
Assessment Report
concerning the application of Iliria College, Pristina
for the reaccreditation of a
- Bachelor of Arts in International Relations and Diplomacy
- Bachelor of Arts in International Business
- Master in Criminal Law (i)

01.05.2015

Assessment expert team consisting of

- Prof. Dr. Dr. h.c.mult. Reinhard Meyers, University of Münster (DE) (chair)
- Prof. Dr. Volker Gehmlich, University of Applied Sciences, Osnabrück (DE)
- Prof. Dr. Johannes Falterbaum, Cooperative State University Baden-Württemberg (DE)
- Ms. Asnate Kazoka, European Students Union

accompanied during the site visit by

- Ms. Furtuna Mehmeti, Acting Director, KAA
- Mr. Shkelzen Gerxhaliu, Officer for Evaluation & Monitoring, KAA

Information Basis of the Draft Assessment Report:

- Self-Evaluation Report 2015, Iliria College, Pristina, September 2014 [henceforth quoted as SER]
- External Evaluation Report 2012
- External Evaluation Report 2013
- External evaluation report, 2014
- Site Visit by the above-mentioned experts to Iliria College, April 1, 2015
- Additional material requested by the committee of experts after the site visit and submitted to KAA on April 08, 2015
- Comments on Draft-Report from Iliria College April 28, 2015

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 reaccreditation of the above-mentioned course programs offered by Iliria College, Pristina. The undersigned experts will assess the documentation mentioned above in the light of their experiences gained in the German, English, and French university systems. References to benchmarks and good practices mainly refer to the German and English 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

i As this is nowhere specified in the application/SER, the College should decide whether they want to call this degree a) Master of Arts in Criminal Law, or b) LI.M. in Criminal Law

Iliria's application for reaccreditation 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 Iliria 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: Iliria College, Pristina: GENERAL STRUCTURE AND ORGANIZATION

I.0 Introduction, preliminary impressions

The Expert Team visited the College on April 1, 2015, and, after being given a brief introduction into the history of the institution, its evolutionary development, and its variety of programs by the Rector, Prof. Dr. M. Recic, and representatives of the Management, had some more detailed discussions with members of the academic staff, responsible for the development of academic programs. While the experts, with reference to the 2012, 2013, and 2014 assessment reports, favorably commented on the progress made in putting the assessment reports' recommendations into practice, a number of points general to all the programs under review remained for discussion – viz.

- the possible – and desirable – employment of External Examiners in the examination of diploma theses
- the status of English as an only optional subject in the course programs
- the at times rather theory-oriented content of some of the program modules in view of the requirements of the Kosovo labor market
- the employment chances of the College's graduates, in the context of which a safer statistical basis on labor market demand and supply would be desirable
- the experts took an approving note of the various measures and facilities the College offered re the enhancement of graduates' professional skills, labor market advertising, job creation programs of various descriptions, etc.; they also noted, however, the statement that a large number of employment offers still hinged upon personal contacts
- in this context, they wondered whether it would not be a good idea for the College to set up a formalized advisory structure binding in the interests of (economic) employers, public institutions, and civil society actors all drawing from the pool of the College's graduates in order to approximate academic and professional skills supplied and employers' demands made.

I.1 Mission Statement

The experts noted that the SER did not contain a general chapter on the mission and future development prospects of Iliria College. 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]. *Future editions of any SER might usefully introduce specific programs by a few general paragraphs on the College's mission and self-image.*

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

The experts had no problem with the way the College was administered nor, as a general rule, with the resources and facilities available for that task and for academic instruction. They noted with approval the College's continuing efforts to improve the material and mental boundary conditions for successes in academic instruction – as well as staff research and publication facilities.

I.3 Staff

During the site visit on April 1, 2015 the expert team had a meeting with about 25 members of the Academic Staff. In comparison with former evaluation meetings, when employment conditions and staff development came into focus, this time there was quite an open discussion about different aspects of teaching, evaluation and cooperation in creating and advancing academic programs.

Considering the information in the Self-Evaluation-Report 2014, as well as earlier versions of the SER, the expert team could discover good progress during the last years concerning the numbers and quality of the Academic Staff.

The relation between 91 full-time academic teachers, 56 part-time academic teachers and 42 non-academic employees in relation to 4000 active students in Bachelor and Master Courses is now acceptable.

The expert team acknowledges that the international standards of evaluation processes are familiar to Iliria College - including the problems finding valid quality results and possibilities for progress.

The expert team encouraged the Academic Staff to formulate in addition to the already realized engagement for quality affirmation also new structures for evaluation processes complementing the survey of students. Iliria College should provide structures to realize in each academic program participation of the teaching staff developing their program in all aspects. A culture of open exchange is indispensable for progress in teaching, research and schedules.

We therefore answer the standard questions of the KASA's advice to experts as follows:

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

Yes – cf. above

- 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?

Yes – the committee of experts gained a very positive impression of the commitment, motivation, and abilities of the academic staff.

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

The proportion of female members of academic staff seems to be considerably larger than in most other private institutions of tertiary education visited in the Kosovo so far. However, a larger number of female staff are of junior rank; it is difficult to talk already of a situation of equality, in particular with respect to senior – i.e. professorial – appointments. In order to counter the often heard argument that Kosovo does not possess the requisite number of academically highly qualified

female PhDs, *the experts would recommend to the College to continue with, if not strengthen, its equal opportunities/gender equality program helping female Masters from its own resources to qualify themselves to PhD level as part & parcel of their employment conditions.*

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

The SER does not contain a detailed description of the selection process itself and/or the regulations by which it is governed. In their answer to the Draft Report, Iliria submitted their “Regulation on Procedures of Award of Scientific Titles...” passed by the Senate on 15.05.2012. The experts assume that this regulation governing the *award* of scientific titles also governs the *appointment* of staff to one of the respective rank positions described. In itself, the procedure outlined in the regulation is transparent, publicly competitive, and qualitatively comparable to Western European standards, particularly so as the College makes use of external experience in the composition of the Review Commission (Regulation Art.7 lit.3).

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

This question was only peremptorily mentioned during the visit; there is no info. on staff development in the SER. Given the status of the academic labor market in Kosovo, KAA should impress on the College the need for a generous in-house staff qualification, on the job-training, and advancement policy. *It would be helpful if future SERs would contain at least the outlines of a formalized Staff Development Program.*

Recommendations:

- 1. 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 Policy Plan should accompany each SER as an annex to give the sum total of information on staff development, so that experts can gain a more complete picture of the staff situation upon assessing the SER.*

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 answer is yes.

- 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 answer again is yes. The only exceptions would represent the number of individual offices/cabinets for the permanent academic staff; the experts have a feeling that latter number would want to be increased !

I.5 Quality Management and ECTS administration

The College's quality and ECTS management mechanisms, very briefly described in the SER, did meet with the satisfaction of experts.

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 Iliria 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 reaccreditation.

1.7 Students

All students had chosen Iliria College because of positive recommendations from students who were already studying there. Students who had previously studied in other universities gave very positive feedback about their experience in Iliria College compared to previous studies.

