

College Pjeter Budi, Prishtina, Kosova

Programme Accreditation and Reaccreditation

Final Report- Site visit July 4th 2017

Programme submitted for reaccreditation:

Business Administration, BA

Programme submitted for accreditation:

Computer Science, BSc

The following evaluation report is based on:

- Self-Evaluation Report of the College (submitted March 28th 2017)
- Six separately submitted annexes
 - 1 Study-Programme dossier
 - 2 CV of personnel
 - 3 Statute and Regulations
 - 4 Point 13 guideline
 - 5 Decisions on Licensing and Accreditation
 - 6 Paper publication of academic publications
- Excel-Sheet of academic staff
- Overview of the Computer Science Programme (4 pages)
- Past reports
- KAA guidelines for experts
- Findings collected during the site-visit (Agenda see below)
- Reaction of the College on the draft



Kosovo Accreditation Agency (KAA)
Site Visit Program

Program Re/accreditation Procedure at PrBHE “Pjeter Budi”

Date: 3rd- 4th July 2017

Address: Street Agim Ramadani, Prishtinë

Expert Team

- Prof. Dr. Volker Gehmlich/ University of Osnabrueck (DE)
- Prof. Dr. Peeter Normak/ University of Tallin (EE)

Coordinators of KAA

- Prof. Dr. Blerim Rexha
State Quality Council - KAA
- Ms. Furtuna Mehmeti
Acting Director
Expert for Evaluation and Accreditation - KAA
- Mr. Shkelzen Gerxhaliu
Officer for Evaluation and Monitoring - KAA

Site Visit Program

3rd July 2017

19.45	Meeting in the Reception of the Hotel
20.00	Working dinner

4th July 2017

08.30	Meeting in the Reception of the Hotel
09.00 – 09.30	Meeting with the management of the Institution
09.30 – 11.30	Meeting with responsible persons for the study programs (Curriculum, teaching, researches, recommendations)
11.30 – 12.30	Visit to facilities
12.30 – 14.00	Lunch and discussion of ET and Co. KAA
14.00 – 15.00	Meeting with academic staff
15.00 – 16.00	Meeting with students
16.00 – 16.15	ET and Co., KAA consultation
16.15 – 16.30	Closing meeting with the management of the Institution
16.30	The end of the site visit

Annex: Meetings with responsible persons

Nr.	Study programs	Experts	Responsible persons of study programs		
1	Business Administration / BA 180 ECTS	Volker Gehmlich	Seadin Xhaferi	Elez Osmanoviq	Lule Beqa
2	Computer Science / BSc 180 ECTS	Peter Normak	Hashim Rexhepi	Isuf Ahmeti	Sami Behrami

1. Meeting with the management of the institution

The Management of the College described briefly the history of the institution which is outlined in more details in the Self Evaluation Report (SER). Concerning the present applications for accreditation/reaccreditation it was pointed out that the bachelor programme in Business Administration was accredited in 2010/11 for the first time, for a period of 1 year. Internally the institution has set up regulations and procedures to design new programmes (see also SER 12p). It was pointed out that proposals for changes of existing or for new programmes should be based on research findings and have to be approved by the Academic Scientific Council which consists of a group of experts from different fields. Within 30 days their proposal (by majority voting) has to be submitted to the Management Board for the final decision. Henceforth the Quality Assurance Commission – as it is called at the institution – will be responsible for the SER according to the guidelines of the KAA.

The College has also set up rules and regulations for examinations and assessment which were approved by the Teaching Scientific Council, being responsible for academic affairs (see also SER 12pp). It was not outlined, neither in the SER, what the relationship is between the Academic and the Teaching Scientific Council. This is definitely an area to be considered in a forthcoming institutional accreditation. Nevertheless, it was stressed that it is up to the professor to choose the tool of assessment and also how to evaluate the student (SER 14p).

Note: In their reaction to the draft report the College explained that the Teaching Scientific Council was replaced by the Academic Senate in 2016 when a new Statute of the College was approved by the Ministry of Education, Science and Technology in Kosovo.

It is also questionable to which extent this body checks to which level the “constructive alignment” is respected as it fixes “The regulation on students’ evaluation” for the whole College (see also SER 14pp). The evaluation by the KAA-experts will look at this issue programme by programme.

Note: It was also explained that the study-programmes are the concern of the Study Programme Councils. These Councils, obviously one per programme, make proposals and recommendations for their respective programme; the decisions are with the Academic Senate.

