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**Assessment Report**  
**concerning the application of the Private Provider of Higher Education**  
**FAMA College, Pristina,**  
**for the (re-)accreditation of the following Study Programs:**  
**- Bachelor of Arts in Political Science and Public Administration**  
**- Bachelor of Arts in Economics**  
**- Master of Arts in Banking, Finance, and Accounting**  
**- Bachelor of Arts in Psychology**  
**- Bachelor of Law (LI.B.)**  
**- Bachelor of Science in Nursing**  
**- Bachelor of Science in Midwifery**  
**- Master of Arts in Management**  
**- Master of Arts in Security Studies**  
**- Master of Arts in Psychology**

**23.08.2016**

**Assessment expert team consisting of**

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**accompanied during the site visit on behalf of the Kosovo Accreditation  
Authority by**

- **Ms. Furtuna Mehmeti, acting Director of KAA**

**Information Basis of the Assessment Report:**

- **Selfassessment Report 2016, Fama College, Pristina, [henceforth SAR]**
- **KAA Lists of Academic Staff for the above programs**
- **External evaluation reports, FAMA College, Pristina, 2011, 2012, 2013, 2014**
- **Site Visit by the above-mentioned experts to FAMA College, Pristina, on August  
4, 2016**
- **Additional material requested by the committee of experts after the site visit and  
received by mail on 08.08.2016**
- **FAMA comments on the Draft Report, received by mail from KAA 21.08.2016**

**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 (re-) accreditation of the above-mentioned course programs to be offered by  
the Private Provider of Higher Education FAMA College, Pristina [henceforth  
addressed as FAMA College]. The undersigned experts will assess the  
documentation mentioned above in the light of their experiences gained in the  
German, Slovenian, Croatian, English, and French university systems. References  
to benchmarks and good practices mainly refer to the German, Croatian, and  
Slovenian university systems.**

- This report will conclude with a number of recommendations concerning each of the course programmes 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 programs 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 FAMA 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: FAMA College, Pristina: GENERAL STRUCTURE AND ORGANIZATION

### I.0 Introduction, preliminary impressions

The Expert Team visited FAMA's new Pristina site on August 4, 2016, and, after being given a brief introduction to the history of FAMA, its evolutionary development, and its variety of programs, had detailed discussions first of all in the morning with the Rector and representatives of the Management, accompanied by faculty deans, and members of the academic, the administrative, and the technical staff, followed by discussions with the persons responsible for the individual programs up for (re-)accreditation, and in the afternoon with a number of the academic teaching staff different from the program responsables met in the morning, and finally representatives of the students on all relevant questions concerning the running of the College. The experts noted in particular the professionalism of the staff and the College's professed market-driven approach to Kosova educational needs. The experts also remarked favorably on the completed new buildings outside Pristina and their spacious amenities.

### I.1 Mission Statement

The experts noted that the SAR did not contain a general chapter on the mission and future development prospects of FAMA. Partly, this is replaced by brief remarks on the rationale of individual programs under the respective program headings [and will thus be dealt with *in situ* there]. The experts also noted that FAMA had received institutional reaccreditation in the autumn of 2013 until September 2018 [SAR p.11]. This dispenses them from discussing a number of constitutional, institutional, financial, quality assessment, research, and staffing questions typically associated with an institutional reaccreditation demand.

However, a smaller number of points arose during the site visit which merited analysis and discussion; these will be mentioned below.

## **I.2 Organization, management, and planning; facilities, infrastructure, equipment**

The experts had no problem with the way the College was administered nor with the resources and facilities available for that task and for academic instruction. Questions referring to the drafting and the substance of examination regulations were answered satisfactorily.

During the site visit, the experts were made familiar with the structural layout for the completed new College building; while classroom and IT facilities were ample, some of them still wondered whether the office space provided for the professors – two larger communal rooms – was sufficient. As, however, all the colleagues were in possession of laptops and could thus be reached via the local WiFi network when on the premises, the question in the end appeared of lesser importance (in any case, Western European industry is doing away with personalized physical office space even for senior management – so the College might only be following a more pronounced industrial trend).

## **I.3 Staff**

As this report mainly deals with program accreditations, particular staffing problems (numbers and quality) will be dealt with within the context of the individual program assessments. It is difficult to follow the „real“ situation regarding the staff in general since there are differences in qualitative and quantitative aspects of academic staff available at FAMA (e.g. types and duration of contracts). The following general observations were formulated as a consequence of talking to the Rector and Deans in the morning of the site visit, and to randomly chosen members of the teaching staff in the afternoon.

- **Proportion of male/female staff members**  
The experts noted that since their last visit there was a slight improvement in the number of female teaching staff [but no doubt this was mainly due to the Nursing and Midwifery BScs becoming operational]. The College should nevertheless still increase its efforts of providing not only equal opportunity employment facilities, but indications of preference and encouragement for female teaching job applicants in the case of qualifications being comparable otherwise.
- **Linguistic competencies**  
Staff discussed the need for improvement instruction in scientific English in order to become more fluent in that language; also the possibility of Albanian – English translations supported by the College in order to increase the international visibility of academic research by College members.
- **Visa**  
Complaints were voiced as in the years before that staff had to spend an inordinate amount of time to procure visas to go abroad for conferences or research. Experts suggested the formation of a pressure group amongst the teaching staff of all the private colleges in order to influence – via the Ministry of Education & Science, and that of External Affairs – visa departments in foreign embassies to grant visa quicker and in a more reliable way.

- Apart from these grievances, general satisfaction was voiced with the quality of students taught in smaller groups and in a cooperative, interest-increasing manner, the positive attitude of the Management vis-a-vis staff development, advancement, academic empowerment, and research support. Questions of contract provisions and remuneration packages were not tabled for discussion.

#### **I.4 Finance and Facilities, Infrastructure and Equipment**

Finances seem to be centralized and investment seems to flow from the top level of the institution down into different programs and needs. Maybe more financial independence on the lower levels would be beneficial for specific needs of specific HE programs. Experts drew attention to the fact that in some of their institutions Departments – particularly those generating a substantial third source cash flow for research – are organized as independent profit centers. This makes them more autonomous (and also responsible !) in daily expenses, research, library buying, travel cost subsidies for conference visits, etc.

We recommend to keep developing and using effective e-learning systems that could in a synergic way support “traditional” teaching together with helping to improve the overall command of English and eventually other languages if necessary.

#### **I.5 Quality Management and ECTS administration**

The College’s quality and ECTS management mechanisms, briefly described in the SAR, and more substantially explained during the site visit, met with the satisfaction of experts, teaching staff and students alike and were regarded as workable and fair. No major points of criticism 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 report on the basis of the various submissions received from FAMA College:

- Do the academic programs correspond to the institution’s mission statement and principles of employability?
- 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?
- Do the academic degrees correspond to international standards?
- 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?).
- Is the allocation of ECTS appropriate and comprehensible?
- Is the workload required for the academic program manageable for students?

- 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)?
- Are the examination regulations appropriate?
- Is the overlap of academic content between the various curricula comprehensible and transparent?
- How do the admission criteria and admission procedures measure up to international standards?
- Is the ratio of academic/artistic staff to students appropriate?

As these questions can best be answered on the basis of the individual programs, they will form a skeleton for the individual program assessments. Answers to these questions can therefore be found under the headings for the individual programs up for (re-)accreditation.

## **I.7 Students**

The general impression at the site visit was that students were not familiar with freely and realistically expressing both positive and less positive or negative aspects of their studies, so often their words sounded like idealizations. Therefore it is not easy to find out what improvements could be suggested.

The exception was the communication/transport problem: students complained that the new buildings of FAMA were too far out of the City of Pristina, and they were missing the typical student infrastructure in the form of little bars, shops, and other service providers.

Further, there were large differences seen in the student's command of English (probably also other languages). That is a handicap for educational and scientific excellence. The institution itself offers language instruction in the undergraduate programs to help to overcome the English language deficit; however, more could be done.

*We recommend to teach complete modules in English whenever the opportunity offers itself subjectwise. Also, the College might establish – or assist the Students' Union in establishing – an English language Debating Society addressing select political, economic, social, or artistic and cultural questions once a week on a specific afternoon or evening. The Society could also invite specialized speakers from the outside to give a talk and lead the discussion afterwards.*

## **I.8 Research**

The experts noted that a scientific journal was established together with an Italian institution (in order to get an ISJN) with the aim to become more visible in professional and scientific areas in the region and in the scientific community in general.

