
Assessment Report
concerning the application of Iliria College, Pristina
for the reaccreditation of a
- Master of Arts in International Relations and Diplomacy
- Bachelor of Arts in Management, Business, and Economics
- Master of Arts in Management, Business, and Economics

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Assessment expert team consisting of

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accompanied during the site visit by

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Information Basis of the Draft Assessment Report:

- Self-Evaluation Report 2017, Iliria College, Pristina, April 2017 [henceforth quoted as SER]
- External Evaluation Report 2014
- External Evaluation Report 2015
- External Evaluation Report 2016
- Site Visit by the above-mentioned experts to Iliria College May 24, 2017
- Comments of Iliria on the Draft Assessment Report, transmitted by KAA June 09, 2017

Aims and Objectives:

- The purpose of this report is to enable the Kosovo Accreditation Agency and the Ministerial and/or Political Authorities concerned to come to a decision regarding the 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 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 May 24, 2017, and, after being given a brief introduction to the history of the institution, its development, and the variety of its programs by the Rector, Prof. Dr. M. Recı, and representatives of the Management, notably the Secretary General, Arber Recı, had some more detailed discussions with members of the academic staff, responsible for the development of academic programs, in the morning, and further discussions with members of staff and students in the afternoon. While the experts, with reference to the above 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 status of English as a subject in the course programs (recommendation: to teach some courses completely in English throughout)
- the employment chances of the College's graduates, which were praised by the Secretary General on the basis of a number of convincing examples, but in the context of which a safer statistical basis on labor market demand and supply would be desirable according to the experts (to do for the next SER)
- 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, that employment offers at least to some degree still hinged upon personal contacts
- in this context, they acknowledged a good idea from one of the last assessments: that the College had 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
- the advantages Iliria's participation in Erasmus + generated for students in general and their employability in particular
- the status of the College as an institution [not yet] responsible for PhD studies: they took note of the Rector's claims and advised some formal cooperation mechanism of the better evaluated Private Bearers of Higher Education in order to exercise some joint pressure on the government for changes in this situation.

I.1 Mission Statement

The experts noted – as in the years before - 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 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, of which a number of examples were presented.

I.3 Staff

During the site visit on May 24, 2017 the expert team had a meeting with about 40 members of the Academic Staff - 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 2017, as well as earlier versions of the SER, the expert team could discover continuing progress during the last couple of years concerning the numbers and quality of the Academic Staff; this refers particularly to the self-recruitment of good Iliria Masters for teaching there while also supporting them to gain a PhD abroad.

According to the KAA staff list, the College has 106 teaching staff altogether, of whom 31 are part-time, 75 full-time, and 32 female – roughly a good third of the staff. This is better than in a larger number of other PBHEs visited, but of course a fair way away from Western European equal opportunity standards. The experts would therefore encourage Iliria to continue on this way until the share of the sexes among the staff is reasonably equal.

We answer the standard questions of the KAA'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?

Cf. above – the proportion of female members of academic staff is 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 thus 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 repeat their advice already formulated a few years ago: they 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, but in answer to an earlier query, 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 (cf. pp 224 et seq.). However, the College seems to know the need for a generous in-house staff qualification, on the job-training, and advancement policy quite well, as it transpired during the talk with the staff in the afternoon. *Nevertheless, It would be helpful if future SERs would contain at least the outlines of a formalized Staff Development Program.*

Recommendations (same as some years before):

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 the latter number could be more generous!

1.5 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.

I.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. As a general rule, they regarded the BA programs as a good preparation for employment, while completing an MA program helped those already on a job considerably in their advancement.

Students appreciated the international approach to teaching and pointed out that this is the main thing that distinguishes Iliria College from other institutions. Thus, they were very positive about all the opportunities offered by the college and felt very much supported by the academic and administrative staff. They mentioned the different types of extracurricular activities available in the College – e.g. international cooperation projects such as Iliria's participation in the Model United Nations, Erasmus+, etc. In this context, they would definitely welcome more external/foreign speakers. Unfortunately, as in preceding visits, the negative influence/outcome of the Schengen visa arrangements on/for international cooperation had to be mentioned again

Students were hesitant at first 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.). Finally, they thought it a good idea to introduce some sort of library acquisitions suggestion mechanism, by which students could at least partly influence what was bought for the library.

To sum up – the overall majority of students expressed their belief that ILIRIA was the best of the higher education competitors in town.

I.8 Research

Judging by information given on various occasions during the site visit, the College has a substantial research output. SER pp 244 et seq. list an impressive array of research and publication activities, and in general the staff when interviewed were rather happy with the support Iliria offers in their research efforts. What is commendable is the effort to gain third source funded projects particularly in the fields of adjudication and legal arbitration; for a list cf. SER pp 264 et seq. Also, the projects mentioned under the Erasmus+ umbrella leave a good impression, as does the list of staffs' publications in the SER appendix – one extra commendation for good scientific conduct !

