

**PUBLIC UNIVERSITY PRISHTINA „HASAN PRISHTINA“
FACULTY OF ECONOMICS
PROGRAMME ACCREDITATION REPORT, JULY 2015**

Final Report

**Site visit 2015
July 5th-6th**

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The Faculty of Economics of the REUniversity of Prishtina applied for programme accreditation conforming to the national legal requirements in all three cycles of the European Qualifications Framework for Higher Education. The following report is therefore structured according to the levels of qualifications being assessed.

Part 1

1. Common Issues

1.1. Basic Data

Members of the Expert Panel, Assessed Programmes and Levels

Expert	University	Assessed Programmes	Levels
Tönnisson, Kristina	University of Tartu, EE	Banking, Finance and Accounting; Management and Informatics; Marketing; Economics; Accounting; Entrepreneurship	Bachelor Master PhD
Cavlek, Nevenka	University of Zagreb, HR		
Alas, Ruth	Estonian Business School, EE		
Tümmers, Hans	Formerly University of Hohenheim in Stuttgart, DE		Bachelor
Rok Primožic	European Students Union (EU)		Master
Gehmlich, Volker	Osnabrueck University of Applied Sciences, DE, Chair		

The panel was accompanied by key staff of KAA: Ferdije Zhushi-Etemi, Futuna Mehmeti, Fisnik Gashi.

The site visit was scheduled according to the following programme:

5th July 2015

19.45 Meeting in the Reception of the Hotel

20.00 Working dinner

6th July 2015

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

The experts had received the following downloadable materials (Dropbox) prior to the site visit:

- Guidelines for experts (programmes)
- KAA Standards
- KAA Regulation for doctoral studies
- Code of Good Practice
- Site visit programme
- Self-evaluation report of the University of Pristina, Faculty of Economics (2014) (also in paper format)
- An annex as separate electronic file containing
 - CV of staff according to position
 - Syllabi of educational components

At the beginning of the site visit the experts received a PPP in paper which the Faculty intended to present to the experts' team.

The experts did not ask for any additional materials at the end of the site visit.

1.2. Meeting with the Management of the Institution

A member of the Faculty gave a PPP overview of the Faculty. As the time for the meeting was very limited (1/2hour), and most of the information available in the SER, a discussion set in after the experts had been introduced to the mission statement. The discussion focused on student enrolment figures 2014/15, information which was not included in the SER. It seems that the information given refers to newly registered students only. As the figures in the SER (tables) refer to the total student numbers (headcount) they cannot be compared. So far, however, management stressed that student numbers are still growing (see also table

1 SER) despite an increase in competition by the new state universities (formerly branches of Prishtina University) and private colleges. They see their competitive edge in the quality of staff, their teaching programmes and their reputation. Most critical for the institution are the available limited space and financial means decided upon by the Rectorate of the University. Linked to this is a lack of opportunity to promoting staff for capacity building as the faculty has realized a weakness in research. To improve the situation they have founded a Research Institute (see past report) in the meantime and allocated € 30.000 to appoint a coordinator and introduce a Board to become active.

To cope with an intended increase of student numbers, management has started to improve the facilities, i.e. rooms (refurbishment, new amphitheater), technical equipment (sound system, rooms being newly equipped with computers), new filing and monitoring system (Student Electronic Management System, database for Master and PhD students), improved web-based information (SER 424, PPP 5p).

The experts were puzzled by the number of students registered as “Correspondence”, both in the PPP (3p) and the SER (423pp) in comparison to Full-time students. It was explained that these were part-time students who may or may not attend courses in the respective lecture rooms; they mainly do not turn up but do the programme at a distance. As there is no information about this type of student in the SER, the accreditation cannot include “correspondence” or “part-time” programmes as it is hardly possible that these students study in the same way and time as full-timers do. Also, no information is given how these students are monitored, how they get the material, whether there are extra “correspondence sessions” set aside, whether there is a programme specific staff (university teachers; administrators), etc. There is no description of part-time programmes.

Comparing the PPP with the SER another contradiction could be identified. Whereas slide 6 refers to those programmes which have been accredited so far and are subject to this process of reaccreditation, slide 7, being headlined: New programmes – Under the process of Accreditation”, lists programmes, such as Applied Economics and Management, a kind of joint PhD programme in Economics (Tempus project), a bachelor programme in Business Management and Economics and finally a programme in Accounting at Master level. As there is no further information in the SER the experts stress that these programmes are not part of this reaccreditation process.

Management confirmed that none of the programmes in this accreditation process were related to the two former branches, neither to Giljan nor to Mitrovica as these had become independent public universities by now. Students having been registered in courses had the opportunity to transfer to Prishtina.

Conclusion

The assessment for the purpose of accreditation and reaccreditation comprises the following study programmes of the Univeresity of Prishtina, Faculty of Economics in Prishtina, their level and mode :

Programme	Level	Mode
Banking, Finance and Accounting	Bachelor, Master, PhD	Full-time

Management and Informatics	Bachelor, Master, PhD	Full-time
Marketing	Bachelor, Master, PhD	Full-time
Economics	Bachelor, Master, PhD	Full-time
Accounting	Bachelor	Full-time
Entrepreneurship (and local economic development)	Master	Full-time

Recommendation

New programmes and different modes of programme have to be discussed with the KAA. Part-time (Correspondence) programmes have to be described if they need accreditation.

In the following the modules of all programmes and cycles are presented to be able to identify overlaps. In case they do, the learning outcomes have to be checked.

1.3. Overview of the programmes

Bachelor				
Banking, Finance, Accounting	Management and Informatics	Marketing	Economics	Accounting
1 Semester Obligatory				
Microeconomics 8	Microeconomics 8	Microeconomics 8	Microeconomics 8	Microeconomics 8
Mathematics for economics 8	Mathematics for economics 8	Mathematics for economics 8	Mathematics for economics 8	Mathematics for economics 8
Informatics 5	Informatics 5	Informatics 5	Informatics 5	Informatics 5
Business Law 5	Business Law 5	Business Law 5	Business Law 5	Business Law 5
Foreign Lang I 4	Foreign Lang I 4	Foreign Lang I 4	Foreign Lang I 4	Foreign Lang I 4
2 Semester Obligatory				
Macroeconomics 8	Macroeconomics 8	Macroeconomics 8	Macroeconomics 8	Macroeconomics 8
Accounting I 8	Accounting I 8	Accounting I 8	Accounting I 8	Accounting I 8
Statistics 8	Statistics 8	Statistics 8	Statistics 8	Statistics 8
Electives				
Kosovo Economy and EU 6	Kosovo Economy and EU 6	Kosovo Economy and EU 6	Kosovo Economy and EU 6	Kosovo Economy and EU 6
Financial Mathematics 6	Financial Mathematics 6	Financial Mathematics 6	Financial Mathematics 6	Financial Mathematics 6
Introduction to Business 6	Introduction to Business 6	Introduction to Business 6	Introduction to Business 6	Introduction to Business 6
3 Semester Obligatory				
Finance 6	Management 6	Marketing 6	Macroeconomics II 6	Financial Accounting 6
Managerial Accounting 6	Marketing 6	Management 6	Microeconomics I 6	Managerial Accounting 6

International Finance 6	Human Resource Management 6	Management of Distribution 6	Economics of labour market 6	Finance 6
Marketing 6	Finance 6	Finance 6	Finance 6	Marketing 6
Electives				
Management 6	Microeconomics II 6	Product and Price Management 6	Management 6	Management and Organisational Behaviour 6
Electronic Business 6	Electronic Business 6	Managerial Accounting 6	International Finance 6	Tax Accounting 6
Macroeconomics II 6	Managerial Accounting 6	E-Marketing 6	Marketing 6	Financial Econometrics 6
Human Resource Management 6	Product and Price Management 6	Entrepreneurship	Economics of Social Policy 6	Human Resource Management 6
4 Semester Obligatory				
Corporate Finance 6	SME Management 6	SME Management 6	Econometrics I 6	Cost Accounting 6
Financial Accounting 6	Business Informatics 6	International Business 6	Economics of International Trade 6	Financial Reporting 6
International Business 6	Organisational Behaviour 6	Marketing Research 6	History of Economic Thought 6	Public Accounting 6
Electives				
SME Management 6	International Business 6	Industrial Marketing 6	Economic Sociology 6	Management of SME 6
Law and ethics of banking 6	Entrepreneurship 6	International Business Law 6	E-Business 6	Foreign Language 2 6
Entrepreneurship 6	International Business Law 6	Business Informatics 6	Economic Crises 6	International Business 6
Foreign Language 2 6	Foreign Language II 6	Foreign Language II 6	Economics of Population 6	Business Environment 6
Business Environment 6	Business Environment 6	Retail Marketing 6	Foreign Language II 6	Entrepreneurship 6
5 Semester Obligatory				
Financial Markets 6	Business Decision Making 6	International Marketing 6	Applied Economics 6	Financial Reporting II 6
Banks and Banking Business 6	Financial Management 6	Business Decision-Making 6	Economics of Transition 6	Analysis of Financial Statements 6
Analysis of Financial Statements 6	Project Management 6	Consumer Behaviour 6	Economics of Development 6	Managerial Accounting II 6
				Ethics in Accounting and Auditing 6
Electives				
Financial Management 6	Innovation Management 6	Service Marketing 6	Economics of Personnel 6	Financial Management 6

Public Accounting 6	Business Ethics 6	Marketing in Banks and Insurance 6	Environmental Economics 6	Accounting and Small Business 6
Banking Management 6	Investments Management 6	Business Ethics 6	Financial Markets 6	Financial Markets 6
Ethics in Accounting and Auditing 6	Business Communication 6	Investment Management 6	Economics of public administration 6	
Accounting of Financial Institutions 6	Financial Analysis 6	Financial Analysis 6	Public Finance 6	
6 Semester Obligatory				
Auditing 6	Strategic Management 6	Marketing Strategy 6	Economics of the European Union 6	Advanced Financial Accounting 5
Risk Management 6	Operational Management 6	Promotion 6	Monetary Economics 6	Audit and Control System 5
Public Finance 4	Information Technology and Project Planification 4	Product Design 4	Econometrics II 6	Accounting and Financial Institutions 5
				International Accounting 5
Electives				
Marketing in Banking and Insurance 4	Statistical Analysis 4	Statistical Analysis 4	Statistical Analysis 4	
Investment Management 4	Banking Management 4	Media Marketing 4	Economics of Knowledge 4	Financial Statistical Analysis 4
Financial Statistical Analysis 4	Knowledge Management 4	Marketing Models 4	Taxes and Business Strategy 4	Financial Accounting and Information System 4
Taxes and Business Strategy 4	Risk Management 4	Customer Relations Management 4	Analysis of Global Markets 4	Taxes and Business Strategy 4
Monetary Economics 4	Database Management 4	Marketing in Tourism 4	Introduction to Game Theories 4	
Diploma Thesis 6	Diploma Thesis 6	Diploma Thesis 6	Diploma Thesis 6	Diploma Thesis 6

Legende

White colour: obligatory modules, specific to the programme

Light green colour: electives

Blue colour: identical modules, either obligatory or elective

Analysis

1 The first year is identical in all 5 study-programmes.

2 All programmes have many modules in common. It was stated that each module, even if it carried the same name, was offered programme specific. However, this is not supported by the various module descriptions, neither in the SER nor in the electronic supplement.

3 Similarity and identity do not refer to electives only but appear in the obligatory parts of programmes as well.

4 Sometimes a module is in one programme obligatory, in another one an elective, carrying sometimes even different number of credits. In principal this is possible but has to be explained.

Result

Programme profiles are ambiguous.

Students can register in one programme, study the majority of the modules in another programme and still get the degree of the programme being registered in first.

Example:

Student registers with Bachelor programme in Banking, Finance and Accounting.

The first year is identical with any other programme in the faculty.

In the second year, third semester, the student does the obligatory module International Finance in his original programme and the other two obligatory modules Finance and Marketing in the programme Management and Informatics. In this programme he can also choose the elective Managerial Accounting, 6 credits, which is obligatory in the parent programme „Banking, Finance and Accounting“. The student has to select one elective for the major programme; he can choose 1 out of 3 as one is already chosen as obligatory (as the modules are identical by name, contents and learning outcomes, the university normally has to accept the student's choice).

In semester 4 the student could do all three obligatory modules in his/her original programme but may also do Financial Accounting in the programme „Accounting“ (obligatory, 6 credits) and International Business again in Management and Informatics (elective, 6 credits). He/she could also do the two electives in this programme, e.g. Entrepreneurship and Foreign Language II or replace one of the two by Business Environment.

The obligatory modules Financial Markets and Analysis of Financial Statements can also be studied within the programme Accounting where Financial Markets is an elective, carrying the same number of credits. Only the module Banks and Banking Business has to be taken in his/her original programme. In fact, Financial Markets is offered in all but one programme (Management and Informatics). Also, of all the electives listed, the student has to select two, which, again, can be studied in other programmes.

In semester 6 the student has to do two modules in his first chosen programme as they are offered only in Banking, Finance and Accounting. Additionally, two electives, carrying 4 credits, have to be selected. Four out of five electives offered in this programme are also part of other programmes.

The study-programme is finished successfully with a Diploma Thesis – in all programmes.

In other words:

The student will receive the Bachelor degree in Banking, Finance and Accounting by having studied only 5 out of 21 obligatory courses in this programme (leaving the electives aside as they can be planned to open opportunities in other programmes).

These overlaps happen less in Economics where the student has to do 9 programme specific courses out of a total of 21. In Management and Informatics 6 out of 21, in Marketing 7 out of 21 and in Accounting 7 out of 23.

It can be questioned whether a study programme should be carried out with a very specific profile by name but this profile is supported by less than a third of the modules offered. In Economics, the most balanced one, it is still less than 50%.

There is also the danger that the various programmes cannibalise each other as regards, student, staff and other resources.

Recommendation

Option 1:

The University might consider merging the five programmes into two:

1. Programme in Business Management with the options/electives in Banking and Finance, Accounting, Informatics and Marketing. It is necessary to make the elective Accounting clearly distinctive from Banking, Finance and Accounting or, preferably, merge the two.
2. Programme in Economics with a clear profile.

Or

Option 2:

1. Consider to revise all programme profiles so that each programme distinguishes itself from one another clearly. Each programme should not have overlaps of more than about 50%.

Without any changes the students, entrepreneurs, universities, the society at large would be badly informed as there is a significant discrepancy between name of the degree and the learning outcomes of the programmes. The names do not correspond to the contents either.

The university may consider the original idea of the various cycles of higher education: the first cycle should not be too narrow but should be general to a certain extent to give students opportunities to work in many fields. With the option 1 – outlined above – this could be reached best. The University may refer to the National Qualifications Framework (draft) or to the European Higher Education Qualifications Framework.

At master level the following picture evolves:

Master				
Banking, Finance, Accounting	Management and Informatics	Marketing	Economics	Entrepreneurship
1 Semester				
Research Methodology 8	Research Methodology 8	Research Methodology 8	Research Methodology 8	Research Methodology 8
Advanced Management Accounting 8	Managerial Economics 8	Marketing Management 8	Advanced Macroeconomics 8	Managerial Economics 8
Advanced Financial Accounting 8	Quantitative Methods in Management 8	Marketing Strategies 2 8	Advanced Microeconomics 8	Theories of Entrepreneurship 8
Contemporary Financial Management 6	Marketing Management 2 6	Marketing in Banks 2 6	Economics of European Integration 6	Investment and Feasibility Analysis 6

Quantitative Methods in Finance 6	Organisational Behaviour 2 6	International Business 2 6	Time Series Analysis 6	Contract Business Right 6
2				
Advanced Risk Management 8	Management Information Systems 8	Integral System of Promotion 8	Industrial Economics 8	Advanced Strategic Management 8
Corporate Finance 2 8	Human Resource Management 2 8	Customer Behaviour Management 8	Globalisation and Labour Market 8	Entrepreneurship and Public Policy 8
Advanced International Finance 8	Leadership 8	Managing New Product Development 8	Economics of Kosova Development 8	SME and European Integration 8
Financial Analysis 6	Managerial Accounting 2 6	International Marketing 2 6	Economics of Human Capital Development 6	Entrepreneur Finance 6
Banking Management 2 6	SME Management and Entrepreneurship 6	SME Management and Entrepreneurship 6	Macroeconomics Aspects of Public Finance 6	Management of Creation and Innovation 6
3				
Auditing and Insurance Services 8	Financial Management 2 8	Distribution Management 8	Economics of International Trade 2 8	Integrated Marketing Communications 8
Financial Markets and Institutions 8	Strategic Management 2 8	Market Research Management 8	Economics Growth and Development 2 8	Accounting for Managers and Entrepreneurs 8
Public Finance 2 8	Database Management 2 8	Marketing Information System 8	Econometrics 3 8	Team Leadership and HR Management 8
Public Accounting and Financial Reporting 6	Business Ethics and Social Responsibility 6	Research Models in Marketing 6	Economics of Globalisation and Transition 6	Business Ethics and Social Responsibility 6
Accounting for financial institutions 2 6	Innovation Management 2 6	Price and Quality Management 6	EU Economic Policies 6	Business „practicum“
4				
Master Dissertation 30	Master Dissertation 30	Master Dissertation 30	Master Dissertation 30	Master Dissertation 30

Legende

White colour: obligatory modules

Green colour: Electives

Blue colour: Identical module in at least two programmes, either obligatory or electives.

Analysis

Out of nine obligatory modules students have to study at least 7 in their programme specific part. Research Methodology can be seen as a „platform“, which every student has to do, independent of the programme. In fact, from the viewpoint of efficiency, it is useful to have some platform modules – as long as the distinction between the programmes is kept.

