
**Assessment Report
concerning the application of the Private Provider of Higher Education
Dukagjini College, Peja,
for the accreditation of a Bachelor in Administration**

15.07.2017

Assessment expert team consisting of

- Prof. Dr. Dr. h.c.mult. Reinhard Meyers, University of Muenster (G) (chair)
- Ms. Rebecca Maxwell Stuart, European Students Union (GB)

accompanied during the site visit by

- Mr. Fisnik Gashi, Officer for Evaluation and Monitoring, KAA

Information Basis of the Draft Assessment Report:

- Self-Evaluation Report 2017, Dukagjini College, Peja, 05.05.2017
- Staff Development Plan, 2015 (supplied during site visit on request)
- Research Strategy and Plans 2012 – 2017, 2012 (supplied during site visit on request)
- Research Projects and Internationalisation, n.d. (supplied during site visit on request)
- List of Academic Staff Dukagjini College 2017 (KAA 27.06.2017)
- External evaluation reports, Private Bearer of Higher Education Dukagjini at Peja, 2014, 2016
- Site Visit by the above-mentioned experts to Dukagjini College, Peja, on July 6, 2017
- Comments on External Draft Assessment Report, Dukagjini College, 13.07.2017
- Revised KAA Staff List, transmitted by email 14.07.2017

Aims and Objectives:

- The purpose of this report is to enable the Kosovo Accreditation Agency and the Ministerial and/or Political Authorities concerned to come to a decision regarding the accreditation of the above-mentioned course program newly to be offered by the Private Provider of Higher Education Dukagjini College, Peja [henceforth addressed as Dukagjini College]. The undersigned experts will assess the documentation mentioned above in the light of their experiences gained in the German and English university systems. References to benchmarks and good practices mainly refer to the German university system.

- This report will conclude with a number of recommendations concerning the course program proposed: they are the personal opinion of the authors and are formulated with the background experiences mentioned above in mind. They reflect what the authors regards as good or standard practices in a number of mainly Western European education systems, without wanting to prejudice the different boundary conditions of tertiary education in the Kosovo in any way. Therefore, the final decision on the College's application for accreditation of the course program mentioned above will have to be made by the relevant authorities concerned.

- This report could not have been written without the support of the staff of the KAA in the first place, and also of a number of helpful face-to-face contacts in Dukagjini College. While the authors are most grateful for the support thus received, they would like to stress that the arguments and conclusions of this report are their own responsibility exclusively.

- NB: recommendations in the text are printed *in italics* or are contained in separate boxes.

I: Dukagjini College, Peja: GENERAL STRUCTURE AND ORGANIZATION

I.0 Introduction, preliminary impressions

The Expert Team visited the site on July 06, 2017, and had detailed discussions first of all with the College's Rector and a Representative of UBT as the College's new owner, accompanied by members of the Senate, of the administrative, and of the technical staff, on the consequences of the change in ownership – generally seen in a favorable light – and the prospects for the further development of the College, judged to be rather promising. The chairman saw reason to comment on the quality of the SER in comparison with previous years: no substantial questions on the organization, structure, and running of the College were left open. He also commented favorably on the implementation of a number of more important recommendations from earlier reports – to wit the Y-form structure of the program under review, the implementation of properly ECTSsed internships with academic guidance and interns' final written papers, the substantial increase in library holdings, underpinned now by access to the UBT electronic library, and the general improvement of the staff situation due to the training and research possibilities offered by UBT cooperation. Finally, also the comments on the draft report were more copious and informative than with many other similar establishments in Kosova. All this goes to show that Dukagjini is certainly making a sincere effort to improve the quality of its teaching and its standing in the regional Higher Education world.

What was left over from preceding years was the installation of a formalized structure for stakeholder cooperation; the experts therefore repeated their suggestion *that the College might install a formalized structure and process by which also the local business and administrative communities could be made a partner in the overall development of the College's mission, the general formulation of academic program aims, and the further development of vocational relevance of teaching programs.*

Besides this, the experts commented positively on the pronounced emphasis of the academic programs on

vocationally relevant courses of study that give ...[sc. students] ... a holistic understanding of the theory and practice of market needs with a focus on South-Eastern Europe [SER p.5],

the evident professionalism of the managerial staff and the professed market-driven approach to local and regional educational needs (SER pp 5 et seq). To that extent, they shared the general aims of the College's mission statement:

