

External evaluation report

Institutional and programme (re)accreditation

University of Peja “Haxhi Zeka”

Final report

Mai 26th, 2015

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1. Introduction

1.1. Context

The present document is the draft evaluation report about the Public University of Peja “Haxhi Zeka”. It is the result of the collegial work of an international team of experts appointed by the Kosovo Accreditation Agency to evaluate the institution as a whole as well as the individual programmes. This report will be used by the Accreditation Council to decide on the accreditation request made by the institution.

The experts would like to stress specifically that the present report, beyond its role in the formal procedure for accreditation under Kosovo law, is meant above all to help the University improve, develop and reach its goals. Comments and recommendations should be understood not as mere criticism, but as a form of support of the University management’s and, more broadly, of all University’s stakeholders efforts.

1.2. Experts

The team consisted of following experts:

- Prof. Dr. Borna Baletic, University of Zagreb, Croatia;
- Prof. Dr. Tanja Dmitrovic, University of Ljubljana, Slovenia;
- Mr. Benoît Gaillard, University of Lausanne, Swiss Students’ Union, Switzerland (report coordinator);
- Prof. Dr. Volker Gehmlich, University of Osnabrueck, Germany;
- Prof. Dr. Patricia Georgieva, University of Agribusiness and Regional Development, Bulgaria;
- Prof. Dr. Joachim Mueller, University of Hohenheim, Germany;
- Mag. Dr. Peter Parycek, Danube University of Krems, Austria.

1.3. Abbreviations used

The following abbreviations are used in the present document:

ET	Experts team (also: the panel)
HE	Higher education
KAA	Kosovo Accreditation Agency
MEST	Ministry of Education, Science and Technology
OSV	On-site visit
QA	Quality Assurance
SER	Self-evaluation report
UPHZ	University of Peja “Haxhi Zeka”

1.4. Procedure and evidence collection

1.4.1. Self-evaluation report (SER)

The UPHZ submitted a detailed and somewhat lengthy self-evaluation report, totalizing 404 pages, dating back to October 2014 when the request for accreditation was submitted to the KAA. The report describes the institution as well as every programme to be accredited or reaccredited.

On arrival, the experts received paper copies of the report as well as a CD containing annexes, some of which are of high importance (such as evaluation questionnaires, contracts, staff CVs, etc.).

The self-evaluation report was presented as a collective work, led by the top management of the University. It seems that the vice-rector for QA and academic development took a key part in curating the report.

From a formal point of view, the report follows a clear structure. Its reading is sadly made very difficult not only by its length, but also by various layout problems as well as very poor translation in some parts. This does not inspire excellence but rather the feeling of a thorough but unfinished self-evaluation work.

The report offers a broad overview of the University structures, of the internal processes and of the development perspectives. Unfortunately, the coherence any reader would expect from such a document is not always realized, meaning the report doesn't allow for an unequivocal understanding of the University's functioning. This is the case, for example, for the strategic considerations and for the organizational charts as well.

Generally speaking, it seems writing the SER was perceived as a compulsory step towards accreditation, rather than an opportunity to reflect strategically on the University and its development.

It has to be very positively stressed though that the report dedicates some 20 pages to addressing recommendations from previous evaluation reports, providing a summarizing table with references to more specific information in the report itself.

1.4.2. On-site visit

On April 1st, the experts gathered in the evening and had a preliminary working dinner. They exchanged first impressions about the SER, reviewed the schedule for the OSV and agreed on organizational matters.

The ET then spent the next day in Peja, accompanied by Ms. Furtuna Mehmeti, Acting Director of the KAA, and Mr. Fisnik Gashi, Officer for evaluation and monitoring with the KAA. The OSV took place according to the schedule and included meetings with the management as well as with select members of the teaching staff and of the student body. The experts could also have a look at the various premises and equipments. The team split into subgroups to review the various study programmes subject to the accreditation procedures.

The ET would like to express its gratefulness to the UPHZ for their warm welcome and for the open-mindedness with which they answered the experts' sometimes challenging questions. In addition, the ET warmly thanks the KAA and its two representatives for the planning of the OSC and their support and cooperation before, during and after the visit.

1.4.3. Additional documents

During the interview sessions, it appeared that some additional documents were needed by the experts. The request for documents regarding the whole University as well as for

additional material about some of the study programmes was submitted to the UPHZ through the KAA on the day after the OSV. The UPHZ provided the requested documents with diligence.

1.4.4. Further procedure

The present report was submitted to the UPHZ through the KAA for comment on factual inaccuracies with a slight delay compared with the agreed upon schedule. Within a little more than a week, i.e. late by a few days, the UPHZ responded with a document totaling almost 200 pages. The University briefly addressed some factual inaccuracies but dedicated most of their response to setting out changes already being put in motion in order to take into account the expert's recommendations in some of the faculties. For some other faculties, the institution wrote nothing more than a few general lines stating its acceptance of the drafted report's content. While this of course constitutes evidence of the institution's sincere willingness to improve, it also interferes with the assessment and evaluation process. The ET considers this should be discussed between the KAA and the UPHZ.

For the sake of respecting the formal procedure, the ET only took into consideration, the factual change suggestions where it deemed them justified. Some experts chose to separately respond briefly on the substance of the changes initiated by the University in reaction to the draft report.

On May 26th 2015, the present document was submitted to the KAA as the ET's final assessment report.

Structure and form

Aside from this introduction, the present report contains two main parts. The first is dedicated to the institutional evaluation. In the second part, each programme submitted is assessed independently. The structure of the KAA Guidelines was followed.

The first part and each chapter of the second part ends with a section called "Conclusion and recommendations", which contains the summarizing judgment of the ET. It has to be noted that more general recommendations are also contained, where deemed useful, in other parts of the report. For ease of reading, all paragraphs specifically containing recommendations, as well as every part concluding a chapter, are *highlighted in red italic*.

2. Institutional evaluation

2.1. Mission statement

The University has a mission reflecting its position as the largest public higher education institution in the region of Western Kosovo with a focus on applied studies and research. The institution's future direction is seen as contributing to the local, regional and national economic growth by preparing the future leaders and qualified staff in the fields of Agriculture, Agribusiness, Tourism and Business. University also intends to contribute to the development and advancement of the cultural values through its Art programmes. This vision is supported by a set of strategic objectives, including provisions for teaching quality, expanded international cooperation, improved research output and increased human resources (SER, p.15-16). However, the team of review experts discovered that the present university approach to the achievement of its mission and vision differs from the one in its strategic development plan, where the emphasis is on regional and local community involvement, collaboration with local governments on environmental issues, community engagement and provision of facilities and services to the public, as well as advice and consultancy to the industry, government and NGO's (Strategic Plan 2013- 2018, p. 5-9). This shift of focus may be legitimate, but it needs to be justified and explained to staff and students in order to gain their support and commitment for achieving the tasks. It also needs backing from the University Board and Senate, which do not seem to have been involved in this process. The ET wants to point out that any modifications, adjustments and/or additions to the Strategic Plan of the university need to be well documented and communicated to the academic community, but no evidence of any of these was found. The Panel felt that the insufficient internal institutional communication has become symptomatic for the UHZ, as the same issue was addressed in the previous accreditation in 2012: "Include staff and students in the design and its (the vision) transformation into the university's strategy, including a transformation into development plan, setting aside the financial resources accordingly" (KAA Experts' Report, 2012, p.8).

As regards the resources available for the achievement of its strategic goals and objectives, the University faces serious challenges in providing human, financial and physical resources adequate to its plans and ambitions for achieving high/comparable standards of research and teaching and for internationalisation of its programmes and other activities. It was evident for the Review Panel that the university is under-resourced and its own income could not meet the needs of a fast-growing higher education institution such as UHZ. This issue is discussed in greater detail in the following sections and in particular in section VIII of this report.

The institution's potential for innovation is characterised by its ability to achieve and support its competitiveness compared to other higher education providers through effective collaboration with stakeholders, adaptability to the environment and proactive approach to the changing skills needs on the job market, innovative practices in curricula design, programme delivery and research productivity, etc. The provisions for these can be found in the Strategic Plan 2013-2018, where the University declares its orientation towards cooperation with stakeholders and seeks to foster its institutional culture in which innovation plays an important role (p. 2). In discussions with the staff and students the Review Panel observed some very positive characteristics of the UHZ institutional culture: strong

commitment by students and staff to the work of the university; a willingness and capacity for collaboration with stakeholders; and apparent flexibility and readiness to adapt. The University flexibility and willingness to adapt are also demonstrated by the SWOT table and clear indication of the 'market orientation' of the study programmes and 'flexibility to the changes in the knowledge field' as strong points. On the downside, the strengths, weaknesses, opportunities and threats appear in the SER after the strategy for the achievement of the University mission and the actual SWOT analysis is missing (SER, p. 32). In discussions with senior management the linking of the strategic goals and planning with the mission and vision for the future of the university was not articulated well enough, as for example, the university vision of becoming an institution of applied studies is not well elaborated and is lacking clarity and vigour.

The review team considered that a detailed action plan would assist the achievement of strategic goals and serve as a framework for adaptation and change, when opportunities arise.

In line with the Strategy and action plan for 2015-2018, the faculties should also develop their own action plans to ensure the implementation of the activities set for the achievement of University goals and objectives in a coherent and timely manner.

The Panel thus concludes that the University mission statement needs refinement and further elaboration in terms of the set of goals and objectives it is committed to achieve. The Panel recommends an explicit SWOT analysis to be used as a starting point for the identification of goals and objectives. The Panel recommends the use of effective methodologies in the detailed planning at institutional and faculty level (e.g., SMART; Balanced Scorecards).

2.2. Academic Freedom

Some of the key aspects of university autonomy are guaranteed in the University Statute by university entitlement for independent and autonomous self-governance and freedom in teaching and research (e.g., Art. 10; Art. 11 of the Statute) and the involvement of staff and students in the decision making through their representatives in the councils at faculty and central (Senate) level.

The University inclination to the principles of autonomy and academic freedom is demonstrated in particular in its practices for staff appointment, and in curriculum and content development. At the same time, the university autonomy is combined with corporate responsibility and public accountability through the obligation to set up appropriate measures for quality assurance (Art. 13/1.12 of the Statute).

However, the Review Panel got the impression from its meeting with students that the Student Parliament and Councils are not fully functional yet and their role in the quality assurance and quality improvement is not taken seriously enough. The status of student representatives in the Councils is defined in a confusing way, suggesting both one- (Statute, Art. 74), and two years term of office for them (Statute, Art. 77), which does not provide a firm institutional ground for their commitment. Among the 12 students who attended the meeting with the review Panel there were no representatives of the Student Parliament to share their experience and listen to their fellow students needs for more information about the University processes and proposals on how to improve students' life. The University management should encourage students to strengthen their representative bodies, and take

action to provide opportunities enabling them to better understand their role and responsibilities for the improved quality of their learning opportunities.

Another point of concern for the real level of autonomy exercised by UHZ is its resource dependence on the Ministry and other state and governmental donors. There is a need for a better balanced financial autonomy, which could underpin the quality of higher education provision by linking state funding with university performance.

In its discussion with the UHZ management the Panel was informed that the fast growing number of students in the field of Business Administration is a result of the high demand and the increased number of places contracted from the MEST. The review panel considered the current regulations on admission with student numbers finally determined by the Ministry as detrimental to autonomy and stability of the institution and its units, because these put pressure on the university to enrol more students than it can accommodate and has negative effects on staff/student ratio on continuous basis.

The panel wishes to point that the number of student places should be related to the ability of the institution and its programmes to offer a good quality of provision for its students and to the level of academic standards required.

2.3. Academic Programmes and Student Management

The UHZ offers a range of Bachelor and Master level programmes in the fields of Business Administration, Accounting and Finance, Law, Agrarian studies, Environmental protection, Tourism and Hotel Management, and Arts. The programmes are offered across the 5 faculties. The majority of students are studying in programmes at Bachelor level (N=7944), while students in Master programmes are less than 10%. Currently there are no students studying at doctoral level, although the University made provisions for Doctoral students in its Statute.

The review team was impressed by the effort made to design the programmes in line with the Bologna goals and principles and to provide comparability of degrees across the Bologna cycles of higher education. For each programme there is a well-structured information detailing the title, degree level, field, mode and duration of study, the number of ECTS credits and module titles, purpose and link to the labour market needs, admission requirements, expected outcomes of learning, methods of teaching and assessment, as well as units' description. In addition, students are issued a Diploma Supplement. The review panel learned however, that the University charges fees for the issuing of the Diploma Supplement, which is not in line with the Bologna goals and principles and should be avoided in the future.

Many programmes involve partnerships with stakeholders and offer periods for practice and/or internships. The review panel was very pleased to learn during the site visit that UHZ has prepared a by-law on the establishment of an Industrial Advisory Board, to ensure that employers take a more active role in shaping courses and their involvement is present consistently across all programmes and curricula.

Although most of the programmes include lists of intended learning outcomes, the proportion of skills and personal attributes that make graduates more likely to gain employment and which benefits themselves, the workforce and Kosovo economy are still limited (e.g., digital and ICT competency, communication in foreign languages competency, team work skills, conflict resolution skills, ability to take individual and group responsibility, etc.). The review panel discovered also that in some programmes the learning outcomes' descriptions are

formulated in general terms and not in terms of knowledge, skills and competences that are appropriate to the requirements for qualification (SER,p. 266), while in others the learning outcomes are incomplete (SER, p. 243).

The review panel also found that the course/module goals are not always explicitly linked to one or more learning outcomes of the programme, which leaves the impression that the programme learning outcomes are regarded just as a formality. Although most programmes are modularised with the units standard bearing 5 ECTS credits, not all courses imply the same amount and difficulty of student work, required by the degree level and credit.

Based on these findings, the ET wishes to bring to the attention of the University management the need for a more thorough approach to the development of curricula using learning outcomes and recommend systematic work with the teaching staff towards measurable definitions of learning outcomes and relating ECTS credits with student achievement of the intended outcomes of learning.

In terms of quality assurance of programmes and their delivery, the review panel has identified that UHZ has put in place a process of qualification and programme development and approval, which starts at the level of Study Committees at each unit of the university, goes through Faculty Councils and ends up at the Senate. Although the Panel was told that students are represented at Faculty and Senate level, where they can provide their perspective on programmes, this was not confirmed at the meeting with students. Student feedback on their studies is rather looked for through the regular use of questionnaires. The reflection of employers' perspective, on the other hand, is planned for the future, through the by-law mentioned earlier.

The process of programme design was found to be well defined. In their work, Study Committees at each unit/faculty use a template to ensure the learning outcomes approach to all programmes. Members of the panel also learned from the university representatives that many of the programmes have been developed in response to a real demand (e.g., in Agribusiness, Tourism and Hospitality, Music Pedagogy, etc.). But the Panel team felt that there is a need for more work in terms of ensuring that each programme is up to the qualification purpose and academic standard. In their discussion with the UHZ management, panel members pointed to the need for a robust institutional mechanism for continuous improvement of standards and students' learning experience, which is currently not in place.

The University assessment regulations are formally set up through the UHZ Statute and include formative and summative assessment of student progress and achievement, where formative assessment represents 50% of the final grade. Together with the grading scale well defined and translated in both Bologna framework grades (from A to F) and local grades and points (SER, p.33-34), this system supports transparency of student achievement, international understanding and mobility.