Result

At Master level the profiles clearly differ from each other. In the discussion it was mentioned that there was the intention to start a Master programme in Accounting. This can only be supported if there is a clear differentiation from the Master programme in Banking, Finance and Accounting on the condition that staff and space were adequately available.

However, the overview also reveals that obviously the University considers Bachelor and Master programme as a unity. In the Master programmes modules are listed which signify that a part has taken place before, e.g. in Banking, Finance and Accounting: Corporate Finance 2, Public Finance 2; i.e. at Bachelor level. In Management and Informatics: HRM 2, Financial Management 2, Strategic Management 2, Database Management 2; in Marketing: Marketing Strategies 2; in Economics: Economics of International Trade 2, Economics Growth and Development 2, Econometrics (even 3), leaving aside the electives for which the same indications are used. According to the structures in the European Higher Education Area (EHEA) two cycles mean that each cycle is a stand-alone. Only then is it possible that students can join Master programmes in one institution after having finished a Bachelor programme in another one. The numbering in the Master programmes suggests that the former system of a 5-year-programme still prevails and that the student is not really expected to leave after cycle one, or, in other words: two cycles do not really exist; the student is expected to continue directly with the second cycle.

Recommendation

The University may rethink their approach to the two cycle structure having been introduced in the EHEA. At Master level no follow up module to a module at Bachelor level is acceptable as this would endanger vertical mobility and also abuses a principle of the EHEA. The University may just change the name but more precisely the learning outcomes. It may be wise to check to which extent graduates from other universities stand a fair chance to participate successfully in the respective modules.

At PhD course level the analysis identifies the following:

PhD			
Banking, Finance, Accounting	Management and Informatics	Marketing	Economics
1 Semester 30			
Accounting Research: Tools and Strategies 10	Strategic Management of Human Resources 10	Advanced Marketing Management 10	Comparison of Economic Theories 10
Corporate Tax Strategies 10	Contemporary Models of Business Management 10	Product Development Management 10	Advanced Microeconomics 10
Global Economic and Financial Crisis 10	Management New Approaches 10	E-Marketing Management Strategies 10	Globalisation of World Economy 10
2 Semester 30			
Financial Engineering and Credit Risk Management 10	Management Informatic System and Managerial Strategies 10	Quality and Price Management 10	Econometric Methods 10
Advanced Accounting Theories 10	Business Environment 10	Business Marketing 10	Economics of Kosova Development 10
Empirical Methods in Accounting and Finance 10	Contemporary financial Management 10	Models of Consumer Behaviour 10	Economics of European Integration 10
Advanced Cost Management 10	Systems Analysis, Design and Implementation 10	Quantitative Methods in Marketing 1	Applied Statistics – Statistical Software 10
Financial Analysis, Planning and Forecasting 10	Entrepreneurship and SMEs	Integrated System of Communication – Promotion 10	Financial Economics – Contracts and Intermediation 10
Investments and International Finance	Knowledge Integrated Management with Strategic Initiatives 10	Technology of Marketing 10	Economics of Business Development 10

Legende

White colour: obligatory modules

Green colour: electives

Result

There is no overlap of modules at PhD level. The programme profiles are clear.

1.4. Credit Allocation, Assessment and Grading

The following analysis refers to top 1.2. of the Self Evaluation Report: The regulation for evaluation of students and their progress during the study and to the top Credit Calculation in each programme described (normally the 9th Chapter).

The university claims to follow the principles of ECTS. Therefore the reference document is the ECTS User's Guide of 2009 and additional national rules and regulations if any. The university is reminded that in the recent Bologna Conference in Yerevan, May this year, this Guide was revised and has to be considered from now on. Particularly the close connection between Learning Outcomes, Credits and Examinations is stressed (Section 3).

In the SER only credit allocation is described in very general terms. It is indicated that the credit allocation „is based on the time spent“. In detail the following issues are revealed:

Bachelor Programmes:

Unfortunately, there are no further explanations to find out why in the first year 4, 5 and 8 credits are allocated to obligatory course components, in the second semester 8 credits for all obligatory modules and 6 for electives, from semester 3 – 5 all modules carry 6 credits and in semester 6 obligatory modules 4-6 and all electives 4 credits. The allocation looks a bit like a „mathematical exercise“ as there is no link identifiable to the learning outcomes.

Master Programmes

All obligatory modules carry 8, all electives 6 credits. Again, a rather „mathematical“ approach seems to have been taken. As a hint: the new User’s Guide allows „half credits“ in cases where 4 modules per semester have to be studied. The university may consider allocating 7.5 credits to each module of Master programmes - but only in such cases of four modules per semester.

Phd Programmes

Credits are allocated for the taught part only (first year); 10 credits for each of the modules, 60 in total. Only in the programme Economics it is stated how many credits the students have to achieve and how – generally speaking – they may achieve the credits in the following semesters.

Assessment and Grading

Forms of examinations and criteria for assessment are listed but, again, no reference to learning outcomes is made. Also, an ECTS Grading Scale is being used which is outdated since 2009. Section 4 on the new guide, Grade distribution, might be very useful for these matters.

In the individual module description forms of assessment are documented but why these and no others, i.e. the relationship to learning outcomes is not described.

Degree awarded

At bachelor and master level the degree awarded is Bachelor of Science or Master of Science respectively. The profile of the programmes do not support this award-type, they are rather Bachelor or Master of Arts with the exception of Economics. The latter programme may award a Master of Science.

Recommendation

It might be useful to revise credit allocation, assessment and grading in the light of the new ECTS User’s Guide of 2015.

To communicate clearer the type of programme the degree type awarded should be Bachelor or Master of Arts and not Science.

1.5. Meeting with Students

- (1) Faculty of Economics is among students generally regarded as a quality institution, which is also reflected in the number of candidates for their programmes. However, the fact that the institution enrolls a high number of students is also a risk for the quality of the studies.
- (2) Students as well as the staff of the institutions have several times remarked that the student/staff ratio is very high and that the teaching staff cannot give enough attention to all the students. It was also stated that the professors are available to students during their office hours, which take place for 4 hours (2x2 hours) every week, however it was also remarked that this is not sufficient for such a number of students. Students have commented that sometimes they have to wait for a longer period of time before being able to speak to a professor. It was also stated that class sizes are big, as there is on average 70 students per class, which doesn't allow for student-centred teaching and learning process. While there seems to be a lot of group work planned, and students are divided into groups of 35 for certain exercises, it would still be recommended to lower the student/staff ratio. This is especially valid for Bachelor studies, where the student/staff ratio is most problematic.
- (3) Large numbers of students also raises problems when it comes to academic integrity, as it was stated that the institution doesn't have a system of checking the copy-rights issues and plagiarism, and with the high numbers of students that is a big risk. In order to maintain the high level of quality that the Faculty has, it would be recommended to look into options of acquiring a system that would allow for checking the academic integrity of assignment, theses etc.
- (4) The same issue is also seen when it comes to the facilities of the institution. The facilities have improved over the years, however it was remarked several times that in some cases, students have to come to lectures already one hour before the start in order to assure they would have a spot in the lecture room. It is understandable that this happens with limited resources that the institution receives, however it would be recommended that in the short-term, the Faculty management looks into planning the teaching and learning process in a different way, as to allow all students to attend the lectures. In the longer term, it would be recommended to the faculty and the University of Pristina to ensure proper conditions for students and staff at the Faculty.
- (5) The information system of the institution was commented upon as good, and we would like to acknowledge that the institution has made a progress in this regard. There were minor complaints that sometimes the absence of the professors during office hours is not marked, so the system has some room for improvement. The information system is especially important with the high number of students that are enrolled in the institution, so it would be recommended to continue and improve the system.
- (6) It was stated that the internship opportunities are available, and that the institution has helped with that process. However, it was also remarked that due to the high number of students, it is not possible to ensure an internship or a work experience for every student, so it would be recommended that the institutions further develops a system of career office and cooperation with the public administration and business sector. It would also be recommended that internships are formally included in the

curriculum, as currently there are not many ECTS points that would be allocated to this kind of learning experience.

- (7) The institution is paying attention to internationalisation, through cooperation with universities from abroad and in several European networks. At least one of the programmes that are being accredited was developed in cooperation with foreign universities, which is a good way to ensure the international dimension of the curriculum. The institution offers some opportunities for mobility, however not many students take up this opportunity. As the international experience is important especially for the programmes that are being accredited, it would be recommended that the Faculty continues its work in expanding mobility opportunities for students and staff and further establish agreements with faculties and universities abroad. One of the opportunities to internationalise is internationalisation at home, for example with an option for students to have lectures in a foreign language (for example English) and the inclusion of professors from other institutions in the programme, so it would be recommended that the institution explores some of the options of internationalisation at home.

Recommendations

The Faculty is advised to

- decrease the staff/student ratio
- improve the system of fighting plagiarism
- assure a hurdless participation in learning activities
- strengthen and further develop the working information system
- allow for a complaints procedure and follow up of any complaint
- establish a career office
- allocate credits to internships
- increase internationalisation, including „internationalisation at home“

Part 2 Programme Assessments

2.1. Bachelor Programmes

2.2.1. Banking, Finance and Accounting

(1) Academic Programmes and Student Management

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

Bachelor program of Banking, finance and accounting is in line with the mission of the Faculty of Economics, since it aims to prepare its students to contribute building, developing and implementing a practical oriented banking management, finance and accounting in domestic and international business environments (p. 7 and 18 of SER). by providing development of professional career for all those who are interested and willing to work in banks and other financial and accounting firms and thus contributing to economic progress and social development of Kosovo.

Although it seems that there is a high number of students enrolling and graduating in this field, according to the management of the programme, the best students find their jobs in the field relatively easy.

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

The programme is very much comparable to the programmes of the University of Ljubljana (Faculty of Economics) and University of Zagreb (Faculty of Economics & Business), as stated in SER p. 17, 92.3%. However, the question arises why the Faculty of Economics in Prishtina has *Banking, finance and accounting* as one programme and again just *Accounting* as a separate programme? As the comparison of the courses of different study programmes shows, most of the courses are the same in both programmes and thus do not offer a real differentiation and specialisation. Although the staff pointed out that the modules in different programmes carry the same names, but the content of the courses delivered differ, the descriptions of the courses in different programmes are set on "cut-paste" basis. Additionally, one could ask him/herself why, for example, the course "Law and Ethics of Banking" is not an obligatory course in the programme of *Banking and Finance* while "Ethics in Accounting and Auditing" is obligatory in the *Accounting* programme.

Recommendation

It is recommended that the programme in *Banking and Finance* omits specific courses in the field of Accounting and some other general courses and adds additional specific courses in its own field, and at the same time that the *Accounting* programme reconsiders its own curriculum reflecting more its specialisation in the field of Accounting (for example: Accounting for Non-profit organisations, etc..).

The faculty is encouraged to include Ethics in Accounting and Auditing as an obligatory part.

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

The didactic concept is described well and adopted by the teaching staff. The staff is using combination of traditional lecturing, case studies, seminar work, and lectures by invited

experts from the practical field which is highly appreciated by all students in the programme. If they had less students enrolled to the programme, they could use other didactic concepts.

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

All the analyzed materials imply the conclusion that academic degrees correspond to international standards. As stated in SER, and by the management of the programme, the curriculum of the programme has been modernized with an enormous help provided by partner institutions in the Tempus project, as well as with Staffordshire University and several other partner universities in Europe.

- **Does the structure of the programme 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?)

One cannot precisely distinguish the independent study time, reflection and analysis students devote to each course. There are no online courses offered. However, learning materials are often offered on the web-page.

A missing part in most courses' syllabi is a distinction between obligatory and recommended literature. Some courses have 4 -5 books as literature for the course, and the same books appear also at the master level. This implies the conclusion that most probably students need to consult only certain chapters of each book at BA level and the rest at master level, but this should be clearly marked in course descriptions.

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

Yes. ECTS credits are defined for each course, but the calculations are not so clear. However, one would expect certain number of ECTS points for Internship as well.

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

This is very difficult to judge, but according to the provided materials it could be concluded that it is manageable. According to the management of the programme the "dropout rate" is about 15%.

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

In short – Yes. Based on provided materials and responses from the faculty members, teaching methods differ according to suitability for each particular course. They seem to be in line with each course contents and its goals. The major issues are large number of students and constrain in lecture halls spaces. Lectures are held for larger groups in the auditorium, and elective courses are held for smaller groups (although some elective courses in one programme are obligatory courses in another, the lectures are never held together with the other groups of students). Transfer of knowledge and skills are also assured by regular visiting scholars from the practical field. Still, one could recommend that the programme offers more specific courses in the field of banking and finance, and omits more general courses in other fields of study, as already stated at the beginning of the report.

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

This is the part in which the Faculty of Economics should particularly concentrate to avoid overlapping of the programme in Banks, Finance and Accounting with the programme of Accounting. There should be a clear distinction between these two programmes, and at the moment this is not the case (as already stated earlier in this report).

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

They follow the national rules and are comparable to international standards.

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

At the moment – NOT! There are 3185 full time students and 596 correspondence students (whatever is meant by the term?) registered in all 3 years of bachelor's programme. It is difficult to figure it out how was it possible to enroll 713 students in the academic year 2014/2015 when a student quota for the programme is 400 (as stated in SER, p. 16). If the number includes the students who failed certain years, then again the drop-out figure given by the management is not correct.

There is a very "worrying" ratio of students and academic staff (SER, p. 428) (96.48 in the last academic year, and it is worsening compared to the 2011/2012 academic year), and this is only the "wide interdepartmental" ratio of students. The ratio is the highest compared to all other programmes offered at the FE in Prishtina. However, if the "narrow – departmental ratio" is taken into account, 23 academic staff have to deal with over 4.5 thousand of students! In both cases this requires a major and urgent attention of the Faculty management, since still with a "wider" ratio there are only 50 academic staff to deal with 4781 students (close to hundred students per academic staff!). The quality of the programme inevitably must suffer. On top of this, professors are allowed to work at other educational institutions (private!! and public) in Kosovo.

Recommendation

The Faculty is strongly advised to improve the staff/student relationship.

(2) Staff

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

Please, refer to the above comments!

- **Do 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! According to their CV's and their engagements/working experience in financial institutions and with teaching experience abroad (in some cases) they all have appropriate qualifications for the positions they hold.

(3) Research and International Co-operation

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

All the teaching staff would like to be involved more in research activities. Unfortunately, they are missing adequate research funds. The situation might change in the future with the establishment of a Research Institute.

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

Taking into account all the circumstances in which they work, they fulfill this requirement surprisingly well.

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

At this study level they are not.

Recommendation:

It is recommended to increase opportunities for teaching staff to get involved in research activities.

(4) Finances and Infrastructure/Space and Equipment

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

For the whole institution an adequate budget plan has been developed but not for the programme yet.

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

They try to cope best with what they have, but the infrastructure requires urgent improvement. There are some positive signs in the near future. The faculty library is very modest, but this is connected with overall financial constraints.

Recommendation

The Faculty is advised to design budget plans which indicate the allocation of funds to the various study-programmes

(5) Quality Management

- **Are the institution's programmes assessed regularly within the context of internal evaluation processes?**

Yes! They follow the procedures defined for the whole institution. However, they should make it more transparent to the students as well.

Recommendation

It is useful to make the allocation of funds more transparent.

2.1.2. Management and Informatics

(Note: the following description refers to the programmes in Management and Informatics at Bachelor, Master and Phd level. For this reason, the report is repeated under the respective headings. Special reference to a level is indicated in the text if it refers to a specific level.)

(1) Academic Programmes and Student Management

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

Yes. I suggest institution to shorten their vision statement. Also, translation to English should be modified: Research in management and other disciplines should be emphasized as well, not only economics.

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

Generally Yes. There are concerns about amount of Informatics subjects on Master level. There are only two. This is not enough for those coming from other bachelor programs. I suggest to change the general management courses by adding parts connected with information technology and to give to these courses also new names, which reflect the connections with informatics.

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

Yes. At the same time all syllabuses are too similar and it would be nice to have teaching methods described in more details.

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

Yes. At the same time I did not see any course about cross-cultural management. It would be nice to have one. And more courses concerning soft side of management like leadership would be welcomed.

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

Yes. At the same time I am confused about part-time students on master level: do they have the same number of lectures as full time students? I understood they do not need to visit lectures. What should they do instead of this? It should be more clearly written in programs in future.

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

I think internship should have ECTS points also on bachelor level. At master level this is called business practicum.

- **Is the workload required for the academic programme manageable for students?**
I am not sure. I did not get any answer about drop-out rates from department. I do not think 3 years are enough for doctoral studies; especially not for working people. It should be at least 4 for full time students and 6 for part-time students (the possibility of this has to be checked with the KAA).
- **Are the teaching methods and content of teaching units sufficient for the successful achievement of the programme's goals and outcomes (competences and qualifications, knowledge and skills)?**
I would like to see more clear distinction between levels and programs. It is not very clear now.
- **Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?**
I got clear answer about organizational behavior: bachelor level courses and master level courses cover different parts of OB. I would like to see more clearly, how other courses on different levels differ.
- **How do the admission criteria and admission procedures measure up to international standards?**
They do. Students from other bachelor programs should do 5 exams during 2-3 weeks before admission.
- **Is the ratio of academic/artistic staff to students appropriate?**
Not at all; 35 students in seminar are far too much for courses of management and informatics both. It should be less than 20.

