

External Evaluation Report

University of Gjakova “Fehmi Agani”

Final Report

June 25th, 2015

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1. Introduction

1.1. Context

The present document contains the final evaluation report 2015 about the University of Gjakova “Fehmi Agani” (UoGj), Kosovo. It is the result of the collegial work of an international team of experts appointed by the Kosovo Accreditation Agency (KAA) to evaluate study programs of the UoGj. The report is based on the self evaluation report (SER 1) of the University of Gjakova, the added self evaluation report (SER 2) for the study program of German language and literature, the visit of the expert group in Gjakova on 12th of May 2015 and further information of the UoGj, asked by the expert group.

1.2. Experts

The team consisted of following experts:

- Prof. Dr. Reiner Doluschitz/ University of Hohenheim- Stuttgart (DE)
- Prof. Dr. Volker Frederking/ University of Erlangen-Nürnberg (DE)
- Prof. Dr. Frederic Mertens de Wilmars/ University of Valencia (ES)
- Prof. Dr. Reinhard Meyers/ University of Munster (DE)
- Prof. Dr. Wolfgang Patsch/ Paracelsus Medical University (AT)
- Prof. Dr. Milan Pol/ Masaryk University (CZ)

1.3. Abbreviations used

The following abbreviations are used in the present document:

ET	Experts team
HE	Higher education
KAA	Kosovo Accreditation Agency
OSV	On-site visit
QA	Quality Assurance
SER	Self-evaluation report
UoGj	University of Gjakova
UoP	University of Pristina

1.4. Procedure and evidence collection

1.4.1 Self-Evaluation Report (SER)

The UoGj submitted a detailed Self-evaluation Report (SER 1) as the central document for the institutional accreditation and the accreditation of the study programs. The report describes on 409 pages especially the following study programs:

1. Early Childhood Education (0-3 years)
2. Physiotherapy
3. Biotechnology
4. Forestry
5. International relations & EU Studies
6. Public Administration
7. Political science.

The SER of the Study Program 'German Language and Literature' (SER 2) with 91 pages was added as a separate document.

SER 1 and SER 2 enabled the ET to get a clear picture of the current situation of the Study programs at UoGj and were a good information base to prepare the OSV.

1.4.2. On-site visit

On May 11th, the six experts gathered in the evening for a preliminary working dinner together with two members of the KAA:

- Ms Furtuna Mehmeti, Expert for Evaluation and Accreditation (KAA)
- Mr Fisnik Gashi, Officer for Evaluation and Monitoring (KAA)

They talked about their first impressions of the self-evaluation reports (SER 1 + 2) of UoGj and the program for the OSV at the following day. Prof. Dr. Milan Pol agreed to be the Chairperson of the committee, Prof. Dr. Volker Frederking undertook writing the general parts of the draft report and to integrate all chapters of the colleagues into one document. Responsibilities for study programs were allocated in the following way:

- 1. Early Childhood Education (0-3 years) (Pol)**
- 2. Physiotherapy (Patsch)**
- 3. Biotechnology (Doluschitz)**
- 4. Forestry (Doluschitz)**
- 5. International relations & EU Studies (Mertens)**
- 6. Public Administration and Political science (Meyers)**
- 7. German Language and Literature (Frederking)**

On May 12th the ET spent one day at the UoGj.

The ET was accompanied by three members of KAA:

- Ms Furtuna Mehmeti, Expert for Evaluation and Accreditation (KAA)
- Mr Fisnik Gashi, Officer for Evaluation and Monitoring (KAA)
- Mr Shkelzen Gerxhaliu, Officer for Evaluation and Monitoring (KAA)

The OSV took place as planned. The scheduled OSV started in the morning of 12th with a meeting with the management of the institution from 9.00-9.30. Then the ET

separated in small groups for meetings with responsible persons of the several study programs from 9.30 – 11.30. A visit to facilities followed (11.30-12.30). After a working lunch of ET and Co. KAA (12.30-14.00) and a short time for internal consultation (14.00-14.15) the visit ended with a final meeting with the management of the institution (14.15-14.30).

The ET like to express its gratefulness to the management of the University of Gjakova “Fehmi Agani” and the representatives of the several study programs for the very good organization of the visit and for hosting their visit at the 12th of May 2015.

In addition, the experts warmly thank the KAA and especially Ms Furtuna Mehmeti, Mr Fisnik Gashi, Mr Shkelzen Gerxhaliu and Prof. Dr. Ferdije Zhushi-Etemi for their outstanding support and cooperation before, during and after the visit.

1.4.3. Additional documents

After the OSV a few additional documents were requested. They were sent immediately by the management of the institution.

2. Institutional evaluation

The government of Kosovo established the University of Gjakova “Fehmi Agani” with the decree number 02/118 in March 2013 and the Kosovo Parliament ratified the decree in May 2013. The University of Gjakova started operating on the 1st of October 2013 with a Department of Education with programs in Preschool Education, and Primary Education, a Department of Medicine with Nursery and Midwifery programs, and a Department of Philology with programs in Albanian Language and Literature Studies, and English Language. These programs were accredited by the KAA in April 2013. In April 2014 the University of Gjakova “Fehmi Agani” had underwent the accreditation process. A full institutional review was undertaken, and a number of study programs were evaluated by an international expert team, too. The ET of May 2015 agrees with the analyses and recommendations of the expert team of April 2014.

2.1 Mission statement and strategy

On the background of the SER and the report of the expert team of 2014 and after the meeting with the members of the management of UoGj the ET has the impression that the Mission Statement of UoGj is satisfactory and offers a clear vision for the desired standards of the institution.

2.2 Organisation and management

The creation of the University of Gjakova is to be regarded as a significant attempt for the development of education and science in Kosovo. On the basis of SER 1 and 2 and after the meeting with the representatives of the university the ET is impressed by the professional organisation and management of UoGv.

2.3 Staff, staff appointment, staff development

The situation of the staff is of course very specific during establishing new structures at the UoGj. A part of the staff is coming from the University of Pristina. This is based on the contract between the two universities to make it possible that the programmes run without interruption. The other part of the UoGj has been and will be recruited on the basis of public calls. ET agrees with the aim of the management and the recommendations of the expert group 2014 that UoGj in total should have about 95 professors in the upcoming years, because this number would be in accordance with the European Standard to guarantee a good relation of students and professors. In conclusion, it is recommended that the University of Gjakova should continue to establish concrete policies to assist with the integration of the academic staff, assistant teaching scientific staff and non-academic staff. ET also agrees with the recommendations of the institutional evaluation 2014, that UoGj should pay attention to the research orientation of the employed staff in future and should clarify institutional guidelines on development of quality standards in research.

2.4 Finance

The UoGj is financially supported by the state. The municipality of Gjakova also intends to get involved by supporting the infrastructures of the university especially with regard to the intended new campus of the University. The financial plan for the next years is convincing *cum grano salis*.

2.5 Development Plan

The expert group of 2014 has already pointed out, that the University of Gjakova "Fehmi Agani" has a strong sense of institutional development. The development plan of the UoGj has been drafted based on the development principles of the University, bearing in mind that certain programmes started in October 2013 to meet the common development needs of the programmes including the new ones. But in general spoken UoGj is on good way. There are concrete plans of expanding. UoGj has allocated a space of 132,095 m² by the Municipal Assembly for building the new university campus.

2.6 Quality management

The institutional evaluation 2014 has pointed out that the University of Gjakova has established an Office for Academic Development and Quality Management with the aim of ensuring excellence, equality, transparency and efficiency. The University is also committed to high quality performance in every department and programme and sees the improvement of quality as an individual and collective responsibility. The University is developing a culture for quality by paying special attention to quality assurance and management. The core aim of quality management is the effective development and monitoring of policies and procedures. While clear guidelines are in place to ensure quality in teaching ET has the impression that efforts to sustain and improve the quality in research should be intensified to show that the University of Gjakova is a center of excellent research.

2.7 Internationalization

The University of Gjakova shows a strategy for internationalization. There are close cooperations with the University of Applied Sciences Muenster (MUAS). The Southern European Institute for Advancement in Health Sciences and Nursing (SEE) consists of "QEAP-Heimerer", an educational centre for professional education (HPSH). The University also planned respectively has meanwhile realized cooperation with the University of Maribor, Slovenia and Hall/Tyrol University of Health Sciences (UMIT), with the State University of Tirana, Tirana Medical University, University of Shkodra "Luigj Gurakuqi", the University of Vlora "Ismail Qemali", the University of Tetovo, the University of Peja "Haxhi Zeka" and the University of Prizren "Ukshin Hoti". UoGj also is included in the study program Tempus "Interdisciplinary reformation structure and innovative professions for Higher Education". In the whole, however, future must show, what impact these several forms of international cooperation will have for the students, for the staff and for research of UoGj.

3. Study programs

The various parts of the study programs were written by different members of the ET. Consequently, they may vary in their structure and form.

3.1 Bachelor in ‘Early Childhood Education’

Prof. Dr. Milan Pol

Introduction

I had the opportunity to visit University of Gjakova “Fehmi Agani”, Faculty of Education last year in connection with accreditation of the two bachelor programs: Preschool Education; and Primary Education. The program that is being now under the evaluation seems to be filling the existing gap since it aims to prepare the specialists for their work with the youngest children (0-3). While the first two programs mentioned (and accredited last year) were a kind of continuation of what was previously realised under the umbrella of University of Pristina, the program Early Childhood Education is supposed to be a brand new program.

Academic Program and Student Management

The program seems to be in line with the vision and also with the mission of the University of Gjakova, Faculty of Education, as indicated in the self-evaluation report. The ambition is to prepare specialists (educators, teachers) for all three initial levels of education: early childhood, preschool and elementary (primary). It can make sense to have such a set of programs at one institution, provided there is a need in the society (region) and the institution is ready to realise such programs.

The bachelor program Early Childhood Education is planned as the 4-year one (240 ECTS – the credits are acceptably calculated), to be realised only in a full-time form. The curriculum of the program is built in a logical way, and it has an internal graduation; it does contain typical main elements of the program of such a profile and as a whole I find it relevant.

The aims of the program are enlisted and the learning outcomes are formulated. I would propose little more attention to these formulations and also to the compatibility of these two sets of formulations (aims – learning outcomes), more precise specifications are required in some cases.

Similarly to other two programs (those I reviewed last year), also in this case I find a total number of disciplines rather high. I would recommend building the program more visibly around the “main stones” of it, with some optional possibilities linked to these “main stones”. Current system is in danger of fragmentation and a certain isolation of individual disciplines; consequently, the relations among the individual disciplines and also cross-disciplinary issues are much harder to deal with. Although the self-evaluation report states there are three groups of disciplines subjects (“general, academic and didactic-methodological”), I propose to strengthen and perhaps to make more explicit integrative feature of the program curriculum.

Admission criteria are clearly described and contain acceptable requirements. The leaving exam procedure is focused on the diploma thesis defence, there is no integrating final exam – I wonder whether this integration of knowledge, as such exams usually provide, should not be more appreciated (this is a general feature of the education programs in Kosovo, I noticed). System of evaluation of students’ achievements throughout the study program (individual disciplines) seems to be well thought over.

Similarly to the two programs I reviewed last year, the schedule of the program indicates there is a relatively high number of direct teaching hours per week, throughout the whole study time of eight semesters. I can see main reasons for it, yet I advocate to consider possibilities of rebalancing the direct teaching – independent study proportions in the curricula. I am well aware this is directly connected to the availability of sufficient study resources. I believe, however, higher education students deserve a chance to develop the skills of independent academic work.