Students appreciated the international approach to the studies and pointed out that this is the main thing that differs Iliria College from other institutions. The team of experts found out that there are general issues concerning employment in Kosovo and graduates of law and economics and business but Iliria college is quite successful in

tracking its graduates and there are study programmes where the graduates are employed almost immediately (eg. International Relations and Diplomacy).

Students were very positive about all the opportunities offered by the college and felt supported by the academic and administrative staff. They mentioned the different types of extracurricular activities available in the College.

They were hesitant to think about any negative aspects or possible improvements. When encouraged by the team of experts they were very enthusiastic about the idea of introducing a mandatory internship within the study process and also about introducing English as a mandatory subject in all study programmes. They also would appreciate even more opportunities of internationalisation (study trips, excursions, guest-lectures etc.).

The team of experts found out that there are two possible times of instruction – daytime and evening instruction but the timetables for both are identical and they both are called full time studies. This was not discussed in the meeting with students but the team felt that there should be a bigger differentiation (also in the content and the methods) between the two as the students of both groups may have different needs and expectations and different level of previous preparation (the daytime studies are attended by those who enter the college right after secondary studies and the evening studies are attended by those who are already working).

During other meetings the team also noticed that there was a general tendency to relate to countries in Western Europe and the USA as role-models for certain matters (study content, approach etc.). On the other hand, students felt very much related to Kosovo and Balkan region and thought about gaining knowledge useful for the region and using them to develop their own country (even by introducing study programmes that would help in the regional development, for example, agriculture). This approach of the students should be commended.

I.8 Research

Judging by the list of publications appended to the SER, and by information given on various conferences during the site visit, the College has a substantial research output.

I.9 External contacts and international cooperation

In the additional material being sent by email, Iliria provided an extensive list of cooperation projects and a larger number of foreign academic exchange project descriptions. At first glance, this list looks rather impressive. However, in future SERs, the College also might want to address these standard questions formulated by KAA for everybody:

- 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?
- How does the College define the level of adequacy in both cases ?

In this context, the experts wonder whether Iliria has a proper International Relations Office, or which other administrative structures look after this field (there is no specific

info. on this in the SER). In their answer to the Draft Report, Iliria could spend a few paragraphs on this question.

I.10 Particular problem items: English

The cttee. of experts noted that English enjoyed only optional module status in all the course programs under review. This is particularly disturbing in the case of international relations and diplomacy or international economics, where students need an excellent command of English if they want to work outside Kosovo or stay in contact with international governmental or nongovernmental actors.

The experts therefore suggest to offer for these subjects a three-level *mandatory* English instruction program – beginners level, intermediate level, advanced level concentrating on the respective professional levels (“English for Diplomats”, “English for Economists”, “English for Lawyers”) with opt-out possibilities for those who already have good beginners or intermediate level language competencies: in order to assess these, examinations at the beginning of the semester would be required. Those who have successfully passed the level examination should be allowed to take instead an optional module from the optional course menu in the overall program.

Alternatively, the College might want to offer a four-week intensive language-lab based course for beginners and/or intermediate learners in September before the semester starts in October.

Additionally, we recommend the formation of an English Language Debating Society which meets once a week to discuss topical political and economic questions in English and/or invites foreign guests for a lecture and ensuing discussion afterwards.

Finally, in the experts’ own universities it has become more and more common to offer at least part of the everyday academic instruction in English rather than the local language; the College might want to adopt this strategy step by step in the medium term (which in some cases might of course imply a brush-up of professorial English in the first place).

I.11 Particular Problem Items: Internships

After the Bologna reforms have been put into effect in most Western European University Bachelor programs, internships cropped up as compulsory modules in the three-year BA programs. The standard idea is that an internship lasts between six weeks minimum and three months maximum, is organized by somebody in the Department coordinating the offers and liaising with the internship givers, supervises the interns’ work, and also marks the internship report (or any other paper related to the internship field) the interns have to write after they have finished their tasks. Internships carry the same amount of ECTS as a full mandatory course module (in general between 6 – 8 ECTS). Alternatively, students can also look for their own internship arrangements; in that case they have to get prior agreement to their plans by the internship coordinator. Mature students with a lot of relevant professional experience before they take up their course of study can be excused the mandatory externship by arrangement with the internship coordinator; they would then have to choose an optional module from the menu of optional courses worth the same number of ECTS points as the mandatory internship.

Thus, the general idea is to treat internships in the same way as a compulsory module; the College might want to consider this in the next couple of years or so when refreshing the course module structure anyway.

There is, however, one *caveat*: if you make internships compulsory, it is up to the College to provide internship places in the end if it comes to the crunch as the student individual has no success in establishing her/his own placement arrangements.

II THE COURSES AND PROGRAMS UP FOR ACCREDITATION

II.1 Bachelor of Arts in International Relations and Diplomacy

II.1.1 General observations

Iliria College applies for reaccreditation of a standard three-year, six semester full-time 180 ECTS total, 60 ECTS/year Bachelor program in International Relations and Diplomacy, providing 100 - 130 places of study per year at the yearly fee of € 1.100. 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. The program description is informative, and contains the usual standard points from structure of studies via teaching forms, expected learning outcomes, orientation of the study program according to the leading principles of Ilirias' mission statement to ECTS allocations. More detailed information on the grading system, student evaluation of courses, examination procedures, and regulations for drafting the final Bachelor thesis were missing in the SER but were supplied with the College's answer to the Draft Report. In themselves, they were quite satisfactory. *Recommendation: in order to assist writing the Draft Report, it is recommended to append these regulations as an annex to future SERs.*

What remained initially unclear to the expert was the basis on which 5, 6 or 7 ECTS points were distributed amongst the modules of the curriculum. The expert would accept that, in order to assure local comparability, Kosovar institutions give 1 ECTS point for 25hrs/workload rather than the 30hrs. per point which are German practice. However, in a number of cases the importance of modules within the overall program structure does not quite square with the content description, the workload, and, in consequence, the number of ECTS points awarded. If the institution would approximate the ECTS points to the workloads given in the SER, and workloads would better reflect the individual module contents, Iliria would gain sufficient room to make English language and Internship courses compulsory without disturbing the overall points balance of the curriculum. On these matters, we also refer to I.10 and I.11 above.

The first general impression of the program is that it adequately prepares its graduates for analytic, managerial, and coordination tasks in the subject areas dealt with – and it would do this, of course, even better if English courses would be compulsory, and a closer link between academic theory and administrative praxis could be furnished by an equally compulsory internship. The further general impression of the program, however, is that it does not quite live up to the preponderant role the European Union plays for Kosovo in particular and the Western Balkans in general: there is nominally only one course on European Union policies and institutions in semester IV (with one of the smallest ECTS values of the program), and another one in the same semester (on “Balkans and Euro-Atlantic integration”) according to the course description covers additional material in that area. What is ruefully missing are more intensive module contents on

- Select EU policy areas (e.g. agricultural policy or consumer protection) and the respective forms of law-making in these areas – after all we have now over 40 different forms of EU law-making according to issue-area

- European Union law and the way it is formulated and administered
- Agenda setting and interest representation in Brussels and the role of third sector organizations
- The EU as an external actor, its Common Foreign and Security Policy, its Development Policy, and its role vis-à-vis the third world
- Europeanization of national policies (i.e. the influence of the EU on the policies of its member states) and vice versa – the influence of the member states on EU policy.
- Regional and Structural Policies, the importance and the workings of the Cohesion Fund, the role of Stabilization and Association Agreements, etc., etc.