Although the regulations for course examinations are clearly described in the Statute (Art. 104-110), the Panel could not find any other document with detailed information on examination criteria and guidance for students. Such a document could include also the provisions for student complaint, available in the Statute. Nor it could find a mechanism for moderation of student grading, which could ensure the consistency of academic standards applied to the same courses from different teachers or in different student cohorts across faculties and institutions. The Panel recommends that a comprehensive information on student examination regulations should be made available to students in electronic or other form, and a mechanism ensuring that student achievement is up to the academic standard to be seriously considered for implementation across all units/faculties.

The University regulations for student graduation are explicitly related to the fulfilment by the student of all requirements of the study programme, including the credits, associated with the qualification, and the thesis defence (SER, p. 34). The bodies and persons involved in the graduation process are identified and their roles and responsibilities determined. The Panel recommends that a comprehensive information on student graduation regulations should be made available either as part of that for exams regulations, or separately.

The high demand for UHZ study programmes was evident to the review team and pointed to the clear interest among the applicants to become students of the university and study there. Although the University and accreditation experts set limits to students admission in many of the programmes, it was already discussed that the Ministry can change this. The result is that in some programmes the staff/student ratios are far beyond the international standards and are unfavourable for the quality of learning and teaching.

The review panel commends the opportunities the UHZ provides for regular practice-based learning for its students in the faculties of Agribusiness and Tourism, Hospitality and Environmental Management.

The Panel would recommend this applied to all programmes in the future, especially considering the action taken by the Senate to regulate the involvement of labour market representatives across all faculties.

During the site visit the review panel could not verify the level of student engagement with the various structures of their representation indicated in the University Statute and in the SER as it could not meet with members of the Student Parliament due to the expiry of the term of office of the present Student Parliament. But the Panel got the impression that the students do not feel empowered because of their rare involvement and inadequate representation in the university bodies.

The Panel would like to recommend the UHZ management to seek for feedback from students' representatives on all its major actions and engage them in the Senate and Faculties work as much as possible.

The regulations for the Student Parliament in the Statute reveal a rather low level of participation required (3-5%) for the election of student representatives at the Senate and Faculty Councils respectively.

The Panel encourages the UHZ staff and students to work on increasing the level of participation of students in the annual elections.

The Panel also recommends the University to consider providing opportunities for students who are members of the Faculty Councils to be re-elected for additional one year after their mandate expired as this is usually a norm for other universities.

The data provided in the SER (pp. 334-345) on student pass rates are very detailed and cover all accredited programmes on offer. In addition, faculty/unit summary reports display pass rates on annual basis and on average for the whole study period. The Panel was concerned by the high level of student drop out in total (about 28%) and in the 2nd and 3rd year Bachelor programmes in particular (SER, p. 347). The Panel identified a number of programmes in the faculty of Business and faculty of Management in Tourism, Hospitality and Environment with worryingly high levels of exam failure, e.g., over 50% of students.

It is strongly recommended to those fields and faculties to review and analyse the possible reasons for these results and put in place measures to help improve student achievements.

2.4. Research

University "Haxhi Zeka" in Peja regards itself as an institution focused on applied science and research in a diverse area of disciplines. As a new institution, it aims at developing a clear profile of research institution that sees its specific research mission in contribution to the development of critical and innovative thinking and knowledge building for social and economic progress of Kosovo (SER, p. 367).

To materialise its mission, the University started with a strategic planning of its research ("Research Strategy 2012-2015"). The Panel found that the version of the research strategy in the SER was different from the earlier one and clearly some amendments have taken place, but it was unclear who and when did these, were they communicated across the University and approved by the authorised bodies?

The review team wishes to point that the University main research objective, namely to participate and benefit from international research, is not well supported by the present situation, accounting that most of the international projects are in the field of education and deal with institutional capacity building. The only international project directly related to research is actually dealing with the development of the research infrastructure (e.g., establishment of regional networks). Given the number of permanent academic staff and unclear prospects for its increase in the near future, the team considered as too ambitious the list of 19 research fields in which the main research activity is going to take place (SER, p. 373). Moreover, the research activities in all these fields must be 'influential', according to UHZ plan. However, the Panel could not clarify, how the University intends to determine, whether the research results are influential or not.

Currently the university supports two scientific journals, both in the field of Business administration, but with different purposes (SER, p. 373). The Panel could not verify the data supposedly representing the increase of academic staff publications for three years (between 2011 and 2013) on p. 368 of the SER, as the title is irrelevant to the content and the list of staff publications in the appendix was not available in English. Still, it was clear from the list of 145 pages (the document is not entitled) that it contains publications from the period before the establishment of the UHZ (2008, 2009, 2010) and some of the authors are not members of the UHZ teaching staff.

The assumed analysis of the University strengths, weaknesses, opportunities and threats (SWOT) in the field of research revealed that the research function is surrounded by a number of constraints and limitations. Although the Panel had to work with the SWOT table of results rather than the analysis, the team members welcomed the effort. The Panel was clear that research is not well promoted, not properly funded, and there is little interest on the part of the private sector in research cooperation. The University also lacks human resources available to do research as most of the academic staff are hired from other institutions, where they are involved in teaching as well. Nor do they have enough staff with experience in international research projects. These all put considerable limits to research productivity of the University.

Student involvement in research is not reflected in the SER, but the Panel learned about the successful and systematic participation of students from the faculty of Agribusiness in research projects on demand from the company sector. The Panel was clear that the University has potential in disseminating this commendable practice to other faculties by establishing cross-faculty cooperation in project development and research with involvement of students.

With its curricula focused on the market needs and numerous partnerships with the local business for teaching purposes, the University has good chances and needs to put further efforts to establish collaborations with industry and society at large in the research it carries out. The Panel welcomes the UHZ involvement in an international project aiming to establish links between science and society for sustainable innovation (SER, p. 369).

The Panel conclusion is that the University needs to put more efforts on identifying and formulating its research priorities and in fostering its research activities as a whole. UHZ should concentrate on developing the capacity of its staff for project development in order to secure more research grants. In addition, the university should implement mechanisms to motivate more research to be conducted from staff and students. This may include organisation of research mobility abroad, reduced teaching loads, awards for best research papers, recognition of research activity in staff appraisal and promotion. The University should also work further on to develop its research infrastructure.

2.5. International Co-operation

The Panel has seen evidence of the University strong commitment to international cooperation. Currently it runs 6 international projects focused on different areas of institution's capacity building (e.g., modernisation in curricula; networking in research; development of quality assurance structures; financial autonomy and accountability; capacity for building cross-border cooperation). One of the projects supports internationalisation through the development of union of students, which is so much needed for Kosovo students. The University has been active also in establishing bilateral cooperation with a large number of universities across the region and from larger Europe. These efforts and the opportunities for the university development brought with them, have been praised and supported by the staff and students.

Outside of these activities, however, there is not much evidence of provisions for staff and student mobility, except those arranged as part of the international projects. The Panel learned from their meeting with students that they wished to have more opportunities for engagement in mobility projects and the University should do more to provide its students with international experience.

The Panel recommends the UHZ :

- *To find alternative ways for exposing to international experience those students, who are unable to participate in TEMPUS and ERASMUS mobility. These may include international workshops, Summer Schools, etc.;*
- *That UHZ develops a strategy for internationalisation with clear vision and goals they would like to follow in this direction. This should include strategies at faculty and unit level and measurable indicators for their achievement;*
- *To continue to work on increasing its partnerships with a variety of countries, programmes and institutions, including those beyond the region of the Western Balkans.*

2.6. Staff

The review team acknowledges the comprehensive statistical information that the University provided regarding its staff in the SER and the attached documentation. At the same time, the team expected to find rather more an interpretation of the statistics, alongside a concise description of the situation in this highly important aspect of its work. To the Panel's disappointment, the University did not use the opportunities that the self-evaluation process offered for reflection on perceived problems and discussion of the strategies the institution follows to overcome the difficulties in the area. In particular, the Panel wished to know, how the UHZ intends to address the issue of brain-drain, indicated in its SWOT map as a weakness (SER, p.32).

From the statistics provided, the review team has seen that the increase in student numbers in the recent years was not accompanied with the same level of expansion of the permanent teaching staff. This led to disproportions between the number of students and the number of staff available for their learning needs. In some faculties the staff to student ratio is 272 students per one member of the permanent teaching staff (Law), 102 (Business Faculty) and 100 (MTHE faculty). These findings suggest that the teaching staff in some faculties must have experienced high workloads because of the high staff/student ratio.

The University put efforts in the recent years to recruit more staff for its growing portfolio of programmes, but the Panel found that the majority of teaching staff is coming from other institutions. Currently 66% of the staff is coming from other institution, but this number could be even higher, considering that the list of permanent staff contains duplicated names and persons whose contracts has expired or will expire in 2015 (SER, p. 307-310). From its discussion with students the Panel learned that this can negatively affect the quality of the student learning, as some professors could not be available for their questions after the classes as they hurried to travel back to their home universities.

Despite of its efforts to employ female staff on a permanent basis, the numbers are still in favour of males, who represent nearly 70% of permanent staff members and only one female associate professor.

The Panel found in the University Statute detailed and clear regulations for selection and employment of staff, as well as provisions for regular self-reflection on teaching and the student performance. It could not gather evidence from these documents and templates whether regulations are effective and if the teaching self-evaluation tool and the student feedback questionnaire play a role in the staff promotion.

The Panel welcomes the university staffing policy of employing relatively younger staff than in other universities (the average staff age in UHZ is below 35). At the same time it recommends the University to focus more on the development needs of its staff and to use every opportunity for staff development that international cooperation projects provide.

The Panel recommends the UHZ to:

- Put in place policies and strategies that would reduce staff/student ratio and oversee staff workload closely;*
- Continue efforts to improve gender balance;*
- Set a procedure for staff appraisal and promotion including the results of the student feedback on teaching and the teacher self-evaluation tool;*
- Device a programme for continuous staff development as part of a long-term strategy for brain-gain.*

2.7. Organization, Management and Planning

The University main governing bodies are the University Board (also called Executive Board, Directive Council, or Governing Council), the Rector and the Senate. Their roles and responsibilities and the lines of communication are detailed in the Statute, where the principle of majority vote for all decision-making bodies is also laid down. The membership and structure of these bodies, together with procedures for their nomination, appointment and mandates are also provided in detail. The review team found the organisation of the main governing bodies to be compatible with other universities in Europe.

Students are represented at the Senate and the Faculty Councils, but they have no representatives at the Board. The Panel could not understand the reasons for the Board to determine the detailed regulations for the Student Parliament, instead of students and believes that at least provisions for consultations with students should be put in the Statute.

The team found that from the organigram of the University decision making bodies the Faculties and their structure are missing (SER, p. 19). In the discussion with the UHZ management it was revealed that the office for academic issues and quality assurance is not functional. The lines of communication between different decision making bodies are not specified, although they could be partly derived from the Statute.

The University has a strategic plan for its development for the period 2013-2018 and additional strategy for research for the period 2012-2015. The Panel could not find evidence in the SER for an engaging planning process at all levels of the institution. In its discussion with the UHZ management the review team pointed to the need for a good planning to involve all stakeholders, including ordinary staff and students in the work of the management team.

The Panel could not find indication whether the other units and faculties of the UHZ are obliged to draw up a strategy for their unit in order to ensure alignment of activities of the different structures with the mission and purpose of the overall institution.

In order to assist the UHZ in successfully achieving its strategic goals and objectives, the ET recommends the following:

- *Encourage each faculty and unit to develop their own plans following the master plan of the University;*
- *Devise action plans with distributed responsibilities, set performance indicators and deadlines for each activity;*
- *Set up a monitoring process to oversee the progress in achieving the strategic goals and objectives.*

2.8. Finances, Infrastructure, Space, Equipment

The University like other public institutions receives its budget according to a set budget lines, determined by the Government. This restrictive approach to budgeting and financing is well known with its failure to provide a strong basis for university development and many systems introduce alternative approaches, like lump sum budgeting or performance-based budgeting. The Panel could not provide comment on the budget projections for the period 2014-2016 in the SER as these are not available in English (SER, p. 376) but in its discussions and observations during the site visit understood that UHZ needs serious investments into its infrastructure and better financial balance between research and teaching.

The ET have seen that the main financial objectives are focused on budget discipline and efficient distribution of scarce resources, but would rather expect from the UHZ management to take a proactive approach in attracting industry and European funds in order to support its development plan objectives.

As mentioned earlier in this report, the adequate financial resources provide the real ground for the institution to exercise its autonomy. The ET acknowledged during the site visit that the underfunding of the university is a persisting issue despite of the efforts made by the Rector and its team to improve the income level. Currently the main sources of income for the UHZ are the students' fees for studies and for the Diploma Supplement. However, the ET reminded the University representatives during the site visit that charging fees from students for the European Diploma Supplement is against the Bologna principles.

The Panel recommends the University to develop a set of proposals to the Government for the abolishment of the present model of financing and introduction of a less restrictive one, learning from the good practice in other systems across Europe and beyond.

The University is currently located in two campuses, at a short distance from each other. The new campus with the Rector's offices and Agribusiness faculty offers good environment for study and work and a lot of space for expansion. The Panel could also see and welcomes the construction of the new wing at the Institute of Agriculture and Biotechnology, which will accommodate more students from the faculty of Agribusiness at the premises of the institute. The efforts to increase the book supply of the library are also welcomed.

The Panel, however, believes that these positive developments are insufficient and incomparable to the rapid growth of student population and the strategic goals and objectives of the UHZ. During the site visit the Panel got the impression that there is not enough space for students and staff and teachers have to share office space. From its discussion with students the Panel also learned that library needs more working stations equipped with computer and Internet access.

The Panel have also seen that even in the new campus there are no provisions for special needs students.

The Panel recommends that the University should continue its efforts for improvement and modernisation of its infrastructure, including facilities for access of disabled students. It is essential that the Library should improve its IT support and access to modern literature.

2.9. Quality Management

SER provides a detailed description of the UHZ quality assurance system, which includes a number of procedures for programme design, approval, monitoring and periodic review (SER, p. 357). The Board adopts the UHZ strategy in which quality assurance goals and objectives are formulated, then the Rector provides leadership to the process of implementation of the QA system with the assistance of Executive Adviser, Vice-Rector and the Secretary General (SER, p. 356). Quality Adviser and the QA Officer work closely to oversee and coordinate the QA activities. The QA Officer also provides technical support to the Quality Assurance and Management Commission, which in turn develops and monitors the implementation of the QA processes and reports to the Board and Senate. QA Teams in each faculty, administrative and support unit are responsible for the process of self-evaluation and development of action plans for the implementation of quality assurance in their area of

research. The QA Teams involve faculty deans, faculty and student representatives and one external member- stakeholder representative. Their term of office is one year. The Quality Assurance Office coordinates the operation of QA activities and ensures communication across the UHZ. The Panel got the impression that this complex structure with essentially cloned roles is still under development. From its discussion with the UHZ management team, the Panel learned that this central office is run by a Director, who relies in her work on the faculty coordinators (one coordinator per each of the 5 faculties), but could not identify clear roles and responsibilities for them in quality assurance either at the central institutional, or at the faculty level. The QA Office needs to follow a strategy and activities' plan with identified quality targets for the institution as a whole and resources for their achievement. It would be then easier to define the roles and responsibilities of QA Director and staff, in order for this QA Office to become fully operational and contribute to quality assurance and enhancement of the UHZ.