There is a good proportion of theoretical and “practical” disciplines in the curriculum. Professional practice seems to be well organized and in a sufficient amount (22 weeks during 4 years of study, mostly under the guidance of mentors). The teaching methods as described in the self-evaluation report are acceptable in a given context.

The study literature is sometimes in English – I wonder, how realistic it is, also with regard to poor situation of the library and no use of relevant databases.

Number of students planned to be enrolled (50 in the academic year 2015/2016) seems to be acceptable.

Staff

Staffing seems to be one of the key issues in current higher education development in Kosovo. One can appreciate the effort of the University of Gjakova, Faculty of Education to attract new staff by means of public calls, for instance. So far, the results do not seem to be satisfactory, though. The official list of the staff that was confirmed by the KAA office clearly indicates that in case of

bachelor program Early Childhood Education there are only four (4) staff members (out of the list of 36 people) who are exclusively engaged at the University of Gjakova, Faculty of Education. Among them there is the rector (professor) and three other staff members (all three with master degree). The rest of the staff enlisted seems to be mainly engaged somewhere else or not attached to any higher education institution at all. Although I received slightly different information when interviewing people in charge of the program, in general it seems that staffing is highly critical here. I do not intend to underestimate the potential contribution of external teaching staff coming from University of Pristina and/or other institutions once a week and teaching in blocks, as it seems to be the reality now; but this is not a sufficiently firm basis for yet another, brand new program.

Research and International Co-operation

Similarly to what I wrote in my last year's reviews of the two bachelor programs at this institution, I can write now: research is a weaker aspect of the whole arrangement, and the same can be said about international co-operation, too.

As for the research, there is some attention paid to it in the curriculum (disciplines such as Action research, Basics of research in early childhood – in connection to Education practice weeks) – I find this appropriately built in the program. Although the involvement of the staff in research activities is declared, with regard to the official list of the staff (see section Staff), this is rather poor record.

As for the internationalisation, apart from the co-operation agreement with State University of Tirana, there are only plans to get more involved in some international networks and other co-operations. At the moment, there is a very low level of internationalisation at the University of Gjakova, Faculty of Education. The program Early Childhood Education claims to have similarities with some international programs, but an explicit and lively connection with the international world is not very well seen in it so far.

Finances and Infrastructure

Finances are still centralised on the level of the university. Yet the basic information about financing the program was made available. The plan for 2015-2017 envisages financial growth in salaries, goods and services, subsidies and transfers, and in non-financial assets. The breakdown to the education-research-internationalization was not provided in a sufficient detail.

As for the infrastructure, the basic infrastructure, (building, teaching rooms) is available and in use. New (reconstructed) building has also been made available last year. And according to the university management, the finances for new university campus have been approved which should make the conditions for the university life more comfortable in the period of 3 to 5 years. My concern still

remains, as for the library and its resources. I find them rather poor. Also, the databases are not in use (even those prepaid by the ministry) and a standard information system does not exist, students and the staff communicate via personal emails or some social networks. This is not enough anymore for the higher education institution with solid ambitions to be an up-to-date higher education study opportunity, the leading one in the region of Gjakova or even beyond.

Quality Management

The Office for Academic Development and Quality Management was established at the University of Gjakova, it is declared in the self-evaluation report. This seems to be a step ahead, since last year this was only a plan. Some measures of quality assurance, linked to the teaching/learning process in particular, are to be adopted (student evaluations, staff evaluations). This is not clear what shall be the procedure of working with the data collected this way. These evaluation measures are not explicitly focused on research and internationalization.

Main recommendation to the KAA Board

I have no doubt the University of Gjakova, Faculty of Education has made some positive steps ahead, the very program seems to be reasonably built, the facilities are improving (the reconstructed building), and processes of management of quality are gradually developed. Some other areas of functioning deserve more attention and improvement (mainly study resources, research, and internationalisation).

I recommend linking the accreditation with the issue of staffing. And this issue seems to be the most critical issue in case of the new program, considering the official list of the staff. If this is so, then I recommend not accrediting the bachelor program Early Childhood Education now.

June 21, 2015

Prof. Dr. Milan Pol (Masaryk University, Czech Republic)

3.2 Bachelor Program in ‘Physiotherapy’

Prof. Dr. Wolfgang Patsch

General information

University of Gjakova, Faculty of Medicine, has previously applied for the Bachelor Program in Physiotherapy, but the expert team recommended in 2014 that the program should not be accredited, as the application did not meet the conditions for accreditation. Major points of criticism were poor conditions of the teaching facilities, the lack of a skills cabinet and a complete lack of competent teaching staff. University of Gjakova reapplied in 2014 for the same program.

1. Academic Program and Student Management

The Program in Physiotherapy is consistent with the institution’s mission and principles of operation. In their self-evaluation report, the applicants state that their program is 80% comparable with programs of three other European universities (Prishtina University, Faculty of Medicine, Physiotherapy, Kosova; Ljubljana University, Faculty of Medicine, Physiotherapy, Slovenia; Zagreb University, Faculty of Medicine, Physiotherapy, Croatia). However, no effort has been made to show the comparable features of the program with respect to curriculum, teaching staff and equipment available. Nevertheless, the curriculum covers for the most part the requirements of a higher education in physiotherapy and is now presented as required, i.e. lectures, seminars/assignments, clinical training and individual studies are distinguished.

The study program comprises 6 semesters over 3 years of full –time studies (180 ECTS). One (1) ECTS is equivalent to thirty (30) hours of study. All subjects are graded by ECTS values. The allocation of ECTS is appropriate and justified.

The program will enlist up to 50 students per year. Admission test, qualifications and admission procedures are adequate. After successful completion of the program, the academic degree “Bachelor in Physiotherapy” will be awarded.

A major point of criticism relates to the poor preparation of the self-evaluation report. Overall, the application is difficult to read. Apart from deficits in the use of the English language, the application repeats sometimes the same paragraphs and presents a rather weak rationale. References for lectures are imprecise. Repeatedly, the application refers to training in nursing, rather than physiotherapy. This is particularly disappointing, as the same mistakes were noted in the previous evaluation and considered as copy-pasted from the nursing program. The response of the University of Gajkova to the preliminary evaluation report states that regular translators produced these “minor” mistakes. However, University of Gjakova has an English Department and one wonders, why colleagues from this department were not asked for assistance. In addition, the

mistakes are not trivial. For instance, correct citation of references is part of good scientific practice, which is an essential part of higher education. Furthermore, some syllabi are missing and the syllabus for First Aid does not contain cardiopulmonary resuscitation. The latter point has been clarified and some of these deficiencies were adequately addressed during the oral presentation of the program at the site visit.

A second point of major criticism is that a detailed description of clinical practice with regard to specific treatment procedures and types of patients is missing. Furthermore, it is unclear how the clinical practice is administrated, as it will be carried out in some public healthcare institutions at other locations and in the tertiary health care center of Pristina. A document submitted after the site visit partially addressed this point of criticism. A chart showing the following organization would have been more convincing: Location and time, where and when students are practicing; the number of students practicing at each location at the same time, the procedures to be learned at the various locations and the local supervisors in charge of student evaluation at the various locations.

2. Staff

The application lists the staff members of the Faculty of Medicine who are already engaged in other study programs. Teaching modules list a number of academically educated medical doctors. The great majority of these medical practitioners is full-time employed by other institutions. There is also a shortage of academically educated physiotherapists. A document submitted after the site visit lists again the staff of the entire Faculty of Medicine and included one MSc in Physiotherapy. However, the staff that will participate in the program of physiotherapy is not specified in the document submitted after the site visit. In the response to the preliminary evaluation report, University of Gjakova states that "WE WILL NOT BRAKE THE LAW and employ regular staff in the program of Physiotherapy without receiving the accreditation first". The expert team never intended to ask for activities braking the law, but it is reasonable to request information that provides assurance for the capability of future staff members to fulfill the requirements to teach physiotherapy at the higher education level.

3. Research and international Co-operation

University of Gjakova, Faculty of Medicine lists several research programs. These include the following topics: "Basic concepts on the person, health, disease and the role of the physiotherapist in the basic care"; "A functioning system of surveillance of orthopedy-traumatology diseases in Kosovo"; "Managing stress at work". These programs are based on numerous questionnaires. While such research programs may be valuable, they address mainly public health and socioeconomic issues and are not specific for science in physiotherapy. One

would have expected some more pertinent topics that relate to evidence-based medicine and more directly to physiotherapy.

A very positive aspect of research efforts is the organization of an international scientific meeting that is planned for September 2018, i.e. after the graduation of the first class of physiotherapists. The best students of the graduated class will have the opportunity to present their work at this conference.

The application also states that students will have the opportunity to engage in scientific programs of other European universities that are cooperating with the University of Gajkova. However, the host universities for such studies are not listed. Furthermore, while University of Gajkova mentions collaborations with other universities, it is not clear, whether and how these collaborations extend to the discipline of physiotherapy.

4. Finance and Infrastructure

The building is large, has been renovated and has a sufficient number of lecture and practice rooms. The equipment available for physiotherapy is rather limited. A very positive development is the increase in modern literature and text-books. This was made possible by donations of the local community. It is therefore credible that the equipment required for physiotherapy will be improved as well.

In response to the site visit, an additional document containing a breakdown of the budget was provided. The total budget for the Faculty of Medicine was € 342.618,00 for 2015. The document further states “After the accreditation process, with the budget revision UGJFA will divide financing and for two new academic units (table below)”. The table below shows that the yearly budget for the Faculty of Medicine will be 121.840,00. This cut for the faculty of Medicine is not explained in any detail and a budget reduction was not mentioned during the evaluation of the program in physiotherapy at the site-visit. According to the table, salaries and wages are most affected by the reduction. In the light of such severe budget reductions, it is unclear, whether and how an additional program can be started and whether an adequate teaching staff can be maintained.

5. Quality Management

University of Gjakova has a quality assurance program that is organized by a coordinator who is responsible for coordinating quality control in all programs. Some additional quality assurance measures and groups are in place in other academic programs. A very important and convincing quality control measure would be to follow up on future activities and employments of graduates. Similarly, examinations in physiotherapy that are conducted in other universities may be used to determine the educational success of the students of Gjakova University.

Recommendation

After a careful review of the application that included the site-visit and post-site visit documents from University of Gjakova, the expert team recommends a conditional accreditation of the Program in Physiotherapy for up to 50 students. The expert team wishes to stress the term conditional. In the response to the preliminary evaluation report, University of Gjakova did not explain the reductions in the budget for the Faculty of Medicine. Thus, an unequivocal statement of the University of Gjakova would be required that explains any impact of the budget reductions on the Program in Physiotherapy. In such a statement, an adequate number and quality of the teaching staff for Physiotherapy must be assured. If these assurances cannot be given, the expert team recommends that the Program in Physiotherapy is not accredited at the current time.

Prof. Dr. Wolfgang Patsch, Paracelsus Medical University Salzburg, Austria

3.3 'Bachelor Program in 'Biotechnology'

Prof. Dr. Reiner Doluschitz

Introductory remarks

The basis for this report are the

- Application document submitted by the applicant institution
- Self-Evaluation Report the applicant institution together with the annex of additional documents
- Findings from the Site visit May 11th to 12th, 2015
- Additional material which has been requested from the applicant institution

1. General Remarks

The study program under evaluation has been established in the year 2014 as a consequence of the observed demand for graduates from this program by the job market. Once a year a maximum of 50 students can become enrolled in the program – out of about 200 applicants. The Faculty of Applied Sciences is responsible for the BSc.-program.