In view of the fact that a large proportion of Kosovo public expenditure is funded by EU donors of various descriptions, even local administrators, and the more so future diplomats or INGO workers should have a thorough knowledge of the way Brussels works, the options it offers, and the cards it provides for their game ! *So the logical conclusion would be to increase the European content of the BA program.*

N.B.: An approximation of the ECTS values of the program to the real existing workloads – as mentioned earlier – would, in addition to compulsory English courses and Internships – also free a slot for at least one other course on European Union policies; both courses should be ECTSsed, by the way, according to their real workload (rather with 7 than 5 ECTS each).

More detailed questions – as stipulated by KAA in their advice to experts – will be dealt with as follows:

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

In general, there is a good qualitative and structural fit between Iliria's mission statement and the outline of the program; to judge questions of actual employment (which would be distinct from those of employability) of Iliria graduates, however, a much sounder empirical statistical basis would be necessary

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

Yes – there is a reasonable comparability between the program and standard Western European ones

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

Academic standards, didactic capabilities, commitment, and corporate spirit of the teaching staff are beyond question; however, norms, rules, and expectations on how to deal with subject matter, and students, seem to be much more transmitted by oral peer group contacts on the basis of paradigmatic examples than definitive handbooks or teaching regulations.

- Do the academic degrees correspond to international standards?

This answer is easy – yes !

- 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?).

Rough calculations show that on average the ratio official attendance : independent study time is something between 1:2 and 1:3, so students have ample time to organize themselves and their workloads according to their needs.

- Is the allocation of ECTS appropriate and comprehensible?

Not quite – c f. introductory remarks above

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

Each semester contains four mandatory modules and one elective one choosable from a larger number of elective course offers – total 30 ECTS. This is the general average semester workload for fulltime students in the Bologna area. As far as the experts can see, there is no allowance for part-time study (lengthening the overall duration of the BA program accordingly), but there are lecturing and seminar timetables allowing working students to follow their academic education after remunerative working hours. So the overall answer to this question again would be yes.

- 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)?

According to the expert's own evaluation, corroborated by students interviewed during the site visit, yes.

- Are the examination regulations appropriate?

Examination regulations were supplied with the answer to the Draft Report; in general, they were clear, concise, transparent, and comparable to Western European standards. *Recommendation: in order to assist writing the Draft Report, it is recommended to append these regulations as an annex to future SERs.*

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

This question can now be answered on the basis of the regulations for the MA in International Relations and Diplomacy supplied with Iliria's comments on the Draft Report. The two-year Master program has the following structure:

No.	Title of Course	Hours (L+E)*	ECTS	Sem.
1	2	3	4	
	Compulsory courses			
01	Scientific Research Methodology	2+1	8	I
02	Theories and analysis of International Relations	2+1	8	I
03	Theories and analysis of Foreign Policy	2+1	8	I
04	Diplomatic Protocol and Consular Services	2+1	8	II
05	Contemporary political developments in the Balkan	2+1	8	II
06	Theory of Integration, and EU Enlargement Policy	2+1	8	II
07	Global Economic Policy and Development	2+1	8	III
08	International Diplomatic Negotiations and Conflict Management	2+1	8	III
09	Contemporary International Security Studies	2+1	8	III

<i>Total credit points with compulsory courses</i>			72	
<i>Elective courses</i>				
10	<i>Kosovo Foreign Policy</i>	2+0	6	I
11	<i>Analysis of the US Foreign Policy</i>	2+0	6	I
12	<i>EU Foreign Policy</i>	2+0	6	I
13	<i>International organizations and institutions</i>	2+0	6	II
14	<i>Human Rights and Global Justice</i>	2+0	6	II
15	<i>Role of diplomatic missions</i>	2+0	6	II
16	<i>International Relations in the Middle East</i>	2+0	6	III
17	<i>Diplomatic and International Business English</i>	2+0	6	III
18	<i>Diplomatic French</i>	2+0	6	III
19	<i>Post-Conflict State Reconstruction and Peace building - Kosovo Case</i>	2+0	6	III

Comparison of the module descriptions shows that even where there are similarities in the module title, the module content is reasonably different. However, an analysis of the Master modules also shows that the Bachelor modules are more “modern” in content and reading lists. *We would therefore recommend an update of the Master modules reading lists and some modernization of course contents bringing them up to more recent developments in the field theoretically as well as historically and factually* before submitting the Master program to reaccreditation; in this context, the College might also want to stress the more advanced character of the Master modules vis-à-vis the Bachelor ones.

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

There is an observable comparability with other Kosovar institutions as well as with Western European ones

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

The SER lists (p.231) a staff/student ratio of 1:7,97, which seems rather luxurious to somebody who during his active service is/was used to a Professor/Student ratio of anything between 1:270 and 1:330. However, staff figures contain full-time and part-time staff, and also staff with different teaching loads. Thus, what would be more interesting would be the overall number of course units [at 2 hrs./semester] offered to the student population and the course/student relationship. In any case, with the given staff/student ratio the Bachelor program beats some Oxbridge programs by more than a boat length !

II.1.2 Observations concerning individual program modules

The expert noted with a certain amount of satisfaction that a large number of recommendations contained in the 2012 Report have meanwhile been put into

operation: this refers also and foremost to the recommended secondary literature. Of course, new editions of the major textbooks have been published in the meantime, and the College might want to refresh its Library, and in particular the module reading lists; appropriate detailed information has been given in the Draft Report and will therefore not be repeated here.