- ✓ To strengthen our heritage and academic reputation in creating a model of higher education which combines academic standards with a more modern application.
- ✓ To be a more pro-active institution with focus towards the future, which answers to the hopes for change, teaching models and oportunities in knowledge exchange in the spirit of co-operation.
- ✓ To use modern knowledge to change the perspective on life for students generations, by contributing towards the formation of a new generation and a more fruitfull and productive society.
- ✓ To create a more elastic academic offer by creating a more active experience for the students, scientific research applied with updated knowledge, services with the focus on business and enterprise, by playing a key role in the development of networks which support the international connection through our partners and collaborators.

I.1 Mission Statement, Development Options, and Future Challenges

The rationale of the College's mission – that the programs are designed with regard to the requirements of the (labour) market in Kosova and Europe [SER p 7] - was accepted by the experts at face value. They took note of the further rationale of Dukagjini– i.e. that

- This institution will contribute to the development of Kosova, especially development of Dukagjini which, based on available statistics, includes approximately half of Kosova with about 800.000 to 1 million inhabitants, with no private institution of education in the region.
- This institution will help Kosova to be integrated fully into the European Area of Higher Education (with respect to the Bologna Declaration, and the Lisbon Convention on Academic Recognition), and in the Area of European Research, by taking the necessary academic steps to achieve these objectives;
- This institution will contribute to Kosova by becoming an important centre for the advancement of knowledge, thought and scholarship in Kosova; by playing a leading role in the educational, scientific, cultural, social and economic development of Kosova; by assisting in the process of promoting democratic citizenship; by seeking to create and maintain the highest standards in teaching and learning; by making the most effective use of the resources available to it; and by participating fully in the regional and international community of higher education.

That these program aims produce quite a measure of success is shown by the statistics of the employment of the College's graduates by local companies at least for the period 2009 to 2014 [SER p. 95]: roughly 2/3rds of graduates find a job equivalent to their qualifications more or less straight away. Obviously, the College is catering for a local labour market need; a continuation of these statistics into 2017 would possibly have shown similar results.

Thus, the basic orientation of the College – i.e. to cater for the local Dukagjini and the regional Western Kosova tertiary education market with an eye also on cross-border cooperation with BiH – in the experts' eye seemed very reasonable. They would therefore, as before, strongly recommend to the College *to proceed on this route at least for the medium term: improve and strengthen its position in Peja and the local region. This orientation should also govern the course programs offered: become a center of local academic excellence, and thereby corner the local and regional market, instead of entering into futile competition with tertiary education establishments in Pristina and elsewhere, which the majority of Peja students would not or financially could not travel to anyway.*

In this context, the experts had wondered what happened to the College's resolve to introduce part-time studies [Development Plan 2012 – 2017, Pt.13.1.2] to cater for the needs of those students already in gainful employment. They recommended in 2014 to establish contacts with the Fernuniversität Hagen (Germany) and the Open University (Great Britain) to profit from their long-standing educational and organizational experience. They noted at that time with apprehension that in the case of the Open University those contacts were already existing resp. in the process of being developed. In the 2017 SER and in the comments on the draft report there was unfortunately no further information on this matter.

Further in this context, the experts had taken note of the College's erstwhile resolve to introduce a Student Mentoring System to provide more guidance for students particularly in their first year and during the examination phase (Development Plan 2012 – 2017, Pt.13.1.1.). While the intention to reduce by this means the drop-out rate is generally laudable, the system might also be used to identify particularly gifted students for grants, demanding and rewarding internships, or part-time employment as student assistants. *The College might want to look into the possibility to make use, in this context, of experienced senior students to give, under the general responsibility of professors, small-group tutorials for freshmen on the more technical aspects of studying a particular subject.* In their answer to the Draft Report, the College pointed out that such a system was now in place and will be continued/extended in future.

Finally in this context, the experts had taken note of the College's resolve to introduce an academic progress monitoring system (Development Plan 2012 – 2017, Pt.13.1.3) in order to support the Mentors in their endeavors by online management of course and examination data. Satisfactory information on this was received with the additional documents sent on 14.07.17; *the experts recommend the College to continue on this road once chosen.*

I.2 Organization, management, and planning

With the exception of the matter mentioned in the preceding paragraph, the experts had no problem with the way the College was administered nor with the resources and facilities available for that task. Questions referring to the new cooperation with UBT were answered satisfactorily.