2. Academic Program and Student Management

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

The study program is in line with the institution's mission. However, the mission statement of the University has to be further improved as recommended in the Final Report of the Institutional and Program Accreditation from 2014. There is a strong commitment by the Board and Senate of the University as well as by the Ministry of Education. The program has "Green lights" from all institutions concerned. It responds to the Kosovar job market demand, is well accepted by students, and fosters the institution's aim in qualifying and preparing students for higher degree levels, particularly for Master- and in future PhD-programs as well. However, since first graduates can be expected in 2017, there is no empirical evidence yet. The study program Biotechnology (BSc.) is also in accordance with the Kosovar national development strategy.

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

Yes. The range of modules generally suites the job market requests very well and is appropriate to the academic degree. It is also in line with programs offered by partner institutions even at an international level such as Universities of Ljubljana,

Zagreb and Tirana. Graduates should be qualified for positions e.g. in private companies and public institutions along the complete agro-food- and neighboring supply-chains (e.g. medical, pharma). Unfortunately, due to the early stage of program implementation student's remarks, e.g. concerning "practical elements", such as internships in private companies, field visits, invitations of practitioners from the biotechnology sector to the classroom, "hands on"-activities cannot be evaluated yet. However, in the self report it is mentioned that it is planned to send students for most experimental practices to partner Universities abroad, particularly to Ljubljana and Tirana. Again, for guaranteeing high and uniform standards in quality and efficiency, an overarching didactic concept and an efficient quality assurance systems will be highly requested and should be implemented as soon as possible. This holds also true for potential shortcomings in the field of soft skill trainings which should be offered outside the core study programs. Language skills would be highly required as well as presentation and negotiation skills. These contents should be incorporated in the current study program and should be evaluated after first application including student's comments and remarks.

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

An overarching didactic concept is not clearly visible (yet ?). The study program under evaluation is only a very short time implemented so far. Respective experiences, including students comments and opinions, are not available at the moment. A follow up evaluation after one, max. two years would provide more comprehensive information, including experiences made. This would also include the question of implementation of a University wide common Learning Platform (e.g. ILLIAS). This could contribute to improve information and communication flow and would be an overarching instrument concerning efficiency and quality assurance. Since teaching staff is provided to about 90% by quite a number of partner institutions inside Kosovo and from abroad, being used to different didactic concepts, a unification would be highly necessary to develop a common didactic concept at the University of Gjakova.

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

Generally yes. Study programs are to a high degree in accordance with comparable programs in Western (European) countries. It even is a prerequisite for program implementation to have >80% identical contents compared to respective programs abroad.

- **Does the structure of the program give sufficient opportunity for independent study, reflection and analysis? (e. g. what is the proportion of independent study time compared to online/distance teaching and classroom units?)**

The calculation concept for ECTS allocation to modules includes quite sufficient space for exercises, homework and self study. However, in this early stage of program implementation experience based empirical evidence cannot be provided yet. A follow up evaluation after one, max. two years would provide more comprehensive information, including experiences made, particularly made by students. In general it can be recommended that the provision of teaching material (written, ppt-presentations, scientific articles, etc.) could have to be improved also including international components. This would be a key prerequisite for intensified independent studies. As mentioned above the implementation of a unified Learning Platform would provide valuable contributions in this respect and could even broaden the range of options for independent studies, particularly online/distance teaching proportions. In addition, such a platform would provide remote access for students to materials and study program related information and thus has potential for reducing administrative and organizational burdens.

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

Yes.

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

Generally and according to the materials provided, yes. However, it is too early to comprehensively comment on this question. Respective discussions with students would be necessary to indicate any (potential) imbalances and/or overload. As it is in all study programs there are seasonal workload peaks during exam times. On the other hand this is a good exercise for students to properly organize time allocation and to work in different “projects” parallel like it will be requested in future jobs. Particularly for clarification of this question student comments, based on sufficient experiences would be requested. Such experiences are not available yet due to the short period of program implementation. This question has to be answered in a follow up evaluation procedure as soon as sufficient experience will be available.

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

A prerequisite for successful execution of such tasks is the expansion of qualified teaching staff capacities. It has to be highly recommended to hire staff with fulltime positions at the University of Gjakova (no part time teachers coming from other institutions !). These staff members would act as key persons concerning a unified didactic concept and guaranteeing sufficiently high quality standards. There seems no doubt about the individual qualifications of teachers from abroad. However, it is hard to develop something like team spirit in the current situation.

Improvement potentials concerning teaching methods and contents as well go along with the implementation of a powerful Learning Platform and the increasing incorporation of “Practical elements” into the program as mentioned above.

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

Certain transparency lacks became visible during the site inspection discussions, particularly in the field of eligible modules. Improvements in a specified mentor system could improve the situation and train students in building up suitable profiles with respect to their envisaged future job objectives. Also in this respect the experiences made by students themselves would be of high value. Again, this would ask for a follow up evaluation procedure as soon as possible.

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

Since the number of applicants for the program clearly exceeds capacity of study places a formal recruitment procedure has been installed. This is done by evaluating scores from school examinations as well as by levels of English language knowledge and by tests in natural science and mathematics knowledge and motivation letters, indicating the individual expectations of students. This is very well in accordance to international standards.

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

Generally yes. The ratio of academic staff and students is very suitable and basically allows all forms of didactic approaches. However, as mentioned before, there is a lack in academic staff which is hired by the university of Gjakova on a full time contract. This proportion has to be expanded as soon as possible and number of part time 7 visiting teachers from neighboring institutions inside Kosovo and from abroad has to be reduced. In addition, “practical components” should be expanded in the study programs. This requires more staff capacities as well. The expected increasing workload of teaching staff would foster the imbalance between workload vs. quality improvement and innovation potential.

3. Staff

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

Not at all. As mentioned above currently about 200 applications meet about 50 study places at the BSc.-Level.

Currently about 90% of Professors do not have a permanent position at the University of Gjakova but are hired on a part time basis from partner institutions. There seems to be no other Teaching staff besides guest professors. On such a basis it is hardly possible to establish and further develop a study program in a sustainable way, meeting high quality standards and contribute to a common

overarching didactic concept. They are hardly able to run the current program and there is no capacity available to cover newly emerging contents in the field of Biotechnology. An expansion of qualified teaching staff with full time contracts at the University of Gjakova is highly recommended. This should allow more international exchange activities and to fill PhD-positions abroad.

- **Does the academic staff demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria?**

According to the given (limited) options for research and for participating in international networks, scientific associations and international conferences the staff qualifications seem to be sufficient. However, this is staff not being linked to the institution under evaluation on full time contract basis and therefore hardly allow the establishment of research projects which would provide contents to up to date teaching programs. Such research projects are on the other hand one of the major prerequisites for staff qualification and initiating academic careers – PhD-options and follow up academic levels. Currently there are no research projects visible in the field of Biotechnology to provide a basis for such careers. As a perspective, additional staff will hopefully qualify in upcoming years and will be available to fill teaching staff positions according to requested quality standards. Improvements in this respect should be evaluated as soon as possible in a follow up evaluation procedure.

4. Research and International Co-operation

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

Since there is hardly no permanent academic staff, contracted by the University of Gjakova yet, there is no research involvement which is linked to the University visible in the field of Biotechnology. There probably are research activities at the Home-Universities of part-time staff members. But these are not part of this evaluation. As mentioned above staff involvement in research activities can be observed only to a limited amount due to limited staff capacities and financial source restrictions. Therefore, feedback options for research findings into course contents are fairly limited. This particularly holds true with respect to outcomes of interdisciplinary/international projects and outcomes of international conferences and respective literature and publications. There is quite a potential which could be explored by allocating additional financial funds and other resources needed to the discipline of Biotechnology, a very particular request would be permanent academic staff.

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

With reference to the before mentioned statements there are quite substantial unused potentials which should be explored by allocation of resources needed. First priority and prerequisite would be to hire academic staff at a permanent basis which then would be able to establish and foster international contacts as well as research activities.

- **Are students involved in research and co-operation projects?**

Since there are no students yet in advanced semesters and since there are hardly no research activities in the field of Biotechnology yet there is no student involvement in research possible so far. Subsequently, there is a lack in interdisciplinary and international projects as well.

5. Finances and Infrastructure/Space and Equipment

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

Generally yes, but funds available are not clearly allocated to certain academic bodies of the University and by far are not sufficient for forward oriented progressive research and teaching. Besides application for public funds public private partnerships including fund raising, e.g. using Alumni network connections, should be explored and established in future as well.

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

Building capacities and quality seem to be sufficient. Classrooms are equipped with presentation and audio devices. Computer labs are generally available, particularly with restricted access and in limited amount. The recommended implementation of a unified learning platform and the urgently needed improvements in student's communication would require additional IT-infrastructure. Specific textbooks are missing in some extent and scientific article access should be guaranteed without any fees. Provision of study desk space for students in advanced stages of studies would be highly appreciated and would contribute to success rates. Sufficient transportation facilities and capacities should be provided. It is planned that there will be newly hired and newly constructed additional building infrastructure allocated to the Faculty of Applied Sciences and then be available and accesable for the study programs under evaluation.

6. Quality Management

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

Yes. There is assessment at a regular basis by student's questionnaire surveys for evaluation of classes and teachers. Additionally, evaluation and accreditation procedures are conducted on a regular and independent external basis.

General Summary of Evaluation

In summary of the before mentioned remarks the following recommendations could be provided for further program development:

- Most importantly academic staff has to be hired at a permanent basis, replacing some of the part-time staff and establishing a long term and sustainable basis for improving overarching teaching structures and enabling and establishing research activities.
- Continuation and consolidation of current module structure and additionally there should be exploration and incorporation of new fields and topics in the study program.
- Allocation of additional financial funds and requested resources for initiating and fostering research activities, particularly interdisciplinary and international level research projects are needed. It is very likely that the job market demand for graduates from this study program will be quite high within a mid and long term time frame. Teaching staff and master graduates should be attracted to PhD-positions abroad; this would be an urgent prerequisite for replace current academic staff and fill newly established academic positions with high quality candidates. Public private (Biotechnology) should be established to foster applied research.

Recommendations

- No accreditation in it's present form.
- This is predominantly due to the quite insecure situation concerning permanent academic staff linked to these programs.
- Resubmission after reshaping with respect to critical points and clearance of recommendations made in the evaluation report.

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3.4 Bachelor in 'Forestry'

Prof. Dr. Reiner Doluschitz

1. General Remarks

The study program under evaluation has been established in the year 2014 as a consequence of

- the observed demand for graduates from this program by the job market,
- no or only very limited Higher Education in the field of Forestry in Kosovo and in some neighboring countries as well.

Higher Education in the field of Forestry therefore could be a somewhat "Unique Selling Point" for the newly established University of Gjakova. On the other hand there is hardly particular qualified academic staff available in this field currently.

Once a year a maximum of 50 students can become enrolled in the program – out of about 200 applicants. The Faculty of Applied Sciences is responsible for the BSc.-program.

Since Forestry is also a very young study program many of the aspects allocated to the program of Biotechnology hold also true for this program. In that case arguments are fairly summarized in the following statements.