The examination periods are also fixed at College level. Three periods of time are scheduled in an academic year (January, June and September). Resits are possible twice (April and November); [**Note:** these are “extraordinary terms” – as explained by the College in their reaction to the draft report; it is not clear whether they are only for resits or for any examination]. It seems that for those having failed in June and/or September only the September date is foreseen. Although the College operates on semester basis it appears that examination periods and the opportunities of resits are not equally distributed.

Bachelor and Master thesis regulations and procedures are also laid down (see also SER 16pp). In some programmes it is not required to write a bachelor thesis. Reasons were hinted at but a further discussion with teaching staff of the programme concerned has to follow. The statement, also made in the SER on page 17, is puzzling: “Points of ECTS vary depending on the programme”. First of all it may not be clear enough that the number of credits allocated to educational components do not depend on programmes and the like; they purely reflect the workload of the student: “Workload is an estimation of the time the individual typically needs to complete all learning activities...required to

achieve the defined learning outcomes in formal learning environments...” ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload...” (ECTS User’s Guide 2015, 10p).

Finally it was highlighted that students sign a legal contract with the institution when they begin their studies. Details can be taken from the “Statute of the College Pjeter Budi” which was approved by MEST (latest version in 2016).

2. Meeting with responsible persons for the study programmes (Curriculum, teaching, research, recommendations)

2.1 The programme submitted for reaccreditation: Business Administration (BA)

2.1.1. Academic Programme and Student Management

Responsible persons of the College present: Seadin Xhaferi, Elez Osmanoviq

Business Administration is a three-year bachelor programme which was accredited first in 2010/11 for one year and reaccredited in 2011/12 with four specialisations and 2014/15 for three years respectively. Pjeter Budi has submitted the request to reaccredit the programme for another three years with the existing four and a new fifth specialisation (now being called profiles):

Existing profiles

- Marketing Management
- Banks and Financial Control
- Public Administration
- Human Resource Management

New profile

- Insurance

The KAA assured that enlarging the programme by a new profile was possible within a reaccreditation process and was not so significantly different from the accredited programme before so that this evaluation process was, indeed, a reaccreditation and not an accreditation.

In this programme reaccreditation the College did not repeat its mission statement in writing. It is mentioned, though, that the mission and leading principles are “excellence in education, research and innovations oriented towards the labour market”. However, it is obvious that the programme is a cornerstone of the institution in 2017 in student number and income terms (2nd highest). The institution stipulates a number of 200 study places per academic year. There may be changes in future if the idea was implemented to close Tourism and Hospitality Management – at least as an independent Bachelor programme. It can be imagined that Tourism and Hospitality Management will be offered as a further “profile” later on.

The programme consists of obligatory educational components which every student has to study and modules of profiles which differ from each other and are optional. The obligatory components form

the platform on which basis students specialise into one of the five sectors of business and/or business functions. The **mandatory** platform modules are the following:

Year 1	Semester 1	Semester 2
	Basics of Market Economy	Accounting
	Basics of Management	Entrepreneurship
	Business Law	Macroeconomy
	English Language 1	EU Policies and Legislation

Year 2	Semester 3	Semester 4
	Public Finances	International Business
	Financial Accounting	Business Ethics
	Marketing	International Finance
	Introduction to Human Resource Management	Decision Making

The first question is why the programme is called Business Administration and not Business Management. Business Administration is more often used in the US but not so much in the European Higher Education Area. In the States therefore the degree is a BBA and not a BA as common in the EHEA. This denomination might have been chosen thinking of future employment – but this is not clearly put. An indicator might be that an internship is part of the platform modules. In fact, it is obligatory in any profile and comprises 120 hours of work-experience in an enterprise. The contents and learning outcomes described in the SER are identical for all profiles, i.e. they are not “profiled” at all. Also, about 3 weeks are not really much to fulfil the requirement of a Business Administration programme being much more practical oriented than a Business Management one. Accepting that there are deviations in understanding, the College should have outlined how they interpret it, in particular as it is not clear how the experience gained in this component is exploited in the following sixth semester. In this context it might be understood that no thesis has to be composed. This, again, is quite common in US Business Administration programmes but not so often in the EHEA. It might seriously endanger the direct recognition of the degree achieved. Many institutions of higher education would expect a thesis as part of the bachelor programme and if it is not there many will ask the student to write a thesis or the degree is not recognised. The experts would recommend to introduce a thesis as an obligatory component as the country is still young and has to demonstrate the quality of its higher education system to the outside world.