I.9 External contacts and international cooperation

In the SER (pp 253 et seq.) Iliria provided an extensive list of cooperation projects and a larger number of foreign academic exchange project descriptions [SER pp 251 et seq.]. for a number of years up to 2015. At first glance, this list looks rather inspiring. 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 would like to know what are the exact functions, structures, and roles of the International Cooperation Office very briefly mentioned by the SER on p.252. *In the next SER, Iliria could spend a few paragraphs on this question.*

I.10 Particular Problem Items: Internships

Iliria has invested considerable effort over the last years to construct a web of internship opportunities for its students – cf. list in the SER pp 274 et seq. What is not quite clear to the experts is whether internships have moved from voluntary to compulsory participation as advocated in one of the last assessment reports, and, if so, whether they are properly supervised by a member of staff, the students have to produce a recognizable, self-reflecting written work on their experience, and whether their efforts are properly rewarded (on top of the practical experience gained) with a number of ECTS credit points. In their comments on the Draft Report, Iliria unfortunately did not enlarge on this further. The experts would therefore recommend *that the internship system would be described in more detail in the next SERs.*

II THE COURSES AND PROGRAMS UP FOR ACCREDITATION

II.1 Master of Arts in International Relations and Diplomacy

II.1.1 General observations

Iliria College applies for reaccreditation of a standard two-year, four semester full-time 120 ECTS total, 60 ECTS/year Master program in International Relations and Diplomacy, providing some 80 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 point allocations. More detailed information on the grading system, student evaluation of courses, examination procedures, and regulations for drafting the final Master thesis were missing in the SER but no doubt could be supplied with the College's answer to the Draft Report. *Recommendation: in order to assist writing the Assessment 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 8 or 6 ECTS points were distributed amongst the modules of the curriculum. The expert would accept that, in order to assure local comparability, Kosovarian 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. Table 3.12 SER pp 186 et seq. distinguishes only between 8 points for the compulsory and 6 points for the elective courses, whereas the ECTS Handbook would base the point loading of modules primarily on the *student workload*. As it is highly unlikely that all the compulsory or elective courses have the very same student workload, Iliria would have to differentiate between different workloads by giving different numbers of points to the program's modules. Thus, *in the medium term Iliria would have to approximate its module valuation to the ECTS Handbook principles and develop a more differentiated system of module points.*

The first general impression of the program is that it adequately prepares its graduates for analytic, explicatory, managerial, and coordination tasks in the subject areas dealt with – and it would do this, of course, even better if “Diplomatic and International Business English” would be compulsory rather than elective, and the module for the second diplomatic language – here “Diplomatic French” – would offer, depending on students' demand and teaching resources, a choice of some of the world's leading languages from German via French and Italian to Spanish or even Russian [taking up here a suggestion being made by some students in the afternoon, who obviously would have preferred German over French]. Also, a closer link between academic theory and administrative praxis could be furnished by an equally compulsory internship with governmental or nongovernmental actors, be it in the Kosovo or elsewhere; some of this effect could also be achieved by Iliria making a special effort to gain the part-time lecturing service of serving diplomatic officers or ranking IGO & NGO personnel.

To continue in this vein: well-prepared professional personnel in the field should have at least a basic, if not even an advanced knowledge of international public and private law. And: the preponderant role the European Union plays for Kosovo in particular and the Western Balkans in general would merit some further depth: there is nominally only one compulsory course on integration theories and European Union policies, and at least for those students planning to follow a career in the European integration area there should be some additional elective, 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 European Union law and the way it is formulated and administered [e.g. on the basis of Helen Wallace et al.: *Policy-Making in the European Union*. 7th ed. OUP 2015]
- 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 Master 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 or 6 ECTS each).

Finally, there seems to be a certain thematic overlap between the compulsory courses on “Diplomatic Protocol and Consular Services” and “International Diplomatic Negotiations and Conflict Management”, though admittedly the latter has an emphasis on crisis management and crisis solution. The expert would recommend to restructure both courses, so that the first one – under the title of “International Diplomacy” – would deal with diplomatic negotiations, protocol, and consular matters, while the second one – perhaps under the title of “Analysis, Management, and Resolution of International Conflicts” – would look at the origins of and reasons for, outbreak and development, management, containment, and resolution of international conflicts.

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?

The overall program table SER pp 180 et seq. lists 9 compulsory and 10 elective courses, out of which three have to be taken according to SER p.187 in order to reach a total of 90 ECTS points. That makes on average three courses per Semester. Presumably the fourth semester is set aside for the thesis valued at 30 ECTS points. There is no allowance for part-time study, 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 – the program may be demanding, but it is manageable.