During the site visit, the experts inquired about the fate of the structural extension plans for the College building; the answer was that given the present student figures, the available space was sufficient. Nevertheless, they suggested to the Management, when planning the new building once envisaged in a more detailed manner, to think of extra academic office space, and also provide an academic staff coffee lounge, on the British Universities' senior common room model, as a meeting point for staff from the various disciplines and a facility for staff to meet visitors in a more informal way as well. However, as there is a commercial cafeteria situated on the College ground floor, this demand might not enjoy the highest of priorities.

I.3 Staff

The experts took note of the position of academic and research staff as detailed by the SER [pp 91 et seq.], the procedures of staff selection, and the conditions of employment. They also had had at their disposal the staff development plan 2015, which was the result of an earlier expert recommendation. Like the 2012 – 2017 Development Plan, the Staff Development Plan is a catalogue of sensible, reasonable, and mainly in-house measures; substantial information on the support made available for Dukagjini staff studying for and gaining PhDs elsewhere was given in the SER [p. 92 et seq.]. However, the Staff Development Plan could still be more informative on research support, support for printing books and articles, spending a longer period on leave of absence at home or abroad for research purposes, or marshalling promising young graduates to an academic teaching career via the stations of student assistant, graduate research or teaching assistant, PhD candidate, etc. What worried the experts was that the Staff Development Plan did not contain any concrete figures – neither re the quantifiable cost of particular measures, nor re future budget allocations.

The experts therefore recommend that Dukagjini supplies, with the next edition of the Staff Development Plan to accompany the next SER as an annex, over and beyond the information on PhD studies and project support already received information on

- *the cost of individual staff improvement suggestions and the amount of money Dukagjini will allow for them in their yearly budget, and*
- *the time horizon for the implementation of the measures mentioned in the Staff Development Plan so revised.*

This information was satisfactorily received with Dukagjini's comments on the draft report in a very detailed and instructive manner. Yet, the experts continue the recommendation to also include this in the next SER and/or to update the Staff Development Plan accordingly.

Further questions addressed by the experts under this heading were:

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

The list of academic staff which has been delivered to the expert team shows a high proportion of full-time staff (ca. 2/3rds), the majority with doctoral degrees. It may be argued that a bigger proportion of part-time, external staff might better guarantee the vocational relevance of instruction and the marriage of academic theory with up-to-date practical experience. However, in the debate with those responsible for the program this was not seen as a major problem.

A problem, however, is a certain non – coincidence between the KAA staff list (revised on 14.07.17) and the list of staff teaching particular courses [SER pp 23 et seq.]. The following persons mentioned in the module overview do not appear on the KAA staff list: Xhenet Syka, Hamit Aliu, Faruk Belegu, Kastriot Gjocaj. This situation produces deficits in teaching especially in the first two semesters: affected are the modules on Media Presentation Management (elective, Sem. I), Basics of Management, Basics of Statistics (both compulsory, Sem. II), and Practical Work in Business Studies (in Semester VI). All the other modules of the program are being taken care of.

The Experts would therefore ask the College to further clarify this situation with KAA and to make sure that the appropriate teaching staff is available at the latest when Semester II starts.

- 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?

Under formal aspects the staff is academically highly qualified. Most staff members have longer experience in academic teaching. The didactic methods being described in the curricula show a good level of didactic knowledge. The participation in a tempus project focusing on curriculum development based on learning outcomes and research, demonstrates openness for didactic questions. Also, the participation in further tempus projects on labour market and training matters underscores this

- Is there an equal proportion of women amongst the academic staff?

The proportion of women amongst the academic staff, though increasing slightly since the last visit, is still not sufficient and should be increased. *The experts recommend to the College to include, in the next SER, some statistical information on the staff and on the student gender balance.*

- Does the institution have transparent, competitive and quality driven regulations for the selection and employment of staff?

The procedure of selection of Academic Staff is described in the SER. It is directed more to the formalities of staff selection, but less to the qualification requirements and the expected experiences and performances in academic teaching and research. The matter was taken up further in the College's answer to the draft report; explanations received were reasonably satisfactory, but the procedure is ofcourse always open to further improvement.

- Does the institution have developed strategies to ensure that its academic staff maintains a continually high standard?