It seems rather easy to introduce

a thesis as it could be related to the internship. Having already allocated 6 credits, i.e. 150 hours to the internship, the internship could be extended to 6 weeks, corresponding to 300 hours, 12 credits (for the time being the College allows 30 hours of independent work or under supervision of the lecturer; this is doubled as well).

Having mentioned the internship, it should be made clear what is expected within the profile of this educational component. For the time being there is nothing but a very general description, including the learning outcomes, which are not oriented towards the profile at all. It goes without saying that the internship could also be organised in different locations other than Prishtina, even, if possible, abroad.

As the first two years operate as foundation for the profiles it should be assured that within these two years those educational components are offered which allow the student to get a sound basis of Business Administration, independent of what he or she is going to select further on as his or her profile. It is very questionable whether it will be accepted by the academic society that neither Mathematics nor Statistics are part of the platform. As each is only an elective in Semester 1 or 2 respectively it may be that degree holders may not have any basic knowledge in these areas. This is particular doubtful as most of the profiles require a sound knowledge e.g. Marketing Management, Insurance, Banks and Financial Control. The contents of these components may have to be adapted to the requirements of the profiles and cannot be taught identically in all profiles.

Similarly, Information Technology is also not a compulsory part; it is offered as an elective in the first semester, grouped with Introduction to Academic Writing and Mathematics; the student can only choose one. As students don't have to submit a thesis it may be argued whether Academic Writing is of that importance as it is also offered as an elective module Academic Writing in all profiles in the third year, fifth semester. Of course, students have to compose homework but then the essentials of Academic Writing could be learned within the preparation and writing of papers, reports, presentation, etc.

Missing are also components on Logistics and Production if the curriculum is – for example – based on the value chain. Logistics is definitely an element of the study-programme Customs and Freight Forwarding and could easily be fitted in. Production may be more difficult but is a part of Business Administration.

Also missing is Strategic Management as obligatory part for all students of Business Administration. It is only included as an elective in the 4th semester and described in a very unspecific way. It is not really extended or deepened by an elective in Public Administration and a mandatory component in Human Resources Management with the identical contents and learning outcomes, both in Semester 5, called Strategic Management of Human Resources.

Taxation could also be considered within the component of Business Law.

Whereas all profiles should offer an introduction in the first two years so that the students have an idea about their choice and can select respectively, an introduction for the new profile Insurance is missing. Several subjects related to this profile are electives in the second semester, e.g. Basics of Insurance (third semester), Risk management, Regulation and Supervision of Insurance (4th semester).

Does this mean that the former separate study-programme is integrated into the Business Administration Programme “through the back door”?

A revision of the first two years appears to be unavoidable. This may be done by cutting the volume of workload for the existing components, e.g. to 5 credits (but not just on the surface) or by dropping compulsory component(s) or by changing the character of some into electives which presently are mandatory. The College is advised to rethink the mandatory components of the first two years and really ask the question whether the final degree would be endangered if a certain module was missing. A comparison with more similar programmes of institutions within the European Higher Education Area is advisable; acknowledging that some comparisons have been made. This does not exclude to look at US degree programmes but should respect first those of the 48 EHEA member countries if the idea of recognition of the degrees of the institution is an obvious objective. To this extent it is definitely helpful to sign cooperation agreements, in particular as regards double or joint degrees.

Another issue is the level of the components offered, e.g. English I. Considering the module description the level of the learning outcomes is too low. Is “Pre-Intermediate Level” really understood by everybody in the same way? The level aimed at should at least be level B1 as described in the European Framework of Reference for Language Level. If this appears to be too high for the present students, future selections may safeguard the reachability of this level, to the benefit of the students.

Respecting the general rule of recognition of degrees according to the Lisbon Convention– only if the receiving institution can prove that there are significant differences between the degrees they may reject recognition - Pjeter Budi should reflect to change the obligatory components of the programme, at least regarding the areas outlined.

Each module of the platform components carries 6 credits. This leaves 1 educational component as **elective**, carrying 6 credits which all of them do.