Recommendations

The Faculty is advised to:

- emphasise the need of research in general, not only in Economics
- revise the vision statement
- improve the quality of translation into English
- revise the general management part
- all syllabuses are described in a much too similar way
- detail much more the teaching methods
- include cross-cultural management and leadership into the curriculum
- decrease the number of student participants in seminars (less than 20)
- clarify the differentiation between programmes (profiling); this refers to the distinction between levels as well
- make transparent the drop-out rates
- allocate credits to internships/practicum
- describe part-time programmes if they exist

(2) Staff

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

It seems that professors are professors of several departments at the same time. I had also entrepreneurship people at my meeting. It was not clear who are the heads of programs. Also, there are no program-committees; it seems that the department serves as program committee for all 3 programs (bachelor, master, doctoral). Responsibilities are not clear. I think more clarity is needed here.

- **Do 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?**

Many have had practical experience in industry, in public and private sector and also from abroad. There are links with Zagreb University.

Recommendation

The Faculty is advised to make transparent the distribution of responsibilities between staff.

(3) Research and International Co-operation

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

This part is really weak. People complain they have no time. At the same time they are using opportunity to work additionally at on other university. I suggest not allowing higher level faculty to work at other institutions. People do not have grants. There are not enough journal publications. Management and informatics seems to be the areas which publishes the least in the faculty. There are also not enough conference presentations in this area. Hopefully assistants, who are also doctoral students, will help to increase these numbers in future. At the same time there is only 1 article required from doctoral student, it should be 3 before they are allowed to defend their thesis. There should be the system of sabbaticals. This time could be used for research and for teaching in foreign countries. It seems to exist, but it does not function in reality.

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

I strongly support the approach to have 1 supervisor from abroad for doctoral student. This is really helpful.

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

Students are involved in projects with companies. They find the problem, analyse the situation and write case studies. They could collect data also for quantitative surveys and interview managers for qualitative research projects.

Recommendations

The Faculty is advised to

- appoint one external supervisor for doctoral student from abroad
- increase the number of publications, in particular in Management and Informatics
- increase the number of papers to be prepared by doctoral students from one to three
- introduce a system of sabbaticals

(4) Finances and Infrastructure/Space and Equipment

- **Does the institution have an adequate budget plan?**
- **Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?**

There should be clear budget for research institute from university. Also strategy and development plans are needed.

Recommendation

It is recommended to design a strategy for the Research Institute together with a budget outline.

(5) Quality Management

- **Are the institution's programmes assessed regularly within the context of internal evaluation processes?**

They seem not to consider student feedback enough. This is not discussed on faculty meetings. I do not think the dean has enough time for personal meetings all faculty members on all levels. It should be responsibility of department head to talk with faculty in their own department about results of students' feedback and to encourage faculty members to make personal development plans for both, for teaching and research.

Recommendation

The Faculty is advised to take students' feedback more seriously.

2.1.3. Marketing

(1) Academic Programmes and Student Management

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

Yes, the academic programme corresponds to the institution's mission statement and principles of operation.

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

Yes, the programme's quality, range and academic aims are appropriate to the academic degree. There are very many approaches about the content of similar curricula (what are exact courses taught in Marketing curriculum on BA level) and the current approach applied by UP could be considered as a rather classical one. The expert is suggesting having a second look at the BA curriculum– what exact knowledge, skills are the courses teaching. Management of the programmes pointed out that on BA level two main keywords/focuses of the programme are “service marketing” and “communication”. Even if there are some courses connected to these fields, the existing curriculum does not reflect this direction highly enough. Additionally, there is internship mentioned in the SER, but not listed in the BA study programme. Based on the interviews with the students and staff, more attention could be put on teaching and testing research skills on BA level.

More attention should be put on real skills and knowledge people would need in labour market while working in marketing field. Currently there are too few soft courses within the curriculum, e.g. courses on leadership, e-marketing, innovation, social responsibility, psychology, cultural differences, logistics, public relations etc. The management of the curriculum pointed out also the following keywords “banking marketing”, “agribusiness marketing”, “holistic marketing”, “integrated marketing”, “SMEs marketing” as potential new courses. It is suggested to have a closer look at the curriculum while keeping in mind the trends of the marketing and the needs of businesses/organizations while employing marketing specialists.

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

The programme is not based on an overarching didactic concept. Some professors/teachers are using modern/interactive approaches, but not too often on BA level. The teachers are aware of different possible approaches to teaching, but since the class sizes on BA level are rather big there are mostly classical lecture format being used.

Developing and running a functioning electronic learning platform (e.g. Moodle) would allow even more efficient use of resources and communication (flexibility of space and time, speed of communication, content delivery, assessments, etc.) and could offer a diversity of didactic approaches. It is suggested for the university to put more effort into developing such platform/system. Based on the feedback of the students, the teachers/professors who have gained their degrees abroad at foreign universities are more appreciated because of their higher ability to teach interestingly and to involve the classroom during the sessions.

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

Yes, the academic degree corresponds to international standards.

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

Yes, the structure of the programme seems to give sufficient opportunity for independent study and analysis. At the same time the proportion of independent study compared to classroom units is not yet clear. The current structure of the BA programme does not give sufficient opportunity for reflection and discussion. Also the students were complaining about teaching methods, class sizes and too formal approaches to teaching on BA level.

Currently the description of each course is rather general stating just some sentences, keywords without giving an overview of what is really planned to happen during the course. Currently no course is taught in English on BA level. The expert is suggesting paying more attention to increasing the knowledge and usage of English in teaching process. Also additional single guest lecturers in English would help to increase the sense of “international world”.

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

The allocation of ECTS for the programme is appropriate and justified. The BA programme consists of 180 ECTS credits and the diploma thesis itself gives 6 ECTS. At the same time looking at the current syllabus, course descriptions and the reading materials there is no clear link between the amount of reading materials/ home assignments/work hours and the credits given. ECTS are not necessarily correlating with the number of contact hours nor do they measure the relative importance of a particular course. Rather, they represent the workload estimated for an average student to fulfil the learning outcomes of the course.

The expected learning outcomes of a course should give a better overview of what the student is able to do after completing the course. *Understanding* the course contents is not a sufficient explanation; more emphasis should be put on a clear plan for the skills the student should have acquired in the course. Learning outcomes should also find their expression in the teaching and assessment methods.

Most courses in SER have listed 2-3 books as required reading materials. It is not clear if the books are followed 100% or just some chapters. Based on the interviews with the management team of the programme, different approaches are applied (sometimes just some chapters, sometimes full books, etc.). It makes sense diversifying reading materials so that there are more books used, but not all of them are used 100%. This aspect should be analysed in a curriculum design in a much more clear way.

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

The workload required for the academic programme is manageable for students. Still, currently the school is allowing the students to take their exams 3+2 times (all together 5 times!). Such approach could be considered as very generous for the students but at the same time also as big waste of valuable time of the academic staff. It is highly suggested to limit the number of possibilities to take exam to “two”, maximum to “three” times.

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

The teaching methods are not the best ones, but could be considered as acceptable for achieving the programme's goals. Content of teaching units are mostly sufficient for the achievement of the programme's goals and outcomes.

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

The overlap of academic content between the various parts of the curriculum is comprehensible and transparent. Still, the overlap between various curricula in different fields is too big. It is suggested to consolidate the programmes in the faculty or to distinguish the programmes much more from each other.

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

The admission criteria and admission procedures measure up to international standards. Students have to pass specific entrance exams (mathematics, economics and foreign language). For BA level there are around 6 applicants per place.

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

The ratio of academic staff to students is unfortunately not appropriate. The number of students is rather high and the teacher-student ratio can't be considered as acceptable. According to the official statistics there are 889 + 268 (full time + part time) BA students in Marketing. Counting all numbers together there are 1797 (!) students in the Department of Marketing.

There is no difference between full time and part time students. The only difference is that part time students pay 5x higher tuition fee. At the same time they do not have any specially scheduled classes. If they want to attend the classes (it is up to them to decide), they need to take part in regular classes offered during morning or afternoon.

Around 70% of BA students are studying full time and around 30% of the students are studying part time. Each year approximately 250 new students will be accepted for the BA level. At the same time there were just 187 graduates from BA programme. According to the teaching staff only 10% of the students finish their studies on time and around 20% of the students drop out. These numbers show clearly that study efficiency and drop out rates are problem on BA level.

According to the management team of the programme the average class size on BA level is around 50 students. According to the students the average class size on BA level is much bigger counting up to 250 students. It is rather obvious that the size of the classes is a problem for the programme.

There is listed 11 full time staff working for the Marketing Department: 2 professors, 3 associate professors, 2 assistant professors and 4 assistants. At least 3 of them are teaching part time also at other universities, 1 person is working full time for the Central Bank of the

Republic of Kosovo and 1 person is Minister of Trade and Industry of Kosovo. It is obvious that there is a too limited number of staff to cover such a big number of the students. Even if the faculty/department is planning to reduce the number of the students, the number of the teaching staff is still too low.

Recommendations

The evaluation criteria of the courses, hours in the classroom, correlation between ECTS and work load should be presented in a more clear way. Allocate ECTS to each of the course based on realistic data. Academic staff should receive training on how to allocate ECTS in a justified manner.

Curricula on BA level could be updated with relevant marketing skills, knowledge and “soft courses”. Clarify the expected learning outcomes of the individual courses by providing properly formulated outcomes including methodology of teaching and methods of assessment. Train the teaching staff for understanding the role of learning outcomes.

It is advised that some of the courses/some parts of the courses are delivered in English. More guest lecturers could be invited from abroad to participate in the programmes. Additionally, all BA theses should have a foreign language resume. Currently none of them have it.

UP could consider possibilities to reduce the number of exams the students are allowed to take after the course. It is suggested to have maximum 3 chances to do an exam within a course, but international practice is often using also just 2 exams/chances. Develop a learning platform (e.g. Moodle which is being used by very many universities worldwide) allowing for introducing the benefits of eLearning and thus also introducing contemporary teaching methods.

The most critical point is the teacher student ratio. UP should put much more emphasis on this figure. Also the graduation rate and drop out rate should get more attention.

(2) Staff

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

The institution does not have an adequate proportion of permanent and external staff. The number of permanent staff should be increased.

- **Do 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?**

The academic staff demonstrates ability to do both research and teaching. Their qualifications are appropriate to the positions they hold within the institution. CVs of permanent staff are impressive both considering their previous education/training and practical experience within the fields. Also the management of the curriculum is considering the educational background of the teachers/professors as the key quality aspect of the programme. It is suggested to apply more interactive approaches to teaching.

Recommendations

It would be strongly advised to have bigger group of people working full time for Marketing Department to supervise and motivate 1100 BA students and to cover the core marketing subjects of the curriculum. It is also suggested to list in course syllabi other planned academic staff/ quest lecturers/ professionals who would give lectures within the courses (not just the responsible person).

(3) Research and International Co-operation

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

Teaching staff is involved in some research activities and sometimes these research activities feed-back also into teaching. Taking into account the general situation in Kosovo, the Marketing Department could be considered as well prepared for doing research. Even if there is currently no research funding within the Department, there are plans how to attract applied research money through the newly established research centre. The capacity among the staff for doing real scientific research and also for attracting applied research funds is evident. Also the management of the curriculum is considering its staff as “the best within the faculty of economics in communication with businesses”. For real evaluation it is too early to say anything, since there are mostly plans and the research centre itself exists mostly on the paper.

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

The extent and the quality of international cooperation in research and teaching could be improved a lot. It is evident that to build up a solid international dimension of the higher education institution takes time and it can be a real challenge. At the moment, the international co-operation as related to the teaching, research and/or other relevant areas of the Faculty/Marketing Department seems to be a critical point. There is no institutional or departmental strategy of internationalization. The international cooperation/ networking is mostly happening not because of the departmental/ faculty support, but despite the lack of this support. Presently limited international cooperation is mostly based on the individual networks and activities.

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

BA students are very rarely involved in any research and cooperation projects. They are doing their own basic research within the courses/ during the home assignments, but there are almost no opportunities to be involved in broader research or cooperation projects on departmental/faculty level. The established research centre should start to offer opportunities for the students as well, but it is still in the starting process and there are not any real activities or outcomes yet.

Recommendations

The school's own research profile and research capabilities are important for sustainable institutional education and development. The participation and access on international research projects does not exist at the moment and it would be very much encouraged to initiate such applications/ common research projects more actively. Make the research engagement an explicit expectation towards the professors and associate professor of the university while providing them a needed support. Time should be allocated for preparing such applications and building international connections. It would be important to

encourage staff to maintain their capabilities by publishing research work in peer reviewed international academic journals. Also international recruitment is encouraged. Additionally, the school should look for possibilities for local/international internships and local/international applied research projects where students could take part and gain valuable practical experience.

(4) Finances and Infrastructure/Space and Equipment

- Does the institution have an adequate budget plan?

University of Prishtina is a public state funded university. Generally speaking, the institution does not have too good financial situation. There are no budget at all for the faculty library (all books have been donated), there are limited number of teachers involved in teaching, the classrooms could be updated, etc.

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

The institution has adequate buildings and specialized infrastructure for the requirements of the programme. All rooms could be updated, but also current rooms are functioning and serving the students.

Nevertheless, the access to databases and relevant books and articles could be much more improved. Currently the faculty's library does hardly exist. UP should use opportunities to encourage its students/staff to use the databases and qualified Internet sites in order to widen their learning opportunities. Also the teachers themselves could be encouraged to use up to date academic databases/scientific articles for the classes.

Recommendations

The establishment of a stable, well qualified teaching staff and of a well-equipped library will be essential. If possible more permanent positions should be created and filled with well-qualified persons and measures should be taken to ensure that more time/emphasis could be put on research and internationalization.

All initiatives in order to strengthen the access and usability of the academic databases should be supported. Additional resources for building up the library would be heavily needed.

(5) Quality Management

- Are the institution's programmes assessed regularly within the context of internal evaluation processes?

The institution's programmes are assessed regularly within the context of internal evaluation processes. Various evaluation circles are applied. There are questionnaires for academic staff, for administrative staff, for students and for evaluation the courses. According to the management team of the university the results of these questionnaires are analysed regularly.

2.1.4. Economics

General observations drawn from the meetings and the visits

The Faculty of Economics of the University of Prishtina has now more than 50 years of history and is by far the largest faculty of economics in Kosovo. With more than 12.000 students it is a gigantic faculty - and even one of the largest in Europe. This figure is surprising, in view of the limited means of the university, the modest equipment, the limited number of administrative staff, of full-time faculty and the lack of sufficient class rooms. Even with a blended teaching system, combining classroom teaching and on-line learning, it seems that the possibility of efficient studies is rather limited due to the huge number of students.

This is also the case for internships that should be an important part of the studies in economics. It seems extremely difficult – and even impossible – to get internships for all these students and to supervise them.

Apart from that, the faculty is very ambitious. The structure and the contents of the study programmes correspond to international standards of the “Bologna” model, with a 3 years Bachelor and a 2 years Master programme. The doctoral programme is organized in a doctoral school with 2 semesters of seminars (60 ECTS credits) and 4 semesters for the writing of the doctoral thesis.

(1) Academic programmes and Student Management

The Bachelor programme corresponds to the model of “Bologna”, with 3 years of study and 180 ECTS credits. The syllabus reflects the goals described in the mission statement, with the ambition to educate analysts, consultants as well as economist in the public and private sector, to contribute to overall economic progress and particularly to the development of Kosovo.

The syllabus of the programme is similar to those of other universities in Europe. The 3-years Bachelor programme includes 20 compulsory courses and 22 electives of which 10 have to be chosen. A diploma thesis is also part of the programme.

This wide range of elective courses offers the possibility to the students to follow their particular academic interests. The allocation of ECTS credits is appropriate and justified. Furthermore, the programmes are in line with the goal to prepare the students for the labour market.

The coherence of the syllabus was largely discussed within the last evaluations and the conclusions were taken into consideration by the faculty. Therefore, they will not be discussed here again. However, some comments seem to be appropriate:

With 320 new students in the academic year 2014/2015, the intake in the Bachelor programme of economics is very high, much higher than e.g. in most of the German universities. Following the self-evaluation report (p. 423), the department of economics has in total 1.700 students and only around 200 graduates (p. 426). This indicates a high number of students abandoning the studies, probably also due to the difficult working conditions for the students.

The department has 21 permanent academic staff: 5 full professors, 7 associate professors, 9 assistant professors, in addition 6 assistants (mainly doctoral students) and 12 part-time lecturers. Thus, the ratio between students and permanent lecturers is 63:1, and taking in account the part-time lecturers 44:1. This is too high for an efficient organization of academic study. There may also be some confusion with the part-time students that are obviously not attending the lectures very often.

Recommendation

It should be a priority of the university's strategy to increase the number of full-time professors, or to reduce the number of students. The high number of drop-outs indicates difficulties of the students to bring the studies to a successful end.

Therefore, it is recommended to review the selection criteria and to organize new admission procedures.

(2) Staff

The number of full-time staff (21 professors and 6 assistants) is not sufficient, in view of the high number of students. As a consequence, a large part of the teaching is delivered by part-time lecturers and visiting lecturers who are less committed in the supervision and mentoring of the student.

On the other hand, the faculty demonstrates high ambitions to improve the quality of the academic staff and there is no doubt, that the professors have adequate academic qualifications. A very helpful strategy is indeed the co-operation with universities in Europe and America. The participation in the Tempus programme is therefore of great importance.

Recommendation

The partnerships with European universities and the participations to European programmes are of high strategic importance for the development of staff and should therefore be promoted.

(3) Research and international co-operation

The teaching staff has obviously the ambition to achieve high standards in research by publishing books and articles. In this context and in view of the international reputation of the university, the Institute for scientific research, established at the end of 2014, will be very important. Therefore, the university should define a clear strategy for the development of this institute and allocate the necessary means.

Recommendation

There is an important international cooperation and there are many partnerships in the field of research. These alliances need to be developed and officialised not only in the frame of specific research projects but for a general co-operation, including Bachelor and Master-students.

