

Evaluation Report
External Expert Team
European College Dukagjini (ECD)
2016

Evaluation Report
by the team of experts,
assessing study programme of
European College Dukagjini
in the process of re-accreditation

by the Kosovo Accreditation Agency

August 19th, 2016

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1 Preamble

The Kosovo Accreditation Agency (KAA) is requested by the Ministry of Education, Science and Technology of Kosovo to evaluate all institutions of higher education which operate in Kosovo. The following experts were appointed to the team:

- Prof. Dr. Peter Parycek/ Danube University Krems (AT)
- Dr. Dietmar Paier/ University of Applied Sciences Krems (AT)

Peter Parycek was asked to be chairman of the team.

This report on the re-accreditation of study programme of European College Dukagjini (ECD), Republic of Kosovo was written by the Expert team appointed by the Kosovo Accreditation Agency (KAA), on the basis of the self-evaluation of the institution and supporting documentation and a visit to the institution.

This report could not have been written without the support of the staff of the KAA in the first place, and also without a number of helpful face-to-face contacts at the European Dukagjini College (ECD). ECD is founded in 2006 with the foundation name European Vision University College, based in Peja, Kosovo, str, General Wesley Clark. Based on first Licence No. 594/02-1 from 09.05.2007, the Institution was established with the name European Vision University "EVU". From the foundation the institution has gone through three main development phases; since 2011 to the present it is operated as an independent Higher Education Institution with the name European College Dukagjini (ECD).

The following two study programs were processed for re-accreditation by European College Dukagjini:

- Bachelor in Law (LLB)
- Bachelor in Management and Informatics (BA)

The evaluation report is based on the following materials and information:

- Self Evaluation Report of the ECD (SER)
- KAA List of Academic staff Dukagjini College 2016
- CVs of teaching staff
- Evaluation report 2013
- Evaluation report 2015

On request of the experts, the ECD provided correct figures on financial development and additional figures on the number of graduates.

2 General Remarks

2.1 Management Meeting

The experts gained the impression that for the Private Provider of Higher Education Dukagjini College high quality of teaching is of particular importance.

It was all the more surprising that some of the measures which were presented as being already implemented in the self-evaluation report (hereafter referred to as SER) were not done and/or not documented yet, in particular the staff development plan and the research plan. In the SER, completion of a „3-5 year plan“ is announced to have been finished in September 2015 (p. 191). When asked for the document, experts were told that it is not available. Also, the staff development plan which is presented in the SER (p. 138-140) was not available.

The experts also wish to comment on the quality of the SER submitted by the institution: Important parts of quantitative information on the development of students as well as on the financial development contain erroneous or inconsistent information. For the reasons of evaluation of study programmes for re-accreditation, a formally and empirically correct report can be expected.

The recommendations from 2015 to develop a “Mission statement and long-term strategy” and a “Institutional research strategy” have not been started yet.

Recommendation(s):

- The management of the Private Provider of Higher Education Dukagjini College should take up action to improve the quality of information and reporting as it can be expected.
- Especially, the recommendation for developing an institutional research strategy needs to be implemented immediately and additionally an institutional staff development plan needs to be developed with faculty deans and department heads.

2.2 Calculation of ECTS

The calculation of ECTS is explained in great detail and it is comprehensible (SER, pp. 13-14).

Interestingly, three different modes of calculation of ECTS credits are mentioned in the SER: 25-30 hours per ECTS (p. 12), 20 hours per ECTS (pp. 19-21), and 25 hours (p. 223). When asked which mode of calculation was used to calculate the workload of the study programme, the members of the management team explained that 20 hours were used as a norm.

This basis of calculation is below European standards, which was adopted at the EHEA Ministerial Conference in Yerevan 2015. In the current version of the ECTS Users' Guide published by the European Commission, 25 to 30 hours are said to represent the „typical workload“.¹ [1]

¹ European Commission (2015) ECTS Users' Guide 2015, p. 10. Retrieved August 10, 2016, from http://ec.europa.eu/education/library/publications/2015/ects-users-guide_en.pdf

Therefore, the regulation of the EDC to calculate 1 ECTS with 20 hours is at the lowest limit of the range of workload calculation. This does not seem to be a promising approach for the future, since the ECTS Users' Guide 2015 itself is a signal that the international standards are getting tightened up.