The experts also noted – with considerable approval - that in a large number of teaching programs research tasks jointly organised by staff and students were in existence, which gave students research experience and thereby a good preparation for their BA and MA thesis research, and in the end led to conferences and publications of which the students could profit substantially as well. A list of nine of these projects was supplied together with the additional material on 08.08.2016.

In some areas further possibilities of specialization of academic staff for specific areas could be taken into account to make research more focused and to establish research groups.

Improvement was seen in regards to the laboratory infrastructure and equipment, but there is still room for further advance.

Also, some additional joint projects with colleagues at other institutions would be welcome.

## **I.9 External contacts and international cooperation**

The SAR pp 440 – 476 provides a convincing list of international contacts and consequent publications of individual staff members – roughly in the proportion of 2:1 between senior and junior members of staff. The experts would therefore welcome some *additional* College support for international activities especially of the junior members of staff to close this gap in a 1:1 direction. However, as transpired during the meeting of the experts with members of the academic staff in the afternoon, there is a general level of satisfaction with College support in this field. Still, there is always room for improvement even of an already good thing.

Further questions to be addressed were:

- Are the extent and the quality of international cooperation in research and teaching adequate?
- Are the strategies of internationalization and the involvement of staff and students in training co-operations and mobility programs adequate?

In both cases, FAMA does more than the average private provider of higher education; the question, however, is what KAA and its board define as adequate. Staffwise, one could envisage intensified cooperation in the Tempus framework; regarding students, internationalization depends to a very large extent on alterations in the Schengen visa regime. This, unfortunately, neither the experts nor FAMA can change.

## **I.10 Particular problem items: Library**

The experts this time only visited the Library in FAMA's new premises, which made a structurally sound, orderly, and – due to the holiday period – well-kept and accessible impression – quite unlike the situation in the downtown location as experienced during the assessment visit in 2014. While they would like to call back into memory the comments formulated in the 2014 assessment report –

para. I.10 – this time they were informed by some of the program directors that at least the literature mentioned in the respective module descriptions would be available to students either in print or in an electronic form. So the only general point remaining as a matter of principle was that the holdings of the library were not openly accessible, but stored in glass-door cupboards which had to be unlocked by the librarian for every individual book to be taken out, and had to be immediately locked again afterwards. Against this, Western European universities generally make their book holds freely accessible to users (with the exception of illuminated manuscripts, rare/expensive books, first editions and older publications, or *non ad usum delphini* texts), though this entails the danger of a higher loss rate.

The continuing electronisation of academic teaching, so the experts were informed, somehow belittles this traditional access problem: FAMA students seem to prefer to have access to their course material in full or chapterwise as e-books or in a downloadable PDF format. This may also be due to the fact that largescale suppliers like Amazon do not supply books to the Kosovo by mail. The traditional library services would thus have to be augmented (and in the long run possibly be replaced) by *free* access to electronic libraries, data bases, publishing firms offering electronic versions of their product etc. We mention as examples SSRN (Social Science Research network – [www.ssrn.com](http://www.ssrn.com) ), JSTOR ([www.jstor.org](http://www.jstor.org)) [which students actually have free access to], CIAO (Columbia International Affairs Online - [https:// cup.columbia.edu/reference/ciao](https://cup.columbia.edu/reference/ciao) ), JURIS (<https://www.juris.de/jportal/index.jsp> ) or openJur ( <https://openjur.de/> ). Similar offers exist in the fields of economics, medicine, and psychology. Among most used in the area of Psychology are different APA e-literature bases, PsycINFO , PsycARTICLES , PsycBOOKS , Academic Search Complete , PsycTESTS , SocINDEX with Full Text , Elite ,Communication & Mass Media Complete , eBook Collection (EBSCOhost) , ERIC , GreenFILE , Library Literature & Information Science Full Text (H.W. Wilson) , Library, Information Science & Technology Abstracts , MEDLINE etc.

*The expert panel recommends to the college to successively increase the number of access possibilities to electronic publications and data bases for all the course programs up for reaccreditation; access should be free of charge to students and academic staff, but could of course be password protected.*

In the discussions with staff and students in the afternoon it transpired that both groups somehow felt „left alone” in regards to their access options to e-bases of literature and that they felt forced to improvise to stay up-to-date with scientific research.

*The expert panel therefore recommends to the College to look into the possibility of running subject-specific introductory courses to introduce first years to e-based literature research, electronic download offers of books, articles, and papers on the homepages of the major research institutes, but also the major commercial suppliers, and further offers on the websites of international governmental and nongovernmental organisations, in order to generally increase computer literacy.*

*The expert panel also recommends to continue the electronisation of the library services; in the long run, the physical library should be kept for reference and*

*text-books, while the more specialized literature should be available via the College web-site.*

## II THE COURSES AND PROGRAMS OF FAMA COLLEGE UP FOR (Re-) ACCREDITATION

### II.1 Bachelor of Arts in Political Science and Public Administration

The College applies for re-accreditation of a standard three-year, six semester full-time 180 ECTS total, 60 ECTS/year Bachelor program in Political Science and Public Administration (BA), providing 80 places of study per year. Formally, this program fulfils the conditions of the Bologna agreement (in the 3+2+3 structure) and is therefore in principle comparable to similar course schemes in the Bologna area. In terms of its substance, the program has an international dimension, supported by the choice of the major textbooks, and the prior education of the teaching staff, most of them with PhDs from universities abroad. The application answers, in varying degrees, the following questions:

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

Yes – the rationale and intention of the program, as well as the labour market orientation are explained in the SAR pp.34 et seq.

- Are the quality, range and academic aims of the curriculum appropriate to the academic degree awarded?

Yes – in the composition suggested the program would be acceptable to any Western European University as well.

- Are the programs based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?

Course descriptions, course objectives, and learning outcomes are rationally related to each other in all the modules. However, if by “didactic” is meant an explication of the skills, approaches, and tools used by the academic teacher in order to keep students interested in the subject, or the succession of theoretically orientated and practice-related course phases, or the method of the generation of theoretical insight based on an analysis of empirical evidence – then the SAR could be more explicit indeed. Fulfillment of this demand would, however, result in a four - to - five page description of every module: a consequence which might perhaps not be wanted all that much by KAA...

What is new in comparison to the last application is the specific emphasis on practical experience to be acquired by students – demonstrated by the provision of a compulsory internship carrying 7 ECTS in the 5<sup>th</sup> semester, and the inclusion of students in a number of research programs (Varieties of Capitalism in the Western Balkans. Measuring the level of Bureaucracy in Kosovo Public Administration, Family Politics in Kosovo) which should each result in a conference and a (or a number of) publication(s) [SAR pp 37 et seq.]. While the

reasoning behind this plan is excellent, the tangible ECTS remuneration for the student participants is bleak (with the exception, of course, of acquiring that extra amount of factual, organizational, and methodological knowledge a research project entails).

**Suggestion: participation in one of the research projects mentioned should be equivalent to participation in one optional module of the overall course program**

- Do the academic degrees correspond to international standards?

Yes – conceivably this structure could also be adopted by the expert's own department.

- 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?).

Of the 150 hrs. allocated to each module, 22 hrs. are dedicated to students' own studying time, 10 hrs. to homework, and another 15 hrs. to exam preparation – more than half of the total. This can be regarded as quite a sufficient quota for an independently organisable undergraduate workload. However, there is no online/distance teaching: the College might want to think about/experiment with additional offers in that direction enabling it to achieve some economies of scale in view of the larger number of places of instruction distributed over the Kosovo area. For this, programs and course materials of the British *Open University* or the *Fernuniversität Hagen* might provide suitable examples.

- Is the allocation of ECTS appropriate and comprehensible?

The ECTS calculation is transparent and comprehensible. However, ECTS and allocated workload for the Bachelor thesis might be better explained.