There are many handicaps in developing these co-operations: bilateral student exchanges like in the ERASMUS programme are very difficult, since students from universities in the EU are not very interested in a study abroad period in Kosovo, also for linguistic reasons. The number of foreign students speaking Albanian is indeed very limited.

A way to develop international cooperation is the establishment of international partnerships, financed by organisations like DAAD, British Council, GIZ etc. In this case, the foreign university would assume a kind of sponsorship and participate directly in the development of the university. This would include study periods, research project and the exchange of academic staff.

On the other hand, the students of the University of Prishtina need adequate language skills, especially in English. It is a matter of fact, that English has become the lingua franca in Business and Economics and almost all universities in Europe are offering now classes taught in English. It is therefore strongly recommended to promote language courses and to offer an important part of the syllabus at the University of Prishtina in English language. This is also a precondition for the development of international partnerships.

In the meeting with the students, the insufficient possibility to study abroad is regularly mentioned as one of the weaknesses of the university. But this is also due to legal constraints like visa problems that can only be solved on a government level.

(4) Finances, infrastructure and equipment

The faculty has made important efforts to improve the situation concerning seminar rooms and amphitheatres. They are all equipped with modern technical installations like overhead and data projectors. But the situation is still very insufficient in view of the large number of students.

A particular problem is the small library, the limited number of books (especially in English language!), the insufficient access to worldwide resources of scientific documents and the absence of a sufficient number of scientific magazines. There is also an important need for more computer rooms for individual learning and online research.

Recommendations:

The university should develop the library, increase the space and provide the students with relevant scientific literature, also in English. There should also be an access to international data bases. Additional funding should be raised for this on national and international level (local industry, EU Commission, Tempus programme, GIZ, embassies, international organizations, partner universities etc.).

(5) Quality management

The faculty has established an Office of Academic Development, including a Quality Assurance Office. One of the key elements of the quality management are the questionnaires for the evaluation of the lecturers, their didactic approaches and the contents of their lectures. The results of these evaluations are examined by the lecturers and should lead to necessary improvements. However, one should analyse the real effects of these evaluation, what was not possible during the site visit.

The regular updating of the syllabus is also a part of the quality management. Unfortunately, because of the shortage of time it was not possible to analyse in depth the development of the syllabus in economics.

However, these measures of quality management are very helpful and should in a long term contribute to an improvement of the study programme.

The assessment system of the department of economics corresponds to international standards with written exams, seminar papers, oral exams etc. A possible difficulty could here be also the large number of students.

Recommendation

In a long term, the faculty should envisage to consider international accreditation. This would need a long time, but the first steps could be undertaken now.

Conclusions

The programmes in Economics – Bachelor, Master and Doctoral studies – are on a right way but need still some improvements:

- to enlarge the number of full-time professors
- to develop the library and the technical equipment
- to invest more resources in class rooms
- to develop international cooperation in research as in teaching as well
- to increase the research activities

However, the programmes correspond to international standards and despite the high number of students they seem to be successful. The achievements of the last years are thus quite impressive.

2.1.5. Accounting

(1) Academic Programmes and Student Management

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

The programme is applied oriented and therefore in line with the mission statement of the Faculty. Basically there is the opportunity for this programme to contribute to the development of the Faculty toward a "leading regional centre ...". In fact the institution could reflect more how to support and stimulate enterprises in the region, in particular SMEs and their particular needs. The programme is very much geared towards larger companies which certainly play an important role in Prishtina and may also give graduates an opportunity. Nevertheless, the orientation towards the regional environment in the electives may be fostered. This can also be achieved through work-placements which are referred to but have not become a part of the programme yet (carrying credits). The cooperation with the regional industry appears to be under way and it might be strengthened by theses, consultancy, projects and also by involving industry into faculty bodies such as the Faculty Council in advisory functions.

The programme representatives pride themselves for having achieved that the Bachelor degree has been accepted by the Association of Certified Accountants and Auditors of Kosovo "as an accounting technician grade". It might be useful to find out at which level this qualification is included in the draft of the National Qualifications Framework to avoid an "underselling" of the degree. The term "technician" seems to indicate a level 4-5 rather than 6, the bachelor degree is allocated to. This may, however, also be a translation issue.

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

The programme consists of 41 modules of which 24 are obligatory plus the bachelor thesis. The student has to select 7 elective modules out of 17 electives which correspond to 40 credits out of 180 for the whole programme. Out of the 140 credits for the 24 obligatory modules, only 39 credits for 7 obligatory modules are programme-specific. The rest of 17 obligatory modules are offered at least in one other programme in terms of name, contents and learning outcomes. In the discussion, staff underlined that in each programme at faculty level the modules are different although the names are identical. The paper evidence is to the contrary. If so, then the names, contents, learning outcomes have to be adapted.

To a certain extent it is difficult to identify clearly essential elements of the programme. The names of the various modules used in the Data on study programme (see SER 5.1.3.) do not always relate to the names used in the syllabi, given to the experts in an electronic format. Also the other elements do not correspond. Obviously the SER was written by a group of University members who did not have – or interpreted very freely – the "electronic" descriptions. This is in particular bizarre when the learning outcomes, contents etc. are described. Also, in some modules it is claimed that the level is BA whereas the overall degree is BSc. What is meant – and often used – as level is "bachelor", most likely.

A very positive element of the programme is that “Ethics in Accounting and Auditing” is an obligatory module, thus helping the region to tackle one of the most problematic issues. It is worthwhile to analyse the further development of the module and its impact on students.

- **Is the programme based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?**
- **Does the academic degree correspond to international standards?**

According to the faculty characteristics of the overarching didactic concept are the orientation towards the labour market, an international comparability, the programme profile and the learning outcomes. To identify these characteristics in the programme itself, however, is not very easy. In concrete terms the recognition by the Association of Certified Accountants and Auditors of Kosovo – as referred to above – can be regarded as evidence. However, as there is no relationship to the National Qualifications Framework (or the European one) revealed the level may even be questioned as it might be – as the term suggests – more at the technical level (as pointed out above).

Reference is given to the University of Arizona to underline the international aspect. There is no further back-up to this statement and the programme as such does not highlight any international elements with the exception of two names of modules: International Business, an elective in Semester 4, and International Accounting, an obligatory module in Semester 6 plus Foreign Language I (obligatory in Semester 1) and Foreign Language II (an elective in Semester 4) and Kosova Economy and EU, again an elective in the second Semester. Although, the descriptions on the modules in the SER hardly refer to International issues, it can be said that in modules such as Macroeconomics such topics will be dealt with. However, having claimed that the programme is international more elements should be included, e.g. mobility windows, virtual mobility, specific international cases or programmes of the EU for financial support of SMEs (applying, managing European funds, e.g.). It might also be tested whether one or two modules could be taught in English.

The syllabi indicate that the level of the first cycle according to the European Qualifications Framework for Higher Education has been reached: a broad qualification to allow graduates to become active in many different areas of business and management, at least within the region. The name of the programme does not correspond to the more general curricula and syllabi. It could be a proper elective in a business and/or management programme. Otherwise more specific characteristics of Accounting have to be added or existing ones have to be deepened. It might be worthwhile to consider whether some of the present electives should become obligatory modules, e.g. Tax Accounting (international), Accounting of Small Business. The descriptions of learning outcomes could be improved to demonstrate clearer the intended level (e.g. Accounting for financial institutions: Results: To understand role of accounting in decision making in financial institutions; To understand activities in financial institutions; To understand basic concepts in measurement – that is all!).

The relationship between learning outcomes and competence oriented examinations is not often recognizable. Also, the progression within a programme could be further demonstrated, starting from the profile. As a guideline it might be useful to take some descriptions of the electronic version, one of which (Accounting) is printed in the SER on page 467.

Recommendations

Check with the draft of the National Qualifications Framework at which level the profession qualification of the technician might be listed.

Either merging the programme with the other bachelor business programme into one, offering accounting as one elective or redesign the programme and include several more directly related modules to the specialization. Bear in mind that a first cycle degree is supposed to be of a more general orientation, i.e. model one – under these aspects – could be preferred.

Sharpen the profile of the programme in relation to integrated internships and an improved internationalization.

Check the consistency of terminology used. This may be different in the Albanian language.

- **Does the structure of the programme 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 justified?**
- **Is the workload required for the academic programme manageable for students?**

In the electronic version of the syllabus (an example is also given in the SER 467p) the workload is broken down and for each module hours for independent work are foreseen but not always filled in. If filled in, mostly 30 or 45 hours are foreseen but only in the lecturing period. Also 75 hours are indicated, i.e. mostly between 2-5 hours per module per week are expected. Considering that five modules have to be studied, independent work amounts to 10-15 hours during the lecturing period in the lecturing time. No indication is given for studying outside the lecturing weeks. This time allocation appears to be at the bottom end and rather mathematically distributed. If all hours are counted they hardly ever match the hours quoted as being the equivalent to the number of credits (1 credit = 25 hours). The university has to correct the figures according to the ECTS User's Guide.

The overall workload as broken down in the tables of the syllabi seems to be feasible, once corrected according to the correct figures. However, the University may also think of the workload during the non-lecturing period.

The allocation of credits has been analysed for the whole faculty and commented under "Common Issues" above.

- **Are the teaching methods and content of teaching units sufficient for the successful achievement of the programme's goals and outcomes (competences and qualifications, knowledge and skills)?**
- **Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?**

A variety of suitable teaching methods are outlined in the various modules of the programme. They appear to be adequate to the contents and goals of them. Missing are the links to the examinations; these have to be made; the latter are obviously decided upon independent of learning outcomes. The content of the teaching units are fine for a general management programme within which several modules could be suitable electives but they

are not specific enough for a specialized programme in Accounting as foreseen here. With the exception of 7 modules out of 23 obligatory components (leaving aside the thesis) all modules are offered in at least one other programme – as outlined above.

The overlaps – in content and name of modules – are identified by the comparison documented in Part 1 of this report. They are fine from the viewpoint of a common programme in Business Management with electives but not sufficient in terms of a specialized programme in Accounting.

Recommendations

The institution may clarify to which extent the examinations are adequate to assess the achievement of the learning outcomes. For this purpose it may be useful to revise the “learning chain”: profile of a programme explained in learning outcomes; progression of modules and its learning outcomes leading to this profile; their achievement being assessed by adequate forms of examinations.

A decision should be made whether this programme Accounting will become an elective of a programme in Business and Management or whether it shall stay independently. In the latter case the programme has to become much more specific.

The practical elements (internship) might become an integral part of the programme, carrying credits. It might be useful to include a mobility window, either for studying at a different university and spending some time in industry.

It may not be useful to approach the ECTS in a mathematical manner without proper explanations. It is possible – and may even be advisable – to have one common number of credits for all modules but this has to be supported by the philosophy of the ECTS Credit system.

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

For bachelor level programmes the admission criteria reflect the national rules and regulations and correspond to those in other countries of the EHEA.

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

The faculty has about 12.500 students; in Accounting 458 students are registered; 72 as part-timers (Correspondence), being taught by 24 staff (see also table 6 SER 428p) of the whole department. In particular for Accounting the University claims to have employed 11 full-time staff (professors/assistants, table 7 SER 428p). If each staff taught for an average of 10 hours they could cover 110 teaching hours for Accounting. In most modules the teaching workload is about 5 hours, i.e. for 23 obligatory modules 115 hours, a tight fit, leaving aside office hours, diploma thesis work, etc. It can be expected that the “wider” interpretation of staff available (table 6 SER 428p). The student/staff ratio are calculated as 19,08 in the “wider” interpretation of staff (table 6) and 41,64 respectively for the “narrower” case (table 7). The latter figure in particular is not ideal but acceptable at a university.

(2) Staff

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

It seems that the programme is taught by 11 full-time and 13 part-time staff (in the whole faculty 70 and 27 respectively). Many of them are also involved in other programmes, in particular in Banking, Finance and Accounting but also at institutions outside the university. In particular when the university wants to run all the programmes already offered and those planned, they have to appoint more staff. Also from this viewpoint it might be wise to merge programmes so that at least some room for further developments could be gained.

- **Do 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?**

The CVs documented electronically demonstrate a level which is fully fulfilling the requirements of universities within the national environment. Although these requirements differ between member countries of the EHEA most staff, in particular professors could be employed elsewhere.

(3) Research and International Co-operation

- **Are the teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course contents?**
- **Are the extent and the quality of international cooperation in research and teaching adequate?**
- **Are students involved in research and cooperation projects?**

Teaching staff is able and prepared to become involved in research activities. As the funding of research is a severe problem, the faculty has decided to establish a Research Institute. This has been founded by now and the staff hopes that new opportunities will arise. The same applies to internationalization in terms of participating in international conferences, co-operating with other universities. At university level Prishtina is very active in European Programmes such as TEMPUS and has received substantial amounts from the EU for their development, e.g. Quality Assurance.

Students of this programme are hardly involved in any research activity. This may happen in connection with the theses but is rather the exception than the rule at bachelor level.

(4) Finances and Infrastructure/Space and Equipment

- **Does the institution have an adequate budget plan?**
- **Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?**

A budget plan for the whole faculty is annexed to the SER. Being dependent on the distribution of MEST-funds by the university centre the Faculty has tried to gain a certain independence by student fees, donations e.g. They hope that through an increase of research the financial situation might be improved.

The situation as regards building and other facilities needs to be improved. Plans for new buildings exist. The Faculty specific library has its limits but initiatives are taken to compensate through an improvement in registering with electronic libraries.

Recommendation

The faculty needs to be supported in its endeavour to get more third party money to improve the available resources for learning, teaching and researching.

(5) Quality Management

- **Are the institution's programmes assessed regularly within the context of internal evaluation processes?**

The University of Prishtina introduced a Quality Assurance System for the whole institution. All programmes are reviewed regularly, so is the programme Accounting. Questionnaires are directed towards the quality of academic, administrative and support staff and students; also an evaluation of teachers and some student issues are followed up. The overall structure appears to be adequate but will be analysed closer in the forthcoming institutional reaccreditation. One issue of concern may be the independence of the quality assurance bodies. Also, quality assurance may help to clarify why students drop out. For the programme Accounting no specific figures are included. It is noted though that drop outs occur although the students often have up to 5 opportunities to pass examinations. It can be expected that the highest number of drop-outs occur within "correspondence" forms of learning and teaching.

Recommendations

- 2.2. The transparency of the activities could be improved. Also its independence is not clear.

Master Programmes

2.2.1. Banking, Finance and Accounting

(1) Academic Programmes and Student Management

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

Master program in Banking, finance and accounting is in line with the mission of the Faculty of Economics aiming for graduates willing to work in banks and other financial firms and represents a continuation to its bachelor programme.

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

The master programme is much more focused to the specialisation in this particular field and the curriculum is appropriate to the academic degree. The structure and the content of the courses correspond to the program's labour market rationale.

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

The didactic concept is described for all courses, except for Contemporary Financial Management which is not possible to analyse since it is written in Albanian language. The teaching staff uses combination of traditional interactive lectures, case studies, projects, seminar work, group work, group discussions and students' presentations. As an exception to the rule represents the course "Advanced International Finance" which uses only lectures. This should be changed since the course is ideal for using at least the same concepts as the other courses in the programme. However, at this level teaching staff should also use electronic learning platforms such as Moodle.

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

The academic degree corresponds to international standards. As stated in SER, and by the management of the programme, the curriculum of the programme is in line with the programmes of four university members of the Bologna Process (University of Ljubljana, University of Zagreb, Norwegian School of Management and University of Siena), and the programme is 80% comparable to aforementioned university programmes.

- **Does the structure of the programme 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?)

As already stated for the Bachelor Degree, the same applies for the master degree programme. One cannot precisely distinguish the independent study time, reflection and analysis students devote to each course.

A missing part in most courses' syllabi is a distinction between obligatory and recommended literature. Some courses have 4 -5 books as literature for the course, and the same books appear also at the master level. This implies to conclusion that most probably students need to consult only certain chapters of each book at BA level and the rest at master level, but this should be clearly marked in course descriptions.

Is the allocation of ECTS appropriate and justified?

Yes – the same rule applies as for the BA.

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

Again, this is very difficult to judge, but according from the provided materials it could be concluded that it is manageable.

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

Yes. Based on provided materials and responses from the faculty members, teaching methods differ according to suitability for each particular course. The programme provides students with theoretical and practical knowledge, which are appropriate for this level of degree awarded.

Transfer of knowledge and skills are also assured by regular visiting scholars from the practical field and sometimes from abroad as well. This should be done on regular bases for each course. The students are supposed to be competent in research work, but this is very difficult to achieve with a high ratio of faculty: students.

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

Yes, it is.

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

They follow the national rules and are comparable to international standards.

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

In the academic year 2014/2015 212 students in this programme were enrolled, although students' quota is set to 150. Students/ teaching faculty ratios come into question especially when thinking of mentors for students' thesis. Too many students per one mentor!

(2) Staff

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

It is strongly recommended that the faculty improves the ratio of permanent staff teaching on the programme since the number of students is high and part-time staff cannot successfully replace the obligations of the missing permanent staff, especially when mentoring of students is considered.

- **Do 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! According to their CV's and their engagements/working experience in financial institutions and with teaching experience abroad (in some cases) they all have appropriate qualifications for the positions they hold.

(3) Research and International Co-operation

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

All the teaching staff would like to be involved more in research activities. Unfortunately, they are missing adequate research funds. The situation might change in the future with the establishment of a Research Institute. At the moment, a very limited number of refereed journal publications as well as presentations at international conferences have been successfully taken up. This should significantly improve and the FE should establish some funds to support these activities. Instead of teaching at other institutions, teaching staff should be encouraged to do research with visiting professors from abroad and to publish their research in international refereed journals. However, to be able to do this they should also have access to adequate data basis, which they are missing now.