A 2015 Staff Development plan has been delivered to the expert team, augmented by additional information in reply to respective questions during the site visit. Altogether, this now gives a clearer picture of the staff development situation. The general impression is that the College supports individual initiatives well, but might still want to develop more institutionalized responses.

Recommendations:

1. *Further strategies should be developed for the recruitment and/or development of*

young academic staff, and especially of women.

2. ***A consolidated, and continuously updated version of the Staff Development Report should accompany each SER as an annex to give at once the sum total of concrete information on the staff situation, so that experts can gain a more complete picture of the staff situation already while assessing the SER. [suggestion accepted by the College in their answer to the draft report].***

1.4 Finance and Facilities, Infrastructure and Equipment

The experts addressed the following questions under this heading:

- **Does the institution have an adequate budget and sufficient financial resources?**

The SER pp 158 et seq. gave ample information on income and expenditure over the years: gross revenues are fluctuating, but keeping the College afloat - generally at a small profit. The number of students in the years under review – with the exception of 2010/2011 – surpasses the break-even point (i.e. the number of students necessary to pay for the running expenses out of fee income), sometimes more comfortably, sometimes just about so. Good husbandry of resources presupposed, there should be no major existential crisis of the College in the near and medium-term future.

- **Does the institution have adequate buildings and specialized infrastructure as regards the requirements of the academic program on offer and the research to be conducted (libraries, computers, laboratories)?**

The College currently seems to have just about enough space, though there is a lack of academic staff offices, of rooms for consultations or for conducting extracurricular activities etc. However, a new building is planned next to the existing one. This should alleviate the space situation considerably.

1.5 Quality Management and ECTS administration

The College's quality and ECTS management mechanisms, briefly described in the SER pp 98 et seq. met with the satisfaction of teaching staff and (so the experts were informed informally during the site visit) students alike and were regarded as workable, reasonable, and fair. No major points were raised during the site visit.

1.6 Academic Programs and Student Management

The following questions were addressed by the experts during the site visit, and in the preparation of the draft report on the basis of the various submissions received from Duikagjini College:

- **Do the academic programs correspond to the institution's mission statement and principles of employability?**

The mission statement of the College relies on generic competences and does not specify academic areas of activity. The Mission Statement as it is formulated in the Self-Evaluation Report (SER) states that "The purpose of the programs offered, is to provide students with vocationally relevant courses of study that give them a holistic understanding of the theory and practice of market needs with a focus on South-Eastern Europe." [SER p.5] However, the administration explained during the start of the site visit that the academic areas of the College are characterized by the keywords Informatics, Entrepreneurship and Public Administration. Therefore, it can be concluded that the academic program up for

accreditation corresponds to the mission statement.

- Are the quality, range and academic aims of the curriculum appropriate to the academic degree awarded?
- Are the programs based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?

As in most other Kosova PBHE institutions' SERs analyzed over the last few years, an overarching didactic concept is neither expressly described nor discussed in the Dukagjini SER. The approach the experts could observe is that of a demand-driven, rather vocational than theoretical, closely-knit community orientation which prides itself on direct face-to-face contact, small classes, academic teacher approachability, student needs-orientation, and easy interpersonal communication. The catchword, thus, is that of the "large academic family" – particularly if compared to public HE institutions in Kosova.

- Does the academic degree correspond to international standards?

In principle yes – though the benchmarks set are mainly from the Balkan area. *If* all the courses mentioned in the syllabus will indeed be taught, the quality level to be achieved could best be compared to that of a decent German University of Applied Sciences.

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

There are elective courses in all study programs in each semester. The small study groups certainly support independent study, as do the electronic services offered by UBT, which are also available to Dukagjini students. However, in the calculation of ECTS credit points, the College presupposes that a student's engagement during the week is 50 hrs. of work. Given that the majority of Kosova students have to work at least part-time to keep afloat, this is a demanding presupposition, regarded by the experts at least with a good quantum of skepticism. [Skepticism acknowledged by the College in their answer to the draft report, result of effective measure to be awaited].

- Is the allocation of ECTS appropriate and comprehensible?