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

The only answer to this can be formulated on the Radio Eriwan model – in principle yes, but... If students can devote their attention to the program full-time, they should be able to manage its completion in the six semesters foreseen; if students have to work part-time for their living (as in the experts' experience most Kosovo students have to), and if they want to follow an interesting and demanding internship, and if they want to immerse themselves thoroughly in one of the research projects, then some of them will experience the program as a rather demanding one. And: at least in the German case we can see that Bologna is an ideal more and more far-fetched: the practical average duration of Bachelor programs (as distinct from the official syllabi) at the moment is approaching four years rather than three.

With this particular set of customers in mind, the experts would therefore recommend to FAMA *to investigate the possibilities of offering part-time BA studies over a four-year or even a four-and-a-half-year period [i.e. 2/3rds of the teaching load per semester].*

- 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)?

We quote Radio Eriwan again – in principle yes, but... If you have to work to keep yourself afloat during your studies, it makes all the difference.

- Are the examination regulations appropriate?

Yes indeed – they are a muster of clarity and completeness.

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

Yes.

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

Admission criteria and procedures are up to international standards; no criticism was voiced in that direction during the site visit.

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

According to the SAR staff list p.408 there are 11 members of fulltime political science/public administration staff (14 minus ancillary services, disallowing for security studies), according to the KAA staff list 11 plus 1 part-timer; 2/3rds have a PhD, the others have at least a Master. At worst, this gives a staff/student ratio of 1:6,95 per study year, and for the staff a student/staff ratio of 20,86:1 (if they teach in all three years at the same time) [ the latest professor/student ratio in the expert's own department before he retired was 1:309 ! ]. This is certainly not to be criticized! However, we have to note the discrepancy in part-timers: according to the College list, there should be seven, according to the KAA list, there is only one. In view of the element of practical experience/job market orientation stressed by the SAR throughout *the College might consider to bring in more academically qualified and professionally experienced part-time lecturers directly from administration, IGOs, NGOs and the like in order to increase the praxis content of the program, and do this in such a way that they coincide with/become "legalized" by KAA requirements.*

#### Remarks on individual course modules:

In terms of content description, course objectives, and learning outcomes individual module descriptions were generally clear, comprehensible, and in order; in some cases, however, the set literature would need some refreshing. This applies in particular to the courses dealing with current conflicts and questions of globalization. As the prior accreditation of this program took place in 2014, there would be a need to change the then available editions of textbooks for the more recent 2015/2016 ones.

All in all, we can note that a large number of experts' recommendations from the 2014 assessment report have been incorporated in the present submission – extra marks to the responsible course leaders !

#### Recommendation to KAA:

1) Re-accredit the Bachelor of Arts in Political Science and Public Administration for another period of three years

Or

2) Re-accredit the Bachelor of Arts in Political Science and Public Administration for a period of five years on condition that the College continuously updates/refreshes the obligatory literature for each module so that participants will respectively use only the most recent textbooks.

## II.2 Bachelor of Arts in Economics

Master of Arts in Banking, Finance, and Accounting

Master of Arts in Management

The expert has taken note of FAMA's comments on the draft report. However, they did not convince her that any changes were necessary in her original statement.

### *II.2.1. Academic programs*

The Reviewer's Report is based on a written self-appraisal report which enabled the peer reviewers to understand the main features of the offered programs and to perceive the key characteristics, objectives and achievements, as well as on the information collected during the site visit to the FAMA College. The SER provided a description of the administrative and regulatory framework within which the College operates. But the reviewers were somewhat disappointed as the SER is very descriptive and represents more a self-applaudive than self-evaluative report. Vital statistics were sometimes incomplete and difficult to interpret. This probably reflects a somewhat deficient statistical outfit at the College level. There is a general feeling that the College may have missed an opportunity to evaluate fully their policies and practices, to question their mission and achievements and envisage strategies for their future development. The SER is very static. There are many statements without proofs, like "the structure of the three-year program contains studies of dynamic nature, integrative and interactive" (p. 76). However, during the interview with staff it was not possible to find out what was meant by the statement.

The programs under review are: a) Bachelor Study Program in Economics which lasts for 3 years (180 ECTS); b) Master Study Program in Management and c) Master Study Program in Banking, Finance and Accounting. Master programs last for two years (120 ECTS). The allocation of ECTS for all the programs is appropriate and justified.

The bachelor program offers to students in its third year (V and VI semester) specialization in the field of Management or Banking, Finance and Accounting. All mentioned programs correspond to the institution's mission statement and principles of operation. All the analyzed materials strongly imply the conclusion that academic degrees correspond to international standards, and that in general the program's quality, range and academic aims seem to be appropriate to the issued academic degrees.

The Bachelor program provides an exposure to the fundamentals of economics and business as they should be taught at the bachelor stage. However, one shortcoming of the program is for sure the exclusion of the course *Public Finance* from the third year of the Bachelor program specialization in Banking, Finance and Accounting. The course is offered only as an elective which, according to the reviewer's opinion, enables students to avoid studying a "difficult subject" that should be a part of the standard program in acquiring fundamental knowledge of economic theory and business practice for all students specializing in this field, or even in other specializing fields obtaining a BA in Economy! On the other hand, the course *Strategic Management* offered in the third year of the Bachelor program specializing in Management would be more appropriate at the Master program

level. However, by analyzing course content and its LOs it is visible that the title of the course is not corresponding to its content and therefore it is recommended that the course title is adjusted in in this respect and that it cannot be associated with the course titles at master level.

Referring to the programs' design there are four main areas where progress should be underscored. First, the various disciplines are taught in a "chimney like approach" with few capstone courses and opportunities for trans-disciplinary work. Second, although the LOs of the program have been significantly improved since the last accreditation, still in many cases at courses level LO acquisition of soft skills seems to be conducted in a very informal way. Hard skills have received justified attention. Students would certainly benefit from a more integrated and structured approach to their own personal development. Third, LO's structure is not tied to the assessment methodology. There are still some courses where the major part of the assessment is done by using multi-optional answers to questions in a test (over 60%, instead of insisting on an open-ended type of answers to the questions). Fourth, although it is stated in the SER (p. 80) that "in the fourth semester of the (bachelor) program of studies, the students will carry out professional practice, at their own choice", during the site visit it was stated that internship is not obligatory neither for bachelor nor for master students. Owing to the fact that FAMA College has a relatively much smaller number of students compared to public universities and at the same time has developed a good relationship/co-operation with private companies, it does not sound impossible to integrate the internship into the program, allocate ECTS to it, and thus create a significant competitive advantage in the market. At the first stage this could be introduced as an elective course with ECTS points and a mentor from the institution and a co-mentor from the company, and in a later stage integrate it fully into the programs linking it to the development of students' bachelor diploma thesis.

A missing part in most of the courses' syllabi is a distinction between obligatory and supplementary literature. Some courses offer 3 - 4 books as the basic literature for the course, and some even offer up to 8 books (like some courses in accounting). For sure students will be asked to prepare for the exams just certain chapters from each book, but this should be clearly marked in course descriptions. On the other hand, in some cases basic literature for the course needs refreshments, because the offered titles are out of date (especially in the field of e-business). Also it has to be mentioned that in some cases the basic literature is offered only in English language. However, during the site visit and the interview with the students it was noticed that most of the students were lacking adequate English language skills and therefore the literature in English language represents a very serious problem to them.

The didactic concept differs depending on different course subjects. The teaching staff uses a combination of conventional lectures, case studies, workshops, projects, seminar work, group work, group discussions, and students' presentations. Based on students' responses at the time of visit, younger academic staff is using modern/interactive approaches and take a use of new pedagogical technologies, but many elderly professors do not follow the same concept. This, however, does not mean that the conventional didactic concepts are of no good quality.

According to presented data in SER as well as based on interviews with students during the site visit the workload required for the academic program is manageable for students. However, students would prefer one hour more consultation per week with their professors/lecturers.

### ***II.2.2. Staff***

It seems that all the offered programs under review have an adequate proportion of permanent staff, as well as appropriate proportion of part-time/ external staff. Faculty seems to be enthusiastic. There is a very high ratio of men compared to women academic staff and a great majority of staff are Kosovar. However, it is very difficult to make comparisons between the list supplied by the KAA and the list obtained from the SER per each program. Foreign short-term visiting scholars also help offering international component to students' study program and a very helpful strategy is indeed the cooperation with universities in the EU and the USA.