2. Academic Program and Student Management

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

The study program is in line with the institution's mission and is supported broadly by University and institutional units. There is a high demand for Forest engineers, mainly in public (80% State owned forests), partly in private institutions, e.g. National Park.

As mentioned above for Biotechnology, the mission statement of the University has to be further improved as recommended in the Final Report of the Institutional and Program Accreditation from 2014. Since first graduates can be expected in 2017, there is no empirical evidence yet. The study program Forestry (BSc.) is also in accordance with the Kosovar national development strategy.

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

Yes. The range of modules generally suites the job market requests very well and is appropriate to the academic degree. It is also in line with programs offered by partner institutions even at an international level such as Universities of Ljubljana, Zagreb and Tirana. Graduates should be qualified for positions mainly in public institutions. "Practical elements", such as internships are planned in advanced

semesters. Comments made for the study program of Biotechnology can be applied here accordingly.

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

An overarching didactic concept is not clearly visible (yet ?). Comments made for the study program of Biotechnology can be applied here accordingly. A crucial point is the lack in permanent academic staff. Since teaching staff is provided to about 90% by quite a number of partner institutions inside Kosovo and from abroad, being used to different didactic concepts, a unification would be highly necessary to develop a common didactic concept at the University of Gjakova.

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

Generally yes. Study programs are to a high degree in accordance with comparable programs in Western (European) countries. It even is a prerequisite for program implementation to have >80% identical contents compared to respective programs abroad.

- **Does the structure of the program give sufficient opportunity for independent study, reflection and analysis? (e. g. what is the proportion of independent study time compared to online/distance teaching and classroom units?)**

The calculation concept for ECTS allocation to modules includes quite sufficient space for exercises, homework and self study. However, in this early stage of program implementation experience based empirical evidence cannot be provided yet. Comments made for the study program of Biotechnology can be applied here accordingly.

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

Yes.

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

Generally and according to the materials provided, yes. However, it is too early to comprehensively comment on this questions. Respective discussions with students would be necessary to indicate any (potential) imbalances and/or overload. Comments made for the study program of Biotechnology can be applied here accordingly.

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

A prerequisite for successful execution of such tasks is the expansion of qualified teaching staff capacities. It has to be highly recommended to hire staff with fulltime positions at the University of Gjakova (no part time teachers coming from other institutions !). However, since there is no Higher Education in the field of Forestry so far in Kosovo and even in some neighboring countries, it might be hard to find academically qualified staff.

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

Certain transparency lacks became visible during the site inspection discussions, particularly in the field of eligible modules. As suggested as well for the Study program Biotechnology (BSc.) already, investments in a specified mentor system could improve the situation and train students in building up suitable profiles with respect to their envisaged future job objectives.

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

Since the number of applicants for the program clearly exceeds capacity of study places (about 500 applications have to meet 50 places) a formal recruitment procedure has been installed. This is done by evaluating scores from school examinations as well as by levels of English language knowledge and by tests in Forestry related topics and mathematics knowledge and motivation letters, indicating the individual expectations of students. This is very well in accordance to international standards.

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

Generally yes. The ratio of academic staff and students is very suitable and basically allows all forms of didactic approaches. However, as mentioned before, there is a lack in academic staff which is hired by the university of Gjakova on a full time contract. This proportion has to be expanded as soon as possible and number of part time / visiting teachers from neighboring institutions inside Kosovo and from abroad has to be reduced. Comments made for the study program of Biotechnology can be applied here accordingly.

3. Staff

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

Not at all. As mentioned above currently about 500 applications meet about 50 study places at the BSc.-Level. Currently about 90% of Professors do not have a permanent position at the University of Gjakova but are hired on a part time basis from partner institutions. There seems to be no other Teaching staff besides guest professors. On such a basis it is hardly possible to establish and further develop a

study program in a sustainable way, meeting high quality standards and contribute to a common overarching didactic concept.

- **Does the academic staff demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria?**

According to the given (limited) options for research and for participating in international networks, scientific associations and international conferences the staff qualifications seem to be sufficient. However, this is staff not being linked to the institution under evaluation on full time contract basis and therefore hardly allow the establishment of research projects which would provide contents to up to date teaching programs. Comments made for the study program of Biotechnology can be applied here accordingly.

4. Research and International Co-operation

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

Since there is hardly no permanent academic staff, contracted by the University of Gjakova yet, there is no research involvement which is linked to the University visible in the field of Biotechnology. Comments made for the study program of Biotechnology can be applied here accordingly.

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

With reference to the before mentioned statements there are quite substantial unused potentials which should be explored by allocation of resources needed. First priority and prerequisite would be to hire academic staff at a permanent basis which then would be able to establish and foster international contacts as well as research activities.

- **Are students involved in research and co-operation projects?**

Since there are no students yet in advanced semesters and since there are hardly no research activities in the field of Biotechnology yet there is no student involvement in research possible so far. Subsequently, there is a lack in interdisciplinary and international projects as well.

5. Finances and Infrastructure/Space and Equipment

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

Generally yes, but funds available are not clearly allocated to certain academic bodies of the University and by far are not sufficient for forward oriented

progressive research and teaching. Since Public State institutions are providing the majority of job positions for Graduates from the Study program Forestry, such institutions might be interested in placing research projects at the University and providing respective financial funds.

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

Building capacities and quality seem to be sufficient. Comments made for the study program of Biotechnology can be applied here accordingly. It is planned that there will be newly hired and newly constructed additional building infrastructure allocated to the Faculty of Applied Sciences and then be available and accessible for the study programs under evaluation.

6. Quality Management

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

Yes. There is assessment at a regular basis by student's questionnaire surveys for evaluation of classes and teachers. Additionally, evaluation and accreditation procedures are conducted on a regular and independent external basis.

General Summary of Evaluation

In summary of the before mentioned remarks the following recommendations could be provided for further program development:

- Most importantly academic staff has to be hired at a permanent basis, replacing some of the part-time staff and establishing a long term and sustainable basis for improving overarching teaching structures and enabling and establishing research activities.
- Continuation and consolidation of current module structure and additionally there should be exploration and incorporation of new fields and topics in the study program.
- Allocation of additional financial funds and requested resources for initiating and fostering research activities, particularly interdisciplinary and international level research projects are needed. It is very likely that the job market demand for graduates from this study program will be quite high within a mid and long term time frame. Teaching staff and master graduates should be attracted to PhD-positions abroad; this would be an urgent prerequisite for replace current academic staff and fill newly established academic positions with high quality candidates. Public Public (Forestry) should be established to foster applied research.

- International exchange as well as participation in and contributions to international scientific meetings should be enabled and intensified, not only on a project but on a regular and permanent basis; this requires permanent academic staff linked to the University of Gjakova as mentioned several times before.
- A unified Learning platform should be implemented and used for improved communication (particularly student's communication) and allowing new didactic forms of teaching as well as remote access and distance teaching activities. This should be conducted at the University level, including all Faculties and Study programs.
- An Alumni network should be established and maintained in the long run on a permanent basis; members of such a network could provide information of job market requirements and respective adjustment needs for study programs. In addition, they could provide teaching input with experiences from practical job sides, and they even could be included in fund raising efforts.
- Several questions of the evaluation scheme could not or only partly be addressed since there is no or only very limited experience yet due to the early implementation stage of the study program. Therefore, a follow up evaluation after one, max. two years should be envisaged to make progress in many aspects visible and measurable.

Recommendations

- No accreditation in it's present form.
- This is predominantly due to the quite insecure situation concerning permanent academic staff linked to these programs.
- Resubmission after reshaping with respect to critical points and clearance of recommendations made in the evaluation report.

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3.5 Bachelor in ‘International Relations and EU Studies’

Prof. Dr. Frederic Mertens de Wilmars

Our report is based on:

- documents delivered before our visit
- meetings during the visit
- requested documents below our visit

1. General Remarks about university and recommendations

Our remarks reflect the study of the documents transmitted by the University of Gjakova “Fehmi Agani”, through Accreditation’ Agency of Kosovo (KAA) as well as the meeting with the University Senior Management in this university the 05/12/2015.

Based on the joint information received, the observations concerning the university brings us three aspects that we would like highlight (without excluding others): (1) the establishment of the university and its impact on the region (2) its structure and organisation (3) its external relations.

1.1. Establishment and impact of the university in the region

It is true, that the question of the establishment and the impact of the University of Gjakova “Fehmi Agani” in the region is not the subject of this report, however we believe that it must be taken into account because the viability of the university and its academic programmes obviously depend on the establishment factor and on the socioeconomic impact and labour in the region.

Located about 90 km from Pristine and one hour by car, the University of Gjakova “Fehmi Agani” is located in a rural environment and therefore, under developed. The urban centre and its surroundings where the university is located has 90,000 inhabitants although the University Senior Management informed us that the municipal boundary is home to approximately 300.000 inhabitants. The poor development of road links with the important cities (among others, Pristine) can constitute a handicap in the hiring of permanent staff (full - time) and of the recruitment of students from other areas.

Concerning the external infrastructure of the university (housing, trade, etc.), Gjakova's University "Fehmi Agani", it has an important role in the development of

this because it has the potential to become a significant economic and working point in the region.

Under reserve of a deeper and final analysis of the strategic plan of Gjakova's University "Fehmi Agani" - which we do not know and which was recalled by the University Senior Management during the visit of 05/18 - we recommend that this one develops a synergy policy and of local/regional development coordination with all the region's speakers (economic, social, political, administrative officers, cultural, etc.).

1.2. University Structure and organization

Regarding the university structure and the organization, we observe that, based on the given documentation and the meetings, Gjakova's University "Fehmi Agani" tends to correspond to the standard of the European Framework of Education and Teaching Program, although we have to emphasize a few elements to clarify and to improve.

1.2.1. Organization Chart

The org chart and its elements sign up in the outline organization of the European universities although it is very summary the description of the function and the composition of every element of the org chart. We do not understand the procedure of nomination (for choice?) of the rector team and of the deans. In addition, we do not see who composes the Steering Committee (who is responsible to prepare the strategic plan of the university?). What are the assurance activities for the planning of quality? The information that is conveyed is absent of transparency and precision.

Recommendation:

More precision and information about the composition, the running of every element of the organization of the university, as well as the procedure of the nomination of its managerial members and high-ranking officials. (University Senior Management and Schools).

1.2.2. Autonomus and institutional academic

The information communicated about this aspect is not clear or void. It is necessary to specify in what measure Gjakova's University "Fehmi Agani" has a certain autonomy (to the margin of the legislation that it has been created) institutional and academic. We do not have any information about the guarantees in this way, more than the question of the financial relation between public power of the State of Kosovo and Gjakova's University "Fehmi Agani".

Recommendation:

Publication of information concerning:

1.2.3. Financial

Based on the communicated documentation and the interview with the University Senior Management, we understand that the main financial source comes from the State although Gjakova's municipality seems to take part in support in terms of the infrastructure of the university. Nevertheless, in spite of the recommendations of the previous report of May 2014, the SER does not clarify the financial frame of Gjakova's University "Fehmi Agani". Do external funds exist already obtained by the university? What is the importance of these external sources (example: the role of the European Union or World Islamic Bank)?

Recommendation:

More transparency about this information because it has his importance in terms of external visibility of the institution of the university. It also allows building a clear opinion about the financial viability of the educational programs. For example, how the university can cover student costs (grants) exchanges or not (Erasmus, etc.).