In addition to the general observations on textbooks and basic introductions made in the Draft Report, the following modules need to be looked at in order to further refresh the set literature or correct technical errors:

- Basics of Diplomatic Theory - Reading List, last three lines
- Modern Developments in Albanian and Kosovar Diplomacy – approximate title to real course content
- Diplomacy of Great Powers – reading list needs refreshment; sub-section on Britain and the Balance of Power is missing; add to reading list Brendan Simms: Europe. The Struggle for Supremacy 1453 to the Present. London: Allen Lane/Penguin Books 2013
- Theory of International Relations – all set texts are now in a more recent edition
- Theoretical aspects of Geopolitics – it is doubtful whether Clausewitz should rank as one of the ancestors of that orientation; a subsection on Critical Geopolitics should be added (besides J. Agnew's works cf. Klaus Dodds et al (eds.): The Ashgate Research Companion to Critical Geopolitics. Farnham/Surrey: Ashgate 2013
- International Security – titles in the list of readings should also contain English language works; for a recent intro plus extensive bibliography cf. Mike Bourne: Understanding Security. Basingstoke: Palgrave Macmillan 2014
- US Foreign Policy – the idealist view on US foreign policy (W. Wilson !!) is missing
- Diplomatic Practice – literature needs urgent refreshing – Satow's Guide e.g. is out in a new 2011 paperback ed., G.R. Berridge's Diplomacy in a new 4th. ed. 2010, etc.
- International Economy – Peter Dicken is now out in 7th ed. 2014; a section on International Political Economy and its theories would be useful cf. the admirable LSE study guide under http://www.londoninternational.ac.uk/sites/default/files/programme_resources/lse/lse_pdf/subject_guides/ir3026_ch1-3.pdf
- Intercultural communication – lit. needs refreshing, cf. Milton J. Bennett: Basic concepts of intercultural communication. Intercultural Press 2nd ed., 2013, and Ingrid Piller: Intercultural Communication. A Critical Introduction, Edinburgh UP 2011
- Globalization and integration processes – Baylis, Smith, Owens is now in its 6th ed. 2014; literature could generally do with refreshment: cf. e.g. Andrew Heywood: Global Politics, 2nd ed. Basingstoke: Palgrave Macmillan 2014; Matthew Sparke: Introducing Globalization. Ties, Tensions, and Uneven Integration. Chichester: Wiley-Blackwell 2013
- Balkan and Euro-Atlantic Integration: title should be approximated to the content of the module, i.e. European Integration: A brief history. The set literature should reflect more the subjects mentioned in the table of contents on SER p.79
- Scientific Research Methodology – Marsh & Stoker is mentioned twice: delete the 2nd 2002 ed., otherwise refresh literature, e.g. Keith F. Punch: Introduction to Social Research, 3rd ed. Sage 2014; Alan Bryman: Social Research Methods, 4th ed. OUP 2012
- Human Rights – additional literature to be recommended: Andrew Clapham: Human Rights. A very short introduction, OUP 2007; David Moeckli et al.:

Recommendation to KAA:

We trust that Iliria College will heed the above monita and realize recommendations in the same manner as they did with the ones formulated in the 2012 and later reports; we have therefore no hesitation in recommending to KAA to reaccredit the Bachelor of Arts in International Relations and Diplomacy for another statutory period of three years.

II. 2 Bachelor in International Business

The following report was written on the basis of the

- Self-Evaluation Report (SER) of Iliria College (paper version pp107-172; electronic version pp105-170)
- A one-day site-visit on April 14th 2015 (see time-table)
- Institutional web-site (www.uiliria.org)
- Additional material requested: an example of a full module description

General comments

- The electronic and the paper version of the Self-Evaluation Report differ as regards pages and numbering and type of topics. This is partly explained by the early date of submission of the paper format and later changes in the electronic one due to those study-programmes finally submitted to be re/accredited but partly also not (the electronic format does not include items IX and X – more than 200 pages)
- The table with basic data (2.1.- Study Programme International Business) raises several queries:
 - As there is no official NQF yet, a reference cannot be made – unless it is specified that this refers to the one in the planning stage
 - The name of the programme is “International Business”. How can the profile of the whole programme be identical to both the name of the study-programme and the “Description of the study-programme”?
 - Although it is stated that the programme is offered in the full-time mode, students obviously study the programme on top of a full-time job within the given time-frame (see also supplementary document: timetables for daytime and evening students).
 - The modules of the programme are listed by year although the organizational form is semester. As the information is detailed in 2.13 it may be discussed whether one of the two should be presented in a form of a table to give an immediate overview (study-plan, most likely 2.13)
 - The list of modules is not identical with the modules described in the text (some names partly differ).

1. Academic Programmes and Student Management

The College states the relationship of the programme to their guiding principles, the mission statement. An international setting is referred to without being specific. It is claimed that students are being prepared by knowing many things about a number of topics. Looking at the modules this statement may be challenged, in particular as not much specific reference is given to qualities of a graduate beyond having acquired knowledge. The list of “1.2 aims” could do with a clearer structure, revealing a profile. Evidence is mostly missing. Obviously the College wanted to include more – for example – the fifth and sixth aims stop with a colon. Reference is given to a work-placement, however, this is not included neither in the overview nor as a module description. There is no evidence where the rest of the aims are achieved as there is hardly any possibility to link them to modules. The same is true as regards the following chapter “2.7. Expected learning outcomes...” The authors don’t seem to be very clear about the differences between learning outcomes and aims. Declan Kennedy – who did workshops with some staff of the College – stipulates that while an aim is “a broad general statement of teaching intention...” a learning outcome is a statement “of what a learner is expected to know...”. Obviously, there has been an improvement of the description of learning outcomes at module level in particular in the final year, at programme level, the descriptions are still too general, e.g.: “Understand the key aspects of the subject areas”; “Apply appropriate techniques...”; ...”Carry out an extended piece of independent enquiry”. In other words, the part 2.2 – 2.13 (where is part 2.11?) of the report is much too vague to be helpful. And, again, 2.10 refers to practical work but there are nowhere any further details about the when? how?, etc. This vagueness is also underlined by 2.12 “Student Enrolment Conditions”: “Students are required to have a basic knowledge of English Language”. What is “basic”? A reference to the European Language Competence Framework might be more useful (see past visits). On the other hand the admission criteria for students correspond to the requirements in other countries of the European Higher Education Area (EHEA).

The list of vague aims makes it difficult to identify an overarching didactical concept. It was said, however, that the group of staff running this programme, communicated very closely with each other. This may work but then – from time to time – the respective staff should compare paper with reality and take necessary actions.

In the following the obligatory modules per year of study are analysed to find out whether the programme meets the standard of the first cycle within the EHEA:

Year I

Microeconomics I

What is meant by the objective “to familiarize students”? This is not measurable and very vague. What is then the difference to the listed learning outcomes? As all learning outcomes should be verified by various forms of assessment it might be difficult to state when a student “...is able to grasp the nature of economic issues...” Whereas the first four of the five learning outcomes refer to various forms of the “cognitive domain” (Bloom), the last one lists six possible learning outcomes in one sentence. There is neither an objective nor a specification of the way of demonstrating the achievement referred to.

Accounting – different name in comparison to the basic data form

Also: Here “Course Topics” is the headline for a table of contents which in Microeconomics is described as “objectives”. Avoid a verb “to understand” – it is too vague.

English Language (should be E.L. I according to the basic data sheet)

All learning outcomes are too vague. Try to focus on one active verb per learning outcome

Mathematics

Learning outcomes should be much more specific, such as “develop their mathematical skills”, “proper use”, “work with...” “understand”; the fifth one is probably included in the other four.

International Business Law

The Course Contents consists of a list of themes, not always self-explaining. Missing are elements of EU law e.g. The learning outcomes are vague, the first one consists of many themes listed as course content, introduced by “Students should be able to implement the acquired knowledge.....”.

Statistics

Course contents: Doesn't the fourth dot include – more or less – the first three at least?