All staff members are well involved and implied in the program. According to their CV's and their engagements/working experience in particular fields, as well as with teaching abroad (in some cases) they all have appropriate qualifications for the positions they hold. Unfortunately, in most cases their research output and research publications in international journals are rather limited and should be substantially improved. Many professors have not published any academic articles in the last 3 – 4 years. Still, the academic staff demonstrates ability to do both research and teaching.

During the interviews it was found out that the FAMA College strongly supports their young academic staff in pursuing their PhDs, which is very positive. Some of them have even been sent to prestigious universities abroad. However, when employing the students who have just finished their studies, one would not expect that the College immediately gave them lecturing tasks without any training in pedagogical methods. Hopefully this practice will change in the future.

One worrying issue for the sustainability of the program seems to be the duration of work-contracts of all staff members. All the contracts have a duration of one to maximum two years.

### ***II.2.3. Research and Co-operation***

Analyzing the supplied data for Academic Full-time Staff and their allocation of teaching load and research, one could easily come to a conclusion that none of the staff is "overloaded" with teaching since nobody teaches more than 6 hours per week. At the same time everybody is engaged in research 10 hours per week, no matter of their level of academic qualification or academic position. This just does not work like this is an academic world! The international practice in this respect is very different to the presented case at FAMA.

The presented data would imply the conclusion that the college is more research than teaching oriented. However, the research and publication record shows that something is drastically wrong. The research output by the majority of staff is very limited and their publication record even locally, let alone internationally is below standard. As already stated above, many professors have recently not published any academic articles. They certainly cannot complain that they have no time. There are not enough international conference presentations either. During the site visit every staff member made us aware of the problem of obtaining visa to travel abroad. However, professors with a good record of international conference paper presentations prove the fact that the visa issue is not the major obstacle here.

The minority of teaching staff who is more involved in research activities use their research results also in teaching.

International connections and relationships are developing in the right direction,

and offer the possibility for significant improvement of student exchanges, research projects and publications. However, the general opinion is that the extent and the quality of international cooperation in research could be improved a lot, especially by using connections with visiting professors from abroad and try to publish joint research in co-authorship. International connections could also be better used by encouraging the best students to write their master thesis in English language and be supervised by a mentor from FAMA and a co-mentor from abroad and then try to publish the research in a refereed journal. In this way students would be more involved in the research output of the College.

The reviewers are very much aware of the fact that there are many handicaps in developing international co-operation in the frame of specific research projects, including students exchange at both levels. Bilateral student exchanges like in the ERASMUS program are very difficult since reciprocity is difficult to achieve because of linguistic reasons. Therefore it is very important that students of FAMA College demonstrate good language skills, especially in English. Since almost all EU universities are offering classes taught in English, FAMA needs to introduce courses taught in English language as well, since this is a precondition for the development of stronger international partnerships.

**Remarks:**

- Make the research engagement an explicit expectation towards the academic staff and provide a needed support.
- Encourage staff to publishing research work in peer reviewed international academic journals.
- Allocate additional time to staff engaged in preparing applications and building international projects.

Taking into account everything stated above the programs under review deserve the following recommendations:

**Recommendation to KAA:**

- Re-accredit the Bachelor program in Economics as BA in Economics for another three years.
- Re-accredit the Master program in Management as MA in Management for another three years.
- Re-accredit the Master program in Banking, Finance and Accounting as MA in Banking, Finance and Accounting for another three years.

## II.3 Bachelor of Arts in Psychology & Master of Arts in Psychology

### Introduction

Following re-evaluation of BA programs in psychology (4 locations, beside Priština also in Mitrovicë, Gjilan and Prizren) and MA program of psychology is based on the basis of on-site-visit of FAMA College in August 4th 2016 and SER of FAMA 2016. The expert acknowledges the clarifications supplied by FAMA in their comments on the draft report; they helped to gain a clearer picture of the applications. Still, they did not induce him to change the comments and recommendations originally formulated in the draft report.

### Staff (Findings and recommendations)

According to **discrepancy of information** from different sources (KAA, SER, OSV) **there are significant difficulties to estimate the real situation**, especially regarding the available academic staff.

For instance, in SER there are repeated info on Arafat Shabani, No11 on page 401 and again No 92 on page 404; he is Assoc prof. according to SER, not according to KAA; also repeated on Njomza Barjaktari who is not on KAA list. Nehat Rrudhani, Lumnije thaci Halili, Besim Kryeziu are not on KAA list but only in SER; Nait Vrenezi is part time on KAA, full time in SER. Further, B. Spahiu, Gani Shabani, Sylen Vranica, K. Metaj, M. Rusi, K. Shtufi, X. Ademaj are part time employed according to SER, but not employed according to KAA. Further, on the site visit on August 4<sup>th</sup> it looked like there are even more PhD's which are not included nor in KAA list, nor in SER (at least 2 of them).

There is also Dr. Emrush Taci who is on the list of FAMA staff, but according to available evidence not included as a teacher in any subject.

For many professors information on their academic career is not clear enough, i.e. for Musa Musai the area of PhD is not clear; for prof. Nehat Rrudhani it is also not clear enough: he holds PhD in Political Sciences, but on the field of Socio-Psychology, which is unusual. There are no CV's of Isak Hoxha, Gani Shabani, and for assistants Njomza Barjaktari and Krist Shufti.

There are 5 (according to KAA list) to maybe 7 (according to SER Fama list of staff) assistants. It is stated in SER Fama that there are 9 assistants (page

167) which is not consistent with KAA list. No information is given in SER who is running exercises (assistants) at MA level.

Anyway, although we don't have exact information on the names and number of assistants and the number of groups of exercises it is possible to realize the program of exercises as described in the curriculum.

There are at least 3 PhD's for each of two programs with at least one holding the status of professor in higher education (prof. dr. Qufli Osmani habilitated as assistant professor and fully employed, also responsible for the study program at BA level). Information about habilitation status of prof. dr. Arafat Shabani, responsible for MA study program is not consistent, but based on information of previous evaluations I can assume both programs, BA and MA, have at least two habilitated professors in the scientific area of psychology.

If we would take into account also professors with PhD (psychologists) who are according to KAA not employed at FAMA (especial Myqereme Rusi, but also "non-psychologists" V. Latifi, K. Metaj, S. Vranica and others not included in any of lists), then the conclusion on adequacy of academic staff would be easier.

At MA Psychology level, there are according to the KAA list more or less the same professors as at BA Psychology level. According to SER of FAMA these professors (A. Shabani, Q. Osmani, L. Murtezani) are "core" professors.

### **Conclusions and recommendations on adequacy of academic staff**

Although poor transparency (consistency) of information given from different sources we can find out on the base of KAA list of academic staff that **there are according to legal frameworks enough adequate teachers and assistants to accredit the institution.**

Recommendations are staying quite similar as in previous years, i.e.,

- to take care of systematic career developments of – especially younger – members of academic staff,
- to make efforts that those younger members stay at FAMA,
- to think and perform into the direction of specialization of individuals in specific areas of psychology and
- according to specialization to ensure development of those areas themselves,

- to ensure “networking” of academic staff with other colleges in the region and broader,
- to work on mastership of the command of foreign languages of staff etc.

### **Academic programmes and Student management – curricula (Findings and recommendations)**

Syllabuses are not written according to Syllabus form (page 537) and therefore less informative and transparent. Based on above-mentioned fact that information about academic staff is not clear (i.e. how many assistants are available) there are difficulties to calculate real workloads of academic staff. There are 4 divisions of BA study of psychology with together approximately 390 students. Especially since information on the number of assistants for MA study program of psychology is not given in SER. However, assuming that same assistants are engaged in both programs (BA and MA) it seems realistic to realize curriculum as presented. It only stays unclear how big study groups are.

Curriculum itself is more or less the same as accepted before. What stays unclear for me is why some basic areas of psychology stay only as elective subjects, i.e. clinical psychology, organizational psychology, and also some important topics like “intelligence psychology”, “social cognition”, “mental hygiene” and especially “psychological testing”. Also on MA level it is not easy to understand why so basic a subject as “ethics in psychology” stays just an elective subject or why is it included at the MA as elective subject since it is obligatory subject at BA level in 4<sup>th</sup> semester. It is not clear also what is the difference between i.e. “Personality Psychology” (3<sup>rd</sup> semester at BA level) and “Theories of Personality” (1<sup>st</sup> semester MA level).