1.2.4. Infrastructure and Computers equipment

Based on the information of the SER and the visit to the buildings, the infrastructure is very basic and not appropriate for the medical school. For the theoretical teaching, they are probably suitable, but in terms of infrastructure used for investigation, they are too modest and not working properly.

In the libraries, we did not see all of them, but those of the medical school and of social sciences were too poor to meet the needs of the students and of the researchers.

Recommendation

The Gjakova's University "Fehmi Agani" should make a substantial investment in the renovation of the buildings used for teaching and research. We suggest, for example, that there should be a computer with an Internet connection in every class, a screen and a projector.

We also recommend that the University of Gjakova "Fehmi Agani" should do an equally substantial and priority investment in the constitution of a centralized and organized library according to the standard international libraries.

The present situation with the libraries is not efficient. In addition, the student's computer material does not have his "raison d'être" in the same presidency. It must be transferred to the libraries.

1.2.5. Academic and administrative staff

As the previous reports received from the agency KAA, we observe too high of a ratio of part-time teachers or associated professors with regard to the full-time professorship. We understand that this situation is maintained because of the phase of transition that the university is experiencing. However, if the educational activities are going to be sustainable, it is not adequate for the management of every school department, and in terms of scientific research, it is less so.

With regard to the recruitment procedure and the on-going assessment of the academic staff, we observe that the university has not clearly specified in details the annual evaluation procedure. In addition, especially, who will carry out this evaluation (agency KAA, expert natives or foreigners, etc.?).

As for the question of gender equity, the university staff - administrative and academic - it is mainly masculine. We understood in the interview with the University Senior Management that the university does not have a gender equality policy with the academic framework.

Recommendation:

- *Transparency of the university in the continuous staff evaluation procedure (criteria, evaluation method, evaluator's identification, etc.).*
- *An effective and specific university policy towards the greater representation of women in the teaching staff, in scientific research and in responsible positions (a minimum of 30 %).*

1.3. University External Relations

The university external relations are primary to initiate, consolidate and develop such his institutional implantation in its academic programs. The relations are of three types: with public and private entities, with the universities of Kosovo and international relations.

1.3.1. With publics and privates Organizations

We have noticed that the university is trying to start collaborations and agreements with public and private institutions among other things to allow to the students to do field work.

Recommendation

The University must intensify the relations through formal agreements with the socioeconomic and public officials of the region in order to be able to develop synergies in the areas of teaching and of scientific research (cfr. supra 1.1).

1.3.2. With the others universities of Kosovo

We understand through the interview with the University Senior Management, that collaboration exists with the University of Pristina as far as many teachers of this university come from the other one. Nevertheless, we have not perceived the true dynamics of Gjakova's University "Fehmi Agani" with the other public and private universities. It is natural that this one should define one's position with the other universities, but it would be suitable that it establishes a partnership with the University of Pristina and that it begins to be a part of Kosovar's university network in order to create its singularity in the university scene of Kosovo.

Recommendation:

An intensification of cooperation agreements with the University of Pristina (and other important universities) and the creation of leadership with another university in a network university for the set of the public and privates centers

1.3.3. International Relations

The Gjakova "Fehmi Agani" University enrolls with International organizations relations and foreign universities.

Recommendation:

A greater intensification of this kind of relations in order provide a greater visibility and a greater rapprochement to the international standards. It must priorities: teachers and investigators exchange.

2. Remarks about the Academy program "International Relations and EU Studies" and recommendations

The report is based on the documents previously remitted before the visit and notified a posteriori.

2.1. Program Structure

The academic program's structure on its own must be previously cause of analysis as for the organizational, didactic, qualitative, methodological parts. Later on, we will treat the content.

2.1.1. Connection of the program with the university mission and its working principles.

The “International Relations and EU Studies” program globally corresponds to the mission and to the beginning of operation of the University though several explanations and basic information is absent such as the evaluation of the practical works, the content of the program, the organization of distance learning. (No information!).

The SER description and the interviews are too generic in relation to the results of learning that the students have to acquire.

Recommendations:

- *a higher accuracy about the evaluation of the field work (the importance of the marks, when they have to do it, etc.),*
- *a more detailed description about the distance learning procedure*
- *a wider and precise description about the learning results required by students.*

2.1.2. Adaptation of the program with the academic degree (quality, academic goals)

Depending on the level, the quality of the program is basically enough in respect to the academic program in itself, for the theory and practice association (though the description seems not to be enough), the interdisciplinary character of the program and the fact that the students admitted to the program have already previous training on subject matters in the program.

Nevertheless, the program’s adaptation with the academic level will be positive with the following conditions:

- reforming some aspects of the program content,
- the possibility of prolonging the program with a particular specialty or establish a connexion with a more specialized program,
- Specify the modalities of learning distance.

2.1.3. Description and adoption by the suitable staff form the didactic concept of the program

The accent placed over the connection between the theoretical and practical aspects of the program “International Relations and EU Studies” is evident as well as the interdisciplinary dimension.

However, as we already mentioned before, we need more information about the organization of the practical works. There is not concrete explanation about the educational methodology (very generic) not even on the didactic procedure.

An individual obligatory work is not to seem have been provided. An individual obligatory work end-of- studies seems to be foreseen, even the teaching of a research methodology.

Recommendations:

Elaboration a complete guide about:

- *Organization, methodology, evaluation, monitoring of every type of the practical works,*
- *School members' methodology and research work*
- *Establishment of individual work (as thesis)*

2.1.4. Correspondence of the academic levels with the international standards

From a comparative point of view, the program corresponds to the international standards but considering them as a basic program. He has to be improved in methodological terms and of presentation of opportunities careers in Kosovo.

The program seems to be too basic, for instance, in order to introduce the students to international organizations directly, for instance. They would need a specific complementary learning.

2.1.5. Possibility for the student of to take study, reflection and autonomous analyses

Beyond a declaration of program intention, there is nothing that really figures not only in the requested and delivered documentation, but also in the interviews about clear information of the conditions that make independent work possible for the student.

In addition, there are no clear indications on the type of home-based-work that the student will have to carry out.

On the other hand, during the meeting, the programme managers told us that the bibliographical elements were used for the study of the students. In general, these seem modest to us and are not up-to-date for the evolution of the European integration, among other things.

We already mention in the point 2.1.3 the need to impose an individual work of a certain size (type thesis): 45000 characters). We recommend this type of work the last year (the last two semesters) with an individualized constant tutorship.

We also Recommend:

- *Elaboration of a guide of the type of home-based-work directed at the professorship and for the students, as well as of more complete and recent bibliographies in order to carry out independent study tasks.*

2.1.6. Adaptation of ECTS

It is not enough if the fieldwork is included in the ECTS. What is more, the volume ECTS par year (60) seems to be insufficient in comparison with the set of the subjects unless these are covered partially with theoretical classes. We recommend adjusting the total credits ECTS upwards. Get 80 ECTS year, at least.

2.1.7. Volume of student work

A priori, the program is perfectly manageable for the students though there is no presentation of agenda of every subject.

On the other hand, according to the volume of the weekly timetable, the students have only one-hour home-based-work per week and 15 hours for week of university activity total; what it seems to be little realistic taking account the set of subjects under the program "International Relations and EU Studies".

Recommendation: adjustment of the weekly volume of the activities depending on the subjects, more independent activity of the student (min. 4 hours/week) and more time of weekly tutorship for every pupil (between 2 and 3 hours / student).

2.1.8. Adequacy of the admission criteria and procedures with international standards

The admission criteria and the student procedures for admission seems to be adapted to the international standards

Nevertheless, we recommend that the program should demand a previous knowledge of Basic English, because many materials of study like manuals, magazines, sources of information of the international organizations and of the European Union are published in English. English classes must serve to improve and perfect the knowledge and the practice of the language.

We also suggest offering the students the possibility of a second language in addition to English.

2.2. Teaching Methodology: other aspects

About teaching methodology, we have already commented several aspects in the previous paragraphs. Nevertheless, there are formation modalities left that

logically have an incident on the teaching methodology (2.2.1), as well as the personal proportion academician of the program (2.2.2).

2.2.1. Training full time/part –time/ on distance

The academic program predicts that 100 students follow the full-time formation and others 40 part-time. On the other hand, it mentions the distance training.

If the training full - time is described or at least understandable, as for the part-time training there are not indications on the methodological aspects linked with this modality of training. Neither have we had indications relative to the distance training. Does this serve all types of students or only those who are part-time students?

Recommendation:

- *Complete description of the teaching methodology for the students part - time*
- *Complete description of the teaching methodology on distance and signify who the recipients are.*

2.2.2. Academic staff / students proportion

In absolute terms, the academic staff proportion is widely enough in comparison with the students' proportion.

Nevertheless, having examined the profile of the position / charge of every teacher, we observe that the proportion of ordinary teachers or full – time teachers is reduced. In the program "International Relations and EU Studies ", this situation can have an incident on the availability of the set of the teachers in with respect to the students' needs (collective and individual works monitoring, tutorship, etc.) and the own activities of the program or university (including naturally scientific investigation).

Recommendation:

- *anticipate 20 % approximately of teachers program set who are full – time minimum.*
- *anticipate 2% of teachers program set for distance learning.*

2.3. Academic program content

2.3.1. Report's content whit program goals

Globally, the program content we find it appropriate with the program's goals although we recommend some modifications and explanations in terms of transparency and of clarity for whole set content.

Recommendation:

- *Systematically indicate every subject of a course*
- *Clearly indicate the learning outcomes*
- *Full UPDATE bibliography*
- *Three English references minimum !!!*
- *Electronic references*

2.3.2. Subject's contents: particular recommendations

- a) English: we recommend in addition to the English classes, students should have a European integration subject in English, during the last semester in order to become familiar with European legal terminology.
- b) International Organizations: attach OSCE and Europe Council!
- c) Modern Philosophy: To focus on the political philosophy and the philosophy of law.
- d) Humans Rights: it took a subject for Rights humans only because they constitute the foundation of the organizations as the UNO, Europe Council and the European Union, as well as the constitutions of the democratic rule of law.

2.4. Academic Staff

We observe different aspects:

- a) Few teachers work full-time in the program; it may be negative on the content development and around research. The external teachers' proportion is too important in order to guarantee the continuity and the qualitative growth of the academic program. In this way, we recommend an increase in the number of full-time teachers.
- b) The program manager has to be: a full – time teacher, fluent in English studies or have abroad academic experience (from a country of the European Union) and to have a significant number of publications.
- c) Regarding the academic level and the ability of each teacher, we have difficulty in knowing those who are responsible for every subject. We do not have a clear list of them with a detailed CV and its publications.

In spite of this difficulty, we consider that, in teaching and in research about the EU studies, the academic and scientific profile of teachers' set, the situation of staff could and should be better in nearer future.

On the other hand, it is problematic from the linguistic point of view; only one member of the group speaks English while the program has the intention to teach international subjects. In the short and medium term, the students could end up in a frustrating situation without the proper English-speaking staff.

- d) About female teachers, women are absent and, according to the additional documents issued after our visit, the research framework includes the gender questions in general terms and human rights.

Recommendation:

- *Greater and significant production of collective and individual publications.*
- *Strong received training in EU Studies with a temporary stay in a European university or European request.*
- *English intensive training (and legal English) for the teacher's set.*
- *Recruitment and training of at least two teaching staff women as well as the promotion at investigation and the carry out of thesis for students.*

2.5. Investigation Program

After the meeting, the School of Social Sciences has transmitted the research plan based on four themes: European integration, human rights, questions about minorities and gender, and the international relations.