Learning outcomes: avoid “understand”, several active verbs in one (just select the one which comprises the others).

Microeconomics I

Table of Contents: Long list, several issues can be dealt with only superficially. There is no Macroeconomics II. Learning outcomes: not specific.

Electives

Same weaknesses as outlined above in the obligatory modules.

Year II

International Economy

Coordination with Macroeconomics I, International Economy and International Business needed.

Avoid “understand” as a verb to express a learning outcome.

International Business

As above.

Small and Medium Enterprises

Course Contents: Possible overlap as regards enterprise/organizational culture with International Business. Learning outcomes: use the verb of the highest level: if a student can “critically analyse the concept of SME” he must know the meaning of SMEs. Similarly the other learning outcomes should be rewritten. List of literature is much too long and seemingly quite old.

European Economic Integration

Again, the complementarity with Macroeconomics I, International Economy and International Business has to be regarded. Avoid “understand” when expressing learning outcomes. When is “sufficient knowledge” achieved? The level of the module does not become obvious. It could be rather low – first year – if it was mainly knowledge acquisition: facts and figures about the EU. It would be interesting to know what the “research paper and class assignment” comprise as they count for 50% towards the final grade.

Management (again: name in basic data sheet is different)

List of contents: topics can only be dealt with at a superficial level. As the original name was “Principles of Management” it might be suitable to have this module earlier than in the second year/second semester, in particular as some business functions like Financial Accounting or the elective Marketing are offered before and International Business is run at the same time.

The learning outcomes reveal only some relationship with the contents and are so general that they can be used for any module.

English Language II

The table of contents seems to be the contents of the text book used. This is possible but it may be checked to which extent it might be more useful to link the topics closer to the various modules. Several topics are dealt with in other modules and it might be wise to introduce team-teaching as regards these topics so that when the topics are dealt with in Albanian language, the English teacher could pick up the respective terminology and focus on the language part. Also, it might be considered whether language and cultural issues should be linked. The learning outcomes again are very general and could fit to several modules. The European Language Competence Framework should be the benchmark. This also refers to the forms of assessment.

Electives

Same weaknesses as outlined above

Year III

International Finance

The first part – without headline – might be taken from the hand-out for students. It is basically a good idea to introduce the topic but it does not fit into

the structure here. However, look for “Recommendations” below: this idea has been taken up.

The Course Contents is nothing but a list of themes and the learning outcomes just add that the student “will be able to have advanced knowledge” of these topics. What really does “advanced” mean? Is this the level of the final year? At least one other learning outcome than “knowledge” is mentioned: critically analyse.

In most of the literature listed, no year of publication is mentioned.

Business Ethics

There is a long list of themes as Course Contents. The learning outcomes are to the point and much more precise than in any other module. This could be used as a good example on the condition that “understand” is replaced and the sequence/progression observed.

Human Resource Management

The Course Contents seems to have been copied from a book which might well be if being adapted to the specific situation in Kosova. The contents also appears to comprise too many issues. The learning outcomes make use of various verbs to express different levels. This can also be used as a good example. In the first learning outcome “explain” is sufficient because no one can explain without being able to describe.

Customs System, Transport and Insurance

The course contents is a long list – as mentioned above. The description of the learning outcomes is also good, in particular, if those active verbs are selected which are – according to Bloom’s taxonomy for example – at a more demanding level than others, e.g.: When a student is able to compare, to explain, etc. he must have the knowledge first of all. Therefore it is sufficient to use “compare or explain, depending on the highest level intended to be achieved...”

International Marketing

The complementarity with modules like International business, International Economy, etc. should be stressed and overlaps avoided. At this level the student should not only “know” and “understand” but have acquired more analytical skills and above.

Diploma Thesis

It is stated that this is an individual piece of work which nevertheless could have up to three authors. It is not revealed how the assessment assures that each contributor is graded on his/her merits. Also at the beginning of the SER the “Regulations and procedures on drafting diploma thesis BA, MA and PhD (for levels provided) specify the procedures. Although they seem to cover all three levels the first part seems to refer to Master-papers only. Also there the possibility of three authors is given – but no further details are outlined as regards the assessment. The regulations are very detailed and prescriptive. As guidelines they are very useful.

The list of learning outcomes should be condensed respecting a taxonomy. For example, the last but one learning outcome reads: "After completion of the final thesis student should be able to: to be able to choose a topic of interest that will help the student in his/her future career". Also the sequence should be considered.

Electives

Similarly to the points referred to above – but to the third year only, i.e. much better than the descriptions of the first two years.

As an outsider might not be able to assess the quality of individual modules or the consistency of the programme on the basis of the submitted SER, an exemplary curriculum description of one module was requested as an additional document. The additional document which was submitted on request was the course syllabus "International Economy". This course syllabus which is handed out to students at the beginning of the semester has a much clearer course description than the list of items, qualified as objectives, sometimes goals or aims, in the self-evaluation report. Additionally general objectives are described being broken down into course targets which are more like learning outcomes. If these were synthesized as learning outcomes of the study-programme, a clear picture of the profile would be gained. Learning outcomes are not mentioned in the hand-out at all but a list of teaching methods is included. Still, independent learning is not among those. The list of literature is divided into "compulsory" and "obligatory" which is useful for students.

The hand-out also includes the topics of the module and their "subcategories". Even if only the topics were listed this information about the contents of the module is better than the one in the SER. It is also informative – as an example – to see how the lectures are spread across a semester. Obviously the time-tables are worked out jointly by the dean's office with representatives of the student's union. It is at least stated that "...the schedules and the time for students necessary to attend lectures during the day as well as to allow enough time to focus on self-study and other activities" is considered. Overall it can be stated that the level of the programme meets the standard of a first cycle degree in the European higher education area. This is supported by the employment rate of graduates (first cohort graduated last year): About 80% of the graduates are employed. Although this figure might be a bit misleading it seems to document quite a success. The figure is somewhat unclear as the College claims at the same time that about 85% are either employed or continue their education at Master level. The College also claims that 9% of the graduates own a company, 5% are in "High Management Position" and 25% in Middle Management. What is the "rest" of 40% doing? If one took the figure of 20% of unemployment does that mean that 20% are enrolled in another – most likely – Master programme, being aware of the fact

that some who are employed may have started another degree programme part-time as well? The actual figures are not given, so an accurate interpretation is not possible (see p.266 in the electronic version).

In their comments to the draft , the College explains these figures in the following way – which makes sense and are therefore included here fully so that there is no misunderstanding if someone reads the Self-Evaluation Report of the College only.

- a. *“The survey has been made with the total of 109 graduates (see Table 1 on next page). Out of 109 graduates 88 (81%) are employed and 21 (19%) are unemployed.*
- b. During our survey a group of students for which we showed our concern and wanted to pay special attention, has been one of the students who are not engaged in any activity, either studying or working. Out of 109 students 11 (10,09 %) of them belong to this group.
- c. In the Table 2, we have referred to the structure of work placement of the employed graduates and not to the “structure of the employment of the graduates” which is obvious a logical error in the formulation of the sentence as well as in translation, for what we sincerely apologize. Out of 88 employed graduates, 7 (8%) of them are company owners, 5 (6%) are employed in high management positions, 24 (27%) are employed at medium management position, 32 (36%) are employed at administrative level, 16 (18%) are employed at administrative level, whereas 4 (5%) of them have not provided information regarding the position.