#### **Conclusions and recommendations**

Information of exact realization of the curriculum is not given. There is a lot of room for improvement of the curriculum to make it more consistent and logical. Still, the main areas of psychology are included in the curriculum, and therefore **I can recommend accrediting both programs.**

### **Research (Findings and recommendations)**

It was suggested to think about possibility to develop individual plans of professional developments according to which individual professors would specialise more in different specific areas of psychology which is for some reasons mostly not realised. I am repeating this aspect because it is closely related to the potential of research development. There are probably broader reasons for professors to stay “universal” (as engagement at different institutions, “inertia” etc.), but it can be done over the medium-term or longer-term plan if acceptable for FAMA.

It was suggested to establish a publication where it would be possible to publish what was realised (“*Fama Journal*”, established together with Italian high education institution, “ISSN issue”...). Also, there was improvement seen on the work of laboratory, although it could function more intensively and systematically. There were some publications and projects done in the meantime period. Especially I would suggest to consider psychological topics related to specifics of Kosovo society, for which I believe local professors are most prominent specialists.

### **Space and equipment (Findings and recommendations)**

Evaluation is based and related to location in Priština only since ONS was in that particular location. Conditions haven’t changed since last evaluation period what means that conditions are rather excellent regarding buildings themselves.

Important topic beside buildings is availability of literature. We still suggest systematic care on translating and publishing academic literature in Albanian since it is not self-understanding that students have good command of English. We still, as three years ago, suggest that FAMA provides access to relevant e-bases of literature, what was not realised to a significant degree. Consequently, students and also professors are “left alone” to improvise to a certain degree. What is rather difficult to understand, especially if we take into account that there are rather many hours of English included into the

curriculum, is that there are so big differences in the proficiency of English language in students, which affects the “literature issue”.

**Concluding remarks and recommendations**

**I suggest to accredit the BA program at the given four locations and the MA program, both for three years.**

I am also inviting FAMA to consider recommendations written above, especially those related to systematic staff development at Department of psychology and those related to improvement of curriculum. Finally yet importantly, I would like to add that evaluation would be easier if based on consistent and transparent information given to expert team.

#### **II.4 Bachelor of Law (LL.B.)**

The report of the expert is based on the Self-Evaluation-Report (SER) and the experience during the Site-Visit (3<sup>rd</sup>- 4<sup>th</sup> of August 2016) as well as on the Additional Documents (which were delivered as requested) and the Comments of FAMA to the Draft Report.

##### **1. Academic Program: Program in General Law (LLB) – Bachelor Level**

The Faculty of Law (FAMA College) offers study programs since the academic year 2004/2005. Since the beginning FAMA College increased the number of students as well as the campuses (law studies are offered at four locations in Pristina, Gjilan, Prizren and Mitrovica) and offers a law program on Bachelor level (LLB) and on Master level (Master in Criminal Law and Master in Civil Law at the campus in Pristina, see SER p. 11).

For the academic year 2016/2017 FAMA College applies for the accreditation of a redesigned Bachelor law Program with a specialization in (1) Civil-Commercial and (2) Penal-Criminology (see SER p. 14).

The proposed four year new program in Law with a Bachelor Degree (LLB in Law) is offered as a full time study program with 240 ECTS in total (see SER p. 115). The person in charge for the

study program (Avdullah Rohaj) was present during the SVP to answer the questions of the expert together with the dean of the law faculty (Natasha Shehu) and the responsible person for the specialisation in Criminology (Xhemnie Ademaj as substitute for Dashmir Idrizi).

In the 1<sup>st</sup> semester the proposed program only offers obligatory subjects. In the opinion of the expert a change of this structure should be taken into consideration. At least two elective subjects should be integrated.

The 2<sup>nd</sup> semester offers three main subjects in Criminal Law I, Civil Law I and Constitutional Law and four elective subjects. The 3<sup>rd</sup> semester again offers nearly the same three main subjects in Criminal Law II, Civil Law II and in Administrative Law.

**The expert kindly asks FAMA College to make sure, that the planned subject should be „Administrative Law“ instead of „Constitutional Law II“.**

Please note that the study program offers also an elective subject „Comparative Constitutional Law“ during the 2<sup>nd</sup> semester.

In the 4<sup>th</sup> semester the study plan offers an obligatory subject „Administrative Procedure Law“ and in the 5<sup>th</sup> semester an obligatory subject „Criminal Procedure Law“. But the subject „Civil Procedure Law“ is offered later in the 7<sup>th</sup> semester only within the specialization on Civil-Commercial Law.

**The expert recommends to include the subject „Civil Procedure Law“ in the basic program (2<sup>nd</sup> or 3<sup>rd</sup> year).**

In the 4<sup>th</sup> semester the study program offers an obligatory subject „Public International Law and International Organisations“. Other subjects with an international focus are only offered within the specializations in the 4<sup>th</sup> academic year.

**The expert recommends the re-organization of this structure.**

In the 2<sup>nd</sup> year the study program offers as an elective subject „Criminology and Penology“ (3<sup>rd</sup> semester) and „Victimology“ and „Forensics“ (4<sup>th</sup> semester). These subjects are traditional subjects with the structure of academic programs in Criminal Science. Nevertheless these subjects could also be offered within a traditional program in General Law.

**According to the proposed specialization in the 4<sup>th</sup> year the expert recommends to rethink this structure.**

In the 3<sup>rd</sup> year (5<sup>th</sup> semester) the study program offers an elective subject in Comparative Criminal Law as well as in Comparative Private Law. The subject „Comparative Constitutional Law“ is already offered in the 3<sup>rd</sup> semester.

**The expert recommends to rethink this structure.**

The offered course descriptions do not distinguish between obligatory and supplementary literature. Beside this in some cases the offered literature is written in English. But during the SVP the expert wasn't able to communicate with staff members who offer English literature in English language. Apart from this the expert was even not able to communicate with the students without translation into Albanian language.

**The expert requires the immediate change of the suggested literature.**

## **2. Specialization:**

FAMA College plans two new specializations in the 4<sup>th</sup> academic year (7<sup>th</sup> and 8<sup>th</sup> semester). For the draft of the new designed law program FAMA College used two comparable programs as a template (curricula and programs offered by the Northern Illinois University and the State University of Bari „Aldo Moro“; see SER p. 116).

(a) The **specialization in Civil-Commercial Law** should offer the necessary skills for graduates to be able to work in traditional legal professions as lawyers, notaries, mediators (see SER p. 115, 118-120).

The offered modules only concern „Financial Law“ and „Trading Law“ as well as „Obligation Law“.

„Financial Law“ and „Trading Law“ are certainly important subjects within the specialization of civil-commercial Law. But in the opinion of the expert there should be offered more specific subjects.

**The expert recommends the rethink the number of subjects within the specialization of Civil-Commercial Law. Beside this issue there should be included not only obligatory subjects but as well also elective subjects in the 7<sup>th</sup> and 8<sup>th</sup> semester.**

The subject „Obligation Law“ is a subject which is a traditional legal subject.

**The expert recommends to offer the subject „Obligation Law“ during the second or third year of the study program.**

- (b) The **specialization in Penal-Criminology Sciences** will enable the graduates to work as managers or advisors in the areas of investigation, criminology or security (see SER p. 116, 120-122). The offered subjects should guarantee that students apply knowledge on different criminology disciplines, victimology and security and be able to recognise institutional mechanisms for the prevention of criminal behaviours and tendencies (see therefore the enumerated points SER p. 121).

Although the mentioned modules guarantee a high qualification in the field of penal-criminology sciences the proposed modules only offer two legal subjects („International Criminal Law“ in the 7<sup>th</sup> semester and „European Criminal Law“ in the 8<sup>th</sup> semester).

**Therefore the expert proposes not to accredit the second specialization in penal-criminology as part of Bachelor Program in law due to the lack of legal subjects.**

Beside this issue the expert misses a comparison with other programs in Kosovo or in other West-Balkan countries.

