture „Sociology in Emergencies“ there are several items, e. g. philosophical theories in centuries XIV – XVIII, that are not appropriate in a program „Emergency Management“ in a college like BIZNESI. This is more for a curriculum in Philosophy at the University level..
- (12) In the course „Basics of Accounting“ the solution of emergency problems could be better prepared by teaching more cost and investment analysis and evaluation methods.

8. Challenges for the Future

- (1) Pay attention that the conditions from the point of view of learning, resources (IT systems, laboratories, literature, guest lectures and others) will be the same in Prishtina and in the branches.
- (2) IT systems, e. g. online courses, may alleviate this.
- (3) Generally it is a challenge as well as a chance for BIZNESI to assign the specialists to the central location in Prishtina and to the branches in a flexible way. The college may have to decide which professors will give the same lectures in several branches and which faculty will teach only at one place. This depends also on the degree of necessary specialization and on the need for special equipment, e. g. to demonstrate technical solutions and tools for emergency management.
- (4) Start with experiments to use online courses, check whether first, experimental courses may be prepared and organized in collaboration with other institutions,

even with Kosovar firms looking for opportunities of training their staff („lifelong education“).

- (5) In the future it might be necessary to implement some laboratories to demonstrate technical processes and instruments, e. g. for fire fighting or first aid after catastrophies.
- (6) Because of the favorable demography in Kosovo, e. g. compared with the German speaking countries, Kosovo could become a place to establish subsidiaries of larger firms. An example are factories in Hungary or Slovakia which produce labour-intensive parts for the automotive industry or even helpdesks for service providers. A prerequisite would be that fields like production planning, quality control, purchasing, shipping and logistics are taught. In principle that means a certain shift towards the manufacturing firm (not only banks, insurances).
- (7) The problem of cybercrime probably will grow considerably in quantity and „quality“ (offenders always generate new ideas and tricks). To handle the problem in teaching and research would be challenging for BIZNESI as well as for its students.

9.Proposal

It is proposed to re-accredit the Bachelor-programme in Emergency Management

Master programme

III. Criminal Law (LLM)

1. Analysis

The proposed 1 year new programme in Criminal Law with a Master Degree (LLM) is planned as a law programme that offers the possibility of developing research expertise in International Terrorism, International Organized Crime Law of War and Armed Conflict including Human Rights (see SER p. 118-130).

Beside scientific research methodology the programme includes substantive criminal law, criminology with penology and criminal procedure law, the protection of human rights in criminal proceedings as mandatory subjects. The offered elective subjects are legal clinic and legal psychology.

The teaching and learning methods (e.g. traditional and interactive lectures held by professionals as well as individual work and practical exercises with case studies) are in accordance with modern study requirements (see SER p. 129-130). Within the drafting of the curriculum the requirements of labour market, international standards and recommendations of various experts were taken into consideration (see SER p. 130). As shown in the SER several comparative models of the University of Pristina, Tirana, Skopje or Podgorica were used.

The planned number of students to enrol should be 100 for each of the following academic years (see SER p. 135). The SER informs the expert that this planning is in accordance to the strategic plan and the action plan of College Bisnezi for the period 2015-2019 (see SER p. 12-19).

2. Recommendations:

- The planned amount of ECTS for each compulsory subject is always 6 ECTS and for each elective subjects 4 ECTS. The expert suggests to rethink the amount of offered ECTS once again.
- The description of the content of the single subjects seems to be extremely extensive. The expert suggests to reduce the content to a realistic level.
- The compulsory literature for the single subjects should be updated. The information given e.g. for the subject „Scientific research methodology“ should be therefore revised (Pearson G. Hooligan, A history of respectable fears, 1975 to 1983 seems not any longer sufficient!). The compulsory literature should always be as recent as possible.

Beside this aspect the expert was informed during the SVP that the legal framework in the field of criminal law was changed in 2013. Therefore it seems to be very important to recommend current literature.

- The expert was informed during the SVP that there is no organisation plan for the filing of Master theses and the subsequent supervision of students. The expert was told that the procedure depends on each single professor/supervisor. Therefore the expert suggests the implementation of a binding procedure plan for this issue.
- The expert suggests to implement also a binding procedure for the training of staff (teaching methods, language skills) and the organisation of regular meetings for staff-members and more professional support for staff .
- The number of professors for the Master programme seems to be sufficient. But the number of female professors as well as professors (male/female) with a PhD-degree should be increased.
- The planned number for the enrolment of students seems to be rather high (100 students for each academic year) and therefore it is, maybe, also a bit unrealistic for the situation of College Bisnezi. The expert suggests that the institution should think about a reduction of the planned number of students in the next period (until 2020).

During the Site Visit the expert got a good impression of a very motivated and open-minded team. Based on the available documents and on the discussion with management and staff, the expert is convinced that the proposed Law Programme on Masterlevel should be accredited by taking into account the proposed recommendations.

3. Proposal:

It is proposed to re-accredit the Master programme Criminal Law (LLM).