The study programs are of a similar and acceptable structure. However, they generate the impression that ECTS points are determined rather by the importance and/or prestige of individual modules (in a top-down approach, so to speak) than by students' workload ("bottom-up"). If the College would truly follow the ECTS handbook, there should be a wider variety of credit points over the syllabus, as one can assume that NOT ALL modules have the SAME workload. A better approximation of credit points and workloads over the overall syllabus would, of course, also free some credit points for further improvements – e.g. like making the Semester II course on English II mandatory rather than elective, or more strongly distinguish between a course on Academic Writing in the first, and a course on Methodology and Research Methods in the fifth or sixth semester.

- Is the workload required for the academic program manageable for students?

Cf. above under program structure. If students are able to fully concentrate on their studies, and they do not have to attend to other economic needs during the week, the answer is yes. In the SER p. 16, the College mentions full-time, part-time, and distance learning offers: unfortunately, part-time and electronic distance-learning offers are nowhere in the SER specified and further explained.

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

Yes - the competences of teaching staff are sufficient – about 2/3rds of the full-time

academic staff members have a PhD degree. However, the extent to which the teaching staff members devote their time to the academic work in the College is even more important than the share of academic staff with a PhD degree.

- Are the examination regulations appropriate?

The examination regulations and grading system are thoroughly explained in the SER. No further questions came up during the site visit.

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

Question overruled – the experts only examined one curriculum.

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

The main admission criterion is a successfully passed Matura exam. To the extent that the Kosova Matura measures up to international standards, the College's admission criteria do as well.

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

In a formal sense, yes – cf. SER p 95 et seq. Given the limited, and rather cramped, office space for academic staff, however, the question really is what conclusions the staff/student ratio supports. To that extent, Dukagjini College seems to work on the Eifel Chapel principle...(i)

I.7 Students

As the request to be assessed was for a new study program, there were unfortunately not yet any students to talk to.

I.8 Research

The following points were discussed during the site visit and amongst the experts in the preparation of the draft report afterwards:

- What are the institution's research expectations, and how do these relate to the number and quality of its permanent staff?

College Dukagjini has started several research activities already in 2011, based on key past and future research interests of each member of the academic staff. One outcome of these activities is the "Research Strategy and plans 2012-2017" of College Dukagjini. This bottom-up approach makes sense, as it involves all the academic teachers, increases their research commitment and makes research a common responsibility of the college.

The research strategy and plan is based on three main activities:

- (1) International research conferences, which are organized yearly by College Dukagjini in Kosovo, Peja.
- (2) Research journal "Empirikus", published quarterly by College Dukagjini (predominantly in Albanian)

i The story is that one Sunday a tourist stood in front of a rather beautiful, but small Chapel in the Eifel mountains confronted with rather a large flock of believers. So he addresses the local parson, voicing some disbelief as to the obvious misfit between building size and numbers of the faithful: "Reverend – do all these people go in?" Upon which the parson replied: "Dear stranger – there is a simple explanation: if they all go in, they don't all go in – but if they don't all go in, they do all go in..."

(3) Participation in EU projects, e.g. within HORIZON 2020 and Tempus

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

As may be gathered from above the teaching staff is involved in the research activities inside and outside the institution. Responsibility for research is also in the hand of the staff. In which way the results from the research will feed back into teaching and course contents will have to be evaluated in the medium term.

- **Are students involved in research and in co-operation projects?**

There are a number of projects on the Master level in which students can get involved. As far as the Bachelor program in Administration is concerned, one has to wait and see what sort of participation will be developed in future.

I.9 External contacts and international cooperation

There is a larger number of cooperative relationships with academic establishments abroad (mentioned in the SER pp 157 et seq., and in the Memorandum on Research Projects and Internationalization presented to the experts during the site visit). Also, there is a list of TEMPUS projects in which the College takes part both regionally and Europe-wide. Balkan partners are more prominent; some Swedish institutions also catch the eye. For an institution of its size, internationalization is well on its way; the College should continue on the road thus started.

Further questions addressed were:

- **Are the extent and the quality of international cooperation in research and teaching adequate?**

The tempus project mentioned above has a promising international partnership. This may be strengthened and extended for further research co-operations but also with view to staff and students mobility.

College Dukagjini intends to reach more international students (from Balkan states and beyond). This requires long-term study offers in English. Mandatory English courses should therefore be extended beyond the first year of study; also, some modules should be taught in English throughout at least in the medium term.