### **3. Staff Situation**

The permanent scientific/academic staff includes currently 26 people. Approximately half of them have a PhD-Degree (see SER p. 125). But the SER includes more information about the staff situation and therefore lists the full-time staff (see SER p. 409) and the part-time staff (see SER p. 413) of the Bachelor program in Law. The detailed list names 49 staff members in total whereas the general information only includes 26 staff members. Among the 49 staff members are 19 persons who held no law degree (see Additional Documents p. 20 + 21).

**The expert kindly asks to provide clear information.**

At first glance the number of staff members appears to be sufficient. But FAMA College offers the Bachelor program in Law at four locations. Therefore the total amount of staff members seems a little bit low.

**The expert recommends detailed information about the involvement of staff at the four locations**

**The expert recommends a binding procedure for the training of staff (teaching methods, language skills) and regular staff-meetings.**

Among the staff there are only 6 (!) female staff members and only 3 of them held a PhD-Degree. Most of them teach in Pristina, only one female staff member teaches in Mitrovica.

**The expert recommends the implementation of support possibilities for female staff.**

**During the discussion with the staff members the expert was informed that there are many difficulties for them to attend international conferences because of visa problems. The expert recommends the implementation of a support procedure for the organizational matters of the internationalization of the research process.**

#### **4. Students**

FAMA College plans the enrolment of 330 students per year (see SER p. 115). According to the total number of students (121) that were admitted in the academic year 2015/2016 (Pristina: 42 students, Prizren: 29 students, Gjilan: 23 students, Mitrovica: 27 students, see Additional Documents p. 4) the planned number of students seems to be not very realistic. But beside this the fact that the program is offered at all four locations of FAMA College is to be noticed as a critical issue. Because this means that a staff member with e.g. 4 subjects with 2 hours (8 hours in total) has a workload of 32 hours in the classroom per week (without travelling hours). This seems to be a very high amount although the staff member should also be able to spend a sufficient amount of hours on research activities.

**The expert recommends the limitation of the number of enrolled students to 140 per academic year (for four locations). The expert recommends to rethink the structure and to organize joint-lectures in the 3<sup>rd</sup> and 4<sup>th</sup> year (with a rotation of locations) or to employ more (qualified) staff.**

During the Site Visit the experts experienced a very motivated and open-minded staff-team as well as students.

Based on the available documents (SER) and on the discussion with management, staff and students as well as on the Comments of FAMA on the Draft Report the expert suggests the re-accreditation of the proposed Law Program (with the new proposed curriculum, see comments of FAMA p. 31-37).

**Recommendation to KAA:**

Re-accredit the Bachelor Program Law (LL.B) with the proposed two specializations in Civil-Commercial and Penal-Criminology for five years at four locations.

## **II.5 Bachelor of Science in Nursing**

### ***General Nursing (Bachelor program)***

Administration described the need for the nursing program in a clear way, and how this program could contribute to the provision of higher education in Kosovo.

The program and structured is based on the nursing program of the faculty of health sciences at University of Ljubljana, Slovenija. Study program is divided into theoretic part about 1/3 of the program and clinical part that includes more than half of the program, always referring to Directive 2005/36/EC; Section 3, Article 31.

### ***Curriculum***

The curriculum is based on EU directives for general nursing, which defines the obligatory subjects of the curriculum for the nursing profession. Also the number of hours in the curriculum is in accordance with EU directives. It is clear from the documents that the students will have the minimum of 2300 hours of patient contact, as requested for European standards. The ratio between theoretical and practical part is: 1.370 (25.4%) theory, 2.775 (51.4%) practical clinical part and 1.255 (23.2%) independent study. The curriculum is still not now appropriate, because they have not competent nurses for teaching.

The program is focused in formal qualification of nursing responsible for general nursing based on theoretic and clinical part. Theoretic part is linked with clinical part to ensure the adequate acquire of the knowledge and skills.

The study program for general nursing is three years program (180 ECTS) divided into 6 semesters (1 semester has 30 ECTS) full time study. 1 ECTS is equal to 30 hours.

Clinical teaching will take part at primary, secondary and tertiary healthcare sector, and in community under the responsibility of teachers, and in cooperation with other qualified nurses. Students will take part at activities of the department in question as they will be adequate for their clinical exercises, while allowing them to take responsibility on nursing healthcare (Directive 2005/36/EC; Section 3, Article31)

Specific aims : *First year* – discovering basic concepts on personality, health, sickness, basic needs, role of nurse, basic healthcare, conditions and surrounding environment.

*Second year* – knowledge on the relationship among different pathologies in general medicine, surgery, Obstetrics and Gynecology, pediatrics and between nursing care.

*Year three* – understanding the role of professional skills for all ages, especially for elders in the process of nursing care, including social sciences and psychology, education and healthcare promotion, and organization and management of nursing.

Practical work will be conducted at institution that college has agreements of cooperation:

- Hospital service and university clinic of Kosovo (including 7 regional hospitals),
- Hospital "Lindja" in Prishtine,
- Hospital "Sheikh Zayed" in Vushtrri,
- Main clinic of family healthcare in Prizren,
- Main clinic of family healthcare in Mitrovice,
- Main clinic of family healthcare in Vushtrri,
- Main clinic of family healthcare in Obiliq,
- Main clinic of family healthcare in Gjilan.

### ***International Co-operation***

Fama College cooperation with international professionals, from State university of Bari "Aldo Moro" in Italy, Albanian University of Tirana in Albania and State University of Tetovo in Macedonia which to support them in basic theoretical issues and advice. Fama college in Prishtina will sign four protocols of academic cooperation, with:

1. Healthcare school of Izmir, department of nursing and mum at University Jon in Turkey,
2. KH Leuven University College in Belgium
3. Medical University - Varna in Italy,
4. Medical University in Bulgaria.

### ***Facilities and Equipment***

The infrastructure for teaching (class rooms) are in place and in good conditions, and so is the laboratory equipment for *General Nursing (Bachelor program)*. FAMA College is situated in a modern building providing very good teaching facilities. Modern spacious classrooms are equipped with up-to-date audiovisual technique also a laboratory with sophisticated equipment (mannequins for basic health care to perform basic resuscitation procedures, apparatus for different measurement models for the application of various injections, etc)..

### ***Staff***

The teaching staff for the Nursing program, need to be master or doctors in the discipline. At the moment this requirement is not fulfilled. However, the management presented a “development program” indicating the improvement of this issue in the next three years. In addition to the recommendations given to the program the ET strongly recommends to have for every bachelor program one person holding at least a Master of science degree and one person with Phd for the Nursing program. This is

necessary in order to guarantee that the responsible person for the course is always available for the students.

The curriculum includes the names of nurses with a master's degree, but the management should provide competent experts in nursing with PhD. They have only doctoral candidates in the autumn one of them will be finished Phd. This should be checked at a follow-up side-visit.

***Recommendation by the expert team:***

**The reviewers recommend the accreditation of the program *General Nursing Bachelor program* for three years, when it will be necessary to check the university teachers, because the program needs more competent staff in the field of nursing. This should be checked at a follow-up side-visit**

## **II.6 Bachelor of Science in Midwifery**

The program is based starting from the experiences of public schools of nursing and midwife, of the regional schools as well as European ones, in particular the Slovenian and Turkish experience. The program is based on the midwife program at the Medical faculty of University of Pristina, University of Gjakova, midwife program of the faculty at University of Ljubljana, and the midwife program of "Ege University Izmir Ataturk School of Health" in Izmir.

### ***Curriculum***

The Bachelor Programme of Midwifery is based on: Directive 2005/36/EC. The complete curriculum contains a total of 5,400 teaching hours, 1.135 hours consists in the auditorium(lectures, seminars), of 45 minutes, 230 hours of laboratory exercises, 3.015 hours are for practice (work placement) in health care (ambulance, hospital, clinic) and 1.070 hours students self-study. The curriculum is based on EU directives for Midwifery, which defines the obligatory subjects of the curriculum for the midwifery profession. Midwives teach courses in the fields of midwifery, other subjects are taught by appropriate professionals from other fields. Also the number of hours in the curriculum is in accordance with EU directives. It is clear from the documents that the students will have the minimum hours of patient contact, as requested for European standards. The curriculum is appropriate. The study program is divided into theoretical and technical representing about a third of the program and clinical learning and representing more than half of the program. The study program within theoretical unless commodity (mandatory) is also optional for three academic years. Elective courses in each academic year accumulating 6 ECTS, which means that three (3) academic years in total have 18 ECTS ( 10 % ) from the entire program.