The students can select from the following list of electives in the respective semester:

Year 1	Semester 1	Semester 2
	Introduction to Academic Writing	English Language 2
	Information Technology	Communication and Public Relations
	Mathematics for Business	Statistics
		Sociology

Year 2	Semester 3	Semester 4
	English Language for Professionals	Risk Management
	Basics of Insurance	Regulation and Supervision of Insurance
	Public Administration	Crime Psychology
	Management of Small-and-Medium Enterprises	The Fiscal Systems and Policies
		Strategic Management

In the third year the student selects one of the five profiles the College offers. Also the profiles consist of mandatory and elective educational components.

The modules highlighted in the same colour (see the tables below) identify those which are offered within other profiles as well. This is not automatically meant as a disadvantage but it can be argued whether the modules are specific for the profile. Reasons can be outlined but they are not described in the SER. Also the change of a character mandatory / elective is possible and may be reasonable but there should be explanations and also information how the different groups are taught – separately or in one? Are different teaching methods employed for the varying clientele? This colouring also reveals that in some profiles the choice is restricted. The extreme case is the profile Human Resource Management in which 2 of the electives are identical in the semesters 5 and 6.

Obligatory modules for each profile:

Profile Marketing Management (the sequence of the profiles follows the one in the SER)

Year 3	Semester 5	Semester 6
	Marketing Management	E-Marketing
	Market Research and Analysis	Management Information System (MIS)
	Project Management	International Marketing
	Internship	Consumer Behaviour

Profile Insurance

Year 3	Semester 5	Semester 6
	Economy of Insurance	Life and Non-Life Insurance
	Insurance Law	Actuary Mathematics
	Risk Management in Insurance	Social and Pension Insurance
	Internship	Management Information System (MIS)

Profile Public Administration

Year 3	Semester 5	Semester 6
	Administrative Law	Administrative Procedures
	Constitutional Law	Employment Policies and Law
	Local Self-Governance	Recruitment and Selection in Public Administration
	Internship	Management Information System (MIS)

Profile Human Resource Management

Year 3	Semester 5	Semester 6
	Strategic Management of Human Resources	Investment Analysis and Portfolio Management
	Employment Policies and Law	Cultural Diversity, Negotiation and Conflict Management
	Organisational Behaviour	Psychology of Work
	Internship	Management Information System (MIS)

Profile Banks and Financial Control

Year 3	Semester 5	Semester 6
	Money and Banking Economy	Bank Management
	Bank Risk	Central Bank and Monetary Policies

	Bank Accounting	Corporate Finance
	Internship	Management Information System (MIS)

In all profiles the educational components Internship and Management Information System are being taught.

As regards the elective modules for each profile several overlaps can be identified (here highlighted by respective colours):

Marketing Management

Year 3	Semester 5	Semester 6
	International Trade	Finance-Management
	Sales and Promotion	Distribution Channels
	Leadership	Corporate Governance
	Academic Writing*	
	Control and Auditing*	

*In the SER no M or E are listed. This qualification is based on the answer given by the responsible persons present.

Insurance

Year 3	Semester 5	Semester 6
	Corporate Governance	Re-Insurance
	Markets and Finance Institutions	Channels of Insurance Sales and Distribution
	Leadership	International Marketing
	Academic Writing	
	Control and Auditing*	

Public Administration

Year 3	Semester 5	Semester 6
	Strategic Management of Human Resources	Corporate Governance
	Academic Writing	E-Governance
	Public Procurement	Decision-Making*
	Leadership	
	Control and Auditing*	

Human Resource Management

Year 3	Semester 5	Semester 6
	Leadership	Corporate Governance
	Recruitment and Performance Evaluation	Recruitment and Performance Evaluation
	Academic Writing	E-Governance
	E-Governance	
	Control and Auditing	

Banks and Financial Control

Year 3	Semester 5	Semester 6
	Computer Crime	Market and Financial Institutions
	Organisational Behaviour	Corporate Governance
	Academic Writing	Investment Management
	Control and Auditing*	E-Banking
		Financial Crime Investigation Methodologies

*In the SER no M or E are listed for these components. This qualification is based on the answer given by the responsible persons present.