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

International connections and relationships are developing in the right direction, but should be significantly improved to enable student exchanges, research projects and publications. It is understandable that there are reasons why the student's exchanges are difficult (visa regulations on one side, and not much of interest for foreign students to study in Kosovo). Since the FE has some reputable visiting scholars from Europe and USA, they should use this connections better by initiating joint research projects, supervision of thesis and similar.

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

Students are involved in research projects with some companies. However, this is still not wide spread among students.

(4) Finances and Infrastructure/Space and Equipment

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

For the whole institution it is available but not for the programme.

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

They try to cope best with what they have, but the infrastructure requires urgent improvement. There are some positive signs in the near future. The faculty library is very modest, but this is connected with overall financial constraints.

(5) Quality Management

- **Are the institution's programmes assessed regularly within the context of internal evaluation processes?**

Yes! They follow the procedures defined for the whole institution. However, they should make it more transparent to the students as well.

Recommendations

The faculty is advised to

- use electronic platforms for learning and teaching, such as Moodle
- clearly indicate obligatory and additionally recommended literature
- increase full-time staff and improve teacher/student ratio
- increase funds for research and encourage staff to get involved
- improve the access to adequate data for research purposes
- strengthen international cooperation
- detail a budget plan for the programme as well, not only for the institution
- improve infrastructure as much as possible

2.2.2. Management and Informatics

(Note: the following description refers to the programmes in Management and Informatics at Bachelor, Master and Phd level. For this reason, the report is repeated under the respective headings. Special reference to a level is indicated in the text if it refers to a specific level.)

(1) Academic Programmes and Student Management

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

Yes. I suggest institution to shorten their vision statement. Also, translation to English should be modified: Research in management and other disciplines should be emphasized as well, not only economics.

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

Generally Yes. There are concerns about amount of Informatics subjects on Master level. There are only two. This is not enough for those coming from other bachelor programs. I suggest to change the general management courses by adding parts connected with information technology and to give to these courses also new names, which reflect the connections with informatics.

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

Yes. At the same time all syllabuses are too similar and it would be nice to have teaching methods described in more details.

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

Yes. At the same time I did not see any course about cross-cultural management. It would be nice to have one. And more courses concerning soft side of management are recommended, like leadership.

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

Yes. At the same time I am confused about part-time students on master level: do they have the same number of lectures as full time students? I understood they do not need to visit lectures. What should they do instead of this? It should be more clearly written in programs in future.

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

I think internship should have ECTS points also on bachelor level. At master level this is called business practicum.

- **Is the workload required for the academic programme manageable for students?**
I am not sure. I did not get any answer about drop-out rates from department. I do not think 3 years is enough for doctoral studies. Especially for working people it should be at least 4 for full time students and 6 for part-time students (This opportunity has to be checked with the KAA).
- **Are the teaching methods and content of teaching units sufficient for the successful achievement of the programme's goals and outcomes (competences and qualifications, knowledge and skills)?**
I would like to see more clear distinction between levels and programs. It is not very clear now.
- **Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?**
I got clear answer about organizational behavior: bachelor level courses and master level courses cover different parts of OB. I would like to see more clearly, how other courses on different levels differ.
- **How do the admission criteria and admission procedures measure up to international standards?**
They do. Students from other bachelor programs should do 5 exams during 2-3 weeks before admission.
- **Is the ratio of academic/artistic staff to students appropriate?**
Not at all; 35 students in seminar is far too much for courses of management and informatics both. It should be less than 20.

Recommendations

The Faculty is advised to

- emphasise the need of research in general, not only in Economics
- revise the vision statement
- improve the quality of translation into English
- revise the general management part
- combine management subjects with informatics, with e-commerce
- increase the subjects about informatics (more than two)
- all syllabuses are described in a much too similar way
- detail much more the teaching methods
- include cross-cultural management and leadership into the curriculum
- decrease the number of student participants in seminars (less than 20)
- clarify the differentiation between programmes (profiling); this refers to the distinction between levels as well
- make transparent the drop-out rates
- allocate credits to internships/practicum
- describe part-time programmes if they exist

(2) Staff

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

It seems that professors are professors of several departments at the same time. I had also entrepreneurship people at my meeting. It was not clear who are the heads of programs. Also, there are no program-committees; it seems that department serves as program committee for all 3 programs (bachelor, master, doctoral). Responsibilities are not clear. I think more clarity is needed here.

- **Do 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?**

Many have had practical experience in industry, in public and private sector and also from abroad. There are links with Zagreb University.

Recommendation

The Faculty is advised to make transparent the distribution of responsibilities between staff.

(3) Research and International Co-operation

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

This part is really weak. People complain they have no time. At the same time they are using opportunity to work additionally at other universities. I suggest not allowing higher level faculty to work at other institutions. People do not have grants. There are not enough journal publications. Management and informatics seems to be the areas which publishes the least in the faculty. There are also not enough conference presentations in this area. Hopefully assistants, who are also doctoral students, will help to increase these numbers in future. At the same time there is only 1 article required from doctoral student, it should be 3 before they are allowed to defend their thesis.

There should be the system of sabbaticals. This time could be used for research and for teaching in foreign countries. It seems to exist, but it does not function in reality.

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

I strongly support the approach to have 1 supervisor from abroad for doctoral student. This is really helpful.

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

Students are involved in projects with companies. They find the problem, analyse the situation and write case studies. They could collect data also for quantitative surveys and interview managers for qualitative research projects.

Recommendations

The Faculty is advised to

- appoint one external supervisor for doctoral student from abroad
- increase the number of publications, in particular in Management and Informatics
- plan research projects with Master students
- involve Master students in data collection and analysis
- increase the number of papers to be prepared by doctoral students from one to three
- introduce a system of sabbaticals

(4) Finances and Infrastructure/Space and Equipment

- **Does the institution have an adequate budget plan?**
- **Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?**

There should be clear budget for research institute from university. Also strategy and development plans are needed.

Recommendation

It is recommended to design a strategy for the Research Institute together with a budget outline.

(5) Quality Management

- **Are the institution's programmes assessed regularly within the context of internal evaluation processes?**

They seem not to consider student feedback enough. This is not discussed on faculty meetings. I do not think the dean has enough time for personal meetings all faculty members on all levels. It should be responsibility of department head to talk with faculty in their own department about results of students' feedback and to encourage faculty members to make personal development plans for both, for teaching and research.

Recommendation

The Faculty is advised to take students' feedback more seriously.

2.2.3. Marketing

(1) Academic Programmes and Student Management

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

Yes, the academic programme corresponds to the institution's mission statement and principles of operation.

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

Yes, the programme's quality, range and academic aims are appropriate to the academic degree. There are very many approaches about the content of similar curricula (what are exact courses taught in Marketing curriculum on MA level) and the current approach applied by UP could be considered as a rather classical one. The expert is suggesting having a second look at the MA curriculum– what exact knowledge, skills are the courses teaching.

More attention should be put on real skills and knowledge people would need in labour market while working in marketing field. Currently there are too few specialized marketing courses within the curriculum, e.g. events marketing, marketing communication, marketing of brands, real estate marketing. The management of the curriculum pointed out also the following keywords "banking marketing", "agribusiness marketing", "holistic marketing", "integrated marketing", "SMEs marketing" as potential new courses. It is suggested to have a closer look at the curriculum while keeping in mind the trends of the marketing and the needs of businesses/organizations while employing marketing specialists. Some of these courses would suit for MA programme, but some of the courses would be more appropriate for BA programme.

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

The programme is not based on an overarching didactic concept, but quite a few professors/teachers are using variety of modern/interactive approaches on Master level. The teachers are aware of different possible approaches to teaching. According to the interviews with the academic staff the teachers are most often using real life examples and case studies, sometimes also group work and group presentations.

Developing and running a functioning electronic learning platform (e.g. Moodle) would allow even more efficient use of resources and communication (flexibility of space and time, speed of communication, content delivery, assessments, etc.) and could offer a diversity of didactic approaches. It is suggested for the university to put more effort into developing such platform/system. Based on the feedback of the students, the teachers/professors who have gained their degrees abroad at foreign universities are more appreciated because of their higher ability to teach interestingly and to involve the classroom during the sessions.

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

Yes, the academic degree corresponds to international standards.

- **Does the structure of the programme 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?)

Yes, the structure of the programme seems to give sufficient opportunity for independent study and analysis. At the same time the proportion of independent study compared to classroom units is not always yet clear.

Currently the description of each course is rather general stating just some sentences, keywords without giving an overview of what is really planned to happen during the course. Currently no course is taught in English on MA level. The expert is suggesting paying more attention to increasing the knowledge and usage of English in teaching process. Also additional single quest lecturers in English would help to increase the sense of “international world”.

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

The allocation of ECTS for the programme is appropriate and justified. The MA programme consists of 120 ECTS credits and the thesis gives 30 ECTS. In general programme’s range is appropriate for such academic degree. At the same time looking at the current syllabus, course descriptions and the reading materials there is no clear link between the amount of reading materials/ home assignments/work hours and the credits given. ECTS are not necessarily correlating with the number of contact hours nor do they measure the relative importance of a particular course. Rather, they represent the workload estimated for an average student to fulfil the learning outcomes of the course.

The expected learning outcomes of a course should give a better overview of what the student is able to do after completing the course. *Understanding* the course contents is not a sufficient explanation, more emphasis should be put on a clear plan for the skills the student should have acquired in the course. Learning outcomes should also find their expression in the teaching and assessment methods.

Most courses in SER have listed 2-3 books as required reading materials. It is not clear if the books are followed 100% or just some chapters. Based on the interviews with the management team of the programme, different approaches are applied (sometimes just some chapters, sometimes full books, etc.). It makes sense diversifying reading materials so that there are more books used, but not all of them are used 100%. This aspect should be analysed in a curriculum design in a much more clear way.

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

The workload required for the academic programme is manageable for students. Still, currently the school is allowing the students to take their exams 3+2 times (all together 5 times!). Such approach could be considered as very generous for the students but at the same time also as big waste of valuable time of the academic staff. It is highly suggested to limit the number of possibilities to take exam to “two”, maximum to “three” times.

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

The teaching methods and content of teaching units are sufficient for the successful achievement of the programme’s goals and outcomes. Also the students’ satisfaction with

teaching methods on MA level was much higher compared to the satisfaction with teaching methods on BA level.

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

The overlap of academic content between the various parts of the curriculum is comprehensible and transparent. Still, the overlap between various curricula in different fields is too big. It is suggested to consolidate the programmes in the faculty or to distinguish the programmes much more from each other.

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

The admission criteria and admission procedures measure up to international standards. Students have to pass specific entrance exams. For MA level there are around 3 applicants per place.

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

The ratio of academic staff to students is not unfortunately appropriate. The number of students is rather high and the teacher-student ratio can't be considered as acceptable. According to the official statistics there are 626 MA students in Marketing. Counting all numbers together there are 1797 (!) students in the Department of Marketing.

Each year approximately 100 students are accepted for MA level. At the same time there were just 37 graduates from MA programme. According to the teaching staff only 10% of the students finish their studies on time and around 20% of the students drop out. These numbers show clearly that study efficiency and drop out rates are problem on MA level.

According to the management team of the programme the average class size on MA level is around 25 students. According to the students the average class size on MA level is much bigger counting up to 50 students. It is rather obvious that the size of the classes is also a problem on MA level.

There is listed 11 full time staff working for the Marketing Department: 2 professors, 3 associate professors, 2 assistant professors and 4 assistants. At least 3 of them are teaching part time also at other universities, 1 person is working full time for the Central Bank of the Republic of Kosovo and 1 person is Minister of Trade and Industry of Kosovo. It is obvious that there is a too limited number of staff to cover such a big number of the students. Even if the faculty/department is planning to reduce the number of the students, the number of the teaching staff is still too low.

Recommendations:

The evaluation criteria of the courses, hours in the classroom, correlation between ECTS and work load should be presented in a more clear way. Allocate ECTS to each of the course based on realistic data. Academic staff should receive training on how to allocate ECTS in a justified manner.

Curricula on MA level could be updated with relevant marketing skills, knowledge and “soft courses”. Clarify the expected learning outcomes of the individual courses by providing properly formulated outcomes including methodology of teaching and methods of assessment. Train the teaching staff for understanding the role of learning outcomes.

It is advised that some of the courses/some parts of the courses are delivered in English. More quest lecturers could be invited from foreign countries to participate in the programmes. Additionally, all MA theses should have a foreign language resume. Currently none of them have it.

UP could consider possibilities to reduce the number of exams the students are allowed to take after the course. It is suggested to have maximum 3 chances to do an exam within a course, but international practice is often using also just 2 exams/chances. Develop a learning platform (e.g. Moodle which is being used by very many universities worldwide) allowing for introducing the benefits of eLearning and thus also introducing contemporary teaching methods.

The most critical point is the teacher student ratio. UP should put much more emphasis on this figure. Also the graduation rate and drop out rate should get more attention.

(2) Staff

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

The institution does not have an adequate proportion of permanent and external staff. The number of permanent staff should be increased.

- **Do 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?**

The academic staff demonstrates ability to do both research and teaching. Their qualifications are appropriate to the positions they hold within the institution. CVs of permanent staff are impressive both considering their previous education/training and practical experience within the fields. Also the management of the curriculum is considering the educational background of the teachers/professors as the key quality aspect of the programme. It is suggested to apply more interactive approaches to teaching.

Recommendations:

It would be strongly advised to have bigger group of people working full time for Marketing Department to supervise and motivate 600+ MA students in Marketing and to cover the core marketing subjects of the curriculum. It is also suggested to list in course syllabi other planned academic staff/ quest lecturers/ professionals who would give lectures within the courses (not just the responsible person).

(3) Research and International Co-operation

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

Teaching staff is involved in some research activities and sometimes these research activities feed back also into teaching. Taking into account the general situation in Kosovo, the Marketing Department could be considered as well prepared for doing research. Even if there is currently no research funding within the Department, there are plans how to attract applied research money through the newly established research centre. The capacity among the staff for doing real scientific research and also for attracting applied research funds is evident. Also the management of the curriculum is considering its staff as “the best within the faculty of economics in communication with businesses”. For real evaluation it too early to say anything, since there are mostly plans and the research centre itself exists mostly on the paper.

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

The extent and the quality of international cooperation in research and teaching could be improved a lot. It is evident that to build up a solid international dimension of the higher education institution takes time and it can be a real challenge. At the moment, the international co-operation as related to the teaching, research and/or other relevant areas of the Faculty/Marketing Department seems to be a critical point. There is no institutional or departmental strategy of internationalization. The international cooperation/ networking is mostly happening not because of the departmental/ faculty support, but despite the lack of this support. Presently limited international cooperation is mostly based on the individual networks and activities.

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

MA students are very rarely involved in any research and cooperation projects. They are doing their own basic research within the courses/ during the home assignments, but there are almost no opportunities to be involved in broader research or cooperation projects on departmental/faculty level. The established research centre should start to offer opportunities for the students as well, but it is still in the starting process and there are not any real activities or outcomes yet.

Recommendations:

The school’s own research profile and research capabilities are important for sustainable institutional education and development especially at MA and PhD level. The participation and access on international research projects does not exist at the moment and it would be very much encouraged to initiate such applications/ common research projects more actively. Make the research engagement an explicit expectation towards the professors and associate professor of the university while providing them a needed support. Time should be allocated for preparing such applications and building international connections. It would be important to encourage staff to maintain their capabilities by publishing research work in peer reviewed international academic journals. Also international recruitment is encouraged. Additionally, the school should look for possibilities for local/international internships and local/ international applied research projects where students could take part and gain valuable practical experience.

(4) Finances and Infrastructure/Space and Equipment

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

University of Prishtina is a public state funded university. Generally speaking, the institution does not have too good financial situation. There are no budget at all for the faculty library (all books have been donated), there are limited number of teachers involved in teaching, the classrooms could be updated, etc.

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

The institution has adequate buildings and specialized infrastructure for the requirements of the programme. All rooms could be updated, but also current rooms are functioning and serving the students.

Nevertheless, the access to databases and relevant books and articles could be much more improved. Currently the faculty's library does hardly exist. UP should use opportunities to encourage its students/staff to use the databases and qualified Internet sites in order to widen their learning opportunities. Also the teachers themselves could be encouraged to use up to date academic databases/scientific articles for the classes.

Recommendations:

The establishment of a stable, well qualified teaching staff and of a well-equipped library will be essential. If possible more permanent positions should be created and filled with well-qualified persons and measures should be taken to ensure that more time/emphasis could be put on research and internationalization.

All initiatives in order to strengthen the access and usability of the academic databases should be supported. Additional resources for building up the library would be heavily needed.

(5) Quality Management

- **Are the institution's programmes assessed regularly within the context of internal evaluation processes?**

The institution's programmes are assessed regularly within the context of internal evaluation processes. Various evaluation circles are applied. There are questionnaires for academic staff, for administrative staff, for students and for evaluation the courses. According to the management team of the university the results of these questionnaires are analysed regularly.

2.2.4. Economics

(1) Academic Programmes and Student Management

The Master programme corresponds to the model of “Bologna”, as 2 years Master with 120 credits. As the Bachelor programme, it reflects the goals described in the mission statement, with the ambition to educate professionals as leaders of the country, to contribute to overall economic progress and particularly to the development of Kosovo.

The syllabuses of the programme are similar to those of other universities in Europe. It includes 9 compulsory courses and 6 electives of which 3 have to be chosen. At the end, the students have to present a final year thesis.

The elective courses offer the possibility to the students to follow their particular academic interests. The allocation of ECTS credits is appropriate and justified. Furthermore, the programme is in line with the goal to prepare the students for the labour market.