The relationship between the theoretical and practical studies program at Midwifery, is approximately: 1,315 ( 24.4 % ) theoretical classes , 3,015 ( 55.8 % ) practical work and 1.070 (19.8 % ) self-learning by the student.

Theoretical and technical lessons will be coordinated with practical and clinical instruction in such a way that the knowledge and skills mentioned can be obtained adequately. And practical lessons will be supervised clinical services / hospital departments or other health services approved by competent authorities or organs.

The Midwifery program of studies lasts 3 years ( 180 ECTS ) divided into 6 semesters ( 1 semester has 30 ECTS ) and full-time study . The curriculum contains a total of 5,400 hours of instruction, of which 1,135 (21.1 % ) hours in the auditorium ( lectures , seminars ) of 45 minutes , 180 ( 3.3 % ) hours of laboratory exercises , 3015 ( 55.8 % ) hour practice in health care (PHC , SHC , KTSH ) and in the community, and 1,070 ( 19.8 % ) self-study hours . All subjects are charged with the value of ECTS , and one ( 1 ) ECTS is equal to thirty ( 30 ) hours.

Practical work and experience for the Bachelor of Midwifery level will be organized in the institutions that FAMA college has cooperation:

- Health and clinical university centre in Kosovo (including 7 regional hospitals)
- Hospital "Lindja" in Prishtine
- Hospital "Sheikh Zayed" in Vushtrri
- Main centre of family healthcare in Prizren
- Main centre of family healthcare in Mitrovica
- Main centre of family healthcare in Vushtrri
- Main centre of family healthcare in Obiliq
- Main centre of family healthcare in ne Gjilan
- Laboratori "QDT Echo-Med" ne Prishtine
- Laboratori "Medilab" ne Prishtine
- Lab "Diagnostika Plus" in Shtime
- Lab "Dialab" in Prizren
- Lab "Dreni-Mikrolab" in Prizren
- Lab "Biolab" in Gjilan

The number of hours in the curriculum is in accordance with EU directives. It is clear from the documents that the students will have the minimum hours of patient contact, as requested for European standards. The curriculum is appropriate.

### ***International Co-operation***

Fama College cooperation with international professionals, from State university of Bari "Aldo Moro" in Italy, Albanian University of Tirana in Albania and State University of Tetovo in Macedonia which to support them in basic theoretical issues and advice. Fama College in Prishtina will sign four protocols of academic cooperation, with:

1. Healthcare school of Izmir, department of nursing and mum at University Jon in Turkey,
2. KH Leuven University College in Belgium
3. Medical University - Varna in Italy,
4. Medical University in Bulgaria.

### ***Facilities and Equipment***

The infrastructure for teaching (class rooms) are in place and in good conditions, and so is the laboratory equipment for program Midwifery. FAMA College is situated in a modern building providing very good teaching facilities. Modern spacious classrooms are equipped with up-to-date audiovisual technique also a laboratory with sophisticated equipment (mannequins for basic knowledge Midwifery, health care to perform basic resuscitation procedures, apparatus for different measurement models for the application of various injections, etc.).

### ***Staff***

FAMA don't have at the moment their own highly qualified staff. The majority of the staff is coming from other countries (Turkey) but ET were presented with a "development program" indicating the improvement of this issue in the next three years. In addition to the recommendations given to the program the ET strongly recommends to have for every bachelor program one person holding at least a Master of Science degree and one person with a Phd for the ***Bachelor Midwifery*** program. This is necessary in order to guarantee that the responsible person for the course is always available for the students.

### ***Recommendation by the expert team:***

**The reviewers recommend to accreditation the program Bachelor of Midwifery for three years. FAMA college in Pristine – program for Midwifery needs more competent staff in the field of midwifery. This should be checked at a follow-up side-visit.**

## **II.7 Master of Arts in Security Studies [or alternatively: Master of Arts in Studies of Security Sciences]**

The College applies for reaccreditation of a standard two-year, four semester full-time 120 ECTS total, 60 ECTS/year Master program in Studies of Security Sciences (MA), providing 50 places of study per year. Formally, this program fulfils the conditions of the Bologna agreement (in the 3+2+3 structure) and is therefore in principle comparable to similar course schemes in the Bologna area. However, in the Western European and Atlanticist traditions comparable programs would be labelled as MA in Security Studies [or MA in International/Global Security Studies]. From an epistemologist or constructivist point of view the *study of security sciences* could denote the study of the history, sociology philosophy, or epistemology/methodology of those branches of science dealing with security subjects proper; this endeavour could thus be compared to the sociology of sociology. *The College in cooperation with KAA should thus decide whether – ontologically – they want to make a contribution to the study of the assumptions, problematiques, changing forms, processes, means, and outcomes of personal, national, and/or international security (i.e. Security Studies), or whether – epistemologically – they want to study the different ways security studies have developed and proceeded (Studies*

*of Security Sciences*); the study program should then, if needs be, be renamed in order to make it at once recognizable to the community of security producers and consumers.

Some general observations are in order on the study program and its subject matter:

a) The security problematique – and consequently also the focus of security studies – has shifted over the last two or three decennia as a consequence of the securitization of more and more fields of politics and societal behaviour: from the traditional inter-state to the more modern intra-state and the even more modern inter-personal and personal perspectives

b) Classical inter-state conflicts – the threat with or application of centrally directed military force between international actors commanding unquestioned authority over a particular territory, a particular people, and a monopoly of the application of force inside such territory (cf. Max Weber's definition of the state) - have given way to *asymmetric* forms of *warfare* (where only one of the parties is still an international actor in the traditional sense), *hybrid warfare* (where state actors, though in fact still involved, disclaim all responsibility for warlike acts perpetrated by their agents: the little green men of the occupation of the Crimean Peninsula), *ethnic, sectarian, and religious strife*, and *subtle economic, environmental, and in particular cyber warfare* – all this against a background of failing states, the interpenetration of organized crime and regional sectarian leaders driven by personal aspirations for power and profit, and the rise of private military companies taking over from impotent authority or protection-seeking industry in order to assure a modicum of what according to Thomas Hobbes provided the essential justification of the modern territorial state: the protection of the subjects' lives and properties, the up-keep of law and order, and the pacification of the market places and the transport routes between them.

c) With the change in actors and security/insecurity scenarios the international community is confronted by the quest for a new diplomatic and peace-making toolbox which surpasses the traditional instruments of collective security, international peacekeeping, and international mediation/good offices: the Responsibility to Protect [R2P], essentially a late 1990s product and codified in 2005 by the UN General Assembly opens up a completely new (or perhaps very traditional) set of questions hinging on the right to intervene (by whom at what point of conflict development with what means and for what purpose ?) to protect individual human rights against gross infringement by governments. While the West sees this as a justifiable White Knights humanitarian policy, the majority of the Third World sees this as a new form of Neo-Imperialism and Neo-Colonialism, subject to a blatant demonstration of political expediency, economic interest, and selectivity in application. All this, of course, throws up a large number of ethical problems, and we can witness a renaissance of ethical questions in the study of conflict over the last decennium or so.

d) The consequence to be drawn from this for a Security Studies program is perhaps not so much to go after the meticulous analysis of the conflicts of the 1980s and the 1990s, but to start on general assumptions, perspectives, theories, and methodologies and to continue to the more specific, detailed, and practical in a paradigmatic way at a later stage. Thus, the course structure as presented in the overview of the program on p. 385 SAR could be changed by adding/modifying

Semester One (obligatory courses)

- Module on: War and Peace. Concepts, Sources, Forms, Processes, Outcomes
- Module on: Conflict Analysis and Conflict Management
- International Relations Theory
- European Peace and Security Studies
- Ethics and Security

Semester Two (obligatory courses)

- Understanding Contemporary Conflicts in Europe

- EU Common Foreign and Security Policy
- International Terrorism
- Environmental Security (including Nuclear Security)
- Information Technology and Security (including Cyber criminality)

#### Semester Three (obligatory courses)

- Failing States and Failing Societies: ethnic, sectarian, and religious conflicts and their management
- Global Governance and International Organisation
- The management of humanitarian emergencies by international organizations and/or military alliances (could also be a prominent part of the Global governance module)
- Individual and Collective Security
- Armaments, Arms Control & Disarmament, Nonproliferation Issues

#### Semester Four

- Master Thesis

Of course, this is only an optional suggestion enabling FAMA to put some more stringency in the Security Studies Master; but already with the next process of accreditation in a couple of years in mind, the expert thinks that FAMA should develop a study program which takes account of the drastic changes in the nature and venue of conflicts, the actors and their aims, and the possible outcomes which no longer fit the old Clausewitzian maxim of war/conflict being only the continuation of politics with different means.