The team also learned that in establishing its quality assurance processes and procedures the University is supported by a project "Strategic support to the establishment and development of sustainable structures on quality assurance, international relations and student support services". The project consortium is coordinated by the University of Edinburgh. With the help of the project the University is currently working on the development of a Quality strategy, which however was not presented to the Panel.

From the presentation of the QA process in the SER the Panel could not find evidence of any quality assurance mechanisms for the quality of research and services.

The Panel welcomes the declared intention for inclusion of staff appraisal in the quality assurance system, but could not find specific detail on this.

The team appreciates the scheme of the course evaluation quality loop, where the feedback from students is clearly identifiable (SER, p. 357), but this is insufficient to answer how this scheme is going to be implemented and documented. The team could not clarify whether the course evaluation will cover all courses in all programmes, or only a sample, and how often this is going to take place.

The Panel recognises the progress made so far in developing the concept of its internal QA system and hopes that with the technical support from the international project this system will start working as soon as possible.

In order to speed up the process of implementation, the Panel recommends the University to:

- *clarify the roles and responsibilities of each person and body in the system and avoid unnecessary duplication;*
- *organise training of the staff involved in carrying out self-evaluation activities at course and programme level and provide administrative, informational and methodological support for the QA Teams;*
- *arrange for the development of templates for the major documents that are going to be used in the QA system at a central university level, to ensure consistency of quality related documents across all units.*

Conclusion and recommendations

The ET is confident that the University under review possess the necessary resources to achieve the status of an accredited institution. Provided that UPHZ

follows or builds on the recommendations formulated in this chapter, it will succeed in attaining the standards set in the accreditation guidelines.

In view of the above, the ET recommends the conditional accreditation for two years of the University under review. Another review should take place after this period.

3. Study programs

All three bachelor degree programmes show large similarities hence they will be evaluated within the same chapter.

Each master degree programme is evaluated separately.

3.1. Bachelor in Business Administration (Albanian, Bosnian) and Bachelor in Business Accounting and Finance (Albanian)

Both Bachelor in Business Administration programmes are identical, with exception of language of delivery and teaching staff. Hence, they will be treated as the same programme, with exception of faculty sufficiency which will be evaluated separately for both delivery languages.

Introductory remarks

Bachelor in Business Administration – in both language delivery modes (here forth BBA) and Bachelor in Accounting and Finance (here forth BAF) have been first accredited in 2012, as distinct programmes, although the expert panel of 2012 recommended that, in Albanian version, a single bachelor degree programme with three specialisations (Business administration, Finance and Accounting, and MTHE) be accredited. All three bachelor programmes have now been submitted for reaccreditation.

Alas, concerns regarding programme-specificity highlighted in 2012 ET report have not been dealt with. While MTHE programme (evaluated separately under "Faculty of Management in Tourism, Hospitality and Environment" heading) includes several distinct courses, the proposed programmes in Business administration and Accounting and finance are to a large part identical.

1. Academic programmes and student management

The mission and vision of the UPHZ is "to create knowledge in order to make Kosova a more competitive country". The vision states that UPHZ "will become very well known in our region for creativity and application of knowledge by 2015" (SER, 2014, p. 15). Strategic objectives to achieve the mission pertain to the issues of quality, internationalisation, knowledge flow, and human resource management.

Programme portfolio of Faculty of Business includes two bachelor and three master degree programmes. Programmes in the fields of business administration, management, finance, and accounting are offered practically at all higher education institutions in Kosova. UPHZ has no distinct advantage in these fields. However, given its public institution status and lack of managerial knowledge in the country, including one bachelor degree programme in business in university's portfolio makes sense. However, no rationale is provided for offering and further developing two separate bachelor degree programmes (in Business Administration, and in Accounting and Finance). Descriptions and justifications for both programmes provided in the SER (e.g., rationale for offering the programmes, labour market, target groups, programme goals and profiles) are practically identical. Both programmes differ only in 5 obligatory courses (out of 20) offered in semesters 3-6 which implies that these are, in fact, specialisations (majors) within a single programme rather than distinct programmes.

UPHZ also proposes that BBA programme is run in two languages: Albanian and Bosnian. This fits well to UPHZ's goal to become a leading higher education institution in the Western Kosovo.

The study plan includes 20 obligatory courses in semesters 1-4, three obligatory and two elective courses in semester 5, and two obligatory and one elective courses in semester 6. Electives may be chosen from the sets of 7 and 5 courses respectively. In semester 6, the students have to prepare and defend bachelor degree thesis.

The quality, range, and academic aims proposed BBA and BFA programmes are appropriate for the academic degree of BA. Program structure and contents are reasonable and conform to international benchmarks. Suggestions regarding additional courses to be included into a programme by the ET and KAA at the time of initial programme accreditation have been adopted and implemented to a large extent (e.g., inclusion of courses in SME management, communication skills and HRM).

The programme has a total 180 ECTS, which is standard for a three- year programme. The equivalent of ECTS is 30 hours, which conforms to the international standard. Based on an example of ECTS calculation which has been provided (identical across all programmes) the time for independent study seems rather short.

Course syllabi provide basic information on course content, learning goals and outcomes, forms of teaching/learning and the lists of required literature. Overall, teaching methods and course content seem adequate. Given large number of students, the courses should be run in several groups (thus limiting group size). Individual course descriptions do not explain course grading, hence an actual workload cannot be evaluated. However, the students reported in the interview that the workload is manageable. Standardised course syllabi templates indicate that overarching didactic concept has been communicated and adopted among course instructors.

One issue of concern is the literature in Albanian language, to be used in several of the courses held in the Bosnian language. Given that one of goals of programme delivery in Bosnian is to attract students from the neighbouring countries (Bosnia & Herzegovina, Montenegro and also Serbia), it cannot be assumed that they speak Albanian (if they do, there is no reason not to enrol in the Albanian programme).

Overlap of bachelor degree programmes at the Faculty of Business is excessive. As already noted, the programmes' rationale and structure imply that, in fact, we deal with a single programme with two specialisations in the final semesters. Most courses that are identical in both programmes are planned to be taught by different course instructors. However, course descriptions for both programmes are identical. This implies a complete overlap of course content and delivery across the programmes and thus strengthens the premise of a single programme.

Admission criteria follow national legislation and a pre-defined set of rules. The system is comparable to international benchmarks. The total number of students enrolled in bachelor degree programmes in the past three years is around 1000. The number of full time students in BBA and BAF remained relatively constant (about 450 and 400 in each programme respectively), while the number of part-time-students has been steadily declining; in 2013/2014 only 15 part-time students were enrolled. The number of students in BBA run in the Bosnian language has also sharply declined; if this trend continues, economics of running Bosnian-track programme may become questionable.

Faculty of Business employs 29 full-time teachers. In addition, 28 part-time faculty members are engaged. A more detailed breakdown of academic staff engaged in each of the programmes was provided during on-site visit. The number of faculty members teaching in each of the existing BA programmes is as follows: BBA (Albanian): 21; BBA (Bosnian): 12; and BAF: 25 - yielding faculty/student ratios of 21, 5, and 16 respectively. Academic staff/student ratios are thus acceptable.

2. Staff

The SER states that Faculty of Business has 29 full-time academic staff members (6 hold professor title; the others are Ph.D. candidates) and 28 part-time instructors (22 of them hold a Ph.D. degree). The faculty is shared among two bachelor degree programmes (BBA in BAF), and three master degree programmes, with master degree programmes relying heavily on part-time faculty. Among the 12 faculty members teaching in the Bosnian language, four are full-time employees.

Having in mind that several Ph.D. candidates will complete their doctoral studies in the near future, the proportion of permanent vs. external staff will most likely improve. However, it is important that UPHZ provides stable job environment (long-term employment contracts) and long-term perspective on career development beyond the achieving PhD degrees. Promotion (habilitation) criteria should be clearly set out and designed towards promoting excellence in teaching and research.

3. Research and International Co-operation

Research strategy, policy and research activities are outlined in the general part of the SER (pp. 367-374). Research and international cooperation are managed at the institutional level. UPHZ participates in several international support programmes (e.g., Tempus, Consus), and has signed cooperation agreements with a number of foreign universities and institutions. In addition, cooperation memorandums with some Kosovar companies and institutions have also been signed. The latest initiative to promote business-university cooperation in the fields of education and research is the introduction of a new advisory body into the university's Statute - Industrial Advisory Board. This is indeed a very promising initiative which can positively contribute to teaching and research quality.

Based on their CV's, academic staff engages in various research projects, which may produce some spill-overs to teaching. To date, these projects have been largely local/regional and produced no significant scientific outputs. While there are some notable exceptions, academic records of faculty indicate that quality of scientific research has to be elevated. Providing work environment that fosters research excellence should be one of the priorities of UPHZ's board and management.

International dimension has been introduced, but should be further improved. Research strategy is university-wide. It was put into effect in 2012, and results will be assessed at the end of 2015. Research objectives, outlined in strategic documents, include also spill-overs from research into teaching, and inclusion of students (at the master level) into research and cooperation projects. Several courses list research and business projects as one of the course requirements, however, it is not clear how do they link to the university research and cooperation strategy.

4. Finances and Infrastructure/Space and Equipment

Budget is proposed and administered at the UPHZ level. Faculty of business is housed in the buildings, several decades old. List of classrooms and equipment is provided in the SER.

Programmes in business do not require any specialised infrastructure thus the premises are deemed adequate.

The largest concern lies with the library, which has only limited book fundus. However, the students have an access to EBSCO databases, which enables them to follow the latest literature in the field.

5. Quality Management

A quality management system is set at the University level. Quality assurance processes are described in the SER (pp. 355-361) and appear to be adequate.

Each school (Faculty) has its own quality assurance office which liaises with quality assurance office at the university level. Quality assurance issues are also a topic of a Tempus project, where external partners provide some guidance and benchmarks.

Conclusion and recommendations

It is our opinion that a single programme in business administration should be offered, with two specialisations, whereby one of the specialisations is offered in two languages (Albanian and Bosnian track). Given the proposed set of programme-specific courses, one specialisation could be "Accounting and Finance", and the other "Management".

Such model is common at the institutions against which UPHZ's programmes were benchmarked (e.g., Faculty of Economics at University of Ljubljana that was used as a benchmark offers a single university degree programme at the bachelor level with 12 specialisations and 2 English track programmes; with enrolment of 600 full-time students annually).

Due to large enrolment numbers it is recommended that each course is run in several groups and that more than one course holder/instructor is appointed. Course content, learning goals, teaching/learning methods and forms of delivery already seem to be fully aligned (they are identical in both programmes submitted for reaccreditation).

Running a single programme with specialisations will allow students to postpone choosing specialisation to the second year of their studies, when they become more familiar with various business functions and can also gauge developments in labour market more closely, thereby increasing their employment prospects. In addition, it will increase their prospect for student mobility and for continuation of their studies at other (also foreign) universities at the master level.

In future, more specialisations or more language variants may be added, contingent on analysis of market needs and UPHZ's capabilities. As the university employs several Ph.D. candidates, with various fields of specialisation, this may be a viable option in the near future.

It is recommended that:

- *Bachelor in Business Administration in Albanian language be accredited;*
- *Bachelor in Business Administration in Bosnian language be accredited;*
- *Bachelor in Accounting and Finance not be accredited as a distinct programme. Instead, it is recommended that specialisation in Accounting and Finance be added in Bachelor in Business Administration, offered in the Albanian language.*

3.1. Master in Business Administration (Albanian), Master in Business Administration (Bosnian) and Master in Accounting and Finance (Albanian)

The university Haxhi Zeka in Peja submitted three Master Programmes for re-accreditation:

1. Master in Business Administration (Albanian Language)
2. Master in Business Administration (Bosnian Language)
3. Master in Accounting and Finance

Although these programmes are offered at bachelor level as well (see above) they are regarded as independent, de-coupled programmes according to the philosophy of restructuring bachelor and master programmes in the European Higher Education Area (EHEA), giving a chance for graduates of equivalent programmes throughout the EHEA to start one of these master programmes on the condition that they fulfill the entry requirements. This has to be stressed again as often bachelor and master programmes are thought of being integrated programmes. An indication of this idea is also contained in this report (see SER 112, calculation of credits) and may be taken for granted at university level.

Accepting that there are great overlaps between the three, in particular between the two programme in business administration, it is very disappointing that the Self-Evaluation-Report of the university does not make a clear distinction between the three – as was pointed out in the report about the bachelor programmes above. Nevertheless, the ET has decided to – in line with the wish of the KAA – to describe each programme individually.

1. Academic Programmes and Student Management

A. Master in Business Administration (Albanian Language)

The Master in Business Programme (Albanian Language) is in line with the mission statement of the university in very general terms: "We intend to train and qualify staff that may become an additional value for enterprises and entrepreneurs, ..." The third goal of their strategy, to increase the flow of knowledge, could be linked to their principles of operation. Unfortunately, the programmes do not highlight a much more concrete translation of the general statement. In particular it is not demonstrated why this programme should be selected as there are already quite a few offered in Kosovo. The original encouragement by the ministry to create a specific profile seems to be forgotten. The university could, for example, have set their focus on business forms which are typical in Kosovo, Small-and-Medium-Sized Enterprises (SMEs) or Sole-Proprietorship/Sole Traders. Self-Employment, Entrepreneurship (the latter is one module only) could also be areas of orientation. To this extent, the mission of the institution, to "make Kosovo a more competitive country..." does not seem to be exploited.

The University is encouraged to differentiate their programmes more from other institutions' in future. This will be a development which does not exclude that these graduates are not of interest for foreign investors as their particular competitive advantage is the knowledge about their region, complemented by specific language competences (Albanian plus English at least), being able to operate in various national cultures and being aware of different organizational cultures.

In principal the programme's quality, range and aims are appropriate to a Master degree. The SER states that the programme was referenced with programmes of the University of Ljubljana and European Business School. The reference to the Appendix was not found and therefore it is not clear to the experts which European Business School is meant. Albeit the

usefulness of referencing, the university should not just copy but profile themselves within their environment.

In the appendix the University lists its "Plan of Implementation of the Recommendations of the Expert Team" from the past accreditation. The institution lists twenty-two issues related to the whole university, including the Faculty of Business Administration, but in reality there are only eleven as the other eleven stated are unfortunately only a copy of the first ones. This, again, underlines a certain time-pressure or even carelessness when the SER was compiled – as will be pointed at later on. No particular reference is made to the recommendations for this master programme (chapter 3 of the Report of 2012/13).

An overarching didactic concept surely exists at Management/Faculty level. The syllabi of the various programmes have to be approved by the respective department of the Faculty before teachers can start. However, it seems that it might be useful to intensify the discussion with all teachers about the concept and their role before the semester begins as the detailed descriptions are often identical which may indicate that they were composed by one person and they may not be familiar to the teachers on the respective programme / module.

The academic degree, Master in Business Administration, corresponds to international standards. The University may consider changing the name to Business and Management, reflecting better the programme offered. Business Administration is much narrower.