Investigating all modules, their learning outcomes, way of learning and teaching and assessment no constructive alignment is recognisable. Instead many general remarks only. It is expected that at the time of reaccreditation the College should deliver more precise facts: What is the relationship between the educational components, the materials used in learning and teaching and to which extent is evidence given that the outlined learning outcomes have been achieved, confirmed by the various types of assessment? Also, concrete figures as regards the jobs of graduates could be delivered or how many continued in Master programmes directly or later on, also in different modes, i.e. part-time, distance learning or on-line? What is the opinion of former graduates as regards the educational components they studied? Anything missing or regarded as superfluous, in particular in terms of related learning outcomes? The chapters 3.2.2 “The rationale of the programme for the labour market” to 3.2.12 “Enrolment conditions” contain many statements for which hardly any concrete evidence is delivered. This has to be improved. So has the writing of learning outcomes and the description of the modules. The description of learning outcomes has improved but they are still very vague and often phrased in very general terms so that it is hard to define specific forms of how to measure the achievements through forms of assessment. Some specific information seems to refer to the whole institution and not particularly to this programme.

There obviously is a misunderstanding as regards the descriptor “competence” of the European Qualifications Framework. Competence in this framework is understood as “autonomy” and “responsibility”. The College uses this descriptor rather for outlining more skills. A clear reference should be given, preferably to the Qualifications Framework of Kosovo although it still seems to be in a more unofficial format. No harm would be done, though, if the European Qualifications Framework for Life-long learning was used as the Kosovo one has to be referenced with this framework.

The calculation of credit allocation according to ECTS is correct on the basis of the face value. However, the philosophy is not fully taken on board: independent work is not just a “left over”; it is planned and a necessity to allow for student-centred learning. It might be useful to follow closely the ECTS Guide of 2015.

Overall it is stated that the programme is mainly supported by 4 PhD and 3 MA staff. It is assumed that the staff for the programme is available as all components have been offered over some time.

2.1.2 Meeting with Academic Staff

The academic staff presented themselves and outlined their way of learning and teaching and their further expectations. Some of the staff came from different countries and some were newly appointed

in Kosovo. Most of the staff has been around for quite a while and dispose of sound experience in learning and teaching. Some of the staff conversed in English.

The discussion focused mainly on demonstrating the effectiveness of the constructive alignment, learning outcomes, credits and safeguarding the level of the educational components the staff represented. Staff seemed to be highly motivated and eager to learn more for their own delivery in class, realising that knowledge is the basis but not the end of learning. A discussion also highlighted the endeavours to motivate students, e.g. in components like Mathematics. Staff pointed out that it was essential to counteract the expectations which - in the case of Mathematics - are often negative. Students like components which they can apply in practice. To this extent, internships often are regarded as highlights.

It seemed to be useful to reveal the relationship between the learning outcomes of the individual components and the learning outcomes of the whole programme.

New forms of assessment were presented in a first approach, acknowledging that the present system is taken for granted as it is in all Western Balkan countries.

It seems that the teaching load of the programme is covered by the staff.

2.1.3 Meeting with students

Students attending had different backgrounds and were registered in different programmes and years. To this extent it was very useful to get a glimpse of an insight view. The students appeared to be frank and open; some could discuss in English. They all wished to be able to study abroad though they realise that this is only possible if scholarships were available. They would very much like to be able to do internships in companies abroad.

The students have chosen Pjeter Budi as their College after having looked at other institutions and having gathered information from them. The most important incentives obviously were the study-programmes offered. They are eager to know to which extent their degree is recognised in the world, in particular in the European Higher Education Area.

They acknowledge that the College tries to be up-to-date concerning the technology and the majority was satisfied with the equipment. They also appreciated the managing staff to respond to wishes and wants of the students, giving regular feed-back. They were thankful to the teaching staff who seems to be reachable at any time – at least by e-mail, receiving answers asap. They feel to be looked after very well. They confirm the statement of the teachers that they felt encouraged, motivated and fully informed, receiving information on trainings e.g., or having the opportunity to attend extra classes to fill gaps, also bridging courses e.g. in languages. The private atmosphere is stressed which allows the student to approach teaching staff in an informal way as well.

Another highlight which should not be missed is the number of guest lecturers during and for a semester.

2.1.4 Research and International Co-operation

This certainly not an area the institution can excel on. However, they try hard and are to a satisfying level – taking the size of the College into account – successful. They realise that a closer co-operation is essential and that their research initiatives should be focused (see SER 408pp). As regards international agreements see SER 29; the College has cooperation agreements with institutions in Ukraine, Macedonia and Kosovo. These agreements are partly at College and partly at Faculty level. There definitely is scope for further cooperation (see also SER 396pp).