Given the low workload, it is difficult to imagine that graduates are sufficiently competitive at the international level. For graduates of the bachelor programmes at EDC, enrolment in master programmes - especially at the international level - must be considered to be aggravated.

Recommendation:

- The institution should develop further its ECTS policy aiming at re-calculating the workload according to the latest international standards, particularly to the standards of the European Higher Education Area.

2.3 Future development

In addition to the concerns regarding workload calculation, it must be said that some key initiatives must be taken up immediately in order to ensure the academic character of the study programmes. Among them, the development of an overarching didactic concept, a staff development plan and a research plan are the most important issues.

Recommendation:

- These serious challenges should be resolved as soon as possible in order to ensure the accordance of the study programmes with international academic standards in the future.

3 Bachelor in Management and Informatics - Re-Accreditation

3.1 Academic programmes and student management

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

The mission statement emphasizes the role of the institution as a private provider of higher education. This self-understanding is documented in the SER and it was stressed in the meetings with the management team, with persons responsible for the study programme and with professors, too.

As stated in the SER, the mission of the institution comprises the following main principles: (1) Providing highest quality of teaching, (2) Combining theoretical knowledge with practical skills required in local, regional and international markets, (3) Providing "vocationally relevant courses", (4) Supporting the development of the EHEA and the principles of the Bologna declaration, (5) Supporting the democratic and civic development in the Kosovo.

An important part of the curriculum is the internship which takes place in the 6th semester. The relevance of the internship is described and a list of company partners providing internship positions is depicted in detail in the SER (pp. 20-23).

Based on the documents provided and meetings with persons responsible for the study programme and with professors, it can be concluded that the study programme corresponds to the institution's mission statement and principles of operation.

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

Overall, the programme "Bachelor in Management and Informatics" is well-designed: The descriptions of key learning outcomes and the syllabi including learning contents are well-considered and structured in a reasonable way. All courses are subject to student evaluation which ensures a stable information base for quality assurance.

Students showed a high level of satisfaction with teaching and supervision in general. This is supported by a favourable teacher-student-ratio.

Following the recommendations of the ER 2013, some changes have been made in the curriculum: As reported in the SER, these changes comprise the integration of specific contents in the programme, such as ethics (in the course "Sociology"), innovation (in „Entrepreneurship and Innovation“), establishment of new companies (in "Small and Medium Enterprise Management") and others.

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

An overarching didactic concept does not exist in the institution. On request of the expert, neither the management team, nor the persons responsible for the study programme or the professors could explain the didactic concept except in very general terms although it was stressed that the quality of teaching is of highest importance for the institution.

Persons responsible for the study programme explained to practice a student-centered, interactive, problem-solving approach of teaching that pays much attention to the development of social-

communicative skills, too. The members of the teaching staff regarded teaching methods as a highly individual matter and it became clear that there is no common understanding and no standardized process which would involve the teaching staff in further development of a didactic concept and teaching methods.

Does the academic degree correspond to international standards?

Overall, the structure and the contents of the academic programme do correspond to international standards.

However, it should be noticed that there are two serious difficulties concerning the connectivity of the bachelor programme to master programmes:

First, there is no course which is explicitly dedicated to scientific methodology and research methods. It is not enough to “integrate” scientific methods in other courses such as „Academic Writing“, as was explained by professors, since in the syllabi of the respective courses themes like research methods are not covered satisfactorily.

Second, students’ skills in English language are not satisfactorily developed. In the discussion with students, only one of three graduates was able to engage actively in the discussion in English language, two graduates needed translation. Five more students participated in this discussion and all of them wished to be supported by translation.

Given the lack of scientific methodology in the curriculum and the low level of students’ English language skills, it is difficult to imagine that graduates are sufficiently prepared for competition at the international level.