However, as learning and teaching are identified in the various course components the individual modules have to be analysed in the following:

Year 1 / Semester 1

Economic Policies of the EU

No learning outcomes are described, only learning goals. They are knowledge oriented and rather general. The course content contains some aspects of learning outcomes, such as "interpret", "applying". The "Methods of teaching" can be applied to any subject area. There is no indication about independent learning of students. The assessment is based on attendance, activity in lectures and exercises (how often does the student have to attend? how is the "activity" assessed?), two test and a final (what do they consist of?). How can it be assured that the student does not only have acquired knowledge? As in the description of the other modules no respective information is given as regards assessment, it can be assumed that all the modules are assessed similarly and that the remarks made above refer to all modules of the programme.

Literature listed is in English which is useful but how is the level of English assured? The level of those students participating in the respective session was mostly alright.

This module is identical for all three Master programmes.

Research Methods and Techniques

Also this description is the same for all three programmes. It seems, however, that this module has primarily been described for the Accounting and Finance Master programme, being revealed by respective references: "... to understand and interpret right the quantitative methods for financial analysis on businesses..." It may be considered whether or not this module should be much more oriented towards quantitative and qualitative research designs. It seems that this module needs a revision. This may also refer to the form of teaching as it appears as if "...Regular teaching in front of assigned audience ..." seems to be dominating although some reference is made to case studies. The learning goals are identical to all modules with the exception of the respective name of the module and therefore the remarks made above refer to this and the following modules as well.

Organisation and Management

This again is a module being taught in all three Master programmes. It is stated that the "...primary objective of the course is to deepen the knowledge of the students...", thus – as outlined above – neglects other skills and competences students should acquire and that at this level students should have the opportunity to critically evaluate issues in theory and practice. The description of the content contains more aims at improving the practice orientation and the ability of interpreting "...the role of organizing and management in business." As "forms/methods of teaching" are identical to the ones above, no further remarks are made. Literature seems to be too general, there is no specific literature listed as regards organization, e.g. from Buchanan or Mullins. The comments about learning goals are the same here, the text is the same.

This module seems to be an elective although being indicated by an "O", i.e. obligatory. By which course component this module can be replaced is not clear, most likely the following, Managerial Economics, also indicated by an "O".

Managerial Economics

This fourth module finalizes the subject areas of the first semester and is again identical for all three programmes. The content appears to be at a lower level and – most likely – has been taught at bachelor level already. A revision appears to be useful. The other elements of the description are the same as those made above as the text is identical.

Year I / Semester 2

Advanced Accounting for Managers

Although the ET realizes that experts in the past have proposed to introduce the term "advanced" it may be useful to rethink the name and find a more appropriate term as "advanced" is a term which can be understood differently.

This is a module which is offered in both versions of the programme, Albanian and Bosnian language. The "learning goals" and "content" hardly demonstrate that students acquire more than knowledge and are able to apply what they have learned. Individual and group work are foreseen, but no learning outcomes refer to them. The "basic literature" contains only literature in Albanian language – and very old one, too. One of the three mentioned seems to be a script only and all of them seem to be at a basic level.

Advanced Strategic Management II

As there is no module called Advanced Strategic Management I, the II can be dropped. As regards the term "advanced" it is referred to what has been said above. The description of the contents questions the level of the module. The elements of strategic management described here might as well have been dealt with in many bachelor programmes. Therefore the primary objective could be focused not so much on the knowledge but more on skills and competences. This may be achieved by shifting the module more towards the implementation of strategies and their evaluation (there are some indications). As a form of teaching it might be questioned whether "... Repeating the previous topic by a certain group of students" is adequate at master level.

This module is identical with the one in "Accounting and Finance", that is in all three Master programmes. However, in that programme an additional well-known book is included in the list. It should be included here as well as it indicates Master level (Mintzberg et.al.)

Marketing for Managers

The description is rather vague and it may be suspected that the contents is very similarly taught at bachelor level. The hint that this module is being taught by a marketing manager

might not support the academic level necessarily. This is highlighted by the "aims of the course" (before called "learning goals") which say nothing about the module. Similarly the "methods of teaching" are nothing but a general statement. Literature listed is in Albanian and English and partly very basic and outdated (Kotler: Principles of Marketing, 14th edition is today available for free on internet).

Advanced Financial Management

It seems that the Master level is achieved when interpreting the "aims of course" although they could be much more explicit in particular as regards the ability to critically evaluate concepts. The overall course design could be much more specific to demonstrate the Master level and differentiate this module clearly from those at Bachelor level. The information given under the other heading is identical to the modules above. The list of literature contains English sources but they are quite old.

Managing Projects

Programme Management, the adequate title, is often taught at Bachelor level. Therefore it might be wise to reconsider the "lecturing" element. It might be looked at the possibility to introduce a "real life" project and to apply project management tools rather than to teach them (most likely for many students "again"). Literature listed is quite old; one is in Albanian. In the present format the module content and objectives (the third different term instead of learning outcomes) appear to be at a lower than Master level.

Entrepreneurship

As also in the Bachelor programmes of the same faculty "Fundamentals of Entrepreneurship" is being taught, it is most likely that the level of this module has to be raised, comparing the contents and "Learning goals / Goals and outcomes" respectively. Definitely it is not adequate "...that the purpose of this lesson is to help students to acquire basic knowledge..." The statement of a learning goal "acquisition of the subject will help students become effective managers in a competitive environment" cannot be backed up. Here only one literature is indicated which seems to be a script of a lecturer of the University of Prishtina, of 10 years ago!

Modern Theories of Organisation

The description of the contents of this module is rather general. It is not clear whether there is a relationship to the module "Organisation and Management" of the first year. An overlap is possible although the module of the first semester seems to be an elective so that not every student might have studied the subject area. This, however, should be respected when this module is being offered. As "Learning goals" a very similar statement is made as in the description of the previous module above. It seems that group work is the dominating method of teaching and learning, much more adequate to Master level. Literature is in Albanian language only, mainly scripts.

Semester three is finalized by an "Elective course". Students can choose from a list of 5 modules. One name of a module is a bit confusing: The list states "EU-law" but the module description is for a module "The Right of the European Union". Most likely an error of translation.

All of these electives are also as the obligatory modules much too much focused on knowledge. As it was stated above it might be considered how to strengthen those skills and competences which achieve more than knowledge acquisition. Business ethics could be a very good example where this is demonstrated best, e.g. in form of cases and project work. Also, as this is a key issue in the society as a whole it may be considered whether this

module should be obligatory. This can also be discussed by comparing the approaches in various member states of the EU. In Germany, for example, an "anti-corruption office" has been established in many organisations, also at universities. This insight may lead to an intensive discourse to which extent this could help the Kosova. All these elective modules might even much more than the obligatory courses develop skills and competences of students beyond knowledge and understanding. The conceptual descriptions all 5 electives are similar and have as a main difference only the subject area. However, at Master level, one could expect more than just an acquisition of knowledge. The literature referred to is mostly quite old, partly in Albanian or in English. The topics as such are of general interest but if it comes to a selection from a Kosova perspective "Mergers and Buyouts of Businesses" may not be at the top of the list. Topics like Human Resources, IT, Change Management or Business Sciences, Cultural Management and perhaps languages, however, may even be of higher priority but are not offered at all, neither as obligatory nor as elective modules.

Year II, semester 4

This semester is totally focused on the master thesis. This is fine and reflected respectively in the workload for this semester. It is amazing, however, that there is no module description for any of the three Master programmes. It might be considered whether a programme specific orientation might be worthwhile to think about and common structural elements should be described in detail within a modular format. This might help the student and the teacher. Also, the form of assessment - not mentioned at all – should be outlined. Is blind marking foreseen? Can students group together to jointly write a Master thesis? How many students could do so? The SER only refers on page 34 to "Regulations and procedures for the diploma thesis topics, BA, MA and PhD". It is amazing that there are no different regulations for the various degrees.

Analysis and recommendations

The analysis of the various modules reveals that the university should consider a potential redesign of the programme, thinking in terms of level and scope of modules in particular. There is not enough opportunity for students to acquire skills and competences beyond knowledge and understanding. Reflection, critical thinking seems to be lacking. Students don't seem to have sufficient time for independent studies to think beyond the contents of a module. Across all modules times for the various elements of the workload appear to be "fixed, e.g. for self-study. As, however, in addition times for homework, exercises etc. are listed the real time for independent studies is left unclear.

Linkages between modules don't appear to be fostered anywhere outside the final Master thesis. No real teaching modes other than classroom presence are referred to.

The allocation of credits within the Master programme Business Administration in Albanian is sometimes misleading or not as transparent as it could be.

Semester 1

Four modules carrying 10 credits each are listed. "EU Economic Policies" and "Organisation and Management" both "have a star" which is explained by "Students should elect one of the following". As there is no further list it is assumed that students can choose one or the other. Misleading is as well that all the subjects of the first semester are qualified as "obligatory" although a choice has to be made between these two.

Semester 3

Similarly, in semester 3 the fourth elective is indicated by a "Z", obviously indicating the selective character of the five modules listed; the student can choose only one.

Following these lines, students can achieve 30 credits in every semester. This seems to refer both to full-time and part-time students. How this workload can be managed by part-time students also, appears to be a secret. Someone who is fully employed or employed beyond a certain number of working hour, e.g. 40 hours per week, can normally not finish within the same time-frame as a full-time student can. Are the part-time students exceptionally well advanced students with prior knowledge and skills? Otherwise it can only be assumed that the quality level is decreased to allow also part-time students to be successful in the same time. As there are no specific selection criteria mentioned, the ET is afraid that the second assumption might be the decisive one. The University should deeply consider these questions. There is nowhere a break-up of the work-load to get an insight in a possible explanation of this phenomenon.

Not explained is the relationship between theoretical and practical study, 85 to 15% respectively. In many modules the practical emphasis is highlighted much more so that the ET got the impression that the relationship may differ much from what is stated as a summary. The university should explain this ratio in detail. It may be, however, that this relationship solely belongs to the obligatory first module in the first semester, Economic Policies of the EU as in the more general part 2.4.8. a figure of 60:40% is mentioned. Again, this needs further explanations and might endanger the academic level unless it is properly explained, in particular as the same confusion is caused at bachelor level (see SER 41p).

No explanation is given why the modules of the first semester carry 10 and in the other semester either 8 or 7 credits.

As 30 credits normally stand for an achievable workload per semester, it can be assumed that students can achieve the learning outcomes of the study-programmes successfully.

This may be demonstrated by the failure rate. In the appendix of the SER the university states that they have registered 550 full-time and 100 part-time students in Business Administration. There is no further distinction made as regards Bachelor and Master programmes. It seems that the university still counts students jointly in both programmes as if these were integrated programmes (another indication of what was stipulated above).

Analysing the figures of "Exam pass rate of students – Faculty of Business " (page 334) it seems that the pass-rate in the first year is less than 25%, in the second a bit more than a third and in the third less than 60%. These figures of the year 2013-14 have been improved to less than 75% in the second exam period of that year (April) and to slightly more than 80% in the June examination. As there is no distinction made between the bachelor and master level no specific conclusion can be drawn for the Master programmes neither in Business Administration nor in Accounting and Finance. The faculty with its departments is encouraged to make these figures more transparent and evaluate to which extent the failure rate could be explained and corrective actions have been initiated to decrease it.

On page 347 a differentiation between bachelor and master programmes as regards the drop-out rates is made. It is stated, for example, that in Business Administration 40 students dropped out; 125 across all three study-programmes. As the number of the reference group is not clearly stated these figures have to be taken with care. However, it seems that the drop-out rates are significant and should be analysed carefully and adequate corrective measures to improve the situation initiated and communicated.

An analysis of the academic content reveals some potential overlaps between various parts of the curriculum. The university should monitor these issues and take corrective actions if more significant overlaps occur.

The admission criteria for all Master programmes are explained under 2.4.12 of the SER. No details are given to specific requirements as regards foreign languages, mathematics and statistics, for example. A GPA of 7.5 appears to be the major indicator for allowing students in. The university may reconsider this practice in the light of the drop-out rates.

The ratio for staff per student is difficult to decide on as on the one hand the distinction between active and passive students is not very helpful and no consistent reliable figure of the overall student number is documented.

As a conclusion from the analysis above the programme might consider redesigning their programme by raising the standard in the various modules described above. It is not enough to copy programmes from various European universities but more important is to "live them", achieving the level of a Master as outlined in the European Qualifications Framework for Higher Education, for example, as long the one for the Kosova has not been finalised.

B. Master in Business Administration (Bosnian Language)

Rather amazingly no differentiation is made between the Master programmes in Business Administration in the Albanian and the Bosnian Language other than the teaching language. The ET believes that the university might miss a chance here as it should take into account the different cultural background, including a different heritage. There may be a particular focus on inclusion / managing diversity.

In the SER only the number of students differs between the two. In this Master programme 40 full-time and 20 part-time students participate. As the number seems to decrease the University is encouraged to develop a strategy how to change the decrease or what to do if this decline continues to exist. Other regional languages may be included as well.

As two more or less identical descriptions have been submitted to the KAA, the ET has copied in the following the analysis of the programme in the Albanian language – as it was preferred by the KAA to facilitate their work according to their formal procedures. Only technical terms have been adapted.

The Master in Business Administration programme (Bosnian Language) is in line with the mission statement of the university in very general terms: "We intend to train and qualify staff that may become an additional value for enterprises and entrepreneurs ..." The third goal of their strategy, to increase the flow of knowledge, could be linked to their principles of operation. Unfortunately, the programmes do not highlight a much more concrete translation of the general statement. In particular it is not demonstrated why this programme should be selected as there are already quite a few offered in Kosovo. The original encouragement by the ministry to create a specific profile seems to be forgotten. The university could, for example, have set their focus on business forms which are typical in Kosovo, Small-and-Medium-Sized Enterprises (SMEs) or Sole-Proprietorship/Sole Traders. Self-Employment, Entrepreneurship (the latter is one module only) could also be areas of orientation. To this extent, the mission of the institution, to "make Kosovo a more competitive country..." does not seem to be exploited.

The University is encouraged to differentiate their programmes more from other institutions' in future. This will be a development which does not exclude that these graduates are not of interest for foreign investors as their particular competitive advantage is the knowledge about their region, complemented by specific language competences (Bosnian (Albanian) plus English), being able to operate in various national cultures and being aware of different organizational cultures.

In principal the programme's quality, range and aims are appropriate to a Master degree. The SER states that the programme was referenced with programmes of the University of Ljubljana and European Business School. The reference to the Appendix was not found and therefore it is not clear to the experts which European Business School is meant. Albeit the usefulness of referencing, the university should not just copy but profile themselves within their environment.

In the appendix the University lists its "Plan of Implementation of the Recommendations of the Expert Team" from the past accreditation. The institution lists twenty-two issues related to the whole university, including the Faculty of Business Administration, but in reality there are only eleven as the other eleven stated are unfortunately only a copy of the first ones. This, again, underlines a certain time-pressure or even carelessness when the SER was compiled

– as will be pointed at later on. No particular reference is made to the recommendations for this master programme (chapter 3 of the Report of 2012/13).

An overarching didactic concept surely exists at Management/Faculty level. The syllabi of the various programmes have to be approved by the respective department of the Faculty before teachers can start. However, it seems that it might be useful to intensify the discussion with all teachers about the concept and their role before the semester begins as the detailed descriptions are often identical which may indicate that they were composed by one person and they may not be familiar to the teachers on the respective programme / module.