- 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 should have been supplied as an annex to the SER; however, there were none. We would therefore ask Iliria to supply these with the answer to the Draft Report. *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 be answered on the basis of the outline for the MA in International Relations and Diplomacy (SER pp180 et seq.). The two-year Master program has the following structure:

No.	Title of Course	Hours (L+E)*	ECTS	Sem.
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1	2	3	4	
	Compulsory courses			
01	<i>Scientific Research Methodology</i>	2+1	8	I
02	<i>Theories and analysis of International Relations</i>	2+1	8	I
03	<i>Theories and analysis of Foreign Policy</i>	2+1	8	I
04	<i>Diplomatic Protocol and Consular Services</i>	2+1	8	II
05	<i>Contemporary political developments in the Balkan</i>	2+1	8	II
06	<i>Theory of Integration, and EU Enlargement Policy</i>	2+1	8	II
07	<i>Global Economic Policy and Development</i>	2+1	8	III
08	<i>International Diplomatic Negotiations and Conflict Management</i>	2+1	8	III
09	<i>Contemporary International Security Studies</i>	2+1	8	III
<i>Total credit points with compulsory courses</i>			72	
	<i>Elective courses (choose three at 18 credit points total)</i>		18	
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 [with the exception, perhaps, of the diplomacy/conflict resolution area]. 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.* In their introduction to the Master program, the College might also want to stress the more advanced character of the Master modules vis-à-vis the Bachelor ones, so that the academic surplus value realized by doing the Master is clear to prospective applicants.

Finally, the thesis is mentioned in the overview with 30 credit points, but not described with more detail in the SER. What do students get those 30 points for? Just for a thesis (and then: of what length/workload)? Or for a thesis plus some extras – like taking part in a regular research colloquium run by their supervisor, the acquisition of further practical experience by an internship closely connected to the thesis subject, the publication of the thesis' main results in the form of an article or even a short book? In their answer to the Draft Report, Iliria could be a bit more informative on all this.

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

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

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

The SER (p.234) unfortunately lists a staff/student ratio only for the economics subjects, not for the Diplomacy Master. If we take pp 180 et seq. with a grain of salt, we could base our calculations on 160 students (maximum) to 31 staff, which would yield a staff/student ratio of 1 : 5,16. This seems more than luxurious to somebody who during his active service 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 Master program can beat Oxbridge by more than a boat length!

II.1.2 Observations concerning individual program modules

- **Scientific Research Methodology**
This module concentrates mainly on quantitative and empirical-analytical approaches. Master students should, however, beware of the fact that there is a welter of other equally important, qualitative theories in the field: Hermeneutics, Critical Theory, Constructivism, Political Economy, to name but a few. On possible applications, cf. Jennifer Sterling-Folker (ed.): *Making Sense of International Relations Theory*. 2nd ed. Lynne Rienner 2013
- **Theories and Analysis of International Relations**
This course is constructed very much in a traditionalist Realist vein – which in itself is defensible if students are acquainted with other IR theories elsewhere (cf. *supra*). However, there are more recent editions of the set reading: Jackson/Sorensen 6th ed. 2016; Dunne/Kurki/Smith 4th ed. 2016; Burchill/Linklater et al. 5th ed. 2013; Baylis/Smith/Owens 7th ed. December 2016
- **Theories and Analysis of Foreign Policy**
Again very much in the Realist mould (Professor Kissinger would have liked this...!), but unfortunately with rather outdated literature. Recommendation would be to consult Gunther Hellmann/Ursula Stark (eds.): *Theories of Foreign Policy*. OUP New York 2013; Gunther Hellmann/Knud Erik Jorgensen/Werner Link (eds.): *Theorizing Foreign Policy in a Globalized World*. Palgrave Macmillan 2015. Interesting Hellmann website: <http://www.fb03.uni-frankfurt.de/42428240/publikationen>
- **Diplomatic Protocol and Consular Services**
There is a more recent edition of M.J. McCaffree's "red book" 25th ed. Sept. 2002; a larger number of diverse national protocol handbooks can be found *in extenso* in the internet