The description of these four themes is too generic. Every research theme needs a process of maturation. Nor does it indicate the possibilities for doctoral researches. We also remember that academics with an enough consolidated profile to support these researches and to assume the direction and orientation of the above-mentioned themes of research are absent.

Recommendation:

- *Elaboration of a research plan for every research theme (goals, methodology, impact, material, financial and human means, etc.) and location of the concrete themes to investigate.*
- *Attractive programmes for students ready to work on a doctoral thesis and the gradual integration of those students on research teams.*
- *Consider employing the support of foreign teachers for research and learning program.*
- *Join with research groups led by other universities in order to complement the existing research in Kosovo.*

2.6. Cooperation and international relationships

We notice the School of Social Sciences has begun a process of developing International relationships, and it has focused on four cooperation agreements with four universities Macedonia, United States and two in Albania.

Although this reflects the effort, we consider it insufficient because the European Union needs to be added in the relationship or cooperation: an “EU studies” programme. This relationship is important in order to strengthen the programme’s credibility, develop teaching’s synergies (teacher and students exchanges), and research (access to research and visibility training).

3. Intermediary conclusions – certification

We conclude that the School of Social Sciences and the university have to prioritize the following points, without prejudice about all our recommendations:

- Full-time academic recruitment with knowledge of English.
- Advice from external institutions and organizations (occasionally foreign) in order to strengthen the “EU studies” and international relations program quality.
- Promotion of real political gender equality.
- Set up a CENTRAL LIBRARY for every school (cost-saving) and database acquisition which can be consulted by students and researchers.
- Set up a university network based on the strategic, academic and scientific interests of the University of Gjakova “Fehmi Agani” academic programmes.

We consider, based on all our recommendations and observations, that there are the minimum conditions for obtaining the certification of “EU studies” and international relations programme for THREE years.

Prof. Dr. Frederic Mertens de Wilmars

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3.6 Bachelor in Public Administration and Bachelor in Political Science

Prof. Dr. Reinhard Meyers

The Draft Report is divided into two parts: part I will look at general conditions characterizing the situation of teaching and research in the Faculty of Social Science as well as comment on characteristics and observations common to all the three Bachelor projects mentioned above; part II will look at each of the Bachelor projects on their individual merit. Recommendations to the Faculty are written *in italics*.

3.6.0 Teaching and Research in the Faculty of Social Science

3.6.01 Organisation and Infrastructure

The experts acknowledge that the Faculty is still in statu nascendi and in the process of moving from the old building in the town centre of Gjakova to a new one at the outskirts of town. Both buildings were visited and found sufficient in size, technical infrastructure, and student accommodation for the programs planned. Prima facie there seems to be a certain shortage of office space for the teaching staff if and when staff figures run up to their full preplanned level. The new building, however, possesses full WLAN access facilities so that in principle everybody may work everywhere; for the first few years of development, therefore, only a few permanently fixed offices for office hours and student consultation purposes might be absolutely necessary. In the medium term, the Faculty might want to think about the provision of a senior common room as a meeting facility for academic teachers.

The organizational and management structure of the Faculty, as detailed in the SER pp 256 et seq., compares to what the committee of experts is used to in their own national academic surroundings. For the present startup phase, the Council of the Faculty (p.256) seems to be somewhat oversized (if correct, the experts count 41 members) – a smaller body would improve the speed of decision-making no end. The Faculty seems ready to follow that suggestion.

3.6.02 Library

The Library the experts visited during the site-visit was reasonably well stocked with medical books; the social science holding, in contrast, was grossly deficient, and would certainly not present a platform on which to build the course programs applied for. Therefore, a large number of recommendations from Library

organization to buying a representative canon of textbook literature were included in the Draft Report. In their comments on the Draft, the University indicated that they were willing to implement the vast majority of the recommendations mentioned. We therefore keep this entry as a matter of record only and would refer interested parties to the Draft Report if any further Library questions should crop up.

3.6.03 Staff

The Faculty, on the basis of their original SER submission of September 2014, is plagued with a severe staffing problem: there is no single member of permanent staff presently on board, all the persons mentioned on the KAA staff list hold at least a full-time position elsewhere (mostly in Pristina), 10 of the 24 persons on that list also hold a part-time engagement in another academic institution on top of their full-time first employment, and some more have additional political or juridical engagements in Kosovo or work for international organisations or foreign academic institutions – presumably also full-time. According to UGJFA’s answers to the additional expert questions 25 staff members are under pre-contract ready to start working at UGJFA “...after university gets a sign about the progress of accreditation...” (SER p.261) – which may land the Faculty in some sort of catch 22 – situation: they will finalize the contracts once they know their courses will be accredited, and KAA will only accredit them on the condition that they have the requisite number of permanent staff available. This quandary is not for the experts to solve: in the end the final decision is a political one to be made by the KAA board.

Unfortunately, this situation was not clarified at all by the University’s comments on the Draft Report. A number of suggested changes were announced [particularly with regard to the program leaderships], and a large number of modules supplied with the names of new academic teachers [cf. also Comments on Draft Report, pp 73 et seq.]. However, all these names are NOT on the official staff list supplied by KAA. There are two solutions to this problem:

- a) The University and KAA agree on a commonly acceptable staff list prior to the Board meeting and regard the staff problem as settled for accreditation purposes.
- b) If there is no such agreement, the experts will have to assume that the staff mentioned in the accreditation application is NOT the staff responsible for the courses if and when a positive accreditation decision will be pronounced, and that this latter staff will operate without KAA recognition. In the experts’ view this would contravene KAA regulations and violate prior established practice – which in turn would be a sufficient reason for NOT recommending accreditation.

Apart from these observations, all the staff on pre-contract have acquired sufficient teaching – and in most cases also research and publication - experience elsewhere. The experts have therefore no principal doubts as to staff quality, and they expressly support the Faculty’s approach (cf. SER p 261] to look for and

employ the support of foreign universities (Antwerp, Pisa) to create a mechanism of engaging professors before starting the regular procedure of hiring.

3.6.03.1 Staff Development

Amongst the additional items of information requested by the experts after the site visit was that on the Faculty's staff development policy. In their answer to the question, the Faculty shows that they are aware of the need and they sketch out the first tentative steps towards planned staff development. For the time being, the experts cannot expect much more; however, a formalized staff development plan, which has been approved by the Faculty Council, and, if necessary, also by the Rector and/or the Senate to gain durability and acceptance, should be provided at the latest on the occasion of a possible reaccreditation of the Faculty's programs.

3.6.03.2 Equal Opportunities Policy

The SER remains silent on the subject of equal opportunity policy and preferential advancement of the female members of the academic staff who, as a group, suffered from notable underrepresentation during the site visit. The staff development plan should therefore also contain a section specifically addressed at female advancement.

3.6.04 International Research Cooperation

Amongst the additional items of information requested by the experts after the site visit also was that on the Faculty's international research cooperation policy. In their answer to the question, the Faculty shows that they are aware of the need and they sketch out the first tentative steps towards planned international cooperation development. At present, this cooperation is mainly limited to neighbouring Balkan cooperation partners (with one US-American exception). For the time being, the experts cannot expect much more and further good will of the participants and in particular the necessary government funding being provided, they see UGJFA's answer to their question describing a small, but promising nucleus for further developments. However, a formalized international research cooperation development plan, which has been approved by the Faculty Council, and, if necessary, also by the Rector and/or the Senate to gain durability and acceptance, should be provided at the latest on the occasion of a possible reaccreditation of the Faculty's programs.

3.6.05 Connection between Theory and Practice – Internships

As a general rule, in both study programs up for accreditation, the relationship between theory and practice was stressed only summarily in the introduction and also in each individual course description. In all cases also the respective tables

of content did NOT make any allowance for a separate internship/practical studies module. In contrast to this, it is standard Western European social science BA course program practice to arrange for a compulsory internship module – mostly in the second half of the three years’ study – properly advertised in the course calendar, properly ECTSsed between 6 – 8 ECTS, and properly supervised by an academic staff member, who marks the students’ internship reports or any other piece of written work assigned to them in conjunction with their extramural activities. Internships in this understanding can last for anything between six weeks to three months; they should be continuous if at all possible, compulsory, and arranged for either by the teaching Department or by students with the approval at least of the Departmental internship supervisor. In their comment on the Draft Report, the University followed the experts’ recommendation

to introduce a separate, compulsory internship module in all of the three study programs which would/could serve as an ECTSsed umbrella for a large variety of students’ practical work

3.6.06 Bachelor Thesis

On the same lines as 3.6.05 above, the experts were struck by the realization that NONE of the programs up for accreditation allowed any official work slot for the Bachelor thesis. Modules on Academic Writing, as a general rule, were offered in the first half of the overall study period; there was nowhere a module on advanced academic writing, applied social scientific research methods, or the like, in the 6th semester. Again, it is standard Western European practice to set aside a separate, specific module to accompany thesis writing at the end of the three years of study. Whether this is highly ECTSsed (e.g. 15 – 20 ECTS) in order to allow for the thesis at the same time, or whether this is ECTSsed on a normal scale according to the workload, and the thesis is then given extra ECTS points, is for every Department to decide. In their comments on the Draft Report, the University followed the experts’ recommendation

a) to introduce a compulsory module preparing for/accompanying thesis writing in the 6th semester, b) to reduce ECTS points for the thesis to a manageable proportion of the overall ECTS points sum – e.g. 10% of the sum total.

3.6.07 Approximation of ECTS values to real existing work loads

The experts noted that individual module descriptions in all three subject areas did not contain any specific information as to the module workloads. Rather, compulsory modules were generally prized at 6, sometimes only at 4 ECTS, while elective modules, as a rule, were priced at 4 ECTS. As the ECTS system establishes a direct relationship between point numbers and workloads, different workloads in the modules should also reflect different ECTS point numbers. The comments on the Draft Report provided new ECTS point numbers for most of the modules ranging between 4 and 6 points; they did, however, not say anything

about the individual modules' workloads, so that the experts still were not able to decide whether a particular ECTS point value was equivalent to its respective workload or not.

3.6.08 Methods of module success assessment

The experts also noted that in the respective programs the method of module success evaluation in all cases was schematically the same – e.g.

- for Public Administration “...The methods of evaluation: The main method of evaluation will be the final exam, respectively the first and second test organized during the semester. Complementary method will be the results of the presentations but also the student activities during the lectures...”
- for Political Science – NO evaluation method is mentioned in ALL of the Political Science module descriptions – this is a clearly untenable deficit !!

Recommendation: *module evaluation methods should vary according to the requirements of module contents: in some cases an end of term paper, in other cases an oral examination, in still other cases a number of written tests, or even a small research assignment and an oral presentation of results might be called for.*

In the comments to the Draft Report, the University accepted these points in principle. However, as they did NOT supply reformulated module descriptions, the experts could not determine whether UGJFA followed this also in practice. Therefore, we keep this point as a matter of reference and would recommend to KAA to ascertain that the question will be taken up again on the occasion of the next accreditation round.

3.6.09 Full-time and part-time studies

All Bachelor programs under analysis offer full-time and part-time studies. In the SER, there are no conditions or regulations for part-time studies formulated: duration, structure, and content, modalities of student access, tutoring system, fees. Also, the SER mentions in a number of places the possibility of e-learning or long-distance learning. If UGJFA want to introduce this – which in itself would be a most welcome novelty in the Kosovo tertiary education system - some more detailed and precise information would be necessary.