The coherence of the syllabus was largely discussed within the last evaluations and the conclusions were taken into consideration by the faculty. Therefore, they will not be discussed here again. However, some comments seem to be appropriate:

With 113 new students in the academic year 2014/2015, the intake in the Master programme of economics is very high. Following the self-evaluation report (p. 423), the department of economics has in total 1.700 students and only around 200 graduates (p. 426). This indicates a high number of students abandoning the studies, probably also due to the difficult working conditions for the students. Unfortunately, we have no information about the drop-out rate in the Master programme.

The department of economics has 21 permanent academic staff of which 11 are in charge of the Master programme: 3 full professors, 1 associate professor and 7 assistant professors. There is an unbalance concerning the ratio between students and lecturers, that is overall of 44 : 1 in the department and 10 : 1 in the Master programme. There may be some imprecision concerning the allocation of the professors to the different programmes.

Recommendation

As for the Bachelor programme, it should be a priority of the university’s strategy to increase the number of full-time professors, or to reduce the number of students. The high number of drop-outs indicates difficulties of the students to bring the studies to a successful end. Therefore, it is recommended to review the selection criteria and to organize new admission procedures.

(2) Staff

The number of full-time staff (21 professors and 6 assistants) is not sufficient, in view of the high number of students. As a consequence, a large part of the teaching is delivered by part-time lecturers and visiting lecturers who are less committed in the supervision and mentoring of the student.

On the other hand, the faculty demonstrates high ambitions to improve the quality of the academic staff and there is no doubt, that the professors have adequate academic qualifications. A very helpful strategy is indeed the co-operation with universities in Europe and America. The participation in the Tempus programme is therefore of great importance.

Recommendation

The partnerships with European universities and the participations to European programmes are of high strategic importance for the development of staff and should therefore be promoted.

(3) Research and international co-operation

The teaching staff has obviously the ambition to achieve high standards in research by publishing books and articles. In this context and in view of the international reputation of the university, the Institute for scientific research, established at the end of 2014, will be very important. Therefore, the university should define a clear strategy for the development of this institute and allocate the necessary means.

Recommendation

There is an important international cooperation and there are many partnerships in the field of research. These alliances need to be developed and officialised not only in the frame of specific research projects but for a general co-operation, including Bachelor and Master-students.

There are many handicaps in developing these co-operations: bilateral student exchanges like in the ERASMUS programme are very difficult, since students from universities in the EU are not very interested in a study abroad period in Kosovo, also for linguistic reasons. The number of foreign students speaking Albanian is indeed very limited.

A way to develop international cooperation is the establishment of international partnerships, financed by organisations like DAAD, British Council, GIZ etc. In this case, the foreign university would assume a kind of sponsorship and participate directly in the development of the university. This would include study periods, research project and the exchange of academic staff.

On the other hand, the students of the University of Prishtina need adequate language skills, especially in English. It is a matter of fact, that English has become the lingua franca in Business and Economics and almost all universities in Europe are offering now classes taught in English. It is therefore strongly recommended to promote language courses and to offer an important part of the syllabus at the University of Prishtina in English language. This is also a precondition for the development of international partnerships.

In the meeting with the students, the insufficient possibility to study abroad is regularly mentioned as one of the weaknesses of the university. But this is also due to legal constraints like visa problems that can only be solved on a government level.

(4) Finances, infrastructure and equipment

The faculty has made important efforts to improve the situation concerning seminar rooms and amphitheatres. They are all equipped with modern technical installations like overhead and data projectors. But the situation is still very insufficient in view of the large number of students.

A particular problem is the small library, the limited number of books (especially in English language!), the insufficient access to worldwide resources of scientific documents and the absence of a sufficient number of scientific magazines. There is also an important need for more computer rooms for individual learning and online research.

Recommendations:

The university should develop the library, increase the space and provide the students with relevant scientific literature, also in English. There should also be an access to international data bases. Additional funding should be raised for this on national and international level (local industry, EU Commission, Tempus programme, GIZ, embassies, international organizations, partner universities etc.).

(5) Quality management

The faculty has established an Office of Academic Development, including a Quality Assurance Office. One of the key elements of the quality management are the questionnaires for the evaluation of the lecturers, their didactic approaches and the contents of their lectures. The results of these evaluations are examined by the lecturers and should lead to necessary improvements. However, one should analyse the real effects of these evaluation, what was not possible during the site visit.

The regular updating of the syllabus is also a part of the quality management. Unfortunately, because of the shortage of time it was not possible to analyse in depth the development of the syllabus in economics.

2.2.5. Entrepreneurship

(1) Academic Programmes and Student Management

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

The programme as such fits very well into the institution's mission statement as it intends to support the region in its economic and social development and also aims at educating and training future leading personnel. Also, taking into account the demographic figures of Kosovo, the programme may be very useful for supporting start-ups. To this extent the programme may also be carried out as a part-time programme. If so, it has to be carefully designed and cannot be identical to the full-time version being submitted for reaccreditation.

Unfortunately, the name of this programme is not the same throughout the SER. Whereas the list of programmes being submitted for reaccreditation refers to a MSC programme Entrepreneurship and Local Economic Development (SER 10p), the table of contents lists a programme Entrepreneurship only; also the name Entrepreneurship and Local Development is used (SER 425p). On page 353 the name Entrepreneurship and Business Management appears (10.8). As in the course description the programme is titled Entrepreneurship, this name is used for the purpose of this report, bearing in mind that the intention is to implement goals expressed in the mission statement. The faculty expresses this clearly under the heading 10.5 "Program's drive by institutions' leading principles" (SER 351p) and their description of the target groups and also by stating its labour market direction (10.2 SER 351p).

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

The part "Goal and profile of the program" (10.6 SER 352p) looks like an unstructured list, being collected from several sources. It is partly formulated as learning outcomes. The learning outcomes described in the following paragraph (10.7) repeat many of these elements in a paraphrased way, not as a list. Most of these are difficult to measure. It might be helpful if the "Goal and profile of the program" was described from a teacher-oriented viewpoint whereas the learning outcomes were formulated precisely from a student-centred approach.

The type of degree awarded, MSc, is not reflected, neither in these descriptions nor in the subjects taught. The programme is a straightforward Master of Arts (MA). It might be that the university has chosen the award-type MSc because it may have a higher reputation than a MA. However, within the EHEA, both are at the same level of the Framework for Higher Education Qualifications and surely will do so also in the national framework to be developed (see draft of the Kosovo framework).

Confusing is also the terminology being used when describing the programme (10.8). It is stated that "...mainly vocational courses" are being offered. If so the academic degree level

could be questioned. It can be assumed that this is a problem of terminology and may be understood as indicating that the programme is applied oriented, also in line with the philosophy of the 2nd cycle of the European Framework for Higher Education Qualifications. To this extent there is a bias towards employability which is underlined by the modules taught.

As obligatory specific profile building modules the programme comprises Theories of Entrepreneurship, Advanced Strategic Management, Entrepreneurship and Public Policy, SME and European Integration, Intergrated Marketing Communications, Accounting for Managers and Entrepreneurs, Team Leadership and HR Management. This is complemented by a range of electives. It might be adequate to consider whether the elective Business Ethics and Social Responsibility could become obligatory, so as SME Management and Entrepreneurship. All in all the programme consists of 9 obligatory and 6 optional modules of which one per semester 1-3 has to be chosen. The final semester is reserved for the dissertation.

The modules are described in the SER. A template is being used inconsistently as regards the terminology. At least an overall impression about learning and teaching can be gained. Unfortunately the electronic annex which is supposed to describe the syllabi is totally incomplete and not acceptable. The name of the programme is in the Albanian language and only 6 of the 15 modules are listed, of which 2 are electives. In one case only the name of the module corresponds to the description in the electronic annex. The modules described are those from other programmes. It seems that the modules of the other programmes are being taught and included in the list of the subjects for this programme, an element of "Entrepreneurship" is added (in the headline only), e.g. Accounting for Managers and Entrepreneurs, Team Leadership and HRM (original: Leadership).

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

There is obviously a discrepancy between the SER and the syllabi descriptions in electronic format. As the SER was written by a team of colleagues, it may be that the syllabi were described by individual teachers. Different descriptions for the same module hint at a deficiency of communication between the groups of authors. The SER surely is a try to structure the modules and demonstrate an overarching didactic concept. This is only partly achieved by focusing on a need of the region and the respective design of a programme.

The bias towards the labour market is also demonstrated by an internship (SER 353p). This term is misused as an internship in university context means a stretch of time in which the student works in a business organization. This internship is treated like a module and carries also credits. In the programme Entrepreneurship internship seems to be a piece of work a student has to do, being supervised by a professor. The work might include the development of a case study e.g., which means that it is a teaching mode of a module, included in the credits for the whole module. It also looks as if this practical work continues throughout a semester and is concluded by individual work on a master thesis.

In the basic data sheet of the programme a module Business Practicum is listed. To a certain extent this seems to be related to the Internship described above. Also in the discussion the real quality of this modules and its precise discussion could not be clarified satisfactorily.

For all modules a so called Research Plan exists, i.e. a week-by-week plan in a semester, listing topics, time and name of the lecturer. The time is broken down into contact hours and learning activities but only for those modules which are listed in the electronic annex.

To stress the application orientation of this Master programme it may be useful to integrate a mobility window for internships in industry, also abroad. It may also be beneficial to get connected to the SME network of the EU.

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

The programme lacks a description of what a Master degree characterizes in comparison to a bachelor one. The module Research Methodology is such an element to allow the student to approach critically the state-of-the-art of the discipline. In principle, the programme corresponds to international standards but lacks the expressed clarity of this relationship. It is more an interpretation of partly insufficient or ambiguous information. The module Accounting for Managers e.g. which is described in the electronic format, is supposedly the Module Accounting for managers and Entrepreneurs but in the Syllabi description only a few of the template are in Albanian and left empty. This, of course, does not meet the international standard.

Recommendations

The confusion caused by inconsistent terminology, uncompleted and insufficient information is by no means confidence building. The faculty might be advised to revise the programme to this extent, pointing out clearly its student-centred approach, following the level descriptors of the National Qualifications Framework (draft) and/or the respective European one. According to its design the programme is of an award-type Master and should be identified by M.A., not a MSc.

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

Again, the information is incomplete. Of the 6 modules for which a description could exist as they are included in the electronic annex, the following individual study-time is foreseen:

- Accounting for Managers and Entrepreneurs = incomplete title, no information
- Contract Business Right = description for Business Contractual Law; 2 hours for 50 days = 100 hours
- Business Ethics = title in the SER Business Ethics and Social Responsibility = 2 hours for 13 weeks = 26 hours
- Integrated Marketing Communications = template not used; most of the information in Albanian, only purpose of module and required literature in English
- Leadership = SER: Team Leadership and HR Management = 2 hours for 15 weeks = 30

- Research Methodology = 7 hours for 10 weeks = 70 hours.

The difference in the number of weeks (all modules run for one semester) is not explained. At Master level at least half a week (about 20hrs) is expected to be reserved for independent study. As the information is not complete it cannot be assessed but there are doubts whether enough time is foreseen for the student's own work.

- **Is the allocation of ECTS appropriate and justified?**
- **Is the workload required for the academic programme manageable for students?**

Because of the lack of information this can only be checked for the modules described electronically (see above). On top of the overall remarks made at the beginning of this report it can be stated that the university does not seem to care about the ECTS rules and regulations as documented in the ECTS User's Guide. The module Research Methodology only breaks down the workload in an adequate way: 8 credits correspond to the detailed 200 hours of workload. In the other modules – if mentioned at all - the university's rule of 1 credit corresponds to 25 hours is neglected (Business Contractual Law, total of 180 hours and 6 credits; Business Ethics, 4 credits 102 hours; Leadership 105 hours = 6 credits). In addition even the number of credits is not always identical with the one in the SER, e.g. Business Ethics carries 6 credits in the SER; Leadership has been allocated 8 credits in the SER. The allocation of credits is neither transparent nor consistent at all.

Because of all misleading information it cannot really be assessed whether the workload required is manageable for students. The impression prevails that the workload does not really play a role and that the credit allocation is done by the SER author's group mathematically and by the individual author of the module done on the basis of personal imagination.

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

As noted before the Faculty is encouraged to improve the description of their learning outcomes. Only if they are articulated unambiguously the adequacy of learning and teaching methods can be properly assessed, in particular when they are reflected by examinations which are suitable to find out whether the student has actually acquired the learning outcomes documented.

Recommendations

As pointed out at the beginning of the report the allocation of credits is more than a mathematical exercise. The Faculty may usefully use the new ECTS User's Guide to revise its approach. It has to be proved that students have enough time to study independently and that their critical approach is developed. The present descriptions is confusing and does not allow a proper assessment.

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

The overlaps are identified in the overview presented at the beginning of the report. They are limited in number. However, having looked closer at individual modules the overlaps

may be higher because of the change of names for identical modules. This may partly be due to translation errors.

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

Normally, anybody can apply for this Master programme who has passed a bachelor degree programme in economics, technical sciences (what are these?), machinery (mechanical engineering?), civil engineering and law. There is no explanation why – e.g. business management graduates or graduates from electrical engineering are regarded as being not eligible. In fact, it is stipulated that students who finished in other fields than economics, have to sit for entry examinations for the courses management, microeconomics and accounting. Again, no explanation is given. What does economics comprise? What sort of examinations have to be passed (oral, written...)? Obviously no specific grade is required.

As the admission criteria differ in the various countries a figure indicating an adequate selection or not could be the drop out/failure rate. According to the information given in the SER only one student graduated in the programme up to 2012/13. In 2011/12 35 students started; presently 202 students are registered but no information about the success/drop-out rate is given.

The faculty may consider if tests like GMAT or GRE could be helpful.

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

The table 6 and 7 in the SER (428p) state a relationship of 1 teaching staff to 12 students, being the most favourable one in the Faculty of Economics. The number of staff has always been 16 whereas the number of students as significantly increased in 2012/2013.

Recommendations

The admission criteria have to be written more precisely. The differentiation between eligible and not directly eligible applicants can surely be improved.

It might be considered to which extent international tests such as GMAT or GRE may be useful as complementary elements.

A possible greater overlap seems to be hidden by changing names. It may be useful to clarify this and make it transparent to everyone.

Figures in the statistics should be consistent so that – e.g. – the drop-out rate / the success rate can easily be identified.

(2) Staff

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

Whereas for the other programmes in this accreditation process a department is responsible this does not seem to be the case in Entrepreneurship. The teaching staff comes from various departments of the Faculty. To this extent it is difficult to assess whether the number

of staff, also in relation to external teachers, etc. is adequate. It can be assumed that if the Faculty is interested in the programme they will allocate sufficient staff to teach on the programme. The danger, however, is that courses of other departments may be merged and the specific features of Entrepreneurship might get lost (indication: mixture of names).

(3) Research and International Co-operation

- **Are the teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course contents?**
- **Are the extent and the quality of international cooperation in research and teaching adequate?**
- **Are students involved in research and cooperation projects?**

There is no separate information for personnel of this programme. During the interviews it appeared that the staff has the profile of the other staff in the faculty as outlined in the other reports as well.

This is also the case for the two following issues:

(4) Finances and Infrastructure/Space and Equipment

and

(5) Quality Management.

2.3. PhD Programmes

2.3.1. Banking, Finance and Accounting

(1) Academic Programmes and Student Management

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

YES it does – very strongly and clearly! It shares the principles of FE by “making efforts for regional and European integration... and it aims to be a leading centre for the advancement of knowledge and education in the region... representing basis for future generations to contribute to economic development, research process... by developing the leaders in doctoral studies of this area. “ (SER, p. 372)

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

Doctoral programme is developed with very clear goals and academic aims and thus is considered as appropriate to the academic degree.

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

The didactic concept could be improved at this level of studies. However, professors in all courses take especial care to link theory with practice since most of the taught topics match with practical problems of contemporary issues in financial institutions. The teaching staff uses combination of interactive lectures, case studies, workshops, projects – learning by doing, seminar work, group work, group discussions, and students' presentations. The use of an electronic learning platform is strongly advisable.

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

Yes - the academic degree corresponds to international standards. As stated in SER, and by the management of the programme, the curriculum of the programme is in line with the requirements of the Bologna Process and has been developed on the experiences of the universities that are part of the Bologna process.

- **Does the structure of the programme 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?)

YES!

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

Yes. ECTS credits are defined for each course and are already explained earlier in the report.

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

Difficult to judge, but this will need to be carefully monitored since the doctoral program is a new programme which has not been accredited before. There are no data on drop-out ratio, or similar.

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

Yes. Transfer of knowledge and skills are not only assured by local professors who completed their studies in European countries, but are complemented by international professors who are part of doctoral study programmes in the Tempus project.

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

Yes, it is.

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

They follow the national rules and are comparable to international standards. The programme enables enrolment of students of other areas of the economy or even other profiles.

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

In the academic year 2014/2015 11 students in this programme were enrolled. Students/teaching faculty ratio is appropriate (if only PhD level is observed) since there are 11 professors involved in the programme (1 full time professor, 4 associate professors and 6 assistant professors). However, this is just one cohort. According to data presented at the time of sight visit, there are 34 PhD students enrolled in the programme since its initial start in 2012/2013. Therefore it is strongly recommended that all PhD students are co-mentored by a visiting professor from abroad.

(2) Staff

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

At this level alone – YES!

- **Do 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! According to their CV's and their engagements/working experience in financial institutions and with teaching experience abroad (in some cases) they all have appropriate qualifications for the positions they hold. However, in some cases their research output and

research publications in international journals are rather limited and should be substantially improved.