Does the structure of the programmes give sufficient opportunity for independent study, reflection and analysis? (E.g., what is the proportion of independent study time compared to online/distance teaching or classroom units?)

The programme is structured in modules which consist of lectures and exercises. Furthermore, e-learning is offered in terms of providing of teaching material in many courses, but not in terms of interactive courses. The proportion of classroom units to practical work done in exercises and self study was reported to be about 60:40 in general which is a reasonable and manageable proportion.

Is the allocation of ECTS appropriate and comprehensible?

The allocation of ECTS is appropriate and due to the detailed description of the calculation of ECTS in the SER, it is comprehensible, too. As was mentioned in the general remarks, the number of hours per ECTS is at the lowest limits of the workload range.

Is the workload required for the academic programme manageable for students?

There were no clues that the workload of the programme is not manageable for students.

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

This question cannot be answered satisfactorily, since this would require much more in-depth knowledge about the teaching practices. However, the teaching staff is highly committed to provide

good quality of teaching as it became clear in the meetings. In the discussions with the persons responsible for the teaching programme and with teaching staff, some teaching practices were described which give reason to believe that there is a considerable variety in teaching methods and that these methods are adjusted to the specific learning objectives in the different fields of study.

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

Overall, the curriculum is well-balanced with a useful sequence of courses in order to support a continuous development of skills and competences.

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

The admission criteria for a bachelor programme are in line with international standards. No information was provided on the admission processes.

Is the ratio of the academic/artistic staff and the students appropriate?

According to the figures provided in the SER, the student-teacher-ratio is about 1:10 and, hence, very favorable.

Recommendation(s):

- A well-documented overarching didactic concept must be developed in order to be in accordance with the international standards of a higher education institution.
- The calculation of workload is to be adjusted according to the standards of the European Higher Education Area.
- Particular attention should be given to the development English skills of the students.
- The connectivity of the study programme with master programmes should be ensured by adopting international standards and improvement of the curriculum with regard to the calculation of ECTS, the integration of science and research skills and appropriate English skills.

3.2 Staff

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

The staff assigned to the study programme consists of 12 full and part time professors. The proportion of permanent and external staff which is available for the study programme is appropriate.

Does 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?

About 50% of the teaching staff assigned to the study programme holds a doctorate in a relevant field of study. Two more staff members are currently involved in a PhD programme abroad. In the discussions with the professors, the expert gained the impression that there is a good variety of

didactical skills which are appropriately used according to the specific objectives and themes in the various courses.

In the meetings, it became clear that no procedures exist which support the teaching staff in further development of teaching practices through collaborative or organizational learning. As the professors reported during the site-visit, the linkages between the subjects in the curriculum „are not very strong“ and every professor „has its own teaching methodology“ without much exchange in an institutionalized way.

Recommendation(s):

- The college is highly recommended to set up an internal process of continuous learning which involves the entire teaching staff. Analysis and discussion of the results of course evaluations and exchange of teaching experiences as well as cooperation across the faculties could be starting points.
- In any case, a documentation of such a process must be documented and should be used as a basis for the development of an overarching didactic concept based on the experiences and the commitment of the entire teaching staff.

3.3 Research and International Co-operation

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

Knowledge and skills in scientific methodology and research seem to be largely implicit. No member of the teaching staff participating in the meetings during the site-visit is currently involved in research activities with third party-funding. Professors reported that there is good mutual support across the faculties such as internal peer-reviewing of scientific articles and collaboration in organizing symposia.

A smaller part of the teaching staff also participated or is participating in international cooperation projects with a focus on the development of higher education institutions, most of them funded by the EU.

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

There is a certain degree of involvement of professors in development projects with companies. The staff members who are participating in a PhD programme abroad are important for linking the EDC to international cooperation. However, stronger participation of the entire teaching staff in national and international research projects which are true research projects and which support the development of state of the art-research skills at the personal level of the staff is an important condition for further development of the entire institution.

Are students involved in research and cooperation projects?

In the discussions with students, it turned out that students are seldom involved in research projects. The main focus is on development projects in cooperation with companies or simulation of real scenarios, but not in research.