- **Are the strategies of internationalization and the involvement of staff and students in training co-operations and mobility programs adequate?**

So far College Dukagjini does not take part in ERASMUS mobility programs as everybody else in Kosovo. The College should use the newly won relationship with UBT to increase the number of mobility offers for staff and students via that partner.

I.10 Particular problem items: Library

The SER transmitted, pp 104 et seq., a hefty stock list of books which supposedly should form the basis for the Administration program. Unfortunately, the experts were at a loss to discover an effort to catch the systematic structure of the subjects it should serve: the headline ran "Banking, Finance, and Accounting", and our conclusion was that this list was inserted in the 2017 accreditation application for Administration by using the copy and paste button from an earlier application in Economics. The list does, furthermore, not conform to the standards of a scientific bibliography: books were alphabetically ordered according to titles, not to author names, and place and year of publication were missing in a large number of cases. What is most astonishing is the fact that there are hardly any recently published student textbooks in English, let alone other European languages with the exception of

Albanian. Even here, the College over the last few years could have availed itself more of the exemplary services of the Albanian Government to tertiary education in the form of offering Albanian translations of a very large number of English language textbooks at very reasonable charges indeed. The question of course is whether Dukagjini should still invest a lot of time, energy, and manpower to repair this continuous sorry state of affairs, or whether it should rely for the more specialized subjects on the e-library facilities offered by UBT. In that case, it would be sufficient to keep in Peja an up-to-date textbook library, supplemented by dictionaries, reference works, and the like.

Recommendations:

- to structure the Library as a textbook library more specifically geared to the needs of academic instruction in the College's subject areas
- to invest continuously in the acquisition of textbooks in cooperation with and according to the needs of the individual subject areas
- to make available major works (particularly works of reference, dictionaries, legal texts, and official document publications) on CD Rom

Suggestion received positively by the College in their answer to the draft report; substantial improvement of the Library situation to be expected from the change in ownership to UBT.

II. Bachelor in Administration

The College applies for accreditation of a Bachelor program in Administration with Sub-specializations in Business Administration and Public Administration. It is a conventional three-year BA program for ca. 160 students/year following the lines of the Bologna agreement with a Y-type structure, basing two three-semester specializations in Public Administration and Business Administration on a common three-semester basis in Law, Economics, Management and Finance, Methodology, and – last but not least – Computer Science and Information Technology. In that, it is following a number of similar examples in SEE universities from Slovenia via Macedonia to Albania. The rationale of the program is (labour) market needs:

This study programme provides the education of experts for the broadest range of posts in public and business administration, i.e. in the entire public sector, ranging from national administration, broader public administration and public companies to private companies, particularly those that do a great deal of cooperating with the public sector. It is highly practical in nature and provides all the required expert, organisational, computer and administrative-technical knowledge and qualification to work successfully in administrative practice in the typical posts, ranging from secretary, business secretary, professional clerks in various fields, which require interdisciplinary knowledge of law/administration/economics, to managers of organisational units at lower and middle levels in the hierarchy. As for more ambitious students, it provides them with enough theoretical knowledge for them to continue their studies at the second cycle. [SER pp 16 et seq]

With that sort of orientation, the program clearly fits into the joint theory – praxis orientation we have discussed as a leading characteristic of Dukagjini College earlier. By performing work and executing tasks in the field of planning, organising, managing, and supervising public administration organisations, students should develop a range of employability skills and detailed knowledge in the field of business and public administration. Through the program students will be prepared to pursue careers

in private and public sectors (SER p 17), **as they can rely on** essential skills and competences for practical and research activities in Administration.

That they will be supported in this by a fully ECTSsed internship, we have already mentioned above; so far, there are a good two dozen internship agreements concluded, but with 160 students/year planned for, the College could be well advised to continue its course of acquiring further placement options.