Table 1.

	Employed		Unemployed		Continue Master Studies		Don't Continue Master Studies		Employed and/or continue Master Studies		Unemployed and don't continue Master Studies	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
International Business	88	81%	21	19%	38	35%	71	65%	98	89,91%	11	10,09%

Table 2.

Structure of work placement of the employed graduates	International Business	
Company Owners	7	8%
High Management Position (Senior Company Manager, Government Minister, other high level position etc.)	5	6%
Medium Management Position (department director, office manager, other medium level management position at companies or government institutions)	24	27%
Administrative Level (Admin officer, finance officer, marketing officer, etc.)	32	36%

	2	
Lower Administrative Level (Where Higher Education not required)	1 6	18%
Unknown	4	5%
Total	8 8	100%

End of quotation taken from comments made by Iliria College on the draft report.

At the occasion of the next accreditation process it would be interesting to which extent the actual employment is similar or different of the one outlined above which refers to internships / workplacements. It might, however, be wise to possibly revise the levels referred to above.

ECTS has been introduced and the workload per credit clearly stated. The College should regularly evaluate whether the relationship between workload and credits for the various modules are realistic. At the time of reaccreditation some evaluation results should be presented. On pp 265 some tables are presented but most of them do not and partly cannot refer to the International Business programme yet.

The variations between 6-8 credits per module appear to be based more on a technical perspective than a logical one. In Year II, semester III (to be corrected) the student cannot achieve 30 credits – only more, 34, or less, 28. Similarly, in semester IV the student can achieve 32 credits or only 26 – without any elective.

The College should find out whether the workload is not only achievable for the “normal full-time” student but also for those who study on top of their job-engagement full-time in an “evening-mode”. If so, the question of quality should be raised.

Arguable is the “Students course tasks”, taken from the course description of the module “International Economy”: Course task (1), Presentation (1), Participation in 50% of the lectures and 75% of the seminars. The relationship to the following table “Student Evaluation Form” raises a question which cannot be answered as the document was submitted after the site visit: The form distinguishes between A-Continuous knowledge verification and B-Final Evaluation. A consists of Testing (1), Evaluation engagement in workshop (3), Course task, Presentation (1); B of Written Exam (1). It seems that the “Student Evaluation Form” lists the number and forms of assessment; the “Students’ course tasks” are not clear with the exception of the percentage students have to participate in lectures and seminars. It is assumed that this participation refers to the physical presence and has nothing to do with an active participation in discussions, etc.

Summary:

Most times the course contents consists of a list of too many subjects/themes; their interrelationship is not always obvious; also overlaps with other subjects seem to happen. They have been indicated in the module analysis outlined above. Some headlines differ between the modules: Most times “Course Contents” is chosen. A profile of the programme is hardly reflected in the subject areas. Their progression in the various years is not obvious – neither as regards the subjects nor the Learning Outcomes and forms of assessment. It is noticed that the quality of the learning outcomes description is much better in the third than in the first or second year. Were they written by different persons? However, the interrelationship between learning outcomes, learning and teaching and forms of assessment with a given workload could be highlighted much clearer. Only the forms of assessment and their respective weight are mentioned in a general way.

Another present weakness is that the structure of the programme does not indicate any independent study time for students. There is no break-down of the workload.

The additional module document is very helpful in measuring the level of the programme. The sheer lists of tables of contents are not very informative. It is suggested to improve the documentation so that the level becomes easily identifiable without additional document.

The programme has been running seemingly successfully since 2011. It would be nice to have more documents revealing the success of the programme at this time of reaccreditation.

2. Staff

For the programme International Business the College has contracted 3 Prof. Ass., 6 Dr.Sc. (additionally the College lists two more, Dr Arianit Maraj and Dr Nazmi Iballi; they are listed with the KAA as part-time lecturers), 12 MA (not identical with KAA), 1 BA and 2 without a degree according to the KAA list as permanent staff; the College lists several more (even more under part III of the SER). In addition to these 24 full-time employees 17 part-time lecturers are engaged. When the programme runs with all semesters and all modules, 121 hours per week have to be covered – disregarding the diploma thesis and other marking, committee or research obligations/wishes. On the basis of the number of staff the workload could be managed if only one cohort was taken and that all names listed actually got engaged. If more than one cohort was taken a new calculation has to be made on the basis of concrete teaching hours contracted (as in part III but in line with the KAA list).

As the programme has been running the College should demonstrate that there are enough staff of an adequate quality contracted when the new semester begins. Even presently some modules may not be offered because of a lack of a qualified teacher. In the following tables details are given first of all as regards the coverage per module. Here the names listed were compared with the KAA list to identify the status as full-time (FT), part-time (PT) or not

listed. Secondly these names were linked to the qualifications achieved – as listed in the KAA list, again on the basis of the module, i.e. as some lecturers appear in several modules, they are counted each time. Finally the qualification a person holds was compared to the status of the qualification (FT/PT).

Year I – 12 modules, 7 obligatory, covered by*:					
FT	PT	Not KAA			
13	7	9			
Prof Ord	Prof Ass	Dr Sc	MA	BA	None
3	5	2	7	-	3
Persons FT /PT					
Prof Ord	Prof Ass	Dr Sc	MA	BA	None
-/3	2/2	1/1	7/-	-	1/1

*one person may cover several modules

In Year I the College has allocated 1-3 staff per module, for all compulsory ones at least two. However, not all the names given are listed by the KAA. Following the staff list of the KAA two of the four compulsory modules in the first semester have only one lecturer, one (Microeconomics) in the second semester even none. Also as regards the electives, the lecturer listed for Psychology is not on the KAA staff list.

Analysing the qualification of the staff involved, three of the seven obligatory modules of the first year are covered by Prof. Ord. or Prof.Ass., one by Dr.Sc. and two by MA. In two of the five electives Prof.Ass. are involved, in one staff with a MA qualification.

Year II – 13 modules, 6 obligatory, covered by:					
FT	PT	Not KAA			
13	7	7			
Prof Ord	Prof Ass	Dr Sc	MA	BA	None
5	2	2	9	-	2
Persons FT /PT					
Prof Ord	Prof Ass	Dr Sc	MA	BA	None
-/5	1/1	1/1	4/1	-	2/-

*one person may cover several modules

In Year II the College lists two lecturers with the exception of Academic Writing where it lists three. However in six modules names are listed which do not appear on the KAA list (in Academic Writing two). In six compulsory modules four professors are involved, also one Dr.Sc. and one module by one MA. In terms of the seven electives, the only name listed on the KAA list does not

seem to hold any formal qualification. In three others professors are involved, in two there is only one lecturer with a MA qualification.