- **Contemporary Political Developments in the Balkans**
The better known authors in the field are missing in the set literature: Misha Glenny (The Balkans: Nationalism, War, and the Great Powers 1804 – 1999, new ed. Viking 2012; Sabrina P. Ramet, Balkan Babel, and: The Three Yugoslavias, numerous editions; Holm Sundhaussen, and others. The latest book by Marie-Janine Calic: Südosteuropa. Weltgeschichte einer Region. München: C.H.Beck 2016 is unfortunately (as yet) only available in German.
- **Theory of Integration and EU Enlargement Policy**
The structure is ok, but the literature is outdated. Students should work with
 - Neill Nugent: The Government and Politics of the European Union. 8th ed. Palgrave-Macmillan 2017
 - Sabine Saurugger: Theoretical Approaches to European Integration. Palgrave-Macmillan 2014
 - Brent Nelson/Alexander Stubb: The European Union. Readings on the Theory and Practice of European Integration. 4th ed. Lynn Rienner 2014
 - Antje Wiener/Thomas Diez: European Integration Theory. 2nd ed. OUP 2009
- **Global Economic Policy**
Again: structure o.k., but literature aged. Absolute must is Peter Dicken: Global Shift. Mapping the changing contours of the World Economy. 7th ed. OUP 2015
- **International Diplomatic Negotiations and Conflict Management**
Cf. *supra* p 8 for overlaps. There is a 7th ed. of Satow's Diplomatic Practice. Ed. Sir Ivor Roberts, OUP 2016. If advice to reorient module more in the direction of conflict analysis/conflict management/conflict resolution is followed, the following titles would be indispensable: Ramsbotham/Woodhouse/Miall: Contemporary Conflict Resolution. 4th ed. John Wiley 2016; Jacob Bercovitch/Richard Jackson: Conflict Resolution in the 21st Century. U. of Michigan Press 2009
- **Contemporary International Security Studies**
Beware of possible (slight) overlaps with the preceding course. The most recent edition of Joseph S. Nye Understanding International conflicts is the 7th Longman 2008; more recent history of the subject by Barry Buzan/Lena Hansen: The Evolution of International Security Studies. Cambridge UP 2011. Indispensable Reading Alan Collins (ed.): Contemporary Security Studies. 4th ed. OUP 2016
- **Analysis of US Foreign Policy**
Literature could do with some refreshment
- **EU Foreign Policy**
The module title is somewhat misleading; indeed, the module deals with the more important EU external and regional policy areas, amongst which EU foreign and security policies represent only one subgroup. Recommendation: keep the content, change the title to something more relevant [e.g. EU external and regional policy, etc.]. Much of the set literature does not meet the point or is too old; the module should be based on Helen Wallace/Mark A. Pollock/Alasdair R. Young: Policy-Making in the European Union. 7th ed. OUP 2015; Robert Schütze: European Constitutional Law. 2nd ed. OUP 2015; Karen Smith: EU Foreign Policy in a Changing World. 3rd ed. Polity Press 2014; Benjamin Pohl: EU Foreign Policy and Crisis Management Operations. Routledge 2015
- **International Organizations and Institutions**
Literature outdated ! Karns & Mingst are now in their 3rd ed. 2015; Clive Archer, International Organizations, is in its 4th ed. Routledge 2014; most recent Tamar Gutner: International Organizations in World Politics. Rev.ed. CQ Press 2016
- **Human Rights and Global Justice**

Literature aged and partly nonpertinent – the last few titles on diplomatic protocol etc. do not belong in the human rights category ! Recommendations for an overview:

Routledge Handbook of International Human Rights Law, 2014; Routledge Handbook of Human Rights 2013ç

For further recent titles, go to the Peace Palace Library, The Hague, under

<https://www.peacepalacelibrary.nl/research-guides/individuals-and-groups/human-rights/#bibliography>

- Role of Diplomatic Missions
Overlap with „Diplomatic Protocol and Consular Services“, literature vastly outdated – our suggestion: delete module altogether and use the slot so freed for a further elective course on one of the EU policy areas
- International Relations in the Middle East and Asia Pacific
Literature needs urgent refreshment. Cf. library and publication catalogues of GIGA – German Institute for Global and Area Studies Hamburg – under <https://www.giga-hamburg.de/de/iz/katalog>
- International Business
Is the misnomer title under which „Diplomatic French“ is hiding...cf. argumentation on second diplomatic language above; suggestion: rename the course “Second Diplomatic Language” and offer a choice of living languages according to students’ demands and available teaching resources – si ça serait le Français, tant mieux ...
- Post-conflict state reconstruction and peacebuilding – Kosovo
Ramsbotham/Woodhouse/Miall is now in its 4th ed. 2016 !!

Recommendation to KAA

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

II.2 Accreditation of newly designed Bachelor and Master programmes in Business, Management and Economics

Site Visit May 24th

This report is based on the Self Evaluation Report and the discussions with staff and students as well as on-site inspection of the infrastructure and resources of the institution.

General Remarks

First it should be noted that the College has obviously learned a lot by going through

so many accreditation processes. Not all excellent ideas are yet visibly part of programmes but in all sessions with management, teachers, administrators and students it became clear that there are many more good and excellent ideas but they have not been stipulated in writing. However, the continuous improvement is definitely recognisable.

The programmes were newly designed on the basis of several existing and accredited business and management programmes at bachelor and master level, implementing recommendations of past expert discussions and reports. Whereas it was common, not only at ILIRIA College but in the whole of Kosova, to design individual programmes in Business and Management according to the various functions, like Banking and Finance, Marketing or according to types of business, e.g. International Business, SMEs with a great overlap between all programmes, suggesting a differentiation and therefore a choice to the outside world which did not really exist, the design of the proposed programmes has changed to the extent that there is one programme at both bachelor and master level each, which offers to the learner a variety of specialisations after the first part of foundation. Thus the transparency of programmes has improved significantly and the learner can be assured that he or she will achieve a sound basis in Business, Management and Economics with a limited specialisation in a function or type of institution of business organisations. This definitely makes sense at bachelor level. Master programmes may just focus on the specialisation but because Iliria intends to take on students from other areas as well, not necessarily in the sense of a consecutive programme, a foundation in Business and Management at Master level is adequate as well. It may be considered whether for students with a background of Business and Marketing a recognition of prior learning might be adequate. In any case, Iliria has to make sure that the respective level, bachelor or master, is achieved. Given the possible limited depth of the specialisations, a more suitable term might be stream or major/minor, option or elective as the graduates at bachelor level won't be specialists in the given fields.