The academic degree, Master in Business Administration, corresponds to international standards. The University may consider changing the name to Business and Management, reflecting better the programme offered. Business Administration is much narrower. However, as learning and teaching are identified in the various course components the individual modules have to be analysed in the following:

Year 1 / Semester 1

Economic Policies of the EU

No learning outcomes are described, only learning goals. They are knowledge oriented and rather general. The course content contains some aspects of learning outcomes, such as "interpret", "applying". The "Methods of teaching" can be applied to any subject area. There is no indication about independent learning of students. The assessment is based on attendance, activity in lectures and exercises (how often does the student have to attend? how is the "activity" assessed?), two test and a final (what do they consist of?). How can it be assured that the student does not only have acquired knowledge? As in the description of the other modules no respective information is given as regards assessment, it can be assumed that all the modules are assessed similarly and that the remarks made above refer to all modules of the programme.

Literature listed is in English which is useful but how is the level of English assured? The level of those students participating in the respective session was mostly alright.

This module is identical for all three Master programmes.

Research Methods and Techniques

Also this description is the same for all three programmes. It seems, however, that this module has primarily been described for the Accounting and Finance Master programme, being revealed by respective references: "... to understand and interpret right the quantitative methods for financial analysis on businesses..." It may be considered whether or not this module should be much more oriented towards quantitative and qualitative research designs. It seems that this module needs a revision. This may also refer to the form of teaching as it appears as if "...Regular teaching in front of assigned audience ..." seems to be dominating although some reference is made to case studies. The learning goals are identical to all modules with the exception of the respective name of the module and therefore the remarks made above refer to this and the following modules as well.

Organisation and Management

This again is a module being taught in all three Master programmes. It is stated that the "...primary objective of the course is to deepen the knowledge of the students...", thus – as outlined above – neglects other skills and competences students should acquire and that at this level students should have the opportunity to critically evaluate issues in theory and practice. The description of the content contains more aims at improving the practice orientation and the ability of interpreting "...the role of organizing and management in

business." As "forms/methods of teaching" are identical to the ones above, no further remarks are made. Literature seems to be too general, there is no specific literature listed as regards organization, e.g. from Buchanan or Mullins. The comments about learning goals are the same here, the text is the same.

This module seems to be an elective although being indicated by an "O", i.e. obligatory. By which course component this module can be replaced is not clear, most likely the following, Managerial Economics, also indicated by an "O".

Managerial Economics

This fourth module finalizes the subject areas of the first semester and is again identical for all three programmes. The content appears to be at a lower level and – most likely – has been taught at bachelor level already. A revision appears to be useful. The other elements of the description are the same as those made above as the text is identical.

Year I / Semester 2

Advanced Accounting for Managers

Although the ET realizes that experts in the past have proposed to introduce the term "advanced" it may be useful to rethink the name and find a more appropriate term as "advanced" is a term which can be understood differently.

This is a module which is offered in both versions of the programme, Albanian and Bosnian language. The "learning goals" and "content" hardly demonstrate that students acquire more than knowledge and are able to apply what they have learned. Individual and group work is foreseen, but no learning outcomes refer to them. The "basic literature" contains only literature in Albanian language – and very old one, too, in the programme in which the Bosnian language is the language of tuition! One of the three mentioned seems to be a script only and all of them seem to be at a basic level.

Advanced Strategic Management II

As there is no module called Advanced Strategic Management I, the II can be dropped. As regards the term "advanced" it is referred to what has been said above. The description of the contents questions the level of the module. The elements of strategic management described here might as well have been dealt with in many bachelor programmes. Therefore the primary objective could be focused not so much on the knowledge but more on skills and competences. This may be achieved by shifting the module more towards the implementation of strategies and their evaluation (there are some indications). As a form of teaching it might be questioned whether "... Repeating the previous topic by a certain group of students" is adequate at master level.

This module is identical with the one in "Accounting and Finance", that is in all three Master programmes. However, in that programme an additional well-known book is included in the list. It should be included here as well as it indicates Master level (Mintzberg et.al.)

Marketing for Managers

The description is rather vague and it may be suspected that the contents is very similarly taught at bachelor level. The hint that this module is being taught by a marketing manager might not support the academic level necessarily. This is highlighted by the "aims of the course" (before called "learning goals") which say nothing about the module. Similarly the "methods of teaching" are nothing but a general statement. Literature listed is in Albanian and English and partly very basic and outdated (Kotler: Principles of Marketing, 14th edition is today available for free on internet).

Advanced Financial Management

It seems that the Master level is achieved when interpreting the "aims of course" although they could be much more explicit in particular as regards the ability to critically evaluate concepts. The overall course design could be much more specific to demonstrate the Master level and differentiate this module clearly from those at Bachelor level. The information given under the other heading is identical to the modules above. The list of literature contains English sources but they are quite old.

Managing Projects

Programme Management, the adequate title, is often taught at Bachelor level. Therefore it might be wise to reconsider the "lecturing" element. It might be looked at the possibility to introduce a "real life" project and to apply project management tools rather than to teach them (most likely for many students "again"). Literature listed is quite old; one is in Albanian. In the present format the module content and objectives (the third different term instead of learning outcomes) appear to be at a lower than Master level.

Entrepreneurship

As also in the Bachelor programmes of the same faculty "Fundamentals of Entrepreneurship" is being taught, it is most likely that the level of this module has to be raised, comparing the contents and "Learning goals / Goals and outcomes" respectively. Definitely it is not adequate "...that the purpose of this lesson is to help students to acquire basic knowledge..." The statement of a learning goal "acquisition of the subject will help students become effective managers in a competitive environment" cannot be backed up. Here only one literature is indicated which seems to be a script of a lecturer of the University of Prishtina, of 10 years ago!

Modern Theories of Organisation

The description of the contents of this module is rather general. It is not clear whether there is a relationship to the module "Organisation and Management" of the first year. An overlap is possible although the module of the first semester seems to be an elective so that not every student might have studied the subject area. This, however, should be respected when this module is being offered. As "Learning goals" a very similar statement is made as in the description of the previous module above. It seems that group work is the dominating method of teaching and learning, much more adequate to Master level. Literature is in Albanian language only, mainly scripts.

Semester three is finalized by an "Elective course". Students can choose from a list of 5 modules. One name of a module is a bit confusing: The list states "EU-law" but the module description is for a module "The Right of the European Union"; most likely an error of translation.

All of these electives are also as the obligatory modules much too much focused on knowledge. As it was stated above it might be considered how to strengthen those skills and competences which achieve more than knowledge acquisition. Business ethics could be a very good example where this is demonstrated best, e.g. in form of cases and project work. Also, as this is a key issue in the society as a whole it may be considered whether this module should be obligatory. This can also be discussed by comparing the approaches in various member states of the EU. In Germany, for example, an "anti-corruption office" has been established in many organisations, also at universities. This insight may lead to an intensive discourse to which extent this could help the Kosova. All these elective modules might even much more than the obligatory courses develop skills and competences of students beyond knowledge and understanding. The conceptual descriptions all 5 electives

are similar and have as a main difference only the subject area. However, at Master level, one could expect more than just an acquisition of knowledge. The literature referred to is mostly quite old, partly in Albanian or in English. The topics as such are of general interest but if it comes to a selection from a Kosova perspective "Mergers and Buyouts of Businesses" may not be at the top of the list. Topics like Human Resources, IT, Change Management or Business Sciences, Cultural Management and perhaps languages, however, may even be of higher priority but are not offered at all, neither as obligatory nor as elective modules.

Year II, semester 4

This semester is totally focused on the master thesis. This is fine and reflected respectively in the workload for this semester. It is amazing, however, that there is no module description for any of the three Master programmes. It might be considered whether a programme specific orientation might be worthwhile to think about and common structural elements should be described in detail within a modular format. This might help the student and the teacher. Also, the form of assessment - not mentioned at all – should be outlined. Is blind marking foreseen? Can students group together to jointly write a Master thesis? How many students could do so? The SER only refers on page 34 to "Regulations and procedures for the diploma thesis topics, BA, MA and PhD". It is amazing that there are no different regulations for the various degrees.

Analysis and recommendations

The analysis of the study-programme and its various modules reveals that the university should consider a potential redesign of the programme, thinking in terms of contents, level and scope of modules in particular.

As outlined above the use of a different language is not just an exchange of the language of communication. The University could consider different cultures and elements such as cultural management, managing diversity, cross-cultural projects.

There is not enough opportunity for students to acquire skills and competences beyond knowledge and understanding. Reflection, critical thinking seems to be lacking. Students don't seem to have sufficient time for independent studies to think beyond the contents of a module. Across all modules times for the various elements of the workload appear to be "fixed, e.g. for self-study. As, however, in addition times for homework, exercises etc. are listed the real time for independent studies is left unclear.

Linkages between modules don't appear to be fostered anywhere outside the final Master thesis. No real teaching modes other than classroom presence are referred to.

The allocation of credits within the Master programme Business Administration in Bosnian language is sometimes misleading or not as transparent as it could be.

Semester 1

Four modules carrying 10 credits each are listed. "EU Economic Policies" and "Organisation and Management" both "have a star" which is explained by "Students should elect one of the following". As there is no further list it is assumed that students can choose one or the other. Misleading is as well that all the subjects of the first semester are qualified as "obligatory" although a choice has to be made between these two.

Semester 3

Similarly, in semester 3 the fourth elective is indicated by a "Z", obviously indicating the selective character of the five modules listed; the student can choose only one.

Following these lines, students can achieve 30 credits in every semester. This seems to refer both to full-time and part-time students. How this workload can be managed by part-time students also, appears to be a secret. Someone who is fully employed or employed beyond a certain number of working hour, e.g. 40 hours per week, can normally not finish within the same time-frame as a full-time student can. Are the part-time students exceptionally well advanced students with prior knowledge and skills? Otherwise it can only be assumed that the quality level is decreased to allow also part-time students to be successful in the same time. As there are no specific selection criteria mentioned, the ET is afraid that the second assumption might be the decisive one. The University should deeply consider these questions. There is nowhere a break-up of the work-load to get an insight in a possible explanation of this phenomenon.

Not explained is the relationship between theoretical and practical study, 85 to 15% respectively. In many modules the practical emphasis is highlighted much more so that the ET got the impression that the relationship may differ much from what is stated as a summary. The university should explain this ratio in detail. It may be, however, that this relationship solely belongs to the obligatory first module in the first semester, Economic Policies of the EU as in the more general part 2.4.8. a figure of 60:40% is mentioned. Again, this needs further explanations and might endanger the academic level unless it is properly explained, in particular as the same confusion is caused at bachelor level (see SER 41p).

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As 30 credits normally stand for an achievable workload per semester, it can be assumed that students can achieve the learning outcomes of the study-programmes successfully.

This may be demonstrated by the failure rate. In the appendix of the SER the university states that they have registered 550 full-time and 100 part-time students in Business Administration. There is no further distinction made as regards Bachelor and Master programmes. It seems that the university still counts students jointly in both programmes as if these were integrated programmes (another indication of what was stipulated above).

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On page 347 a differentiation between bachelor and master programmes as regards the drop-out rates is made. It is stated, for example, that in Business Administration 40 students dropped out; 125 across all three study-programmes. As the number of the reference group is not clearly stated these figures have to be taken with care. However, it seems that the drop-out rates are significant and should be analysed carefully and adequate corrective measures to improve the situation initiated and communicated.

An analysis of the academic content reveals some potential overlaps between various parts of the curriculum. The university should monitor these issues and take corrective actions if more significant overlaps occur.

The admission criteria for all Master programmes are explained under 2.4.12 of the SER. No details are given to specific requirements as regards foreign languages, mathematics and statistics, for example. A GPA of 7.5 appears to be the major indicator for allowing students in. The university may reconsider this practice in the light of the drop-out rates.

The ratio for staff per student is difficult to decide on as on the one hand the distinction between active and passive students is not very helpful and no consistent reliable figure of the overall student number is documented.

As a conclusion from the analysis above the programme might consider redesigning their programme by raising the standard in the various modules described above. It is not enough to copy programmes from various European universities but more important is to "live them", achieving the level of a Master as outlined in the European Qualifications Framework for Higher Education, for example, as long the one for the Kosova has not been finalised.

C. Master in Accounting and Finance (Albanian Language)

The programme rationale is very similar to those in Business Administration in Albanian and Bosnian language. One paragraph only refers to the specific sector. The following paragraphs, 2.6.3 to 2.6.12 are mostly identical, word by word, with the exception of 2.6.5 which corresponds to 2.4.6 (be aware of a mistake: it should be 2.4.5) and where the terms of the subject Accounting and Finance are changed for those of Business Administration and as regards 2.6.6 and 2.6.7 which refer to both "Objectives of study program" (without numbering on page 111) and 2.4.7. The latter are changed slightly as regards the sequence. Because of this the analysis for the first two Master programmes outlined above are repeated here with the exception of particular modules which are offered for this programme only. All in all 6 out of 11 obligatory modules of this programme in Accounting and Finance differ from the Master programmes in Business Administration – outlined above; also 3 out of 5 electives. As more than 50% in terms of modules and credits are different this programme is seen as an independent one.

The Master in Accounting and Finance (Albanian Language) is in line with the mission statement of the university in very general terms: "We intend to train and qualify staff that may become an additional value for enterprises and entrepreneurs, ..." The third goal of their strategy, to increase the flow of knowledge, could be linked to their principles of operation. Unfortunately, the programme does not highlight a much more concrete translation of the general statement. In particular it is not demonstrated why this programme should be selected as there are already quite a few offered in Kosova. The original encouragement by the ministry to create a specific profile seems to be forgotten. The university could, for example, have set their focus on business forms which are typical in Kosova, Small-and-Medium-Sized Enterprises (SMEs) or Sole-Proprietorship/Sole Traders. Self-Employment, Entrepreneurship (the latter is one module only) in the light of the specific needs in terms of Accounting and Finance. To this extent, the mission of the institution, to "make Kosova a more competitive country..." does not seem to be exploited. The University is encouraged to differentiate their programmes more from other institutions' in future. This will be a development which does not exclude that these graduates are not of interest for foreign investors as their particular competitive advantage is in the knowledge about their region, complemented by specific language competences (Albanian plus English at least), being able to operate in various national cultures and being aware of different organizational cultures.

In principal the programme's quality, range and aims are appropriate to a Master degree. The SER states that the programme was referenced with programmes of the University of Ljubljana and European Business School. The reference to the Appendix was not found and therefore it is not clear to the experts which European Business School is meant. Albeit the usefulness of referencing, the university should not just copy but profile themselves within their environment.

In the appendix the University lists its "Plan of Implementation of the Recommendations of the Expert Team". The institution lists twenty-two issues related to the whole university, including the Faculty of Business Administration, but in reality there are only eleven as the other eleven stated are unfortunately only a copy of the first ones. This, again, underlines a certain time-pressure or even carelessness when the SER was compiled. No particular reference is made to the recommendations for this master programme (chapter 3 of the Report of 2012/13)

An overarching didactic concept surely exists at Management/Faculty level. The syllabi of the various programmes have to be approved by the respective department of the Faculty before teachers can start. However, it seems that it might be useful to intensify the discussion with all teachers about the concept and their role before the semester begins.