2.1.5 Finances and Infrastructure / Space and Equipment

The finances were not discussed as it was not an institutional accreditation/reaccreditation. However, the budget outlines were published in the SER on 414pp and regarded.

The facilities were visited again. No major changes have taken place since the last visit. It was checked whether the material listed in the modules was available in the library. It took some time but the information wish of the expert could be mostly answered (see also SER 393pp).

Conclusions of 2.1

The Bachelor programme Business Administration is proposed to be reaccredited for another 3 years, including the fifth profile “Insurance”.

However, it is expected that the College reacts on the following **recommendations** by the time of the next reaccreditation:

1. Revising the programme in the light of the queries raised above: Not all of the ideas should necessarily be taken up but the College must have an opinion voiced in writing. This refers in particular to the proposed changes as regards the programme, both the mandatory as well as the elective educational components.
2. An issue to be discussed in detail and the respective reasoning should be documented as regards a thesis at the end of this programme which is recommended. Presently the abolition of having to write a thesis appears to be out of turn.
3. Sound quality assured data have to support the statements made by the College. It is no necessity to repeat what has been said up to now; it is most important to have figures available which concern precisely the number of students, drop-outs, the employment rate, the type of jobs and the fields of activity. Any statement should have a sound basis.
[**Note:** The figures presented in the SER 373-378 do not provide all figures: are these drop-outs because they failed the examinations – even after several resits (how many?) or for other reasons (which?) and where are the graduates employed (how many in their specialisation in what type of job-level?), for example?]
4. The philosophy of the constructive alignment, including the student-centred learning and teaching, new forms of learning and assessment should be considered and have to result in a compatibility with the European Standards and Guidelines and the ECTS Guide, both of 2015. Not only the face-value should be respected but the reasoning behind, in particular as regards the definition of the workload concerning the independent work of students and the writing of learning outcomes.
5. The Quality Management at faculty level obviously has to be improved. What is described at College level has to be taken up at faculty level. To this extent the SER documenting three programmes to be reaccredited/accredited should be cross-checked.
6. With all due respect future investment should respect an improvement of the library, the student learning environment and the opportunity for student activities. It is acknowledged that the College has this at its heart.

The items listed above are recommended to be taken seriously as they indicate a “yellow light”, meaning that a next reaccreditation is likely only if the above mentioned recommendations are considered and the reasoning documented.

2.2 The programme submitted for accreditation: Computer Science (BSc)

2.2.1 General Remarks

This bachelor programme Computer Sciences (CS) was previously presented for accreditation in 2015. The programme was not accredited. The ET made the following recommendations:

1. *Provide a vision and a mission statement based on an overarching policy which allows for justification of implementing a program on Computer Sciences. Illustrate the potential synergies between the current programs and the new program.*

The situation in 2017: the need to start another BSc study programme in computer science in Prishtina is not convincingly justified. The potential synergies between the CS programme and the current study programmes are in fact not described in the SER.

2. *Make sure not to mix “BSc” and “BA” in all the documentations. Thoroughly apply ECTS to subjects based on realistic, reasonable, differentiated assumptions. Make use of the ECTS User’s Guide. Thoroughly allocate realistic, reasonable, differentiated hours of workload to lectures, exercise, seminars, self-study, etc. Adjust the commonly used grading table to eliminate gaps.*

The situation in 2017: the recommendation is taken into account.

3. *Provide a description of the specialization of the program and maybe adjust some of the subjects accordingly. Include “Internship” as a compulsory subject. Provide a description of the subject “Sociology” and make sure to address mainly IT-related aspects and adopt the title accordingly. Re-schedule the subject “Academic Writing” to the third semester. Replace some of the outdated recommended literature by those which are up to date in IT terms. Replace the literature in “Design Multimedia” which does not refer to the subject. Replace the term “Calculus” by “Mathematics”. Include ethical issues in “IT-Law” also focusing on copyright and the culture of licensing policy of software.*

The situation in 2017: the recommendation is taken partly into account. Although the name “Calculus” was replaced by “Mathematics”, the content of the courses Mathematics I and Mathematics II remained still calculus (see also the text below).