3.6.1 Bachelor in ‘Public Administration’

Prof. Dr. Reinhard Meyers

The University applies for accreditation of a standard three-year, six semester full-time 180 ECTS total, 60 ECTS/year Bachelor program in Public Administration, providing 100 places of study per year full-time and 40 places part-time at very moderate fees. Formally, this program fulfils the conditions of the Bologna agreement (in the 3+2+3 structure) and is therefore in principle comparable to similar course schemes in the Bologna area. The program description is reasonably informative, contains most of the usual standard points from structure of studies via teaching forms, ECTS allocation and grading system, to student evaluation, and examination procedures. In the original application regulations for drafting the final Bachelor thesis were absent, and the information on the relationship between theory and praxis (SER pp 311 et seq.) was unsatisfactory (on both points cf. part 3.6.05 & 3.6.06 above). In their comments on the Draft Report, the University accepted the need for ECTSsed slots for the internship and the Bachelor thesis, though with only 6 ECTS the thesis is somewhat undervalued. The program offers courses in the following areas (cf. SER pp 306 et seq.):

1. Introduction to Public Administration
2. Principles of Law .
3. Introduction to Microeconomics
4. Introduction to Sociology.
5. Foreign Language – English Language 1.
6. Introduction to government and Politics.
7. Introduction to Public Accounting.
8. Introduction to Macroeconomics.
9. Research methods in Social Sciences.
10. Foreign Language I/2.
11. Informatics.
12. Academic Writing.
13. Introduction to Public Policy.
14. Administrative Law.
15. Constitutional Law.
16. Public Sector Management.
17. Local Governance.
18. Government & Politics of Kosovo.
19. Foreign Language – German Language 1.
20. Public Sector Human Resources Management.

21. International Organizations.
22. Comparative Legal Systems.
23. Public Finance.
24. EU Institutions and Policies.
25. Economics of EU Integration.
26. Foreign Language 2 – German Language 2
27. Public Administration in Developing Countries.
28. Strategic Management.
29. Regional Development.
30. Introduction to EU Law
31. Administrative Procedures in Kosovo.
32. Economic & Monetary Union.
33. Foreign Language 3
34. Political System of EU.
35. Global Governance.
36. Comparative Public Administration.
37. Ethics in Public Administration.
38. International Business Law.
39. Foreign Language 3.
40. Sociology of Globalization.

What was notably absent from this list in the original application were modules on

- Decision-making processes covering agenda setting, decision formulation, decision making, decision implementation, implementation control (for effects envisaged, cost auditing, juridical examination of content and procedures) and evaluation – and the influence of the lobby on all process stages
- Multi-level governance, best demonstrated within the context of a particular EU policy area (concepts, applications, promises, results)
- The role of the bureaucracy (development of views and analytical tools from Max Weber to Smith & Licari)
- The Third Sector (INGOs, NGOs, QUANGOs, GONGOs, Trade Unions, more fluid organization forms like citizens' initiatives, round tables etc.) as well as professionally organized interest representatives and advocacy groups and their relationship to political decision-makers and bureaucratic implementers
- Public Administration and the Media (giving insight into the dialectical relationships between decision-makers and administrators and the media making each side of the equation changeably the subject, the interest aggregator, the tool, or the victim of the other).

In their comments on the Draft Report the University augmented the program by introducing new courses on the aforementioned subjects in the content table. Unfortunately, they also trebled – possibly inadvertently - the number of courses on public sector human resources management (formerly only in Semester IV, now in Semester III, IV, and V); an explanation for this was not given, and the usual module descriptions (from content and aim via teaching methods to learning outcomes, examination methods, and set literature) were not supplied for the modules so added to the program table.

The experts accept, in principle, the labour market rationale for the program; Kosovo needs, in the immediate as well as in the medium- and in the long-term future, a large number of academically qualified administrators in all walks of public life. Still, in view of the fact that UGJFA is competing with a sizeable number of public and private institutions of tertiary education all offering Public Admin. courses, the experts would have felt much better if UGJFA would have supported their argument by an empirically based labour market study detailing the catchment area for Public Admin. students, the personnel needs of future public/nonpublic employers, and the job chances resulting from these for UGJFA's graduates in hard figures and demonstrably reliable percentages. In that context, they would also accept the main program objectives, i.e. instructing the Public Admin. students to such a level of knowledge, that they would be able to

- Prepare administrative documents, planning and coordination of inter-institutional work, archiving, registration of administrative subjects using the informative systems.
- Implement the professional knowledge for fulfilling of the working tasks in the state institutions and public administration, private organizations and the civic sector.
- To develop critical thinking for the work of state and public institutions in cases of breaking the administrative rules, bureaucracy and non-transparency.
- To be analytically skilled to develop the role of the state and public administration in the last decades in Republic of Kosova and in other regional states.
- To recognize the contemporary trends and developments in state and public institutions and public management in both developing and developed countries.
- To take initiative to identify and address learning needs for the institutions of state and public administration. (SER p.310)

With regard to making allowance for internships and BA theses, the necessary arguments have already been presented above; the same applies to all matters relating to the academic staff – with one exception: a check of the names of the academic teachers teaching particular modules against the KAA staff list. The result of this check shows that all the teaching personnel of Public Administration mentioned in the original application was properly listed by KAA while NONE of the persons mentioned by the University as responsible for the teaching modules according to the table supplied with their comments on the Draft Report (cf. comments pp 69 et seq.) is listed in the KAA lists supplied by KAA to the experts! Even the subject leader for the program is not officially listed by KAA! As this is a matter of some gravity, the experts suggest that KAA clears this point directly with the University !!

General remarks on modules' recommended reading lists:

About a third of the recommended reading titles mentioned in the individual modules are over 10 years old, some are steering towards their 20th birthday. A thorough overhaul and refreshing of the reading lists therefore seems advisable; we refer to the general remarks on the Social Science Library in part I above.

Individual remarks on specific modules:

- Introduction to Public Accounting – would this also cover Auditing or is that covered by a different module ?
- Government and Politics of Kosovo – text identical with “Political System of Kosovo” SER pp 281 et seq. – is that the same module for the International Relations and the Public Administration Bachelors ?

[N.B. – there is no principal objection against using academic economies of scale, particularly in some legal and economic subfields or in some introductory subjects common to all the BA programs under analysis here. UGJFA might want to check their subject catalogues with such economies in mind; the resulting larger teaching units would however call for the introduction of some sort of tutorial system run by graduate students for the benefit of undergraduates in order to counterbalance the effects of very large numbers in the main module lectures]

- Regional Development: instead of the standard method of evaluation UGJFA might think, in this case, about the development of a [computer-based ?] simulation or role game tasking the students with setting up a development plan for a specific Kosovo area (or a fictional region, if that is preferred), which would test their research, analytical, formulation, and selling competencies...

- Introduction to EU Law – we miss the large area of EU soft law and devolved legislation, self-regulation and co-regulation – the rules and regulations passed by elements of the Comitology system, the open method of coordination and the more recent elements of benchmarking and self-binding introduced by the Lisbon Treaty. As all the set reading for this course dates back to 2006 or earlier, a refreshment of the literature is sorely needed [most recent source: Fabien Terpan: Soft Law in the European Union – The Changing Nature of EU Law. European Law Journal 21, 1, 2015, pp 68 – 96]
- Administrative Procedures in Kosovo – this course has a traditional legalistic bias and does not take account of more modern multi-level governance perspectives. What about the role of the Third Sector, organized interests, the lobby – and also deviations in good governance behavior like power monopolizing, graft, corruption etc. ?
- Economic and Monetary Union – same text as no. 39 in the International Relations Bachelor (SER pp 298 et seq.) – also the same module? Cf. N.B. for Government and Politics of Kosovo above. Literature on EU economics from 2003 should no longer be used: the authors would possibly still regard Lehman Brothers as a beneficial Wall Street financial institution...
- Political System of the EU – same text as no 40 in the International Relations Bachelor (SER pp 299 et seq.) – also the same module ? Cf. remarks above. With the exception of Grauwe 2012 literature completely outdated – cf. Library section I.2 b in the Draft Report)
- International Business Law – same text as no. 45 in the International Relations Bachelor (SER p 304) – also the same module ? For method of evaluation, the experts would recommend moot courts, role games (e.g. how to write an international business sales contract, or a mock-up arbitration between differing contract partners), or strategic exercises (e.g. how to arrange for and implement an international take-over against third-party competition) rather than the traditional ones mentioned in the SER p.304; it would also be rather beneficial to have parts of this course taught or accompanied by legal practitioners

Résumé:

There is a certain amount of overlap between Public Administration and International Relations and EU Studies with identical modules as mentioned above. For reasons of academic efficiency and economy of scales this may be defended, if consciously planned for by UGJFA [they would then, however, have to indicate in which way they will deal with rather large numbers of students in these modules which, in the worst case, could reach the figure of 280/year per module]. If the overlap, however, is NOT due to a conscious policy decision, UGJFA would have to rewrite the content definitions of the modules mentioned in order to stress their Public Administration content and properly distinguish them from the International Relations ones.

With regard to the changes in the program communicated with the University's comments on the Draft Report one cannot help feeling that they were sewn with a rather hot needle indeed: no content descriptions of the new modules, staff situation completely unclear for the experts (no new KAA certified staff list), subject leader on pre-contract status only (so what work can he do on the program to prepare it **for** accreditation if his contract will only be implemented **after** a positive accreditation decision)...

The application, in principle, represents a sufficient basis for the discussion and introduction of further improvements to the program, as suggested above. As it stands, however, it still shows too many – repairable – deficits to be implemented straight away. The University should take some time and effort to thoroughly review the program and clear its staff situation with KAA to everybody's satisfaction. We would therefore recommend to KAA

Not to accredit the Bachelor in Public Administration as it stands for the academic year 2015/16, but to invite the University of Gjakova to resubmit a worked-over application taking into account the recommendations of this report in time for the 2016 accreditation procedure.

Prof. em. Dr. Dr. h. c. mult. Reinhard Meyers

Professur "Internationale Beziehungen"

Universität Münster

3.6.2 Bachelor in 'Political Sciences'

Prof. Dr. Reinhard Meyers

The University applies for accreditation of a standard three-year, six semester full-time 180 ECTS total, 60 ECTS/year Bachelor program in Political Science, providing 100 places of study per year full-time and 40 places part-time at very moderate fees. Formally, this program fulfils the conditions of the Bologna agreement (in the 3+2+3 structure) and is therefore in principle comparable to similar course schemes in the Bologna area. The program description is, however, extremely uninformative, contains hardly any of the usual standard points from structure of studies via teaching forms, ECTS allocation and grading system, to student evaluation, examination procedures, and regulations for drafting the final Bachelor thesis. Instead, the text referring to the main objectives and the learning outcomes (SER pp 356 – 358) is repeated again pp 359 – 360 in a slightly shortened form, but instead in bull-headed paragraphs rather than in continuous prose. The subjects to be dealt with are the following (quoted from SER p.354, in original spelling):

- Principles of Sociology
- Intruduction to Law
- Elective course
- Social Psychology
- Introduction to political economy
- Elective course Basis of statistics
- Reaserch Methods in political science
- Political Science
- Constitutional Law
- Political Parties and Election Models
- International Relations
- P{olitical Management
- Internatinal Public LaPolicy
- Comparative Political System
- Politics of International EWconimic Relations
- Globalization as a phenomenon in modern societies

As can be seen by this and a closer analysis of the course syllabi SER pp 361 et seq., the division of subjects is a very conventional one with a sprinkling of modern-day globalization added. In consequence, the general impression of the program is that of traditionality: and against this, one would like to stress that modern Political Science has long left the traditional, static tripartite division into Political Theory, Comparative Government, and International Politics, and has either changed over to a more process-orientated perspective on policies and politics in the framework of a polity, or has even bridged the classical boundaries between the three fields mentioned by the adoption of a multi-level governance perspective which not only allows to follow agenda setting, interest articulation, decision-making, and decision implementation freely from the bottom individual to the world global system level and vice versa, but also bridges the conceptual boundaries between Political Science proper, Political Sociology, Political Behaviour studies, and functional and normative aspects of human interaction, conflict, and cooperation. Of all this the overall structure of the program does not give much away.