The following analysis follows the Guideline for Experts for programme accreditation, which breaks down the decisive elements of programmes in the light of the European Higher Education Area as stipulated in the ECTS User's Guide of 2015, taking forward the objective of Ministers: „...to further link study credits with both learning outcomes and student workload and to include the attainment of learning outcomes in assessment procedures“, in other words: the constructive alignment of learning outcomes, learning and teaching and assessing. In this context learning outcomes are defined at the beginning of programme or educational component design, indicating what the student will know and be able to do at the end of studying the programme/educational component, i.e. the level of the programme and its components according to national legislation and the National Qualifications Framework. They link to the various ways of learning and teaching, progression rules, learning activities and teaching methods, student-centred, workload and credits, an institutional credit framework, and assessment (procedures, criteria, grade distribution and – possibly – grade conversion). It should be noted that the design of the programme fits present and likely future environments (labour market research, development of the region, of the institution and the mission statement).

In contrast to the past all programmes are offered in a full-time mode only. Reality seems to be that nothing has been really changed since last time. The programme can be studied full-time but the lectures may be chosen up to four o'clock or later, so that in the latter case a full-time job can be taken up during the day – or continued and students may study part-time, as it used to be called. It is recommended that the College should consider to design specifically a part-time programme for those who are employed. This may even be very attractive as it may reflect clearly on the background of the student and may even give more planned flexibility as regards finalising educational

components or the whole programme (the study-framework has to be adapted). This will also avoid the suspicion that to pass a degree programme at Iliria is very easy because – on top of an employment - it can be finished in the same time as students who spend all their time and effort on achieving the learning outcomes in the full-time mode. It is true that exceptionally, in specific situations this may be possible. But normally, it is not and therefore for clarity, honesty and transparency reasons the various modes and their opportunities and limitations should be specified.

Recommendation 1

- Think about an alternative name for specialisation so that no false expectations are raised, in particular at bachelor level. However, if this term is used throughout Kosovo the KAA Board may officially recommend the term or an alternative so that there is clarity within Kosovo. Perhaps it is already better if „area of specialisation“ was chosen.
- Think about the introduction of real part-time programmes which allow for longer studies than in the full-time mode and take into account students specific wishes and needs because of jobs, family situations, illness, finance, pregnancy, students with special needs, etc.

Detailed Analysis

1 BA in Management, Business and Economics

The analysis follows the information given within the overview (2.13 of the SER) as details listed within 2.1 deviate from it. It could have been expected that there was a consistency of information in the various chapters and paragraphs; this, obviously, has to be improved.

Profile of the programme

It is a three year – 180 credit (ECTS) full-time programme. According to the College the first two years comprise the basics of Business, Management and Economics. In contrast to the basic data (see pp11 of the SER) the student can select in every semester one educational component out of two or three electives. In semester 3 and 4 one of the electives is called „Optional Course“ but no further explanation is given. What is the difference to an elective and which courses can be selected? In semester 5 and 6 no choice can be made. In the case of Management Accounting details as regards the split of hours per week are missing.

The credit allocation appears to be „mathematically“ fixed to arrive at 30 credits to be achievable by the end of a semester. There are no other reasons given why the mandatory courses differ between 6 to 8 and why all electives carry 6 credits. The external experts can imagine why but the SER should make clear on which basis exactly the number of credits are fixed so that outsiders can understand the philosophy behind. Similarly, no explanation is given regardsing the split of learning and teaching activities. Most times 2 lectures are held within a week with one or two hours of exercise sessions. The „rest“ of hours is qualified as „independent studies“ with a list of possible activities of individual work without being related to the educational component in question.

Syllabus – Year 1 and 2

As the first two years are declared by the College as foundation, the external experts expected to find the basics of Management, Business and Economics reflected in the courses offered within the first two years. However, no foundation is offered in Business or is Business understood as being identical to Management? Neither is there a mandatory course in IT; it is only an elective in semester 1. Also the sequence could

be questioned. Is it useful to start with Management in the third semester when at the same time major business functions are dealt with? Is Entrepreneurship, also at the same time, placed best in the third semester already? The College could rethink the sequence of the courses, first of all of the mandatory ones and explain in the forthcoming reaccreditation why they are doing what.

It is very good to have Ethics in the programme; also English as a foreign language. The level of the latter course might be looked at. It should – because it is the only course, every student of the programme has to take - at least reach the level B1 of the European Languages Competence Framework at the end of the second semester where it is placed. This is doubtful on the basis of the present description. It is very positive that within the foundation courses Business Ethics is mandatory, also SMEs. Isn't there a link possible between Entrepreneurship and SMEs, considering that space may be needed for basics in Business and also for IT, being shifted from being an elective to the part of mandatory courses?

It is also noted that Academic Writing is an elective – not mandatory. This is possible when the prior knowledge of students differs in this regard significantly.

Missing is a basic function of business: Operational Management which may partly be taught in the elective International Business as Customs, Transport and Insurance, but, unfortunately, there is no description within the SER. Also Taxation may be an issue to include somewhere. Production (in microeconomics also from a business viewpoint?) and Procurement may be hidden somewhere, if not, it may be considered to include the key issues. As a compensation Monetary and Finance may be changed to the status of an elective.