Prima facie it can also be stated that the programme meets international standards. However, as learning and teaching plays a major role, the individual modules have to be analysed:

Year 1 / Semester 1

The modules in the first semester are identical to those of the other two Master programmes outlined above. Therefore the respective analysis is nothing but copied here:

Economic Policies of the EU

No learning outcomes are described, only learning goals. They are knowledge oriented and rather general. The course content contains some aspects of learning outcomes, such as "interpret", "applying". The "Methods of teaching" can be applied to any subject area. There is no indication about independent learning of students. The assessment is based on attendance, activity in lectures and exercises (how often does the student have to attend?; how is the "activity" assessed?), two test and a final (what do they consist of?). How can it be assured that the student does not only have acquired knowledge? As in the description of the other modules no respective information is given as regards assessment, it can be assumed that all the modules are assessed similarly and that the remarks made above refer to all modules of the programme.

Literature listed is in English which is useful but how is the level of English assured? The level of those students participating in the respective session was mostly alright.

This module is identical for all three Master programmes.

Research Methods and Techniques

Also this description is the same for all three programmes. It seems, however, that this module has primarily been described for the Accounting and Finance Master programme, being revealed by respective references: "... to understand and interpret right the quantitative methods for financial analysis on businesses..." It may be considered whether or not this module should be much more oriented towards quantitative and qualitative research designs. It seems that this module needs a revision. This may also refer to the form of teaching as it appears as if "...Regular teaching in front of assigned audience ..." seems to be the dominant although some reference is made to case studies. The learning goals are identical

to all modules with the exception of the respective name of the module and therefore the remarks made above refer to this module as well.

Organisation and Management

This again is a module being taught in all three Master programmes. It is stated that the "...primary objective of the course is to deepen the knowledge of the students...", thus – as outlined above – neglects other skills and competences students should acquire and that at this level students should have the opportunity to critically evaluate issues in theory and practice. The description of the content contains more aims at improving the practice orientation and the ability of interpreting "...the role of organizing and management in business." As "forms/methods of teaching" are identical to the ones above, no further remarks are made. Literature seems to be too general, there is no specific literature listed as regards organization, e.g. from Buchanan or Mullins. The comments about learning goals are the same here as the text is the same.

This module seems to be an elective although being indicated as an "O", i.e. obligatory. By which this module can be replaced is not clear, most likely the following, Managerial Economics, also indicated with an "O".

Managerial Economics

This fourth module finalizes the subject areas of the first semester and is again identical for all three programmes. The content appears to be at a lower level and – most likely – has been taught at bachelor level already. A revision appears to be useful. The other elements of the description are the same as those made above as the text is identical.

Year I / Semester 2

With the exception of one module – Advanced Strategic Management – all modules are different from the other two Master programmes submitted for reaccreditation.

Advanced Corporate Finance

The contents and goals / outcomes described for this module appear to be controversial. On the one hand "...understanding basic concepts..." are referred to as part of the contents, on the other hand "the primary objective of the course is to deepen students' knowledge about corporate finance." The course is very much geared towards knowledge and understanding, complemented by developing analytical skills. The forms of teaching and learning are copied from the other modules and very much teacher centred. Literature is in English only and meets Master standards.

Advanced Strategic Management

Although this module does not carry the same name as the ones in the other two Master programmes (Advanced Strategic Management II), the module contents and learning goals are identical. As regards the term "advanced" it is referred to what has been said above. The description of the contents questions the level of the module. The elements of strategic management described here might as well have been dealt with in many bachelor programmes. Therefore the primary objective could be focused not so much on the knowledge but more on skills and competences. This may be achieved by shifting the module more towards the implementation of strategies and their evaluation (there are some indications). As a form of teaching it might be questioned whether "... Repeating the previous topic by a certain group of students" is adequate at master level.

This module is identical in all three Master programmes. However, here an additional well-known book is included in the literature list.

Corporate Assessment

"The primary objective of the course is to deepen students' knowledge..." The deepening, however, seems to consist of the ability to describe, explain and describe. As case studies are used students have to analyse and they should also be developed to be able to critically evaluate results achieved through corporate assessment. Students should also be aware of ethical issues, to "true and fair" principles. The English literature listed appears to be adequate. If possible, newer editions might be preferred. "Forms of teaching and learning" selected are not module specific but identical to the other modules (copy and paste).

Financial Risk Management

The "Goals and Outcomes" start with the standard sentence of all modules, exchanging nothing but the technical terms related to this module. To this extent the same questions as in the other modules can be raised: being able to describe, explain and applying is not sufficient at Master level. The topic definitely is but there has to be more achieved than "understanding the function". The "Forms of Teaching and Learning" are also the same as in the other modules. The list of literature is adequate; if possible, newer editions should be looked for, in particular because of the insights gained after the financial crisis.

Year 2 / Semester 3

Financial Statement Analysis

(The SER description is made for "Analysis of Financial Statements")

Potentially an overlapping might exist with "Advanced Corporate Finance". The respective colleagues should sit together to make sure that there is no repetition. The contents focuses on basic concepts (?) and the techniques of auditing. Auditing, however, is also another obligatory module in semester 3. Again, it has to be checked that there is no overlapping.

In addition to the potential overlap with the two other modules referred to, the level has to be checked again: describing, explaining, analyzing on their own do not match Master level. Again, the "Forms of Teaching and Learning" are identical to those before; literature list in English is fine.

Financial Institutions' Management

The SER description is made for "Management of Financial Institutions")

Also here the colleagues have to check potential overlaps with the other modules, in particular as regards "Financial Risk Management". As the "Goals and outcomes" use the same phrases as in the other modules, the same question as regards the Master level is raised. Also, the "Forms of Teaching and Learning" are more or less identical to all the other modules. The literature listed appears to be outdated, in particular because of the restructuring of this industry in the past years.

Auditing

The description of the final obligatory module in the third semester repeats the shortcomings of the other modules. Both, "Goals and outcomes" and "Forms of Teaching and Learning" are more or less identical with the other modules. The contents highlights definitions, role, objective and implementation of audits. Literature is partly very old (two books in Albanian). The date of the two recommended books in English do not identify when they were published. Semester three is finalized by an "Elective course". In this semester the student can select one out of five elective modules: Business ethics, EU-law, Bank management, Cost management, International standards of accounting and financial reporting. The first two are identical with the two other Master programmes. Bank management might be closely linked with "Management of Financial Institutions" and has to be strictly distinguished from that module. It seems to be a bit odd to have "Cost management" at this stage as an elective only.

It is questioned whether it should not become obligatory or integrated into others. "International standards of accounting and financial reporting" might also be of significant importance for Kosova, in particular for graduates intending to work for international organisations in Kosova or for those who go abroad which a significant number is likely to do. (The list in the SER, pp 347, is not very informative for an outsider as the places where the companies are located, is not identified). Both final modules are more informative as regards the "Goals and outcomes" than all the other modules. However, the "Forms of Teaching and Learning" is more or less identical. The list of literature, both for Cost Accounting and International Standards... are incomplete and hardly adequate.

Year II, semester 4

This semester is totally focused on the master thesis. This is fine and reflected respectively in the workload for this semester. It is amazing, however, that there is no module description for any of the three Master programmes. It might be considered whether a programme specific orientation might be worthwhile to think about and common structural elements should be described in detail within a modular format. This might help the student and the teacher, too. Also, the form of assessment - not mentioned at all – should be outlined. Is a blind marking foreseen? Can students group together to jointly write a Master thesis? How many students could do so?

Analysis and recommendations

This programme is distinctive enough in terms of number of programme specific modules and their workload – as stated at the beginning. However, the analysis has proven, the shortcomings of the other two Master programme are identical to this one and therefore the following summary and recommendations are more or less identical for all three Master programmes.

The analysis of the Master in Accounting and Finance programme and its various modules reveals that the university should consider a potential redesign of the programme, thinking in terms of contents, level and scope of modules in particular.

There is not enough opportunity for students to acquire skills and competences beyond knowledge and understanding. Reflection, critical thinking seems to be lacking. Students don't seem to have sufficient time for independent studies to think beyond the contents of a module. Across all modules times for the various elements of the workload appear to be "fixed, e.g. for self-study. As, however, in addition times for homework, exercises etc. are listed the real time for independent studies is left unclear.

Linkages between modules don't appear to be fostered anywhere outside the final Master thesis. No real teaching modes other than classroom presence are referred to. On the other hand potential overlaps have been identified.

The allocation of credits within the Master programme Accounting and Finance in Albanian is sometimes misleading or not as transparent as it could be.

Semester 1

Four modules carrying 10 credits each are listed. "EU Economic Policies" and "Organisation and Management" both "have a star" which is explained by "Students should elect one of the following". As there is no further list it is assumed that students can choose one or the other. Misleading is as well that all the subjects of the first semester are qualified as "obligatory" although a choice has to be made between these two.

Semester 3

Similarly, in semester 3 the fourth elective is indicated by a "Z", obviously indicating the selective character of the five modules listed; the student can choose only one.

Following these lines, students can achieve 30 credits in every semester. This seems to refer both to full-time and part-time students. How this workload can be managed by part-time students also, appears to be a secret. Someone who is fully employed or employed beyond a certain number of working hour, e.g. 40 hours per week, can normally not finish within the same time-frame as a full-time student can. Are the part-time students exceptionally well advanced students with prior knowledge and skills? Otherwise it can only be assumed that the quality level is decreased to allow also part-time students to be successful in the same time. As there are no specific selection criteria mentioned, the ET is afraid that the second assumption might be the decisive one. The University should deeply consider these questions. There is nowhere a break-up of the work-load to get an insight in a possible explanation of this phenomenon.

Not explained is the relationship between theoretical and practical study, 85 to 15% respectively. In many modules the practical emphasis is highlighted much more so that the ET got the impression that the relationship may differ much from what is stated as a summary. The university should explain this ratio in detail. It may be, however, that this relationship solely belongs to the obligatory first module in the first semester, Economic Policies of the EU as in the more general part 2.4.8. a figure of 60:40% is mentioned. Again, this needs further explanations and might endanger the academic level unless it is properly explained, in particular as the same confusion is caused at bachelor level (see SER 41p).

No explanation is given why the modules of the first semester carry 10 and in the other semester either 8 or 7 credits.

As 30 credits normally stand for an achievable workload per semester, it can be assumed that students can achieve the learning outcomes of the study-programmes successfully.

This may be demonstrated by the failure rate. In the appendix of the SER the university states that they have registered 550 full-time and 100 part-time students in Business Administration. There is no further distinction made as regards Bachelor and Master programmes. It seems that the university still counts students jointly in both programmes as if these were integrated programmes (another indication of what was stipulated above).

Analysing the figures of "Exam pass rate of students – Faculty of Business " (page 334) it seems that the pass-rate in the first year is less than 25%, in the second a bit more than a third and in the third less than 60%. These figures of the year 2013-14 have been improved to less than 75% in the second exam period of that year (April) and to slightly more than 80% in the June examination. As there is no distinction made between the bachelor and master level no specific conclusion can be drawn for the Master programmes neither in Business Administration nor in Accounting and Finance. The faculty with its departments is encouraged to make these figures more transparent and evaluate to which extent the failure rate could be explained and corrective actions have been initiated to decrease it.

On page 347 a differentiation between bachelor and master programmes as regards the drop-out rates is made. It is stated, for example, that in Business Administration 40 students dropped out; 125 across all three study-programmes. As the number of the reference group is not clearly stated these figures have to be taken with care. However, it seems that the drop-out rates are significant and should be analysed carefully and adequate corrective measures to improve the situation initiated and communicated.

An analysis of the academic content reveals some potential overlaps between various parts of the curriculum. The university should monitor these issues and take corrective actions if more significant overlaps occur.

The admission criteria for all Master programmes are explained under 2.4.12 of the SER. No details are given to specific requirements as regards foreign languages, mathematics and statistics, for example. A GPA of 7.5 appears to be the major indicator for allowing students in. The university may reconsider this practice in the light of the drop-out rates.

The ratio for staff per student is difficult to decide on as on the one hand the distinction between active and passive students is not very helpful and no consistent reliable figure of the overall student number is documented.

As a conclusion from the analysis above the programme might consider redesigning their programme by raising the standard in the various modules described above. It is not enough to copy programmes from various European universities but more important is to "live them", achieving the level of a Master as outlined in the European Qualifications Framework for Higher Education, for example, as long the one for the Kosova has not been finalised.

2. Staff

The Faculty of Business is reported to have 29 regular professors – rather teaching staff (not to get confused with the academic title) and 2951 students, i.e. one professor has to look after 102 students. These figures are those in the SER (353 p). It is difficult to verify these figures as the details given, e.g. on 332pp SER, indicate a much lower figure (1190 in 2013/14, 913 at bachelor and 277 at master level). The difference cannot be made up by so called "passive students" as this would mean that only about 40% of the students are active ones (see also 347p).

The 29 teaching staff are broken down into 7 regular staff who carry the degree of a Dr, and 22 a Master- degree. In addition 28 part-time teachers are appointed of which 22 have a Dr and 6 a degree at Master level. Depending on the real student number the number of staff may not be sufficient yet. Rather surprisingly none of the staff listed seems to have the title of a professor. In the tables listing the basic data of the various programmes, different information is given. As regards the Master in Business Administration (Albanian Language), the head of the department is a professor and he is supported by 2 associated professors, 2 assistant professors and 14 lecturers and 9 assistants. The same information is given for the Master in Business Administration in Bosnian language and for Accounting and Finance with the exception that the head of the department/study-programme is a different person. These persons mentioned are most likely to make up the 29 staff who also cover the bachelor programmes.

On the occasion of the site-visit the staff demonstrated their willingness and enthusiasm to run the programmes offered by the faculty. It might be useful to increase the communication between them at all levels and also with the part-time staff. Opportunities for staff development should be transparent and encouraged by the top management of the university.

3. Research and International Co-operation

Neither in the SER nor in the discussion during the Site Visit a differentiation was made between staff engaged in bachelor and those in master programmes. In fact, staff was seen

as a body committed to the institution. To this extent it can only be repeated what has been outlined within part I – Bachelor Degree Programmes of the Faculty Business Administration. Research strategy, policy and research activities are outlined in the general part of the SER (pp. 367-374). Research and international cooperation are managed at the institutional level. UPHZ participates in several international support programmes (e.g., Tempus, Consus), and has signed cooperation agreements with a number of foreign universities and institutions. In addition, cooperation memorandums with some Kosovar companies and institutions have also been signed. The latest initiative to promote business-university cooperation in the fields of education and research is the introduction of a new advisory body into the university's Statute - Industrial Advisory Board. This is indeed a very promising initiative which can positively contribute to teaching and research quality.

Based on their CVs, academic staff engages in various research projects, which may produce some spill-overs to teaching. To date, these projects have been largely local/regional and produced no significant scientific outputs. While there are some notable exceptions, academic records of faculty indicate that quality of scientific research has to be elevated. Providing work environment that fosters research excellence should be one of the priorities of UPHZ's board and management.

International dimension has been introduced, but should be further improved. Research strategy is university-wide. It was put into effect in 2012, and results will be assessed at the end of 2015. Research objectives, outlined in strategic documents, include also spill-overs from research into teaching, and inclusion of students (at the master level) into research and cooperation projects. Several courses list research and business projects as one of the course requirements, however, it is not clear how do they link to the university research and cooperation strategy.