(3) Research and International Co-operation

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

All the teaching staff would like to be involved more in research activities. Unfortunately, they are missing adequate research funds. The situation might change in the future with the establishment of a Research Institute. At the moment there is a very limited number of refereed journal publications as well as presentations at international conferences. This should significantly improve and the FE should establish some funds to support these activities. Instead of teaching at other institutions, teaching staff should be encouraged to do research with visiting professors from abroad and to publish their research in international refereed journals. However, to be able to do this they should also have access to adequate data basis, which they are missing now.

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

International connections and relationships are developing in the right direction, but should be significantly improved to enable student exchanges, research projects and publications. It is understandable that there are reasons why the student's exchanges are difficult (visa regulations on one side, and not much of interest for foreign students to study in Kosovo). Since the FE has some reputable visiting scholars from Europe and USA, they should use this connections better by initiating joint research projects, supervision of thesis and similar.

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

YES – since this is their major task. However, students have problems in getting adequate research funds to conduct their research tasks.

(4) Finances and Infrastructure/Space and Equipment

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

Please, refer to general comments to the programme at the beginning of this report.

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

They try to cope best with what they have, but the infrastructure requires urgent improvement. There are some positive signs in the near future. The faculty library is very modest, but this is connected with overall financial constraints. The major issue is the access to the research data basis which is condition sine qua non for the PhD studies and research. Library is too modest and this need an urgent attention or the research will suffer substantially.

(5) Quality Management

Are the institution's programmes assessed regularly within the context of internal evaluation processes?

Yes! They follow the procedures defined for the whole institution. However, they should make it more transparent to the students as well.

Recommendations

The Faculty is advised to

- improve the didactical concept
- monitor closely the workload of students
- encourage and support PhD research and publication in respected journals
- exploit more existing international contacts
 - improve as much as possible the infrastructure.

2.3.2. Management and Informatics

(Note: the following description refers to the programmes in Management and Informatics at Bachelor, Master and Phd level. For this reason, the report is repeated under the respective headings. Special reference to a level is indicated in the text if it refers to a specific level.)

(1) Academic Programmes and Student Management

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

Yes. I suggest institution to shorten their vision statement. Also, translation to English should be modified: Research in management and other disciplines should be emphasized as well, not only economics.

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

Generally Yes. There are concerns about amount of Informatics subjects on Master level. There are only two. This is not enough for those coming from other bachelor programs. I suggest to change the general management courses by adding parts connected with information technology and to give to these courses also new names, which reflect the connections with informatics.

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

Yes. At the same time all syllabuses are too similar and it would be nice to have teaching methods described in more details.

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

Yes. At the same time I did not see any course about cross-cultural management. It would be nice to have one and more courses concerning soft side of management such as leadership.

- **Does the structure of the programme 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?)

Yes. At the same time I am confused about part-time students on master level: do they have the same number of lectures as full time students? I understood they do not need to visit lectures. What should they do instead of this? It should be more clearly written in programs in future.

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

I think internship should have ECTS points also on bachelor level. At master level this is called business practicum.

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

I am not sure. I did not get any answer about drop-out rates from department. I do not think 3 years is enough for doctoral studies. Especially for working people it should be at least 4 for full time students and 6 for part-time students (whether this opportunity exists has to be discussed with the KAA).

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

I would like to see more clear distinction between levels and programs. It is not very clear now.

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

I got clear answer about organizational behavior: bachelor level courses and master level courses cover different parts of OB. I would like to see more clearly, how other courses on different levels differ.

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

They do. Students from other bachelor programs should do 5 exams during 2-3 weeks before admission.

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

Not at all; 35 students in seminar are far too much for courses of management and informatics both. It should be less than 20.

Recommendations

The Faculty is advised to

- emphasise the need of research in general, not only in Economics
- revise the vision statement
- improve the quality of translation into English
- revise the general management part
- all syllabuses are described in a much too similar way
- detail much more the teaching methods
- include cross-cultural management and leadership into the curriculum
- decrease the number of student participants in seminars (less than 20)
- clarify the differentiation between programmes (profiling); this refers to the distinction between levels as well
- make transparent the drop-out rates
- allocate credits to internships/practicum
- describe part-time programmes if they exist

(2) Staff

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

It seems that professors are professors of several departments at the same time. I had also entrepreneurship people at my meeting. It was not clear who are the heads of programs. Also, there are no programme-committees; it seems that department serves as program committee for all 3 programs (bachelor, master, doctoral). Responsibilities are not clear. I think more clarity is needed here.

- **Do 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?**

Many have had practical experience in industry, in public and private sector and also from abroad. There are links with Zagreb University.

Recommendation

The Faculty is advised to make transparent the distribution of responsibilities between staff.

(3) Research and International Co-operation

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

This part is really weak. People complain they have no time. At the same time they are using opportunity to work additionally at on other university. I suggest not allowing higher level faculty to work at other institutions. People do not have grants. There are not enough journal publications. Management and informatics seems to be the areas which publishes the least in the faculty. There are also not enough conference presentations in this area. Hopefully assistants, who are also doctoral students, will help to increase these numbers in future. At the same time there is only 1 article required from doctoral student, it should be 3 before they are allowed to defend their thesis.

There should be the system of sabbaticals. This time could be used for research and for teaching in foreign countries. It seems to exist, but it does not function in reality.

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

I strongly support the approach to have 1 supervisor from abroad for doctoral student. This is really helpful.

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

Students are involved in projects with companies. They find the problem, analyse the situation and write case studies. They could collect data also for quantitative surveys and interview managers for qualitative research projects.

Recommendations

The Faculty is advised to:

- appoint one external supervisor for doctoral student
- increase the number of publications, in particular in Management and Informatics
- increase the number of papers to be prepared by doctoral students from one to three
- introduce a system of sabbatical

(4) Finances and Infrastructure/Space and Equipment

- **Does the institution have an adequate budget plan?**
- **Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?**

There should be clear budget for research institute from university. Also strategy and development plans are needed.

Recommendation

It is recommended to design a strategy for the Research Institute together with a budget outline.

(5) Quality Management

- **Are the institution's programmes assessed regularly within the context of internal evaluation processes?**

They seem not to consider student feedback enough. This is not discussed on faculty meetings. I do not think the dean has enough time for personal meetings all faculty members on all levels. It should be responsibility of department head to talk with faculty in their own department about results of students' feedback and to encourage faculty members to make personal development plans for both, for teaching and research.

Recommendation

The Faculty is advised to take students' feedback more seriously.

2.3.3. Marketing

(1) Academic Programmes and Student Management

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

Yes, the academic programme corresponds to the institution's mission statement and principles of operation. The PhD Program offered by the Department of Marketing educates and prepares experts and scientists in the field of economic sciences, respectively in marketing. Upon completion of the studies, graduates will get a degree "Doctor of Economic Science". The study program targets students, who have completed "Master" or "Magister" degree. The most important element of the program is marketing knowledge integration and relation to other disciplines.

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

Yes, the programme's quality, range and academic aims are appropriate to the academic degree. Since in PhD programme rather personal approach is applied, the PhD curriculum seems to be appropriate. The PhD programme in Marketing is comparable to the similar study programme of the University of Ljubljana, Faculty of Economics – Department of Marketing, as well as of the University of Zagreb. The programme should be evaluated after a couple of years where there are already few graduates of the programme.

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

The programme is not based on an overarching didactic concept, but quite a few professors/teachers are using variety of personal approaches on PhD level. Very often small group discussions and face to face interaction/ consultations are used. The teachers are aware of different possible approaches to teaching and supervising PhD students work.

Developing and running a functioning electronic learning platform (e.g. Moodle) would allow even more efficient use of resources and communication (flexibility of space and time, speed of communication, content delivery, assessments, etc.) and could offer a diversity of didactic approaches. It is suggested for the university to put more effort into developing such platform/system. Based on the feedback of the students, the teachers/professors who have gained their degrees abroad at foreign universities are more appreciated because of their higher ability to teach interestingly and to involve the classroom during the sessions.

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

Yes, the academic degree corresponds to international standards.

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

Yes, the structure of the programme gives sufficient opportunity for independent study and analysis and reflection. Currently the description of each PhD course is rather general stating just some sentences, keywords without giving an overview of what is really planned to happen during the course. On PhD level some teaching is happening in English and it is strongly advised that this approach will be fostered.

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

The allocation of ECTS for the programme is appropriate and justified. The PhD programme consists of 180 ECTS credits and the thesis itself gives 60 ECTS.

During the first two semesters students accumulate 60 ECTS through required and optional courses. During the third semester students accumulate 30 ECTS after PhD project-proposal ratification and during the fourth semester students accumulate 30 ECTS after publication of a part of PhD results in a journal with international review from relevant study field with Impact Factor.

In general programme's range is appropriate for such academic degree. In order to foster research focus within the Department, more focus could be put on teaching and applying various qualitative and quantitative research methods.

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

The workload required for the academic programme is manageable for students.

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

The teaching methods and content of teaching units are sufficient for the successful achievement of the programme's goals and outcomes. Still it is suggested to have advanced methodology classes also on PhD level in order to foster research culture and abilities among academic community.

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

The overlap of academic content between the various parts of the curriculum is comprehensible and transparent. Since the students are required to take just 6 courses, there is no major overlap foreseen. Personalised approached are used for delivering the content of the courses.

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

The admission criteria and admission procedures measure up to international standards. For PhD level there are around 3 applicants per place.

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

The ratio of academic staff to students is more or less appropriate if we take into account just the number of the PhD students and the number of the professors/teachers. The general teacher-student ratio within the Marketing Department can't be considered as acceptable. According to the statistics there are 14 PhD students in Marketing field and each year the programme has 10 places available for the new students. Counting all numbers together there are 1797 (!) students in the Department of Marketing.

There is listed 11 full time staff working for the Marketing Department: 2 professors, 3 associate professors, 2 assistant professors and 4 assistants. At least 3 of them are teaching part time also at other universities, 1 person is working full time for the Central Bank of the Republic of Kosovo and 1 person is Minister of Trade and Industry of Kosovo. It is obvious

that there for quality supervision on PhD level there is too limited number of professors/associate professors available to cover the current group of PhD students.

Recommendations:

It is advised to continue and to foster delivering some courses on PhD level in English. More quest lecturers could be invited from foreign countries to participate in the programme. Develop a learning platform (e.g. Moodle which is being used by very many universities worldwide) allowing for introducing the benefits of eLearning and thus also introducing contemporary teaching methods. The most critical point is the teacher student ratio. UP should put much more emphasis on this figure.

(6) Staff

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

The institution does not have an adequate proportion of permanent and external staff. The number of permanent staff should be increased. Foreign long-term and short-term visiting professors would also help offering up to date content to the students. If possible various foreign intensive courses/ research trips/ semesters abroad should be organized.

- **Do 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?**

The academic staff demonstrates ability to do both research and teaching. Their qualifications are appropriate to the positions they hold within the institution. CVs of permanent staff are impressive both considering their previous education/training and practical experience within the fields. Also the management of the curriculum is considering the educational background of the teachers/professors as the key quality aspect of the programme. It is suggested to apply more interactive approaches to teaching.

Recommendations:

It would be strongly advised to have bigger group of people working full time for Marketing Department. If possible various foreign intensive courses/ research trips/ semesters abroad should be organized. It is also suggested to list in course syllabi other planned academic staff/ quest lecturers/ professionals who would give lectures within the courses (not just the responsible person).

(7) Research and International Co-operation

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

Teaching staff is involved in some research activities and sometimes these research activities feed-back also into teaching. Taking into account the general situation in Kosovo, the Marketing Department could be considered as well prepared for doing research. Even if there is currently no research funding within the Department, there are plans how to attract applied research money through the newly established research centre. The capacity among the staff for doing real scientific research and also for attracting applied research funds is evident. Also the management of the curriculum is considering its staff as "the best within

the faculty of economics in communication with businesses". For real evaluation it is too early to say anything, since there are mostly plans and the research centre itself exists mostly on the paper.

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

The extent and the quality of international cooperation in research and teaching could be improved a lot. It is evident that to build up a solid international dimension of the higher education institution takes time and it can be a real challenge. At the moment, the international co-operation as related to the teaching, research and/or other relevant areas of the Faculty/Marketing Department seems to be a critical point. There is no institutional or departmental strategy of internationalization. The international cooperation/ networking is mostly happening not because of the departmental/ faculty support, but despite the lack of this support. Presently limited international cooperation is mostly based on the individual networks and activities.

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

PhD students are rarely involved in any other research and cooperation projects other than their own PhD research. At the same time the PhD programme has been running just for 2 years and it is too early to judge the real capacity of the programme. The established research centre should start to offer additional opportunities for the PhD students as well, but it is still in the starting process and there are not any real activities or outcomes yet.

Recommendations

The school's own research profile and research capabilities are important for sustainable institutional education and development especially at PhD level. The participation and access on international research projects does not exist at the moment and it would be very much encouraged to initiate such applications/ common research projects more actively. Make the research engagement an explicit expectation towards the professors and associate professor of the university while providing them a needed support. Time should be allocated for preparing such applications and building international connections. It would be important to encourage staff to maintain their capabilities by publishing research work in peer reviewed international academic journals. Also international recruitment is encouraged. Additionally, the school should look for possibilities for local/international internships and local/ international applied research projects where students could take part and gain valuable practical experience.

(4) Finances and Infrastructure/Space and Equipment

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

University of Prishtina is a public state funded university. Generally speaking, the institution does not have too good financial situation. There are no budget at all for the faculty library (all books have been donated), there are limited number of teachers involved in teaching, the classrooms could be updated, etc.

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

The institution has adequate buildings and specialized infrastructure for the requirements of the programme. All rooms could be updated, but also current rooms are functioning and serving the students.

Nevertheless, the access to databases and relevant books and articles could be much more improved. Currently the faculty's library hardly exists. UP should use opportunities to encourage its students/staff to use the databases and qualified Internet sites in order to widen their learning opportunities. Also the teachers themselves could be encouraged to use up to date academic databases/scientific articles for the classes.

Recommendations

The establishment of a stable, well qualified teaching staff and of a well-equipped library will be essential. If possible more permanent positions should be created and filled with well-qualified persons and measures should be taken to ensure that more time/emphasis could be put on research and internationalization.

All initiatives in order to strengthen the access and usability of the academic databases should be supported. Additional resources for building up the library would be heavily needed.

(5) Quality Management

- **Are the institution's programmes assessed regularly within the context of internal evaluation processes?**

The institution's programmes are assessed regularly within the context of internal evaluation processes. Various evaluation circles are applied. There are questionnaires for academic staff, for administrative staff, for students and for evaluation the courses. According to the management team of the university the results of these questionnaires are analysed regularly.

2.3.4. Economics

(1) Academic Programmes and Student Management

It is the special ambition of the doctoral programme, to make a significant contribution by research to the international academic community in the field of economics and management and to encourage the students to publish their results in refereed journals. The professors attend indeed numerous international scientific conferences and document an impressive list of publications.

At present, in total 17 students are enrolled in the doctoral programme, among them 6 enrolled in 2014/2015.

Recommendation

With regard to the importance of doctoral studies for the reputation of the university and for the Kosovar economy, this number should be increased. In the same time, the tuition fees of 1.000 € per year should be reduced. The best graduates in economics should rather be encouraged to enrol a doctoral programme; 1.000 € per year of tuition fees may discourage them.

Studies in the science of economics are more oriented to fundamental questions and lead to research centres, universities, public institutions and large companies, where a doctorate is very important and even a precondition of employment.

(2) Staff

The number of full-time staff (21 professors and 6 assistants) is not sufficient, in view of the high number of students. As a consequence, a large part of the teaching is delivered by part-time lecturers and visiting lecturers who are less committed in the supervision and mentoring of the student.

On the other hand, the faculty demonstrates high ambitions to improve the quality of the academic staff and there is no doubt, that the professors have adequate academic qualifications. A very helpful strategy is indeed the co-operation with universities in Europe and America. The participation in the Tempus programme is therefore of great importance.

Recommendation

The partnerships with European universities and the participations to European programmes are of high strategic importance for the development of staff and should therefore be promoted.

(3) Research and international co-operation

The teaching staff has obviously the ambition to achieve high standards in research by publishing books and articles. In this context and in view of the international reputation of the university, the Institute for scientific research, established at the end of 2014, will be very important. Therefore, the university should define a clear strategy for the development of this institute and allocate the necessary means.

Recommendation

There is an important international cooperation and there are many partnerships in the field of research. These alliances need to be developed and officialised not only in the frame of specific research projects but for a general co-operation, including Bachelor and Master students.

There are many handicaps in developing these co-operations: bilateral student exchanges like in the ERASMUS programme are very difficult, since students from universities in the EU are not very interested in a study abroad period in Kosovo, also for linguistic reasons. The number of foreign students speaking Albanian is indeed very limited.

A way to develop international cooperation is the establishment of international partnerships, financed by organisations like DAAD, British Council, GIZ etc. In this case, the foreign university would assume a kind of sponsorship and participate directly in the development of the university. This would include study periods, research project and the exchange of academic staff.

On the other hand, the students of the University of Prishtina need adequate language skills, especially in English. It is a matter of fact, that English has become the lingua franca in Business and Economics and almost all universities in Europe are offering now classes taught in English. It is therefore strongly recommended to promote language courses and to offer an important part of the syllabus at the University of Prishtina in English language. This is also a precondition for the development of international partnerships.

In the meeting with the students, the insufficient possibility to study abroad is regularly mentioned as one of the weaknesses of the university. But this is also due to legal constraints like visa problems that can only be solved on a government level.

(4) Finances, infrastructure and equipment

The faculty has made important efforts to improve the situation concerning seminar rooms and amphitheatres. They are all equipped with modern technical installations like overhead and data projectors. But the situation is still very insufficient in view of the large number of students.