4. *Develop an eLearning concept addressing didactical, organizational, technological, economical aspects. Implement a Learning Management System (e.g. the open source LMS Moodle which is being used by very many universities worldwide) allowing for introducing the benefits of eLearning (blended learning) and thus also introducing contemporary teaching methods. Implement eLearning at the Computer Sciences program and act as a pioneer for expanding eLearning to the other programs of the College.*

The situation in 2017: the college is currently using LMS SITOS.

5. *Ensure that only students are admitted who have sufficient command of English and Mathematics. Limit the number of study places to the number of workstations currently available in a classroom.*

The situation in 2017: Admission exam for assessing knowledge in mathematics and English is planned. As to the number of study places, two figures are given – 70 (page 269 of SER) and 50 (page 281).

6. *Make sure that a sufficient number of permanent staff is available for the program.
Make sure that qualified staff is put in charge for taking responsibility of the program.
Make sure that all staff in charge for the program have contracts drawn up in due form.*

The situation in 2017: no full-time teacher of computer science was employed. Note that *Computer Science* and *Telecommunications* are different study areas: Computer Science (Erasmus Subject Area Code 11.2) belongs to the category 11 Mathematics, Informatics while Telecommunication (Erasmus Subject Area Code 06.5) belongs to the category 6 Engineering, Technology.

7. *Start with developing a long-term strategic plan for focus research areas, funded projects acquisition, and international cooperation in the domain of computer sciences. Also have in mind the involvement of students.*

The situation in 2017: no evidence of none of these was presented.

8. *In order to provide the necessary hard- and software for the specific requirements of the program the budget plan should be adjusted. Expenses might have to be increased and revenues from student fees decreased. Subject matter experts need to specify the kind of software and services and expenses needed to run the program. Make sure to license the software in use in order to raise copyright awareness and to set ethical standards.*

The situation in 2017: No budget plan for acquiring necessary hard- and software was provided. Even more, the budgets for years 2017-2022 did not foresee any costs for computer hard- and software (see also the section *Finances and Infrastructure/Space and Equipment* below).

9. *Name the quality manager and the person in charge for quality management with respect to the Computer Science program.*

The situation in 2017: no quality manager for the study programme was nominated.

Previously (2014) a “Management and Informatics” bachelor programme was submitted for accreditation but was rejected. Instead, the ET proposed to start with a specialization/profile “Business Informatics” within the study programme “Business Administration”.

The following bases on the documents presented to the expert team, on the site visit and on discussion with some staff members. Hashim Rexhepi (in charge for the study programme), Isuf Ahmeti and Sami Behrami were given as responsible for the study programme. In fact Sami Behrami was not participating; instead, Evliana Berani and Konstantin Çomu took part on the discussions.

2.2.2 Academic Programmes and Student Management

According to the management of the College, competences in customs and business administration form currently the core competence of the College. Although the College never had even computer science related concentrations or profile in its study programmes, there is an intention to start offering degree studies in computer science.

The study programme is profiled in software engineering – about half of the courses belong to this study area. The rest is divided almost evenly between the courses of general competences and other topics of computer science (information systems, operating systems, computer architecture etc). The focus on software engineering is also repeatedly mentioned in the SER. Therefore, *Software Engineering* would be more adequate name for the study programme.

The expected learning outcomes of the study programme have sometimes very general and incomprehensible formulations, achievement of which is hard or even impossible to measure. For example, what do “Ability to organize information systems in a way to solve different social, economical and/or technological tasks” and “Ability to apply learning skills in teaching and training information systems in schools or organizations “ mean? Some learning outcomes have inappropriate formulations. Example: “Contribute in the organization of e-society by participating at meetings and decision bodies on various level” (participation at meetings is a learning outcome!).

Moreover, the expected learning outcomes of the study programme do not partly harmonise with the curriculum. Examples:

- 1) The term “information system” is contained in 6 learning outcomes while there is only one course discussing information systems – *Management Information Systems*. However, this course does not consider development of information systems. On the other hand, this competence is supposed to be achieved according to the expected learning outcomes (“Propose information systems solutions on a beginner and medium level, including analysis, design development and reporting“, “To be able to do effective information systems projects and able to present them respecting the standards of the professional field “).
- 2) The learning outcome “To know and understand theoretical and practical aspects of Computer Science. This knowledge involves the main areas such as mathematics for computer science ...” assumes courses in discrete mathematics in the study programme. In fact the both compulsory courses in mathematics (*Mathematics I* and *Mathematics II*) are completely devoted to calculus – topics of discrete mathematics are completely missing there. Even more, it is claimed that the course *IT Law* discusses cryptography (among other topics); doing it properly is impossible without the basic knowledge in number theory.
- 3) The expected learning outcomes of separate courses were not presented in the course descriptions. It is therefore impossible to decide whether the courses in its totality allow achieving the learning outcomes of the whole study programme.