Year III – 12 modules + thesis, 5 obligatory, covered by:					
FT	PT	Not KAA			
12	10	5			
Prof Ord	Prof Ass	Dr Sc	MA	BA	None
4	2	8	8	1	1
Persons FT /PT					
Prof Ord	Prof Ass	Dr Sc	MA	BA	None
-/4	1/1	2/5	7/1	1/-	-/1

*one person may cover several modules

In year III one module lists three lecturers, three list three and the remaining eight two. In four of the five compulsory modules professors are involved, in one (International Finance) a Dr.Sc. With the exception of one elective (International Business Contracts) all elective modules list at least a Prof.Ord., Prof.Ass. or Dr.Sc.

Overall, the qualifications the lecturers hold are lower than in many other institutions of higher education within the EHEA. The College has to set up a quality assurance system which guarantees the academic level comparable to the Qualifications Framework. The College should also make sure that in each module an academic with the degree of Dr or Prof has the responsibility. The Quality Assurance System – as outlined under part V – should demonstrate its effectiveness in all study-programmes. For the time being there is no organizational chart identifying the responsibilities.

In their comments to the draft report the College states that they have not been provided with the staff list prepared by the KAA and therefore cannot identify the differences between the KAA list and their own. They also state that they have never appointed any staff member without a degree.

3. Research and International Co-operation

The achievements of the College in terms of international co-operation are remarkable. This includes projects which are supported by the EU or USAIS, for example. The College is prepared to invest which is confirmed by staff in the International Business programme. They are encouraged to participate in conferences and seminars not only as participants but also as presenters and discussants. The College prides itself for its regular publications of research results. It was said that the knowledge and experience gained is fed-back into the institution and the teaching. Also students get a chance to become involved, mainly in the framework of their master papers.

4. Finances and Infrastructure/Space and Equipment

In part VIII of the SER the College documents their financial statements and partly forecasts up the period 2011-2016 (headline), though figures up to 2015 only can be found. There are no further financial plans revealed, covering for example the next five years. As this was not an institutional reaccreditation, the figures were not included. It can be assumed that management has devised their plans in particular as they intend to build a new building. It was said that the legal requirements are mostly fulfilled.

5. Quality Management

The quality management system is described in general terms but no specific elements are outlined in relation to the programme. Also, there is not yet an overview how the whole system works.

Recommendations

- 1 The contents of the report as regards the table of contents and the learning outcomes might be revised in agreement with the KAA (guidelines). This should be done on the basis of the course-syllabi (hand-outs)
- 2 At the time of re-accreditation also a review might be carried out as regards the experiences gained after having run the programme for 4 years. This could be done in a way of comparing the achievements with the objectives and an outline of how the College intends to exploit further their strengths and decrease weaknesses at programme level.
- 3 Also, it might be useful to design tables demonstrating the results of quality assurance. This could also entail workshops with staff to improve their teaching or their description of their courses and the design of respective assessment, including the new developments initiated by the revised Standards and Guidelines and the revised ECTS User's Guide (assuming that these papers were accepted at the Bologna Conference in Yerevan in May this year).
- 4 The status of the personnel has to be clarified in accordance with the KAA. Those who are ready to start to teach if the programme were re-/accredited should be identified. The KAA may ask for respective evidence when the course is about to begin.
5. Consider a "blind marking" system. So far it appears that most assessments are marked by one person only.
6. Allow for individual work: make this visible by breaking down the workload.

Conclusion

It is recommended to re-accredit this bachelor-programme.

Additional recommendation to the KAA

As it may not be possible to exchange the staff lists for data protection reason a way should be found out how possible misinformation can be avoided. It may be possible that the College can send an updated list prior to the site visit and that the information can be compared with the KAA list by the experts so that different information can become part of the discussions with the College at the occasion of the site visit.

II.3 Master in Criminal Law

Preface

According to the Code of Good Practice for site visits and the Guidelines for experts (Institutions and Academic Programs), edited by the KAA, the expert has written the following evaluation report. The evaluation report is based upon a Self-Evaluation-Report of the Iliria College concerning the Master in Criminal Law of September 2014, the findings of the expert during the site visit and the meetings April 1, 2015 and the additional documents sent from Iliria College April 8, 2015.

During the site visit April 1, 2015 the expert could visit the facilities and buildings of Iliria College. He had a meeting with four professors responsible for the Master Program Criminal Law, a conference with the President of Iliria College and a meeting with the academic staff of the whole college.

The frames of reference for the evaluation report are international standards of comparable institutions of higher education (benchmarks) and the standards edited by the Kosova Accreditation Agency (KAA). The KAA asked the expert to evaluate the Master in Criminal Law Program and deliver a report with a resolution to offer the opportunity to Iliria College to make appropriate improvements.

The Master Program Iliria College offers has two parts: A one-year (60 ECTS) and a two-years (120 ECTS) study program. The first is only for students who previously received the Bachelor Degree in Law in four years (eight semesters). The second is for the students with three years (six semesters) Bachelor degrees.

Iliria College had offered this Master Program already one year before. Following the suggestions of the experts in the Final Report of May 2014 this program was not accredited. The Recommendations of the report 2014 are carefully observed in the Self-Evaluation-Report September 2014. The available papers and the meeting with the responsible persons for the Master Program in Criminal Law show without doubt a big progress and an encouraged engagement of all responsible persons. Unfortunately the dean of the faculty, responsible for this Master Program, could not take part in the meetings.

1. Academic Programs and Student Management

This Master Program in Criminal Law aims to provide theoretical and practical training at the same time. Iliria College incorporates in the academic program professional experts to teach the technical methods of criminology. Iliria College wants to offer a program in which it is possible to combine in a balanced way the lectures in the classroom, as stated in the syllabus for each subject, with several practical sessions to get a practical training in public or private institutions, focused in public institutions of the legal system of Kosovo. This connection between theory and practice shows overall a good and modern design for a Master Program in Law in western European standard.

In consideration of a respectable number of students who have already successfully completed diverse Bachelor of Law Programs in Kosovo in four years and (particularly some years ago) in three years it is comprehensible to offer the Master degree in one and two years to reach the same level for both kinds of students.

It is a very honest and without doubts a good goal to give students without a Bachelor Degree the possibility to get a Master Degree in Criminal Law. But for this goal a very ambitious and differentiated structure is indispensable. The existing program contains only four courses to win this goal. And there is no description of the content of these courses at the moment. That is absolutely not satisfying.

In the Comments on Draft-Report from Iliria College April 28, 2015 the College describes a program for students without any degree in Law. This program contains four courses:

- a. *Criminal Law*
- b. *Criminal Procedure Law*
- c. *Criminalistics and*
- d. *International Criminal Law*

This courses are not adequate with academic studies of Law while three or four years. Particularly the subjects are not wide enough. Essentially it is just a repetition of the one year Master Program. Considering this implementations of the Comments on Draft-Report from Iliria College April 28, 2015 it is not possible to include students without bachelor degree in Law in this Master Program.