It should be noticed here that professional work in the companies becomes more and more knowledge- and data-driven. Therefore, it is particularly important for a higher education institution which emphasizes the linkage between theory and practice to foster the research competences of the students. This would support the further development of the curriculum, too.

Recommendation(s):

- Measures for further training of the teaching staff in scientific methodology and state of the art methods of research should be implemented in order to supplement the practice-oriented teaching skills.
- This should be done to strengthen the teachers' skills in science teaching, i.e. in teaching students to develop the research competence in terms of translating practical problems into research questions, gathering and analysing data, and reporting results in a scientifically correct way.
- The institution should enhance the opportunities for teaching staff and students to participate in research projects which are carried out at a separate level of academic activities in addition to the teaching level.

3.4 Finances and Infrastructure/Space and Equipment

Does the institution have an adequate budget plan?

The experts were astonished that much of the financial information in the SER was erroneous or inconsistent. A main issue concerned the development of expenses for teachers' salaries. In 2012/13, the operational expenses for teachers' salaries was € 350.000, for 2014/15 the report indicated € 150.000 and for 2015/16 € 250.000 (SER, pp. 205-207). On request of the experts, the sum for 2014/15 was adjusted to € 250.000 in an additional written statement.

Still, after adjustment of financial data, this means a decline of 28,6% in teachers' salaries from 2012/13 to 2014/15², while the number of students grew from 194 in 2012/13 to 253 in 2014/15 (SER, p. 141).

From the expert point of view, this raises doubts about the validity of the financial information provided. Thus, it is not possible to assess the budget plan, since it contains too many contradictory or inconsistent information.

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

Given the relatively low number of students, the building facilities and the infrastructure seem to be adequate. Important progress was made in the library through acquisition of online access to an e-book database in 2015. However, both the scope of the reference library and the online resources of the library are still not satisfying.

² No financial information for the academic year 2013/14 is provided in the SER.

Recommendation(s):

- The institution should improve its quantitative information base in order to demonstrate a realistic and economically sustainable strategic and operative management.
- Reference library and online resources of the library need continuous enlargement and improvement.
- Students should be informed about access to e-books in the library and, in general, about new library resources immediately.

3.5 Quality Management

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

The persons responsible for the study programme reported that every course is evaluated with a student questionnaire. It is then the responsibility of the professors to initiate improvements when needed.

Students reported that they are not directly involved in other quality management procedures than course evaluations, but there is a student union whose representatives are invited to meetings of the faculty where they are informed about improvements. Students rated the information policy of the institution as good.

A major concern of the expert addresses the poor standards of internal and external reporting for the reasons already explained in greater detail in other sections of this evaluation report.

Recommendation(s):

- There is urgent need to improve and to expand the quality management system in the entire college in terms of better utilization of evaluation results and teaching experiences. Therefore, a process of continuous improvement (e.g. based on the PDCA-Cycle - Plan-Do-Check-Act, or a similar system) should be implemented with administrative and teaching staff.
- These measures should be taken as a starting point for developing (or finalizing) a staff development plan and a research plan.
- The institution is strongly advised to improve the system of internal and external reporting.

3.6 Final Recommendation

The Bachelor programme "Management and Informatics" does not meet the requirements at a minimum level. It is not recommended for re-accreditation. In particular, key academic concepts and measures like an overarching didactic concept, a staff development plan, a research plan and valid information on the development of student numbers and on financial development are missing, incomplete or erroneous.

4 General Law Bachelor Programme Re-Accreditation

4.1 Academic programmes and student management

Do the academic programmes correspond to the institution's mission statement and principles of operation?

Chapter 2.3.5 "Orientation of the academic program towards the mission statement" (p. 67 SER) is quite general and offers no links to the well-developed Mission Statement of the ECD (Chapter XY). Employability is mentioned, but also very generic and exchangeable and could be used by any other institutions in the Kosovo "*... combine an understanding of theory with the practical skills required in local, regional, and international markets.*".