Description of the content of the courses was very scarce as well in some cases. Example (*Data security* course): “Introduction to algorithms for encryption, measures to increase data security, digital certificates, smart cards and their application in practice” (just one sentence!). Similarly, the description of Internship “He she will attend 120 hours (three weeks) internship in company to see the development/production process and adjust to reality his/her expectation for their future profession” is absolutely insufficient.

Concerning the composition and content of the study programme, there are several issues. Let us list some the most characteristic of them:

- 1) Although the SER claims (page 280) “Students are always involved in scientific and research activities at the College ‘Pjeter Budi’. The same will happen with students of the Computer Science”, there is no course on research methods.
- 2) The course *Computer Graphics* has been put to I semester (table on page 282 in the SER), but described as a course of VI semester (page 301). This course should precede the *Design Multimedia* course (2nd semester). On the other hand, the content of the course as described in SER requires considerable amount of prior knowledge and cannot therefore offered in 1st semester.

- 3) *Project in Information Technology – Practicum* is offered in 5th semester as some courses necessary for conducting a full development cycle of software in next semester: *Modelling and Process Analysis, Java Programming and Object Oriented Concepts in C++*.
- 4) Some important aspects of software engineering are not mentioned in the course descriptions. For example, discussions about software development methodologies seem to be completely missing: the classical waterfall model and the prevailing agile methodologies are not mentioned at all in the course descriptions. Similarly, some basic terms like *requirements engineering, virtualisation, cloud computing, Internet of things, interaction design* are not mentioned in the course descriptions.
- 5) Information is sometimes incomplete or even wrong in the SER. For example, the first item in the literature for the course *Algorithms and Data Structures*.

It can be concluded that the programme's quality, range and academic aims are not appropriate to the academic degree.

2.2.3 Staff

The teachers of the courses were not indicated in the SER (the cells in the column "Lecturer" of the curriculum table were left empty). An updated table with the names of the lecturers were provided during the site visit. However, none of the lecturers of subject-specific courses has a work contract with the college. The college has also not employed a single full-time academic staff in computer science. Insurances, history and geography (sic!) were given as the fields of study of persons responsible for the study programme. Even more, their research is internationally invisible – h-index is 0 for each of them.

Missing competence in computer science in the college is the biggest deficiency – the persons responsible for the study programme were not able to answer even to the simplest questions about the teaching of software engineering.

2.2.4 Research and International Co-operation

Research in computer science is nonexistent in the college.

2.2.5 Finances and Infrastructure/Space and Equipment

The college has provided detailed budgets for years 2017-2022, separately for each study programme. Concerning the budget assigned to Computer Science study programme, the correctness of some figures could be questioned:

- 1) Total costs in years 2017-2022 are expected to be 42700€, 45270€, 46160€, 49420€, 53170€, 53170€ correspondingly, calculated for 50 (one semester in 2017 only), 100, 150, 150, 150, 150 students. Therefore, teaching half year 50 students is almost as expensive as teaching 150 students full year.
- 2) The costs for computer hard- and software are not included in the budget.
- 3) The calculated profit will increase from 17 300€ in 2017 to 104 330€ in 2022. Therefore, no investments are planned for updating the ICT infrastructure.

On the other hand, the college has modern building and has space for setting up additional

computer labs.

2.2.6 Quality Management

The proposed Computer Science bachelor programme is an evidence of a not functioning quality system in the college. The college should understand that starting a study programme in a completely new study area is a real challenge and requires a long-year thorough planning. It is not so much about offering the courses, but first of all about building up the competence.

If the college has serious intensions to start a study programme in computer science then one should start with hiring an expert in computer science who will lead the development of academic activities.

Recommendations:

1. Hire an academic expert in the profile of the study programme (software engineering).
2. Develop a strategic plan for development of academic activities in computer science, profiling the activities more towards the core competence of the College and start teaching computer science in a smaller scale, for example, with a specialization/profile “Business Informatics” within the study programme “Business Administration”.

The expert team does not recommend the Computer Science bachelor programme to be accredited.