To which extent is the internship (practical work) liaised to the thesis? The external experts welcome the introduction of internships but they should be clearer linked to the thesis, e.g. or last for one semester which could be a mobility window also or alternatively used for studying abroad. This could be a unique selling point in Kosova.

Recommendation 2

Discuss these proposals jointly and document reasons why you agree/disagree or how you answer the questions raised.

Syllabus – Year 3

Specialisations

In the following only issues are referred to which are linked to the specialisation. All other aspects, mentioned above, have to be regarded here as well but are not repeated.

Banking, Finance and Accounting

Students can choose between 3 „Specialisations“ (additionally to this one: Management and Informatics and International Business). In the case of Banking, Finance and Accounting, students have no further choice; all educational components offered are mandatory. Banking could be strengthened or dropped (in the name of the specialisation as well) as there is nothing but one course directly foreseen and in one educational component, Financial Markets and Institutions, it has to be referred to. The College is of the opinion that it is very important for Kosova. There is, however, hardly one Business College, in which such a programme is not offered. It may be considered to strengthen the Business/Management part in here, e.g. Venture Capital for SMEs or Consultancy, also in terms of the relationship to foundation courses; overall the special

needs of the region could be highlighted.

As mentioned above it could be useful to link Practical Work-Internship with the Diploma Thesis. The final part of a report about the placement should be geared towards a research question which could be dealt with in the diploma thesis, another possible unique selling point.

Management and Informatics

This specialisation consists of three mandatory courses in each semester. Electives are four in Semester 5 and three in Semester 6; one of each is characterised as Optional Course without further explanation. As no mandatory foundation course has been offered within the first two years the Specialisation starts with Business Informatics. Additionally, Theory and Methods of Decision-Making, Database Management, Project Management and Financial Management are taught. It is very arguable whether the graduate student can achieve the status of a Specialist on this basis (see Recommendations above). It seems to be more an introduction than a specialisation. However, there is no mandatory course foreseen in the first two years and therefore one cannot expect more. The Diploma thesis and internship are the same as in the other two specialisations.

International Business

Four courses in the fifth semester and three in the sixth form the obligatory part of this programme in the third year. The Diploma thesis and the Internship are one of them as in all the other specialisations. The specialisation consists of courses biased towards economics, like International Economics, European Economic Integration, Customs, Transport and Insurance and business issues like International Business and some business functions: International Finance and International Marketing. The programme is completed by a mixture of electives of which International Business Contracts is related directly to the topic of this specialisation. Again, it gives a flavour of the specialisation but the graduates are not real specialists. Perhaps the term specialist is misleading and a term like stream might be better suited not to raise expectations which cannot be met – as outlined above.

Recommendation 3

Rethink all specialisations according to the questions raised and the suggestions made. Consider the reasons which make you not to think about the recommendations.

2 MA Management, Business and Economics

With the exception of Healthcare Management as an additional specialisation, the 2-year full-time MA-programme is consecutive to the BA-one as outlined above, also being structured as a foundation with specialisations in Banking, Finance and Accounting, Management and Informatics and International Management. Why Healthcare is added as a new stream, is not explained but can be guessed. The expectations, though, of what graduates could do are outlined but not underlined by any hard facts. This refers to the other issues dealt with under the following sub-headlines as well: 2.4, 2.5, 2.6 and 2.7 of the SER in particular. It is stated that the number of credits awarded differ slightly, depending on the complexity of the educational component (see 2.9). Once again, however, no proof or example is given.

Part 2.8 does not really give any information. In combination with 2.10 it seems that at this level no internships are foreseen, neither short (4 weeks) nor longer ones (3 to six months). It is said that previous work experience could be used; this might be true but is not reflected in the admission criteria; students may be registered without any work experience. It seems that there is a sound selection procedure with various commissions (committees); but their structure and the type of persons being represented are not outlined. Basic knowledge is required – what does this really mean? Do mature students apply? How many with which background? The SER states that „mature students are welcome“. The list of Research topics is identical to the one given within the BA programme. This is fine although it appears to be too long. However, details to which extent these projects are in progress are not revealed. Programme learning outcomes are listed and the way they are presented show that Iliria has learned from the past and is definitely on the right track when it comes to this part of the constructive alignment.

Recommendation 4

Fill the gaps on the basis of the opinion of management, academic staff and major stakeholders from industry. A closer – noticeable – cooperation with industry could be very useful.

Syllabus

Year 1 - Semester 1: Common Core

Four educational components are mandatory elements of the Master programme. They focus on Research Methodology and on some basic functions of business organisations, Marketing, HRM and Finance. With the exception of Corporate Finance the courses will not be extended within a specialisation any further. As there might be beginners and BA-graduates in Business the college has to make sure that also in these courses the Master level is achieved. Looking at the course descriptions, this, indeed, may be the case. In following accreditations evidence has to be delivered that this assumption is valid, in terms of course objectives, course contents and learning outcomes. This goes for the other educational components as well, also in the semesters 2 and 3. In the first semester students have no option to select an elective.