Recommendation: *The College should work out a specified structure for students without any Bachelor degree in Law before these students can be accepted for this Master program.*

So the following remarks concern only the Master Program for students who have previously received a Bachelor degree in Law in a three or four years Bachelor Program.

- **Does the academic program correspond to the institution's mission statement and principles of operation?**

Iliria College has already diverse Law Programs with Bachelor level. So a Master Program is a good supplement for these programs as both programs improve each other. Master Programs in Law need a specialization. That is more and more approved in the academic education of modern states. Criminal Law is a concrete profile with clear distinctions.

- **Are the program's quality, range and academic aims appropriate to the academic degree?**

Yes. As evidenced by the Self-Evaluation-Report 2014 Iliria College offers a program with academic appropriate degree. Particularly the program now expressly includes a Master thesis. This was a clear improvement over the Self-Evaluation-Report 2013.

Fortunately the program contains now not only required but as well elective modules. But in the one year Master only few modules are eligible. It would be fortunate to offer several possible focuses with regard to the optional module (immigration, gender, the criminal justice system, victimology, cybercrime, etc.), allowing students to tailor their training to their specific interests. That would be realizable giving some lessons in the last semester parallel to the Master Thesis and valuing the Master Thesis with less ECTS.

Recommendation: *The expert suggests thinking about the implementation of more elective units in the one year Master Program.*

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

There are no reasons visible against the didactic concept of the program.

- **Does the academic degree correspond to international standards?**

The Self-Evaluation-Report 2014 shows a western European standard noticing the following and previous remarks and recommendations.

- **Does the structure of the program 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?)**

These conditions have communal standard.

- **Is the allocation of ECTS appropriate and justified?**

The allocation of ECTS is acceptable in context of different valuable possibilities to design it. According to the personal meaning of the expert it would be favorable to give less ECTS for the Master thesis and to add some elective lessons in the last semester with about 10 ECTS beside the Master Thesis. Perhaps the college is willing to check if this would be helpful and possible in consideration of academic standards and habitualness of Universities and Colleges in Kosovo.

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

Without question it is absolutely in context of other European colleges.

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

There are no objections.

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

Yes.

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

There are no complaints for aspirants with a Bachelor degree. It would be advantageous to have admission as well for students without a Bachelor degree as it is intended by Iliria College. But in consideration of the present system this is actually not possible. This disadvantage is not critical for the whole program.

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

The Self-Evaluation-Report 2014 contains no data about the number of study places (see page 206). In consideration of the intention of Iliria College to teach in small groups, the facilities, the design of syllabus and teaching staff the program can only be realized for a group of max. 35 students each year.

Recommendation: *The program in the present form can only be realized for max. 35 students each year.*

2. Staff

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

The provision of teachers is not much better than in the Self-Evaluation-Report 2013. So the remarks of the Final-Evaluation-Report 2014 are still valuable (see page 32 f.). There are only nine lecturers for the whole program (see Self-Evaluation-Report 2014 page 210 ff.). The request of the expert could not be cleared by the "List of documents and additional information" given from Iliria College April 8, 2015. For the whole program demand of the college a larger teaching staff would be indispensable with clear divisions of responsibility and specialization for the reported lessons and subjects.

This description respects already the remarks given by Iliria College in their comments

on Draft-Report from April 28, 2015. In consideration of this positive development of the teaching staff the expert did not make a formal recommendation. But the college keeps obligated to improve the quality and quantity of the teaching staff till the next evaluation process.

- **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?**

That is as well a big point! Already according to the Final Report of experts 2014 Iliria College needed more specialized full time professors to realize the program demand. In the meeting with the responsible persons of the program the expert could not gain the impression that the program in its broadness is already sufficiently presented in the academic staff.

If Iliria College wants to start the program with the academic staff actually available it has to narrow the program. If they would give up the two year program it would be possible to concentrate the present abilities on students with a four year Bachelor of Law degree. So the college could realize the proposed one year Master program.

Recommendation: *To realise all the intended programs Iliria College would need additional academic staff. In the present condition it would be only possible to realize the proposed one year Master program (four plus one) but not simultaneously the two year program (three plus two).*

3. Research and International Cooperation

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

The professors Dr. Thomas Feltes, Dr. Fabian Zhilla, Dr. Kevin Ruser with their international reputation and contacts raise the level of research activities in an international standard. In a low level it is sufficient as western European standard.

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

As for all the colleges in Kosovo it is very important to develop international cooperation. But it is as well very difficult doing it in an effective way giving serious perspectives for the students. In consideration of this reality Iliria College has not less international cooperation than other Kosovar colleges. Simultaneously the college

must be encouraged persistently improving these contacts particularly directed to the subjects of Criminal Law. There is a wide field needing modern research in international cooperation.

- **Are students involved in research and cooperation projects?**

The goal of Iliria College is very good to maintain good cooperation with different companies and institutions. “The students are able to work on full-time basis or internships in many local and international companies and institutions with which Iliria College has established cooperation. The USAID project is supporting the career center and the Office for Clinical Studies to have students be able to participate in internships as well as having professionals from the state and international legal institutions conduct workshops and seminars at the College” (page 209 Self-Evaluation-Report). Iliria College should concretize this cooperation and elaborate a system for students to contact them.

Recommendation: *Till the next accreditation process the College should concretize this cooperation with enterprises, administrations, and projects and elaborate a system for students to contact them.*

4. Finances and Infrastructure/Space and Equipment

- **Does the institution have an adequate budget plan?**

There is a financial plan for the whole Iliria College and for the diverse faculties. In consideration of the different programs in the Law faculty it could be helpful to distinguish in the financial plan between these Programs. And establish scope for organizing and responsibilities for the several programs.

- **Does the institution have adequate buildings and specialized infrastructure for the requirements of the program?**

Since the last site visit one year ago Ilira College has made good progress in spite of buildings and library. The expert could check the internet system for students as in a good and worldwide standard for students.

5. Quality Management

- **Are the institution’s programs assessed regularly within the context of internal evaluation processes?**

The responsible persons of the program explained that the evaluation process for the Master program will be realized as for the other already running Bachelor Programs.

Proposal for accreditation: *The expert team considers the Master in Criminal Law as a one year program for students with a four year Bachelor degree (4 plus 1) appropriate to the academic degree, and the academic degree is corresponding to international standards. The expert team recommends to accredit this part of the study program on condition that the recommendations of the expert team are observed.*

For a two year Master Program in Criminal Law for students with a three year Bachelor degree (3 plus 2) the program's quality, range and academic aims are not appropriate to the academic degree in consideration of the present number of academic staff, and the academic degree is not corresponding to international standards. The expert team recommends not to accredit this part of the study program.

Permission for this Master program to operate is only possible for students who have a four year Bachelor degree in Law.

Sgnd. Prof. Dr. Dr. h.c.mult. Reinhard Meyers (chair), Prof. Dr. Johannes Falterbaum, Prof. Dr. Volker Gehmlich, Ms. Asnate Kazoka,