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

The description of the study programme includes learning outcomes (chapter 2.3.6) and course syllabi, which are well written and comprehensive. Nevertheless it offers no differentiation potential compared to other private or public programmes. The expert team (ET) completely understands a conservative and general curriculum approach for a law bachelor programme, but a bit of differentiation and institutional signature is not a contradiction to a general law curriculum. Developing a special focus would be quite easy achievable based on a cooperation with the faculty of business.

Recommendation from 2013 seems to be realized: "more praxis contact during the course of study, especially in the last year."

The academic title Bachelor of Law is common in Europe and is in line with the content and learning outcomes.

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

The SER offers no information about didactic concept. The faculty members seem to be very experienced and motivated; students were very satisfied with the teaching quality, but an overarching didactic concept is completely missing. Developments have been achieved, like improving the link between theory and practice and faculty members mentioned compelling teaching approaches during the SV; but it seems that faculty members are just responsible for their courses and an ongoing development, experience exchange and teaching methodology does not exist. It was not possible to establish a common understanding during the SV about the necessity of an overarching didactic concept and institutionalized learning feedback loops do not exist. There is no institutional support for teaching skill developing.

The communication and organization problems were criticized by the ET 2013 and it seems that the recommendations have not been implemented.

Do the academic degrees correspond to international standards?

The SER offers a brief chapter on international standards (2.3.3 International comparison of the program, p. 67 SER) – it is mentioned that there are comparable programmes existing, but no further details or references are mentioned. It's not a critical issue, because law bachelor programmes are quite similar in Kosovo and Europe. Nevertheless the reference quality needs to be improved.

The 2013 recommendation of incorporating local needs and circumstances (legal system, institutions and economy) has been followed by improving and developing the Internship- Judicial and Court practices course. Students positively reflected on these activities and course.

Does the structure of the programmes give sufficient opportunity for independent study, reflection and analysis? (E.g., what is the proportion of independent study time compared to online/distance teaching or classroom units?)

The examination structure offers adequate independent study, analysis and reflection possibilities: Seminar 0-10%, Test I 0-15%, Test II 0-15%, Participation in exercises 0-5%, Group work and case studies 0 - 5%, Final exam 0 - 50%. In addition students have to attend “Judicial and Court Practices” course, have to choose an optional course of their choice in the last year and have to do an internship, chapter 2.3.9 “Internship- Judicial and Court practices” (p. 70 SER). These elements are the strengths of the current programme.

Is the allocation of ECTS appropriate and justified?

The ECTS allocation is appropriate and follows the European standards; there is no course with more than 6 credits. Workload seems to be correct, but is not evaluated by ECD. As was mentioned in the general remarks, the number of hours per ECTS is on the limit of the workload range.

Is the workload required for the academic programme manageable for students?

Workload calculation is comprehensive and explained in detail in chapter 2.3.8.1 “How do we design the Program and calculate the ECTS credits” (p. 70 SER): 40 hours per week, one academic year 30 weeks (15+15) leads to 20 hours per credit, which is compared to international standards very low; therefore it should be easily manageable for students. The students didn’t mention the opposite and were satisfied with the workload of the programme.

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

Based on the feedback by the students, the teaching methods should be sufficient. It was mentioned by the students, that all graduates, who wanted to continue with the master’s programme at the public university, were successfully enrolled. The described learning methods are appropriate for the defined learning outcomes in the syllabus.

Is the overlap of the academic content between the various curricula comprehensible and transparent?

The curriculum and syllabi are well prepared and offer comprehensible and transparent overview. Based on the curriculum there is almost no overlapping of courses.

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

Admission criteria are described in chapter 2.3.11 “Entry requirements for student enrolment and selection process” – they are in line with international and national standard: secondary education in a similar field of study or passed all the exams required by the professional education program - Level IV or enrolled at any other licensed and accredited higher education institutions.

Is the ratio of the academic/artistic staff to students appropriate?

Based on the delivered figures of 15 faculty members and 560 enrolled students, the staff/student ratio is appropriate.