Year 1 – Semester 2 and Year 2 – Semester 3

Specialisation: Banking, Finance and Accounting

Whereas in the second semester 2 mandatory and two electives have to be chosen – identical in all specialisations – the third semester consists of three mandatory courses only. This helps to make the course structure much more transparent and comparable with each other.

Keeping the same names for bachelor and master programmes of this specialisation and many of their courses might not be wise and could be misunderstood. The level must be different and consequently the contents has to be as the depth of studies has increased, therefore this could be reflected in the names, to avoid any confusion (sometimes „advanced“ is added. Is this informative enough?). It might help the students as well, to describe in the electives a bit more the aspect of complementarity and subsequently the profile of a graduate (in line with the programme learning outcomes of the respective elective).

The mandatory subjects are fine, one could have imagined a balanced input regarding

Banking but there may be an orientation in the other functions taught, Finance and Accounting which seem to be focused on both in semester 2 and 3. The electives which can be selected indicate a relationship to the specialisation.

Specialisation: Management and Informatics

As regards the title of the courses the same comment as above has to be made: is it wise to keep the same names (more or less) at both bachelor and master level? Is there no overlap between the various educational components? The descriptions are different and it is hoped that these – as in all other specialisations which are consecutive to a specialisation at bachelor level – are not just words but also the reality. Additionally, how does the College advise students who have no prior knowledge in this area – in case they were admitted to the programme? It was said that there were mentoring programmes in place.

The mandatory courses in the second semester reflect the name of the specialisation. As regards Strategic Management the perspective of SMEs seems to be missing. Instead of Financial Management in semester 3 it might be worthwhile to consider an exchange with Entrepreneurship, i.e. Entrepreneurship becomes obligatory and Financial Management optional in form of an elective (see also the comment as regards Entrepreneurship within the specialisation at bachelor level).

Advanced Project Management builds on Project Management at bachelor level. The statement in the module description that this contents is „usually not covered in a basic course“ has to be a fact: even if the topics might be similar, the learning outcomes have to be different. As one of the form of assessment is Group Work it can be assumed that students work on projects themselves. However, no respective information is given. Unfortunately, the module description of Project Management at bachelor level is missing. It is hoped that Real Life Projects are referred to in particular as no practical experience is foreseen in the Specialisation. The electives partly relate to the Specialisation. On the other hand they offer the opportunity to learn more about the broad field of management in particular.

Specialisation: International Business

The comments made above can also be related to this Specialisation. In semester 2 Quality Management Systems and International Financial Management are mandatory. It might be worthwhile to consider the function of Human Resources as well, in particular from the aspect of Cultural Management. Missing are elements of Operations Management. The course International Trade is much more economic oriented to cover this perspective and may be replaced by one of the two courses mentioned before, Cultural Management or Operations Management. International Trade may remain as an elective. It may also be thought of integrating Leadership substantially in the mandatory part, at least as a subject as it seems to be within the mandatory course Quality Management System. Maybe it is also worthwhile to think about integrating Managerial Economics at least as an elective.

It seems that International Business Strategy is very similar to the mandatory course in Management and Informatics, Strategic Management. The external experts believe that Strategic Management should be mandatory in the first year, first semester, perhaps by merging with Marketing Strategy Management. Anyway, before Strategy is taught for a business function, here Marketing, Strategy Management should be covered by every student of Management, Business and Economics at Master level.

Specialisation: Healthcare Management

In the second semester (first semester of specialisation) Managerial Tools for Decision Making and Management of Health Insurance and Services are mandatory, followed by International Public Health Care, Crisis Management in Health Care and Health Care Strategies and Systems in the third semester.

It is not obvious why Managerial Tools for Decision-Making is the first course in this specialisation before anything more general has been taught. It is also important to remember that this specialisation is not a continuation of any bachelor programme taught at Iliria, quite in contrast to the other specialisations described above. However, experience has been gained by having run up to 2016 (?) a MA programme in Health Management on its own. Is this a revival in a slimmed fashion? It would have been nice to learn more about the reasoning and philosophy to re-introduce a former programme as a specialisation. To this extent it is surprising that Risk Management and Ethics in Health Care are offered only as electives. Is International Public Health Care more important for everybody? It might be wise to consider a change of this course to an elective status. Similarly it should be very obvious whether Healthcare Management is seen more from the public or private, national or international perspective.

Recommendation 5

Redesign the forms and types of assessment in the light of the learning outcomes to be achieved. For the time being assessment forms and types seem to be fixed independently of the learning outcomes. The assessment forms and types have to be aligned as well.

All Master Specialisations: Year 2 – Semester 4

This semester is reserved for the Master Thesis which – on the basis of the workload - comprises a full academic semester, i.e. six months – but no definite information is outline. The description does not reveal whether the thesis has to start at a specified date and whether that is the same for all MA students. There is a good description of structuring the thesis and some formal issues to be considered. It is also mentioned that the thesis can be compiled by up to three students and – rightly – that the examiner has to be sure who of the team contributed what. In the defence, however, every team member has to demonstrate that he or she has contributed to the other parts; the master paper is one paper with several authors, therefore every team member must know the elements of the other parts. This is not specified in the description. Also, an encouragement could be made to link the thesis with an issue in an organisation, preferably related to an internship or a work experience. It might also be useful to stipulate a range of number of words which the thesis paper should comprise, e.g. 12,000 – 15,000 words.