4. Finances and Infrastructure/Space and Equipment

Also this part is identical with part I. (Bachelor Degree Programmes).

Budget is proposed and administered at the UPHZ level.

Faculty of business is housed in the buildings, several decades old. List of classrooms and equipment is provided in the SER. Programmes in business do not require any specialised infrastructure thus the premises are deemed adequate.

The largest concern lies with the library, which has only limited book fundus. However, the students have an access to EBSCO databases, which enables them to follow the latest literature in the field.

5. Quality Management

(see part I – Bachelor Degree Programmes)

A quality management system is set at the University level. Quality assurance processes are described in the SER (pp. 355-361) and appear to be adequate.

Each school (Faculty) has its own quality assurance office which liaises with quality assurance office at the university level. Quality assurance issues are also a topic of a Tempus project, where external partners provide some guidance and benchmarks.

Conclusions

The ET is very disappointed about the quality about the information given in the SER. The impression prevails that there was not enough time foreseen and attention paid

to the writing of the report. The university might have relied too much on its ability to demonstrate orally.

The university has hardly taken up its mission set by the ministry to reflect the region when identifying their study-programmes. Differences between Master programmes are not just by name. It does not appear adequate to qualify programmes by the teaching language only. There are obvious consequences as regards learning outcomes as well as possibly teaching areas (cultural issues). The region and their make up in terms of industry, typical businesses, make up of trade, geographical context – to name but a few – might be considered to design a distinctive profile.

Summaries and recommendations have been made for each programme above separately, although many elements both at bachelor and master programmes are nothing but copies.

As additional remarks the ET wants to put forward the following issues for further consideration:

The grading referred to on page 33 of the SER seems to refer to the ECTS Grading System, operating up to 2005 and 2009 respectively. This is totally outdated. At the forthcoming meeting of the ministers of the European Higher Education the new ECTS User's Guide most likely will be adopted. The University is advised to take on board the latest developments and delete the grades A-F, at least with the definitions given in the SER.

The University might also consider a differentiation between the final theses at bachelor, master and doctorate. More information is needed to communicate the different expectations. It might be wise to include specific module descriptions within the programmes (SER p. 34).

It might be a misprint but the academic degree listed in the basic data for the bachelor degrees is incorrect or at least not clear: Bachelor of science in Business Administration – BA in Business Administration. A Bachelor of Science is abbreviated as BSc. However, the programmes submitted will graduate Bachelor of Arts, BA (see also page 37 of the SER).

The "Method of evaluation..." have to reflect the learning outcomes of the individual modules and cannot be identical for all modules across the faculty (e.g. page 114 of the SER). As this may be a regulation at national level, universities – with help of the KAA – should try to change this.

It is interesting to offer programmes in different languages. However, it has to be assured that respective literature is available in that language as well.

No reference is made to LLL concepts although there is a need in Kosovo. The number of passive students should be reflected and measures taken to turn them into active ones.

The ET recommends that the Master programmes

- Master in Business Administration (Albanian Language)*
- Master in Business Administration (Bosnian Language)*
- Master in Accounting and Finance (Albanian Language)*

are considered for reaccreditation. However, as there are significant shortcomings in the description of contents and level of modules, it might be considered that the duration of the accreditation period is shortened to a maximum of two years. For the

next reaccreditation the SER should contain details as regards the quality and distinctness of each programme, supported by reliable data.

3.5. Bachelor in General Law

1. Academic Programmes and Student Management

The SER doesn't provide any link between the *mission statement* and the *General Law* program. The attribution or the link of the law programme to the mission statement has to be established.

Recommendation: The expert team recommends to working on specific attribution to the mission statement.

The *academic degree* (Bachelor in Law) corresponds with international standards, compared to similar programs in Europe. Eight semesters are not so common for bachelor studies, but it is within the European Bologna framework. Especially in the field of law eight semester bachelor programs can be found in Europe and are standard in Kosovo. The regulation for working in the field of law is a minimum of a four year program, so graduates are theoretically prepared for the *labour market*. All in all the ET got the impression that almost every private college or public University is offering Bachelor of Law; University "Haxhi Zeka" enrolled 650 students. This current development could lead to an huge law graduates "oversupply". The statement Kosovo needs "skilled jurists" is very general (p. 153, 2.72.) and the SER provides no evidence for the demand.

The chapter "ECTS Calculation" offers a quite creative credit calculation overview table. (p. 155 SER); it seems that the terminology and the European credit concept are mixed up. During the SV it was possible to clarify most of the used terms and the root cause could be a translation problem. All in all the Bologna System seems not be fully understood. Nevertheless the described activities in the table are not reflected in the syllabi description and there is no evidence that this didactic blueprint is used in all courses.

If all courses are taught like described in the table, the programme gives sufficient opportunity for independent study, reflection and analysis. The ET has doubts about the implementation, because internal trainings are not provided.

A *didactic concept* is missing and the single courses should be described in more detail. The *structure of the programme* is adequate.

Some of the learning outcomes (p. 154 SER 2.7.6) couldn't be qualified as learning outcomes, like "exchange students programs".

The ET recommends improving the credit calculation overview chapter 2.7.9 in the SER.

The ET recommends incorporating the credit allocation system into the syllabi; otherwise it makes no sense to describe credit allocation theoretically. Or to provide evidence, that this teaching concept is used in all courses, which is hard to implement and on the other side maybe not adequate for all courses.

The ET recommends designing an overall didactic concept; that could be standardization, as started in the ECTS Calculation Chapter; it should be part of the course descriptions; to ensure the implementation the faculty should be included into the process; faculty should be informed and taught about the system; each professor should adapt the system to their respective courses; quality assurance should control and adapt; expected teaching outcomes should be revised.

The *curriculum* is a one-to-one-copy of the University Pristina and most of the private colleges offer copycat programs of the University Pristina. On the one side the program similarity is an advantage for the graduates, because they can continue their law master studies or career easily at other institutions, on the other side it's a disadvantage for University "Haxhi Zeka", because their program has no differentiation compared to other law programs which are more the same all over Kosovo.

The ET recommends finding a unique profile; therefore a light differentiation could be a possibility or developing a local focus for contributing to the region of PEJA or a special legal topic which is not covered by other institutions like IT-Law.

The over-all quality of the SER should be improved and doesn't meet academic standards. Minor mistakes like "Foreign Law" instead of "Foreign Language" are obviously translation failures, but these kind of mistakes could be easily eliminated through proof reading by the staff members

The ET recommends strongly recommends to proof read the law parts of the SER through their own staff.

The following section provides ET feedback to the courses and program structure:

- 8 credits for the "Introduction to Law" in the first semester is too high. Recommendation is to decrease the course load.
- The second semester is a mix of interesting topics but a clear concept is missing.
- The ET was surprised that the Module of Legal-International Sciences offers International Law but not a single European Law course. The Dean mentioned that EU-Law is included in the courses, but is not sufficient. The ET recommends focusing on EU-Law, which is in the meantime more important than Roman law, because EU-Legislation shapes the local law framework up to 60%.

All in all the *curriculum's quality*, range and academic aims are appropriate according to the academic degree.

The *workload* is manageable for full-time students. For part-time students the working load could be quite tough, and an adapted longer program could be helpful.

The *teaching methods* are more or less very similar in all courses, but adequate for law study.

The *admission criteria* and admission procedures are comparable to international standards.

The *ratio* of academic staff to students is critical; 8 permanent scientific personnel (4 Prof. Ass, 4 lecturers with Mr. Sc degree.) and 10 part time for 650 are not adequate.

The ET strongly recommends investing into faculty; otherwise the academic goals and international standards would not be met.

2. Staff

Based on the SER the University has an adequate proportion of permanent staff, more than 50% of the mandatory courses are taught by permanent staff members. Based on the available office space the full time staff members have to act like part time members, teaching and leaving the office, which is barely ok for teaching part time but which is not adequate for permanent staff members, because ongoing program development and proper research is not possible.

The CVs are excellent, the faculty has adequate academic background and the part-time members offer high level of professional experience. As mentioned in the previous chapter the ratio of students and academic is not sufficient.

The ET strongly recommends investing into permanent staff.

3. Research and internationalization

The ET got the impression that most of the research activities are based on personal motivation and not part of the institutional strategy. The research chapter (p. 156, chapter 2.7.11) offers general statements, but not a single goal, which could be measured. Research strategy and international co-operations are more or less nonexistence. Positive aspects are the support of PhD activities and the organization of conferences.

The current situation in research is not adequate for a public University. The eT strongly recommends establishing measurable research strategy, goals and activities.

4. Finances and Infrastructure/Space and Equipment

Space and equipment are adequate for law studies, but the library needs urgent investments; not a single computer working place was available in the library, the team was informed during the SV that 8 computer working places will be available in the next weeks, which will offer access to the electronic library.

5. Quality Management

The quality management improved compared to the last visit, but the activities still need to be increased.

Conclusion and recommendations

The ET recommends the re-accreditation of the bachelor law program under the condition of an enrolment limitation and respectively staff enlargement.

3.6. Master (LL.M) in Criminal Law

1. Academic Programmes and Student Management

The law master program would be the logic program extension for the bachelor law program and would be the second master program. The title "Master in Law Studies (L.L.M)" corresponds to international standards.

The program is one year master's program, which is not very common but is possible based on the Bologna framework; especially if it is offered in the combination with a four years bachelor program. Therefore the admission criterion has to be limited to four years law bachelor graduates, which is unclear, based on the SER (p. 156) and the discussion during the SV. On the one side it is mentioned that "program targets the graduated students in Bachelor law" (SER p 216) on the other side it's mentioned "a) Ones having graduated in Bachelor program with four years of study or ones having 240 ECTS credits accumulated." It's common that the degree "Master in Law Studies (L.L.M)" is a consecutive master degree, so it has to be limited for people with a law bachelor program. If the faculty of law want's to offer the program for different kinds of bachelor graduates, the entire program has to be redesigned: the program should be extended to 4 semesters and the academic degree has to be changed to Master of Arts in Criminology (MA) or similar or to Master of Studies in Law (MSL).

Admission criteria have to be clarified and must be limited for bachelor law graduates only, if L.L.M is the preferred academic degree; which had been confirmed by the dean during the SV.

The program structure and selected courses are adequate for a master law program; the following course descriptions should be clarified and discussed:

- *The European Criminal Law syllabus could be more specific*
- *The "Criminal Procedure Law and protection of human rights" syllabus does not provide how it's linked to the course "Criminal Procedure Law" and "Criminal Procedure Law" in the bachelor program. Based on the existing course descriptions it's not adequate and has to be changed. The combination of procedural law and human rights is not common or too specific for a general criminal law master.*
- *The Module legal-criminal sciences International Criminal Law provides "International criminal Law" and the master program European Criminal Law; based on the Syllabi the link and the potential overlapping between these two courses is unclear and the risk of a negative overlapping quite high.*

The course Comparative Criminal Law would be the third course which focused on international criminal law aspects, which is all in all 18 credits.

The differentiation between bachelor and master program and the potential overlapping and the strong focus on international criminal law are major problems of the master program and the course design is not sufficient and doesn't meet international standards.

It is recommended to restart the developing process for the master program and focus on differentiation of courses and maybe also rethink the the criminal law courses of the bachelor program, because the combined curricula design for the bachelor and the master program is insufficient.

The curriculum provides no evidence that the students will have the ability to integrate knowledge, to handle complexity and are able formulate judgements; or that the students have the ability and the time for self-directed and autonomous learning. The reverse is the case in the SER, which provides the same activity table (p. 219) like in the bachelors program (p.155). The SER provides no *didactic concept*.

The experts recommend developing an adequate didactic concept which should be reflected in the course description.

The *master thesis* is calculated with 17 credits, which is common in comparable European master programs.

The *workload* which is required for the academic programme would be manageable for students.

The ratio of academic staff to students is the same problem as described in the bachelor program. The current law faculty hasn't sufficient personnel for another master program.

2. Staff

As mentioned in the general law bachelor chapter: Based on the SER the University has an adequate proportion of permanent staff, more than 50% of the mandatory courses are taught by permanent staff members. Based on the available office space the full time staff members

have to act like part time members, teaching and leaving the office, which is barely ok for teaching part time but which is not adequate for permanent staff members, because ongoing program development and proper research is not possible. This issue is especially for master programs a major problem.

As already mentioned; the CVs are excellent, the faculty has adequate academic background and the part-time members offer high level of professional experience. The main problem is that the ratio of students and academic is not sufficient.

3. Research and internationalization

The current research activities are not adequate for a master program.

4. Finances and Infrastructure/Space and Equipment

No further additional comments.

5. Quality Management

The structure and process are established as highlighted in the previous chapters.

Conclusion and recommendations

The expert team recommends the accreditation of the Master Program (LL.M) in Criminal Law program under the condition of an enrolment limitation (max. 20) and respectively staff enlargement.

3.7. Bachelor in Management of Tourism, Hotel and Environment

Introductory remarks

Compared to SERs of the previous years, mission and vision have been further developed, but they still remain rather generic. However, UPHZ does state in its strategic documents that it will focus on developing programmes in the most important economic sectors in the Western Kosova region: Agriculture, Agro-business and Tourism. Given low degree of differentiation of bachelor degree programmes across Kosova, such strategic orientation is very reasonable.

It should be noted that several different names of the programme appear in the SER (e.g., BA in Management of Tourism, Hotel Business and Environment (p.12), Bachelor in Management of Tourism, Hotel and Environment (p. 239), and Management in Tourism Hotelier and Environmental (p. 243)). In UPHZ's response to the Draft report, the institution points out that the correct name of the programme is BA in Management in Tourism and Hospitality, and that in English translation the SER is not correct.

Also, the degree is sometimes referred to as BA (p. 239) and in other places B.Sc (p. 241). This type of degree is clearly BA degree.

1. Academic programmes and student management

Bachelor degree programme offered by the Faculty of Management in Tourism, Hospitality and Environment (MTHE) corresponds to UPHZ's strategic orientation. Given tourism potential of the Western Kosova region, graduates from the programme have good employment prospects.

However, the rationale for offering the programme, labour market analysis, target groups, programme goals and profiles, and learning outcomes as described in SER are identical to

those of Bachelor in Business Administration programmes, offered at the Faculty of Business. The ET is indeed very disappointed over the lack of efforts and disinterest shown in preparing the SER. Copy-pasting across programs precludes ET from understanding the reasons for developing distinct programs rather than specializations.

While programme objectives and learning goals of BBA and MTHE are identical, several courses offered in years 2 and 3 are distinct. This speaks in favour of a premise, that MTHE is indeed a distinct programme, but at the same time it raises questions how can then objectives and learning goals be met. Further, courses that overlap seem to be adapted to the specifics of tourism and hospitality, but this is done only pro forma, by changing course titles only. For example, course descriptions of "Fundamentals of Accounting" (in BBA programme) and "Fundamentals of Accounting in Tourism and Hotels" (in MTHE programme) are identical, only course instructors are different. The same applies to several other courses that appear in both programmes. If economies of scale in programme delivery are pursued, MTHE programme should be offered by the Faculty of Business in a form of a specialisation within Bachelor in Business Administration programme (as originally proposed by the ET in 2012, when initial accreditation was granted). Otherwise, courses specific to the tourism and hospitality should be designed, even though some of them may relate to core business/management functions.