A particular problem is the small library, the limited number of books (especially in English language!), the insufficient access to worldwide resources of scientific documents and the absence of a sufficient number of scientific magazines. There is also an important need for more computer rooms for individual learning and online research.

Recommendations:

The university should develop the library, increase the space and provide the students with relevant scientific literature, also in English. There should also be an access to international data bases. Additional funding should be raised for this on national and international level (local industry, EU Commission, Tempus programme, GIZ, embassies, international organizations, partner universities etc.).

(5) Quality management

The faculty has established an Office of Academic Development, including a Quality Assurance Office. One of the key elements of the quality management are the questionnaires for the evaluation of the lecturers, their didactic approaches and the contents of their lectures. The results of these evaluations are examined by the lecturers and should lead to necessary improvements. However, one should analyse the real effects of these evaluation, what was not possible during the site visit.

The regular updating of the syllabus is also a part of the quality management. Unfortunately, because of the shortage of time it was not possible to analyse in depth the development of the syllabus in economics.

Part 3 Conclusions and Proposals

The expert team believes in the quality of the staff of the Faculty, demonstrated in the face-to-face meetings and also by the curriculum vitae annexed to the SER. At the same time the expert team is disappointed about the quality of the descriptions in the SER. This does not only refer to the English terminology but also to the various inconsistencies. The feeling prevails that the SER was written by a group on its own, having not had all information available or not knowing where it was. Also several issues were missed, e.g. the need to explain part-time course (“correspondence”) if they are offered. It cannot be assumed that part-time programmes are identical to full-time programmes and that it is just the type of student named differently. Part-time programmes are different, e.g. as regards timing, learning and teaching.

This following summary of all recommendations also serves the purpose that all recommendations can be seen at once, not only the proposal as regards accreditation. The expert team noticed that the Faculty seemed to have misunderstood recommendations of past records.

The respective justifications for the recommendations are always detailed in the text and in the interim recommendations and not repeated in the following to make the whole document more readable.

3.1. Referring to Part I Common Issues

Conclusions are being drawn from all meetings and papers available – across all programmes.

Recommendations

1. New programmes and different modes of programme have to be discussed with the KAA (The experts were informed some time after the site visit that there was now another application submitted by the institution recently).
2. Part-time (Correspondence) programmes have to be described if they need accreditation. Although they were applied for accreditation it was impossible to accredit them in this application round because they were not described.
3. There is also the danger that the various programmes cannibalise each other as regards, student, staff and other resources. Therefore the expert team recommends to the Board two options as regards accreditation of programmes at **Bachelor level:**

Option 1:

The University might consider merging the five programmes into two:

- (1) Programme in Business Management with the options/electives in Banking and Finance, Accounting, Informatics and Marketing. It is necessary to make the elective Accounting clearly distinctive from Banking, Finance and Accounting or, preferably, merge the two.
- (2) Programme in Economics with a clear profile.

Or

Option 2:

Consider to revise all programme profiles so that each programme distinguishes itself from one another clearly. Each programme should not have overlaps of more than about 50%.

The University may rethink their approach to the two cycle structure having been introduced in the EHEA. At Master level no follow up module to a module at Bachelor level is acceptable as this would endanger vertical mobility and also abuses a principle of the EHEA. The University may just change the name but more precisely the learning outcomes. It may be wise to check to which extent graduates from other universities stand a fair chance to participate successfully in the respective modules.

4. It might be useful to revise credit allocation, assessment and grading in the light of the new ECTS User's Guide of 2015.
5. To communicate clearer the type of programme; the degree type awarded should be Bachelor or Master of Arts and not Science with the possible exception of Economics

As regards students' needs the site visit the Faculty is advised to

- decrease the staff/student ratio
- improve the system of fighting plagiarism
- assure a hurdless participation in learning activities
- strengthen and further develop the working information system
- allow for a complaints procedure and follow up of any complaint
- establish a career office
- allocate credits to internships
- increase internationalisation, including „internationalisation at home“

3.2. Referring to Part II Programme Assessments

Bachelor Programmes

(1) Banking, Finance and Accounting

The Faculty is advised to

- decrease the staff/student ratio
- improve the system of fighting plagiarism
- assure a hurdless participation in learning activities
- strengthen and further develop the working information system
- allow for a complaints procedure and follow up of any complaint
- establish a career office
- allocate credits to internships
- increase internationalisation, including „internationalisation at home“
- design budget plans which indicate the allocation of funds tot he various study-programmes
- make the allocation of funds more transparent
- increase opportunities for teaching staff to get involved in research

3.3. Proposal to the Board:

Reaccreditation only possible according to the options 1 or 2 as outlined above; for the full-time programme only. The degree awarded is recommended to be a BA in Banking, Finance and Accounting.

(2) Management and Informatics

(Reminder: these recommendations cover Master and PhD programmes as well and are repeated under the respective headings)

The Faculty is advised to

- emphasise the need of research in general, not only in Economics
- revise the vision statement
- improve the quality of translation into English
- revise the general management part
- all syllabuses are described in a much too similar way
- detail much more the teaching methods
- include cross-cultural management and leadership into the curriculum
- decrease the number of student participants in seminars (less than 20)
- clarify the differentiation between programmes (profiling); this refers to the distinction between levels as well
- make transparent the drop-out rates
- allocate credits to internships/practicum
- describe part-time programmes if they exist
- appoint one external supervisor for doctoral student
- increase the number of publications, in particular in Management and Informatics
- increase the number of papers to be prepared by doctoral students from 1 to 3
- introduce a system of sabbatical
- make transparent the distribution of responsibilities between staff
- design a strategy for the Research Institute together with a budget allocation
- take students' feed-back more seriously.

Proposal to the Board :

Reaccreditation only possible according to the options 1 or 2 as outlined above, for the full-time programme only. The degree awarded is recommended to be a BA in Management and Informatics.

(3) Marketing

The Faculty is advised to

- clearer present the evaluation criteria of the courses, hours in the classroom, correlation between ECTS and work load. Allocate ECTS to each of the course based on realistic data. Academic staff should receive training on how to allocate ECTS in a justified manner
- update curricula on BA level with relevant marketing skills, knowledge and "soft courses". Clarify the expected learning outcomes of the individual courses by

providing properly formulated outcomes including methodology of teaching and methods of assessment. Train the teaching staff for understanding the role of learning outcomes

- deliver some of the courses/some parts of the courses in English. More guest lecturers could be invited from abroad to participate in the programmes. Additionally, all BA theses should have a foreign language resume. Currently none of them have it
- consider possibilities to reduce the number of exams the students are allowed to take after the course. It is suggested to have maximum 3 chances to do an exam within a course, but international practice is often using also just 2 exams/chances. Develop a learning platform (e.g. Moodle which is being used by very many universities worldwide) allowing for introducing the benefits of eLearning and thus also introducing contemporary teaching methods
- improve the teacher student ratio, the most critical point. UP should put much more emphasis on this figure. Also the graduation rate and drop out rate should get more attention
- have bigger group of people working full time for Marketing Department to supervise and motivate 1100 BA students and to cover the core marketing subjects of the curriculum (strong recommendation). It is also suggested to list in course syllabi other planned academic staff/ guest lecturers/ professionals who would give lectures within the courses (not just the responsible person)
- make the research engagement an explicit expectation towards the professors and associate professor of the university while providing them a needed support
- encourage staff to maintain their capabilities by publishing research work in peer reviewed international academic journals
- encourage international recruitment; look for possibilities for local/international internships and local/ international applied research projects
- to establish a stable, well qualified teaching staff and a well-equipped library
- increase the number of qualified staff
- strengthen the access and usability of the academic databases and invest in the library

Proposal to the Board:

Reaccreditation is only possible according to the options 1 or 2 as outlined above; for the full-time programme only. The degree awarded is recommended to be a BA in Marketing.

(4) Economics

(Note: this recommendation refers to all levels of programmes in Economics and is therefore repeated at the respective level)

The programmes in Economics – Bachelor, Master and Doctoral studies – are on a right way but need still some improvements:

- to enlarge the number of full-time professors
- to develop the library and the technical equipment
- to invest more resources in class rooms
- to develop international cooperation in research as in teaching as well
- to increase the research activities.

However, the programmes correspond to international standards and despite the high number of students they seem to be successful. The achievements of the last years are thus quite impressive.

Proposal to the Board

- **to re-accredit the Bachelor programme in Economics (see option 1 above) as BSc in Economics.**

If option 2 were chosen also the profile of this programme should be sharpened.

(5) Accounting

The Faculty is advised to

- check with the draft of the National Qualifications Framework at which level the profession qualification of the technician might be listed
- either merge the programme with the other bachelor business programme into one and offer accounting as one elective or redesign the programme and include several more directly related modules to the specialization. Bear in mind that a first cycle degree is supposed to be of a more general orientation, i.e. model one – under these aspects – could be preferred
- Sharpen the profile of the programme in relation to integrated internships and an improved internationalization
- check the consistency of terminology used. This may be different in the Albanian language
- clarify to which extent the examinations are adequate to assess the achievement of the learning outcomes. For this purpose it may be useful to revise the “learning chain”: profile of a programme explained in learning outcomes; progression of modules and its learning outcomes leading to this profile; their achievement being assessed by adequate forms of examinations

- integrate practical elements (internship) to become an integral part of the programme, carrying credits. It might be useful to include a mobility window, either for studying at a different university and spending some time in industry
- approach ECTS not in a mathematical manner without proper explanations. It is possible – and may even be advisable – to have one common number of credits for all modules but this has to be supported by the philosophy of the ECTS Credit system
- improve the transparency of the research activities. Also the independence of the Quality Assurance is not clear.

The faculty needs to be supported in its endeavour to get more third party money to improve the available resources for learning, teaching and researching.

Proposal to the Board:

Reaccreditation is only possible according to the options 1 or 2 as outlined above; for the full-time version only. The degree awarded is recommended to be a BA in Accounting.

2. Master Programmes

(1) Banking, Finance and Accounting

Recommendations

The faculty is advised to

- use electronic platforms for learning and teaching, such as Moodle
- clearly indicate obligatory and additionally recommended literature
- increase full-time staff and improve teacher/student ratio
- increase funds for research and encourage staff to get involved
- improve the access to adequate data for research purposes
- strengthen international cooperation
- detail a budget plan for the programme as well, not only for the institution
- improve infrastructure as much as possible

Proposal to the Board

The programme Banking, Finance and Accounting is proposed for being re-accredited as a MA degree programme (Master of Arts in Banking, Finance and Accounting)

(2) Management and Informatics

(Note: the recommendations are identical with those in the BA and PhD programme as the report was made for all three)

Recommendations

The Faculty is advised to

- emphasise the need of research in general, not only in Economics
- revise the vision statement
- improve the quality of translation into English
- revise the general management part
- all syllabuses are described in a much too similar way
- design-in more than 2 subjects about informatics
- combine management subjects with informatics, with e-commerce
- detail much more the teaching methods
- include cross-cultural management and leadership into the curriculum
- decrease the number of student participants in seminars (less than 20)
- clarify the differentiation between programmes (profiling); this refers to the distinction between levels as well
- make transparent the drop-out rates
- allocate credits to internships/practicum
- describe part-time programmes if they exist
- appoint one external supervisor for doctoral students from abroad
- increase the number of publications, in particular in Management and Informatics
- plan research projects with Master students
- involve Master students in data collection and analysis.

- increase the number of papers to be prepared by doctoral students from 1 to 3
- introduce a system of sabbaticals
- make transparent the distribution of responsibilities between staff
- design a strategy for the Research Institute together with a budget outline
- take students' feed-back more seriously

Proposal to the Board

To re-accredit the programme as a MA degree programme in Management and Informatics

(3) Marketing

Recommendations:

The Faculty is advised to

- express clearer the evaluation criteria of the courses, hours in the classroom, correlation between ECTS and work load
- allocate ECTS to each of the course based on realistic data
- train academic staff on how to allocate ECTS in a justified manner
- update curricula on MA level with relevant marketing skills, knowledge and "soft courses"
- clarify the expected learning outcomes of the individual courses by providing properly formulated outcomes including methodology of teaching and methods of assessment
- train the teaching staff for understanding the role of learning outcomes
- deliver some of the courses/some parts of the courses in English
- Invite more quest lecturers from foreign countries to participate in the programmes
- ask for a foreign language resume in all MA theses
- to consider possibilities to reduce the number of exams the students are allowed to take after the course
- develop a learning platform allowing for introducing the benefits of eLearning and thus also introducing contemporary teaching method
- put much more emphasis on the student/teacher ratio;. also the graduation rate and drop out rate
- have bigger group of people working full time for Marketing Department to supervise and motivate 600+ MA students in Marketing and to cover the core marketing subjects of the curriculum
- list in course syllabi other planned academic staff/ quest lecturers/ professionals who would give lectures within the courses (not just the responsible person)
- encourage to initiate applications/ common research projects more actively
- make the research engagement an explicit expectation towards the professors and associate professor of the university while providing them a needed support
- allocate time for preparing such applications and building international connections
- encourage staff to maintain their capabilities by publishing research work in peer reviewed international academic journals

- recruit internationally; look for possibilities for local/international internships and local/ international applied research projects where students could take part and gain valuable practical experience
- establish a stable, well qualified teaching staff; a well-equipped library
- create more permanent positions, filled with well-qualified persons and ensure that more time/emphasis could be put on research and internationalization
- strengthen the access and usability of the academic databases
- to invest in new buildings for the library

Proposal to the Board

The programme Marketing is proposed to be reaccredited as a MA degree programme in Marketing.

(4) Economics

The Faculty is advised to

- increase the number of full-time professors, or to reduce the number of students
- review the selection criteria and to organize new admission procedures
- promote partnerships with European universities and participation in European programmes; develop existing ones, acknowledge their importance for the whole university, exploit them also for research, including students
- investigate the availability of funds through organisations like DAAD, British Council, GIZ etc
- promote language courses and offer an important part of the syllabus at the University of Prishtina in English language
- develop the library, increase the space and provide the students with relevant scientific literature, also in English; there should also be an access to international data bases

(5) Entrepreneurship

The Faculty is advised to

- revise the programme to delete all inconsistencies, pointing out clearly its student-centred approach, following the level descriptors of the National Qualifications Framework (draft) and/or the respective European one
- change the award-type of the Master programmes from MSc to MA
- usefully use the new ECTS User's Guide to revise its approach to allocate credits
- precise the admission criteria; the differentiation between eligible and not directly eligible applicants can surely be improved
- consider to which extent international tests such as GMAT or GRE may be useful as complementary admission elements
- use the names of the modules consistently; to avoid identical descriptions under different headings and vice versa

- ensure consistency as regards figures in the statistics so that – e.g. – the drop-out rate / the success rate can easily be identified
- make transparent staff directly allocated to the programme, in particular as regards responsibilities

Proposal to the Board:

The programme is proposed to be reaccredited for the shortest possible time and its development has to be closely monitored. The award type is recommended to be a Master of Arts, MA.

3. PhD Programmes Banking, Finance and Accounting

(1) Banking, Finance and Auditing

Recommendations

The Faculty is advised to

- improve the didactical concept
- monitor closely the workload of students
- encourage and support PhD research and publication in respected journals
- exploit more existing international contacts
- improve as much as possible the infrastructure

Proposal to the Board

The PhD Programme in Banking, Finance and Accounting is proposed to be reaccredited

(2) Management and Informatics

(Note: as the report covers all programmes in Management and Informatics, the recommendations refer to all of them at the various levels)

Recommendations

The Faculty is advised to

- emphasise the need of research in general, not only in Economics
- revise the vision statement
- improve the quality of translation into English
- revise the general management part
- all syllabuses are described in a much too similar way
- detail much more the teaching methods
- include cross-cultural management and leadership into the curriculum
- decrease the number of student participants in seminars (less than 20)
- clarify the differentiation between programmes (profiling); this refers to the distinction between levels as well
- make transparent the drop-out rates
- allocate credits to internships/practicum
- describe part-time programmes if they exist

Proposal to the Board:

The PhD programme Management and Informatics is proposed to be reaccredited

(3) Marketing

The Faculty is advised to

- continue and foster delivering some courses on PhD level in English; more quest lecturers could be invited from foreign countries to participate in the programme
- develop a learning platform
- put more emphasis on the teacher student ratio
- have bigger group of people working full time for Marketing Department
- organise various foreign intensive courses/ research trips/ semesters abroad
- list in course syllabi other planned academic staff/ quest lecturers/ professionals who would give lecturers within the courses
- initiate applications/ common research projects more actively
- make the research engagement an explicit expectation towards the professors and associate professor of the university while providing them a needed support
- allocate time for preparing research applications and building international connections
- encourage staff to maintain their capabilities by publishing research work in peer reviewed international academic journals
- encourage international recruitment
- look for possibilities for local/international internships and local/ international applied research projects
- establish a stable, well qualified teaching staff and a well-equipped library
- create and fill new positions with well-qualified persons
- take measures to ensure that more time/emphasis is put on research and internationalization
- strengthen the access and usability of the academic databases
- find additional resources for building up the library

Proposal to the Board

The PhD programme in Marketing is proposed to be reaccredited.

(4) Economics

The Faculty is advised to

- increase the number of PhD students
- reduce the tuition fees of 1.000 € per year
- promote partnerships with European universities and participations in European programmes, include Bachelor and Master students
- promote language courses and offer an important part of the syllabus at the University of Prishtina in English language
- develop the library, increase the space and provide the students with relevant scientific literature, also in English, allow for access to international data bases
- raise additional funds at national and international level (local industry, EU Commission, Tempus programme, GIZ, embassies, international organizations, partner universities etc.).

Proposal to the Board

The PhD programme in Economics is proposed to be reaccredited.