The application answers, in varying degrees, the following questions:

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

Yes – the rationale and intention of the program are explained in the SAR p. 380 et seq.: With 50 places offered each year, and given the most likely continuing involvement of the Kosova economy and society in domestic as well as inter-national security problems, there seems to be enough labour market demand for graduates of the program at least in the foreseeable mid-term future.

- Are the quality, range and academic aims of the curriculum appropriate to the academic degree awarded?

In principle, yes; however, as pointed out in the introductory remarks, College and KAA will have to decide whether they want to come down firmly on the ontological side (i.e. Security Studies) or on the epistemological approach (study of Security Sciences). In its present composition, the program looks more at the *objects* of security studies; if it wants to look at the way social science deals with their analysis, the program will have to be changed in order to encompass more philosophical, methodological, scientific-historical, and knowledge-sociological questions. What the expert cannot answer, however, is the question whether there will be a demand for such a program of the “science looks at science from a vantage point once removed” type in a profit-oriented private institution of higher education in Kosovo.

- Are the programs based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?

Course descriptions, course objectives, and learning outcomes are rationally related to each other in all the modules. However, if by “didactic” is meant an explication of the skills, approaches, and tools used by the academic teacher in order to keep students interested in the subject, or the succession of theoretically orientated and practice-

related course phases, or the method of the generation of theoretical insight based on an analysis of empirical evidence – then the SAR could be more explicit indeed. Fulfillment of this demand would, however, result in a four - to – five page description of every module: a consequence which might perhaps not be wanted all that much by members of the KAA board.

- Do the academic degrees correspond to international standards?

Yes in principle – the expert’s knowledge is that similar programs are offered at a number of other South Eastern European Universities. However, cf. the introductory remarks above under b) – d). Subjectwise, the program reflects the development of conflict studies up to the late 1990s; the more recent changes in the nature and forms of conflict (symmetrical/asymmetrical/hybrid), the understanding of security (international/intra-national/inter-personal/personal), and the development of new threat scenarios (from the environment via global pandemics to the internet) are hardly taken account of.

- 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?).

Of the 175 hrs. allocated to each module, 35 hrs. are dedicated to students’ own studying time, 26 hrs. to homework, and another 26 hrs. to exam preparation – just under half of the total. This can be regarded as quite a sufficient measure for an independently organizable workload.

- Is the allocation of ECTS appropriate and comprehensible?

The ECTS calculation is in general transparent and comprehensible. We miss, however, due weight given to the Master thesis.

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

The only answer to this can be formulated on the Radio Eriwan model – in principle yes, but... If students can devote their attention to the program full-time, they should be able to manage its completion in the four semesters foreseen; if students have to work part-time for their living (as in the experts’ experience most Kosova Master students have to), then some of them will experience the program as a rather demanding one. With this particular set of customers in mind, the experts would therefore recommend to FAMA *to investigate the possibilities of offering part-time Master studies over a three-year or even a four-year period.* Cf. similar remarks re the BA in Political Science and Public Administration above. In the case of part-time studies, FAMA might come to some secondment agreements with Kosovo security providers easing the financial load on the students and giving them firmer career prospects.

- 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)?

We quote Radio Eriwan again – in principle yes, but... A Master in Security Studies should also have a practical component, of between six weeks and three months’ duration, properly guided by a responsible member of the academic staff, properly ECTSed (on international average at 7 – 10 ECTS), and organized around a little independent analytical, consulting, or problem solution developing task, about which students would either have to present a final written report, a power point presentation with a 3-5 page handout, or which should be integrated in one form or the other in the Master thesis. Of course, the program research projects mentioned under 3.11.11 SAR pp 383 et seq. may also offer a focal point for this – at least for the more academically minded amongst the students. Exception to the rule: mature students who have already

passed a number of years in gainful employment in the security services may dispense with the formal practical course requirements; in their case, ECTS points could be given for a paper reflecting on their prior practical experience or a characteristic aspect thereof.

Some of the courses presented in the Security Studies program would, by the way, offer themselves very liberally for simulation exercises and/or role games as a means of teaching and assessment. Section 3.11.6 of the SAR is unfortunately rather silent on that topic. The present expert, as a matter of fact, has made very good experiences with mainly two – or three-day role games – like a yearly International Model United Nations – or simulation exercises in the field of peacemaking/peacekeeping or international humanitarian intervention. The College might want to try these tools as a trick to increase students' emphasis for and interest in a particular problem area.

- Are the examination regulations appropriate?

Yes indeed – they are pretty clear and complete.

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

Yes – there is a certain overlap in the fields of Methodology and IR Theory between the Master in Security Studies and the Master in International Politics and Diplomacy; the same applies to EU Common Foreign and Security Policy matters. This is defensible in the interests of synergy. The expert would also suggest that *the College might investigate whether in the field of elective courses up to two or three courses might be taken from the concurrent program of the respective other Masters, if students can offer a reasonable justification for such a choice.*

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

Admission criteria and procedures are up to international standards; no criticism was voiced in that direction during the site visit.

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

According to the SAR staff list pp 401 et seq. there are nine full-time, and three part-time members of staff. With one exception, they all come from different fields of study (history, law, psychology, political science). All lecturers have a PhD. According to the KAA staff list, there are two full-time and one part-time members of staff listed for security studies proper, of which two do not shine up in the SAR staff list (Dr. Abaz Lleshi being the exception, as he can be found in both lists). This state of affairs is rather confusing.

*The Draft Report contained the following suggestion: FAMA should clear this situation up with KAA immediately on receipt of the draft report in order to produce a consolidated list of Security Studies teaching staff which allows to answer further questions. Unfortunately, in their comments on the Draft Report FAMA did not mention at all whether they had cleared the staff situation with KAA or not. Not being able to reach a convincing solution from afar, the expert must therefore leave it to KAA to decide whether the Security Studies Master course is adequately staffed or not. In doing this, KAA might take into consideration that there is ample staff in neighbouring subjects (History, Political Science, Law) who could also teach in the Security Studies Master. Whether these would fulfill the KAA formal staffing requirements for the subject, the expert cannot decide.*

Remarks on individual course modules:

As a consequence of the remarks above, and further recommendations contained in the draft report referring to individual course modules FAMA has, in their comments on the Draft Report, appended (pp 51 – 70) a thoroughly revised and much updated program for the whole Master in Security Studies, which meets a lot of the critical arguments formulated by the present expert vis-à-vis the program version contained in the SAR. In principle, from the point of view of content and structure, this new version is accreditable [provided the staffing questions mentioned earlier are resolved]. However, so far it has been standard KAA practice to accept as basis for an accreditation decision only programs as they are described in the Selfassessment Report. If that condition is still valid, then unfortunately the new program structure transmitted by FAMA in their comments to the draft report cannot be taken into account for the 2016 reaccreditation procedure. On the other hand, the deficits of the program described in the SAR are so blatant that reaccreditation of the overcome program can no longer be recommended. Also, the old program is suffering from a loss of students over the last couple of years, which may have to do with the deficits in content.

**Recommendation to KAA:**

**Do not reaccredit the Master of Arts in the Study of Security Sciences as described in the 2016 FAMA SAR.**

**Recommend to FAMA to write a new application for the 2017 accreditation process on the basis of their comments on the 2016 Draft Report; the application should be for a Master in Security Studies.**

**Impress on FAMA the need for an adequate number of qualified academic staff for the program.**

**sgnd. Prof. Dr. Dr.h.c.mult. R. Meyers  
on behalf of and for the panel of experts**