At face value, the program structure as detailed in the SER pp 23 et seq. will thus aptly fulfill the managerial labour market requirements outlined above. Yet, a number of improvements should be suggested:

a) make the elective course *English II in Semester II compulsory and offer further elective English language training options* – English has become the *lingua franca* of internationalized commerce and administration, and even middle-level managers can no longer successfully operate without a mastery of that prime tool of communication

b) provide a module on *Human Resources Management in year III not only for Business Administration students, but also for the Public Administration ones* – the need for this should be self-evident

c) with the exception of an elective course on European integration in Semester III and another elective course on European Union law in Semester IV Public Administration there is nothing substantial – and compulsory !! - on the European Union, despite the fact that Europeanization influences all sorts of economic and public management questions every day in our lives, and by the EU's directives and regulations also structures the playing field for any sort of administration in Kosovo. *The least thing the College could do would be to make the two modules mentioned compulsory for everybody; for that, they should be transferred to the leg of the Y (i.e. Semester II and/or III).*

d) Turning back for a moment to the structure of the Public Administration specialization, what remains open is how this orientation deals with the societal and political importance, functions, and internal processes of NGOs: *at least an optional course on "Third Sector Management" should therefore be introduced in the curriculum* – not the least in view of the qualified employment opportunities offered more and more by the Third Sector also in Kosovo.

e) The experts note that in Semester I there is a course on Research Methods in Administration – unfortunately only elective. In itself, the course is very well constructed and asks all the right methodological questions. However, for a first semester it would be rather demanding. On the other hand, there is no course whatsoever on the traditional propaedeutic subject of "Academic Writing", which could show the ropes to beginners. *We would therefore suggest to transfer "Research Methods in Administration" preferably to Semester V as a preparation for/accompaniment of diploma thesis writing [and ideally also offer this subject both to Public Admin. and Business Admin. students], and introduce a classical, compulsory propaedeutic course on "Academic Writing" for all first years in their first semester.*

Suggestions all accepted by Dukagjini College in their answer to the Draft Report.

Individual modules:

We refer to the catalogue of module descriptions, SER pp 23 et seq. In the majority of cases, the literature for individual modules is completely outdated. And of course the experts could not check on the course relevance of the Albanian language textbooks. As a rule, set reading in individual modules should not be more than three or four years old (unless you refer to a classic like E.H. Carr's *The Twenty Years' Crisis*, or Henry Kissinger's *Diplomacy*, etc.). That means that at least for every application for (re-)accreditation the module literature lists have to be completely refreshed ! What is also missing in the module descriptions are references to books, articles, and memoranda in the internet: a lot of useful teaching material can be gained from that source, and usually free of charge as well !

Suggestions accepted – in part with reference to the assistance of UBT – by Dukagjini College in their answer to the draft report.

Specific questions have to be addressed to the following modules:

- Semester III Project Management: the module offers itself as a preparation for/accompaniment of internships – is there a closer relation between this and the internships in semester VI ??
- Real Estate and Construction Matters: to what extent does the module cover public planning, zoning laws, land use regulations ??
- European Integration: unfortunately only elective, and the set literature is not only outdated, but already prehistoric. We recommend the following as staple reading: John McCormick. Understanding the European Union. A Concise Introduction. 7th ed. Palgrave Macmillan 2017, and as standard textbook Neill Nugent: The Government and Politics of the European Union. 8th ed. Palgrave Macmillan 2017. Best introduction to EU law at present Robert Schütze: An Introduction to European Law. 2nd ed. Cambridge U.P. 2015; *idem*: European Constitutional Law. 2nd ed. Oxford UP 2016
- International Organisations: as with European Integration, most of the set literature is prehistoric. For a start refer to Margaret P. Karns/Karen Mingst/Kendall W. Stiles: International Organizations. The Politics and Processes of Global Governance. 3rd ed. Lynne Rienner 2015
- Public Administration [general subject]: The expert found the two following textbooks&/handbooks most helpful for an overview of the subject area:
 - ◆ Paul Cairney: Understanding Public Policy. Theories and Issues. Palgrave Macmillan 2012
 - ◆ Eduardo Araral Jr., et al. (eds.): Routledge Handbook of Public Policy. Routledge 2015

General summary and recommendations:

In comparison with earlier applications, the praxis-oriented, vocational Bachelor program has gained in practicability and stature, and the concentration on the needs of local and regional stakeholders – improving the employability of graduates – is much to be commended. The cooperation with UBT furthermore offers chances for staff development and e-library use which were not available to Dukagjini on their own; this will improve the dismal Library situation considerably. In general, one has to concede to Dukagjini that they are improving from visit to visit, strongly building on their regional and practical orientation. The experts therefore have no doubts in recommending to KAA to

accredit the Bachelor in Administration for the statutory period of three years

Sgnd. Prof. Dr. Dr.h.c.mult. R. Meyers

Rebecca Maxwell Stuart