It might be useful to design a common transparent marking system, allowing student and staff the reasoning for the grade awarded.

Recommendation 6

See also recommendation 5 and consider the following procedure:

The following procedure might help, respecting the European Standards and Guidelines and, for example, the terminology of Bloom when writing the learning outcomes:

- Identify aims and objectives of programme
- Write programme learning outcomes
- Identify aims and objectives of educational components
- Write respective learning outcomes of educational components

Attention: Assure that they are aligned

- Develop a learning and teaching strategy to enable students to achieve the stipulated learning outcomes
- Design assessment forms and types to assure that evidence is gained about the

achievement of the stipulated learning outcomes by students

- If necessary modify learning outcomes, module content and assessment forms and types on the basis of feedback from all stakeholders

If successfully assured: constructive alignment of the programme and educational components are safeguarded. This will surely be verified by accreditation processes, for example.

In the analysis of the programmes above it became clear that a significant progress has been made as regards the design of the programme but that in particular the assessment forms are not yet aligned. They are most times standardised and the relationship to the learning outcomes and their evidence of achievement cannot always be seen. In fact, this goes hand in hand with the description of workload, the allocation of credits according to the ECTS User's Guide of 2015. Missing is information as regards the Diploma Supplement.

Recommendation 7

To help the College in future as regards programme design the following recommendation may be considered:

As regards the syllabus the following questions should be answered by the staff in consultation with major stakeholders and later on documented for further accreditation processes:

Key questions:

- Which syllabi are the essential characteristics of this degree programme?
- Without which module would no one consider this as the identified degree programme?

Conclusion: core educational components, mandatory

- Which areas could be identified – vertically, horizontally or laterally – for further useful studies (profiling)?
 - o Vertical: specialisation in a narrow sense = deepening; backward/forward integration
 - o Horizontal: interdisciplinary = enlargement
 - o Lateral: unrelated diversification

Conclusion: specialisation educational components / major/minor/ electives / options

- What else is needed to understand issues, identify and to express them in various ways?
- To which extent can a quantitative approach help to explain these issues?

Conclusion: Support educational components

- How can the student learn and organise him or herself?
- How can the student present / express best what he/she wants to say?

Conclusion: Learn-to-learn and communication educational components.

Research

- A long list of research topics is given. However, there is no evidence of the results achieved so far or whether these projects have been finished or just started. Some topics may be found in the various lists of staff as publications or conference papers. The list is so long that it is doubtful that there is sufficient staff working on these issues.

Staff

- It appears that the requirements are fulfilled. However, if the institution continues to grow new staff has to be appointed, in particular as full-time employees.

Research

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Staff

- It appears that the requirements are fulfilled. However, if the institution continues to grow new staff has to be appointed, in particular as full-time employees.

Students

- The students were very positive and were happy to have chosen Iliria College after screening the opportunities in Kosova.

Student enrolment

- It fulfills the national requirements but could be more targeted in future towards the students who the College wants to reach, in particular at Master level.

Overview of the main recommendations:

Recommendation 1

- **Think about an alternative name for specialisation so that no false expectations are raised, in particular at bachelor level. However, if this term is used throughout Kosovo the KAA Board may officially recommend the term or an alternative so that there is clarity within Kosovo. Perhaps it is already better if „area of specialisation“ was chosen.**
- **Think about the introduction of real part-time programmes which allow for longer studies than in the full-time mode and take into account students specific wishes and needs because of jobs, family situations, illness, finance, pregnancy, students with special needs, etc.**

Recommendation 2

- **Rethink all specialisations according to the questions raised and the suggestions made. Consider the reasons which make you not to think about the recommendations.**

Recommendation 3

- **Rethink all specialisations according to the questions raised and the suggestions made. Consider the reasons which make you not to think about the recommendations.**

Recommendation 4

- **Fill the gaps on the basis of the opinion of management, academic staff and major stakeholders from industry. A closer – noticable – cooperation with industry could be very useful.**

Recommendation 5

- **Redesign the forms and types of assessment in the light of the learning outcomes to be achieved. For the time being assessment forms and types seem to be fixed independently of the learning outcomes. The assessment forms and types have to be aligned as well.**

Recommendation 6

- **See also recommendation 5 and consider the following procedure respecting the European Standards and Guidelines and, for example, the terminology of Bloom when writing the learning outcomes to achieve the constructive alignment (more details above)**

Recommendation 7

- **Recommended key questions to identify the obligatory and elective syllabus.**

Conclusion:

It is suggested that the programme submitted for accreditation in Management, Business and Economics at Bachelor level are accredited for 3 years.

It is suggested that the programme submitted for accreditation in Management, Business and Economics at Master level are accredited for 2 years.