The further general impression of the program is that it does not at all live up to the preponderant role the European Union plays for Kosovo in particular and the Western Balkans in general: there is NO course on European integration. Of course, one might argue that those interested in EU politics should follow the Bachelor program in International Relations and European Studies analyzed above; however, a self-respecting political scientist should have at least some basic knowledge of matters European. As the program syllabus mentions only 16 courses instead of the standard 30 – 36 [and incidentally again does not provide any properly ECTSsed slot for an internship module, for a module accompanying the drafters of BA theses in their efforts, and for the BA thesis itself], there would certainly have been enough room to increase the European content of the program. Instead, the free space available as such is filled by a number of elective courses for which neither the subject descriptions nor the academic teachers' names are given [if you would not accept Professor TBD as a very productive, ubiquitous, and highly learned colleague who provides NINE elective courses in the overall program over the year].

To cap it all, the module descriptions give you a very short sketch each between 3 and ca 15 lines in length on the rough content of the module, but they don't say anything on the aims of the course, the expected learning outcomes, the learning model, the forms/methods of teaching, the methods of evaluation, the link between theory and practice, or the standard literature to be used by the course participants. In sum, this is one of the sloppiest applications the undersigned expert has seen in the Kosovo in the last six years or so. More, in their comments on the Draft Report (cf. *ibid.* pp 65 et seq.) the University did not make – nor even suggest – any changes or improvements at all of the original submission for accreditation. Thus, the recommendation to KAA can only be:

Not to accredit the Bachelor in Political Science in its present form.

Prof. em. Dr. Dr. h. c. mult. Reinhard Meyers

Professur "Internationale Beziehungen"

Universität Münster

3.7 Bachelor in 'German Language and Literature'

Prof. Dr. Volker Frederking

3.8.1 General remarks

This chapter of the final report is based on the additionally presented SER 2 of UoGj and the very constructive talk with three representatives of the academic staff of German language and literature at the UoGj: Prof. Dr. Brikena Kadzadej, Prof. Dr. Arber Celiku and Mr Sc. Shpetim Zymberaj. Therefore the faculty of Philology didn't send comments the draft version is identical with the final version presented here.

3.8.2 Academic Program and Student Management

The academic program of the department of German language and literature presented in the SER 2 of 30.09.2014 corresponds to international standards. The curriculum is conceived as a three year Bachelor Program. Quality, range and academic aims of the curriculum are in accordance with the principles intended by the Bologna process. The profile of the academic degrees and the allocation of ECTS (3 x 60 ECTS, total 180 ECTS) are conforming to international standards, too. The workload seems to be manageable for the students.

The study program in its basic structure is according to both international standards and the needs of the society of Kosovo in presence and future. It is plausible that the curriculum offers two kinds of courses: obligatory (O) and elective courses (Z). In the obligatory courses general basic knowledge in German language and literature is offered, in the elective courses students have the opportunity to choose courses with a focus on special issues. On this base 40 courses are listed. The descriptions of the courses (page 24-72) are differentiated and mostly clear. The relationship between theoretical and practical parts of lessons in the main is sufficient. Most of the proposed literature is up to date and represents a good level of knowledge and teaching capacities.

The descriptions presented in SER 2 on page 13 and on page 20-23, however, are different and partly have mistakes; furthermore some courses are missing. In detail:

1. Grammar of the Albanian Language (O)
2. Practical Languages [*sic !*] Language B (1)
*Page 20:(O) Practical linguistics [*sic !*] of B (1) Language*
3. Languages C (1) (O)
Page 20:(O) C1 Language
4. Language textual typology B (O)
Page 20:(O) Textual Typology of the Language B

5. Introduction to Linguistics (O)
6. Grammar of the Albanian Language II (O)
7. German Language II (O)
8. Methodology of research (O)
Page 20:(O) Methodology of Research
9. Phonetics B (O)
Page 20:(O) Syntax of Language B
10. Foreign language (O)
11. German civilization (O or Z ???)
12. Reflection of German history in literature
Page 20:(O) Not Existing !
13. Theory of Literature (O)
14. German Language III (morphology) (O)
15. German Literature (O)
16. General Linguistics (O)
17. Literature and Language (Z)
Page 20:(Z) Literature of Language
Page 21:(Z) NO Specification
Page 21:(Z) NO Specification
Page 21:(Z) NO Specification
18. German language syntax (O)
Page 21: German syntax
19. German Language IV (O)
20. German Literature (O)
21. Modern History / Contemporary German Language (Z)
22. Textual typology of the German language (Z)
23. Albanology (Z)
24. Psychology / Education (Z)
25. Introduction to pragmatic (O or Z ???)
26. German lexicology (O)
27. Introduction to semiologji (O)
Page 22: German Semiology
28. German Literature (O)
29. Introduction to the theory of communication (O)
Page 22: Introduction to Communication Theory
30. Language civilization (Z)
Page 22: Civilization of the language
31. Foreign language (Z)
32. Elements of Language civilization (Z)
33. Advanced Course of German language (Z)
34. Text linguistics (O)
35. German Literature (O)
36. German Language VI (O)

- 37. Methods of teaching with professional practice (O)
- 38. BA theses (Z)
- 39. Introduction to the theory of translation and interpretation (Z)
- 40. Sociolinguistik (Z)

Page 23: Socio-linguistic

In addition to these contradictions between the two lists of courses some other problems also must be remarked.

1. The SER 2 pointed out, that the Bachelor program "German Language and Literature" is conceived as a general basic qualification, supplemented with courses that provide training in the field of methodology and didactics of German Language as a foreign language" (p. 14). It is gratifying, that in the curriculum explicitly is noticed that basic competences in German language and literature on the one hand and competences in methodology and didactics of German language as a foreign language on the other hand should be achieved. Indeed, both aims have been considered in the study program. However, the relation is not sufficient. It is a great weakness of the Curriculum that it only contains one course for didactics and methodology of German language and literature: No 37 in the last semester. That is not enough to qualify students for a teaching-profession in a convincing or sufficient way. Necessary are at least three obligatory courses:

- a) Methodology and didactics of German language as a foreign language
- b) Methodology and didactics of German literature
- c) Methodology and didactics of German language and literature in preparation for professional practice at school

2. Another aspect of the curriculum that must be optimized is the missing consideration of age-appropriate literature. Especially literature for children and young people should be part of the curriculum, because young children need literature in accordance with their age. Students focused on Education of German language and literature must have knowledge about that special kind of literature.

3. Audio books and films also should be added into the obligatory part of the curriculum, because they offer other ways of learning German language and literature and other aesthetical codes. These special chances should be used for teaching and learning in a modern way at school and – in preparation – at university. Students have to learn what kinds of medial adaptations of literature exist (audio books, film). That is a *conditio sine qua non* to enable them in their professional work as a teacher to use audio books and films in a productive way.

4. There is a large gap in the curriculum related to the integration of digital media. Computer and internet offer great opportunities to improve learning and teaching processes in connection with German language and literature for students and for their pupils in future. During their studies students must become familiar to the

subject specific potentials of digital media. That is a precondition to use digital media as a teacher of German language and literature at school.

Recommendations

1. The curriculum at least should contain three obligatory courses dealing with questions of subject based didactics and methodology:
 - a) Methodology and didactics of German language as a foreign language
 - b) Methodology and didactics of German literature
 - c) Methodology and didactics of German language and literature in preparation for professional practice at school
2. Literature for children and young people should be part of the obligatory part of the curriculum.
3. Audio books and films should be added into the obligatory part of the curriculum.
4. Digital media like computer, internet etc. should be added into the obligatory part of the curriculum.

3.8.3 Staff

For the bachelor program of German language and literature 7 members of academic staff with a main focus on German language or German literature were named in SER 2:

1. Edlira Bushati, Dr. Prof. ass.

Morphology, syntax, History of the German language, semantics

2. Naser Mrasori, Dr. Prof. ass.

German literature of 20th century, analysis of literary texts

3. Brikena Kadzade, Dr. Prof. Dr.

German Languages, Linguistics text, Academic Writing, Civilization

4. Sabina Osmani, Dr.

German Literature: Middle Ages, the Enlightenment, classical romanticism

5. Eriola Mlloja, Mag. Asistente

German Language, Phonetics

6. Vjosa Hamiti, Mag., Asistente

German Language Grammar

7. Flutura Mehmeti, Mag. Asistente

Practical teaching of the German language for students of other courses

But none of these colleagues is full time academic staff at the University of Gjakova, so far as I can see. In other words: the department does not have a full

time Professor of German language and literature. Moreover: two of the three colleagues, to whom I spoke as responsible staff members about the curriculum during the OSV – these are Prof. Dr. Arber Celiku and Mr Sc. Shpetim Zymberaj -, are not listed in the official document of SER 2. These contradictions are astonishing and should be removed.

Recommendation

It is necessary, that the department of German Language and Literature will get permanent staff, at least one permanent and full time Professor and one or two other permanent academic staff members. In my opinion this is a *conditio sine qua non* for an accreditation.

3.8.4 Students

The SER 2 named a number of 50 students, who are expected at the first academic year 2015/2016. That seems to be realistic. Further expectations and calculations, however, are not formulated.

Recommendation

It is necessary, that the department of German Language and Literature will calculate how many students are necessary for a Bachelor program and how many students can be expected in the next years.

3.8.5 Research

The research opportunities of the department of German Language and Literature are limited. That is understandable during a phase of beginning. Nevertheless, the representatives of the department of German Language and Literature should develop a research strategy for the near future.

Recommendation

The focus of research should be the development and empiric investigation of didactical concepts in the area of 'German as a foreign language'. In order to strengthen the real research possibilities it is necessary, that new scientific literature will be added in the library of the UoGj.

3.8.6 International Cooperation

International cooperation of the department of German Language and Literature is still based on personal contacts of the staff. Cooperation exists with universities in Macedonia and Albania.

Recommendation

The international contacts should be intensified and expanded to other countries and other universities. It is necessary, that the department of German Language and Literature will participate in EU-Projects. To be successful in the process of internationalization the department has to improve its international visibility and develop a homepage in English and German language.

I recommend to connect the question of accreditation with the issue of staff. That is with regard to the official list of the staff and the shown contradictions and problems in my opinion a very weak point in case of the new program. Under these conditions I recommend not to accredit the bachelor program *German Language and Literature* at the UoGj for the year 2015/16, but to suggest to the University of Gjakova to resubmit a worked-over version taking into account the recommendations of this report in time for the 2016 accreditation procedure.

Prof. Dr. Volker Frederking
Didaktik der deutschen Sprache und Literatur
University of Erlangen-Nürnberg, June, 21th 2015.