Recommendation(s):

- ET recommends incorporating workload evaluation into the evaluation questionnaires.
- ET recommends improving the comparability of the study programme in the SER.
- ET recommends developing an overarching didactic concept with the faculty members; developing a train the trainer concept for disseminating the concept to all faculty members; establishing formal feedback loops and fostering the communication and experience exchange between the faculty members; developing a working culture and a strong core team.

4.2 Staff

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

The current programme faculty consists of 9 full staff members and 6 part time members, which is close to the minimum number for a bachelor programme. The proportion of full-time to part-time is appropriate. The ET had the impression that even the full time faculty members are just coming on the premises for their lectures. A strong core team which do permanently research and work on the development of the programme seems to be not existing.

Does 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 bachelor law programme is – as discussed – a traditional general law programme with 8 semesters, therefore a strong law faculty is needed. Looking at the faculty details, just 3 full time faculty members have finished their PhD studies and only one finished his PhD studies in the law domain. The further full time members hold the following degrees: 1 PhD candidate, 2 masters and 1 bachelor in the field of law, and 1 bachelor and 1 master in non-law domains. Single staff members have great experience in their respective fields, but altogether it is not organized a law faculty. The current academic staff situation is not appropriate for teaching a bachelor law programme.

Expert's comment to the ECD comment:

ECD sent a law faculty list after they received the draft report, which is identic to the list in the SER (p. 137-138). The expert evaluation is based on the file "KAALADC List of Academic staff Dukagjini College 2016.xls (KAALADC)" and the CVs, which have been provided by KAA. These lists (SER/ KAALADC) are inconsistent, e.g.: two full time professors, who are not listed in KAALADC; other staffs members are listed as full-time SER and part-time in KAALADC and vice versa; etc. The provided CVs law faculty fit to the KAALADC document. After an additional search, the CV of Rezak Jakupi was found in the folder of the business faculty, the CV is in Albanian language and it seems that his main background is sociology. An appropriate faculty is one of the major elements for a positive evaluation; these inconsistencies need to be solved before starting the accreditation process. Nevertheless, even a

consistent faculty list would not solve the main problem that the academic profiles of the professors are not appropriate for a law faculty. The faculty needs to be strengthened, needs an accurate management and development plan. Currently these main pillars need to be essentially improved.

Recommendation(s):

- The ET strongly recommend to build up personal capacity; therefore a strong campus based core team is needed one law professor for the four main law domains, constitutional, administrative, criminal and civil law.

4.3 Research and International Co-operation

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

The SER offers almost no information about research activities. During the SV no further evidence for research activities could be found. A research development does not exist.

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

International cooperation is weak, research partners are listed in the SER, but not a single activity has been mentioned during the SV. The only activity which was referenced to is the annual conference of the EDC.

Are students involved in research and cooperation projects?

Students are involved, which is mentioned in the SER and in was also mentioned during the SV from students and faculty members.

Recommendation(s):

- The ET strongly recommends restarting research and international cooperation activities. Qualification agreements with clear goals for every full-time faculty member need to be established. The current situation is not appropriate.

4.4 Finances and Infrastructure/Space and Equipment

Does the institution have an adequate budget plan?

As mentioned in the general comments and in the programme evaluation of Bachelor in Management and Informatics, the finance plan is inexplicable.

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

Premises are appropriate for the number of students. The online library has been improved.

Recommendation(s):

- ET strongly recommends reworking the finance plan.

4.5 Quality Management

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

Evaluation of the courses is done by paper based questionnaires for every course at the end of the semester. Students are satisfied and they also mentioned that they could solve any problem in informal ways. In addition to questioners no further quality management is in place.

Recommendation(s):

- ET strongly recommends developing a comprehensive quality management framework as mentioned in the general remarks and in the programme evaluation of Bachelor in Management and Informatics.

4.6 Final Recommendation

The Bachelor programme "General Law" does not meet the requirements at a minimum level. It is not recommended for re-accreditation under. In particular the law faculty is not appropriate and further more key academic concepts and measures like an overarching didactic concept, a staff development plan, a research plan and valid information on the development of student numbers and on financial development are missing, incomplete or erroneous.