The programme structure matches the structure of BA programmes offered at the Faculty of Business. Study plan thus includes 20 obligatory courses in semesters 1-4, three obligatory and two elective courses in semester 5, and two obligatory and one elective course in semester 6. Electives may be chosen from the sets of 4 courses. In semester 6, the students have to prepare and defend bachelor degree thesis.

Overall, the quality, range, and academic aims of the programme are appropriate for the academic degree of BA; in the same way as they do programmes offered at the Faculty of Business. Program structure and contents conform to international benchmarks in the field of tourism and hospitality.

Several features of the MTHE programme are identical to the bachelor degree programmes at the Faculty of Business, hence evaluation of those feature is the same and will be repeated below, whenever appropriate. Similarity is, in part, the result of centralised UPHZ's policies and management systems, and, in part, due to copy/pasting across the programmes.

The programme has total 180 ECTS, which is standard for a three-year programme. The equivalent of ECTS is 30 hours, which conforms to the international standard. Based on an example of ECTS calculation which has been provided (identical across all programmes) the time for independent study seems rather short. Individual course descriptions do not explain course grading, hence an actual workload cannot be evaluated. However, the students reported in the interview that the workload is manageable.

There is a procedure in place to discuss new programme introductions school-wide. Standardised course syllabi templates indicate that overarching didactic concept has been communicated and adopted among course instructors. Most of the course syllabi provide basic information on course content, learning goals and outcomes, forms of teaching/learning and the lists of required literature. Overall, teaching methods and course content seem adequate. Given large number of students, the courses should be run in several groups (thus limiting group size).

The Faculty of Management, Tourism and Environment offers two bachelor degree programmes in the field of tourism (one in Albanian and the other in Bosnian language), but

as only one of the programmes has been included in the SER, overlap of academic content between both "sister" programmes cannot be evaluated.

Overlap with bachelor degree programmes offered at the Faculty of Business is significant, although the attempt to minimise it has been made by adapting the names of some of the (otherwise identical) courses.

Admission criteria follow national legislation and a pre-defined set of rules. The system is comparable to international benchmarks. The number of students enrolled in MTHE has been relatively constant over the years – about 300 full-time students. Faculty includes 10 full-time and 27 par-time instructors. Academic staff/student ratio is therefore acceptable.

2. Staff

Faculty of Management of Tourism, Hotel Business and Environment includes 10 full-time academic staff members (3 hold professor title; the others are Ph.D. candidates) and 27 part-time instructors with Ph.D. degrees. The faculty is engaged also in the master degree programme in Environmental management so it is not clear how many are actually engaged in MTHE programme.

Having in mind that several Ph.D. candidates will complete their doctoral studies in a near future, the proportion of permanent vs. external staff will most likely improve. However, it is important that UPHZ provides stable job environment (long-term employment contracts) and long-term perspective on career development beyond the PhD level. Promotion (habilitation) criteria should be clearly set out and designed towards promoting excellence in teaching and research. Hopefully, some of the faculty will be focused on the environmental science which will enable including courses from this field into the bachelor and master degree programme. As noted above, currently no bachelor degree courses in the field of environmental science exist.

3. Research and International Co-operation

Research strategy, policy and research activities are outlined in the general part of the SER (pp. 367-374). Research and international cooperation are managed at the institutional level. UPHZ participates in several international support programmes (e.g., Tempus, Consus), and has signed cooperation agreements with a number of foreign universities and institutions. In addition, cooperation memorandums with some Kosovar companies and institutions have also been signed. The list of tourism providers with which UPHZ cooperates, provided after the site visit, is extensive.

Based on their CV's, academic staff engages in various research projects, which may produce some spill-overs to teaching. To date, these projects have been largely local/regional and produced no significant scientific outputs. While there are some notable exceptions, academic records of faculty indicate that quality of scientific research has to be elevated. Providing work environment that fosters research excellence should be one of the priorities of UPHZ's board and management.

International dimension has been introduced, but should be further improved. Research strategy is university-wide. It was put into effect in 2012, and results will be assessed at the end of 2015. Research objectives, outlined in strategic documents, include also spill-overs from research into teaching, and inclusion of students (at the master level) into research and cooperation projects. Several courses list research and business projects as one of the course requirements, however, it is not clear how do they link to the university research and

cooperation strategy. Given the level of development and scale of tourism industry in the region, it is surprising that internship is not included in the study programme

4. Finances and Infrastructure/Space and Equipment

Budget is proposed and administered at the UPHZ level. Faculty of Management, Tourism and Environment is housed in the buildings, several decades old. List of classrooms and equipment is provided in the SER. Programmes in tourism and hospitality do not require any specialised infrastructure thus the premises are deemed adequate.

The largest concern lies with the library, which has only limited book fundus. However, the students have an access to EBSCO databases, which enables them to follow the latest literature in the field.

5. Quality Management

A quality management system is set at the University level. Quality assurance processes are described in the SER (pp. 355-361) and appear to be adequate.

Each school (Faculty) has its own quality assurance office which liaises with quality assurance office at the university level. Quality assurance issues are also a topic of a Tempus project, where external partners provide some guidance and benchmarks.

Conclusion and recommendations

Bachelor and master programmes in tourism, hospitality, and environmental management are scarce in Kosovo and would also be beneficial for country's development. At the time of initial accreditation, programme Management in Tourism, Hotels and Environment was accredited as a distinct programme, despite the external evaluators' recommendation to accredit it as a specialisation within Business Administration programme at the Faculty of Business.

This ET recognises a great potential for bachelor (and also master) degree programme in tourism and hospitality, however, no progress in programme positioning and programme differentiation has been made during the past three years. The MTHE programme seems to include topic-specific courses, albeit the changes made to some of the names of the courses are purely "cosmetic". Hence, we support the evaluation of the ET at the time of initial differentiation and echo their recommendation that MTHE programme, as currently proposed, is accredited as one of the specialisations within the Bachelor in Business Administration programme.

Given the historic background and business community in the region, UPHZ is encouraged to develop this specialisation into an independent programme, offered at the Faculty of Management of Tourism, Hotel Business and Environment but with clear differentiation from the Faculty of Business's programmes. To achieve this, distinct features of the tourism and hospitality industry have to be addressed. But it is not only the contents/subjects which have to be changed: the programme profile should reflect its unique selling proposition (in particular, as master programmes in these areas may be developed). The learning outcomes of the courses should be geared towards USP. The philosophy of the programme and its positioning cannot be identical to the business administration programmes.

It is recommended that Bachelor in Tourism, Hotel and Environment not be accredited as a distinct programme. Instead, it is recommended that specialisation in tourism and hospitality be added in Bachelor in Business Administration, offered in the Albanian language.

3.8. Bachelor in Technology of Plant Production

1. Academic Programme and Student Management

The University Haxhi Zeka is embedded in an agricultural dominated landscape, surrounded by a couple of agribusiness companies like a brewery, dairy and juice and vegetable processing factories. Therefore, by providing knowledge and practical skills in various aspects of plant production such as breeding, cultivation, processing and marketing, the study programme "Technology of Plant Production" is well corresponding with the mission of UHZ, which is to prepare leaders for making Kosovo a more competitive country.

The programme's quality regarding quantity and range of contents as well as learning environment is meeting the requirements of a B.Sc.-degree. The allocation of ECTS is appropriate and the workload appears manageable for students. The classroom time per course is 60 h, whereas the individual studying time is 30 h and another 80 h are allocated to assignments, consultations and presentations. Hence, sufficient opportunity for independent study is provided. The sequence of courses appears logic with fundamental subjects such as mathematics, chemistry and biology at the beginning and more specialized subjects in higher semesters. However, the choice of elective courses is limited to only one out of two per semester. Also, the strategy behind the selection of elective courses is not transparent: the students will not be able to specialize in a certain profile by the choice of accordant courses. Furthermore, due to obligatory courses in each semester there is no space in the programme for studying for a certain period at another university. In this regard the flexibility of the programme should be increased.

The description of courses is partly weak, which makes it difficult to decide about overlap of contents between various courses. The list of literature is sometimes not matching with the topic of the course. Quite a large number of special crops (legumes, forage, vegetable, floriculture etc.) are addressed in separate courses bearing the risk of overlap concerning fundamental aspects of plant production. In contrast, the share of economy is very low in the programme with only two courses "Micro and Macro Economy" and "Agrarian Marketing" (descriptions of both courses are missing!).

A strong aspect of the programme is the high importance attached to practical experience. In each course 30-50% of the contact time is spend on classroom-, field- or laboratory practicals. Some of those practicals are performed in the laboratories of local agribusiness companies, which is an excellent way to strengthen cooperation between university and industry and to introduce graduates to potential employers.

The implementation of an Industrial Advisory Board, as described in the additional documents, is strongly supported. The board members should be encouraged to articulate the requirements of employers concerning knowledge and skills of the graduates.

2. Staff

According to the UHZ self-report, the student/professor-ratio in the Faculty of Agribusiness is 26:1, which is a quite generous situation and still allows increasing student numbers in the future. The total of 42 courses of the study programme is chaired by 18 course instructors, where 14 of them are holding a doctorate. The courses "English Language", "Applied Informatics" and "General Chemistry" are currently chaired by docents on M.Sc.-level. As those courses might be considered as part of general education which do not essentially need instructors on Ph.D.-level, the overall academic level of the docents is acceptable.

However, in the medium term, all course instructors should hold a doctorate and most of them should qualify as professor.

3. Research and International Co-operation

Invited docents from University in Pristina and Tirana have experience in international research cooperation and show a good publication record in terms of international peer-reviewed journals. Permanent docents of UHZ are mainly performing research on local level and are publishing in conference proceedings and regional journals. Only few articles are to be found in international data bases like SCOPUS.

The students might be occasionally involved in local research activities, e.g. as student assistants. However, there is no structural research involvement as it would be stimulated by performing a B.Sc.-thesis.

4. Finances and Infrastructure/Space and Equipment

Lecture halls and seminar rooms of the Faculty of Agribusiness are new or freshly renovated and are well equipped with whiteboards and LCD projectors. Adequate rooms for laboratories are also available in the same building as the lecture halls, however, the lab facilities are basic and could be improved. It has to be mentioned, that practical exercises are also performed in the brewery of Peja and at the Institute of Agriculture, where the lab facilities are very good.

5. Quality Management

The courses are evaluated by the students as well as by the docents via self-evaluation.

Conclusion and recommendations

The description of the programme should be thoroughly revised. Descriptions of some courses are missing and the titles are partly deviating between table and text, titles and names of docents are partly wrong or misspelled. Also the list of literature is sometimes deviating from the course contents (e.g. literature about apple production in the course about viticulture). As the practical parts are very prominent in the courses, the contents and teaching methods should also be described.

To meet international standards, a B.Sc.-thesis of at least 12 ECTS should be part of the last semester.

To increase flexibility of the programme, the choice of elective courses should be increased and offered accumulated in a higher semester without obligatory courses. That way, the students could spend this semester at another University.

The programme shows more than one-third overlap with "Agro-Environment and Agro Ecology" as 15 out of 42 courses are included in both programmes. This is not seen to be detrimental as mainly fundamental subjects are concerned. However, the overlap should be better organized so that the docents have not to teach the same course in winter- as well as in summer semesters. Both student populations could be merged in the first year (semester I and II) to teach all the fundamental subjects jointly. Also the labour market is described identically for both programmes. The programme "Technology of Plant Production" should focus more on the industrial sector than on the public sector.

Research of the UHZ docents should be intensified and pushed towards international level. Efforts should be made to cooperate on international level by joint project

applications. The docents should use exchange programmes to spend research sabbaticals at leading Universities.

The expert team recommends the re-accreditation of the Bachelor in Technology of Plant Production under the condition of implementing a B. Sc. Thesis of at least 12 ECTS.

3.9. Bachelor in Agro-Environment and Agro-Ecology

1. Academic Programme and Student Management

The University Haxhi Zeka is embedded in an agricultural dominated landscape, surrounded by a couple of agribusiness companies and agricultural institutes. Environmental aspects of agricultural production are increasingly attracting notice of the society, not least as the region is envisaging the promotion of tourism. Therefore, by providing knowledge and practical skills in various aspects of ecological and environmental aspects of agricultural production, the study programme "Agro-Environment and Agro Ecology" is well corresponding with the mission of UHZ, which is to prepare leaders for making Kosovo a more competitive country.

The programme's quality regarding quantity and range of contents as well as learning environment is meeting the requirements of a B.Sc.-degree. The allocation of ECTS is appropriate and the workload appears manageable for students. The classroom time per course is 60 h, whereas the individual studying time is 30 h and another 80 h are allocated to assignments, consultations and presentations. Hence, sufficient opportunity for independent study is provided. The sequence of courses appears logic with fundamental subjects such as mathematics, chemistry and biology at the beginning and more specialized subjects in higher semesters. However, the choice of elective courses is limited to only one out of two per semester. Also, it appears illogical that essential subjects such as "Forests and Landscapes", "Food Industry and Environment I & II", "Environmental Ecology", "Land/Soil degradation" and "Natural Resources and Agricultural Systems" are elective courses, where some are even competing amongst each other. Furthermore, due to obligatory courses in each semester there is no space in the programme for studying for a certain period at another university. In this regard the flexibility of the programme should be increased.

The description of courses is partly weak, which makes it difficult to decide about overlap of contents between various courses. The list of literature is sometimes not matching with the topic of the course. Some descriptions are missing at all (e.g. Hydrology & Hydrotechnic, Fodder Plants, Animal Production)

A strong aspect of the programme is the high importance attached to practical experience. In each course 30-50% of the contact time is spend on classroom-, field- or laboratory practicals. Some of those practicals are performed in the laboratories of local agribusiness companies, which is an excellent way to strengthen cooperation between university and industry and to introduce graduates to potential employers.

The implementation of an Industrial Advisory Board, as described in the additional documents, is strongly supported. The board members should be encouraged to articulate the requirements of employers concerning knowledge and skills of the graduates.

2. Staff

According to the UHZ self-report, the student/professor-ratio in the Faculty of Agribusiness is 26:1, which is a quite generous situation and still allows increasing student numbers in the future. The total of 42 courses of the study programme is chaired by 20 course instructors,

where 15 of them are holding a doctorate. The courses "English Language", "Applied Informatics" and "General Chemistry" are currently chaired by docents on M.Sc.-level. As those courses might be considered as part of general education which do not essentially need instructors on Ph.D.-level, the overall academic level of the docents is acceptable. However, in the medium term, all course instructors should hold a doctorate and most of them should qualify as professor.

3. Research and International Co-operation

Invited docents from University in Pristina and Tirana have experience in international research cooperation and show a good publication record in terms of international peer-reviewed journals. Permanent docents of UHZ are mainly performing research on local level and are publishing in conference proceedings and regional journals. Only few articles are to be found in international data bases like SCOPUS.

The students might be occasionally involved in local research activities, e.g. as student assistants. However, there is no structural research involvement as it would be stimulated by performing a B.Sc.-thesis.

4. Finances and Infrastructure/Space and Equipment

Lecture halls and seminar rooms of the Faculty of Agribusiness are new or freshly renovated and are well equipped with whiteboards and LCD projectors. Adequate rooms for laboratories are also available in the same building as the lecture halls, however, the lab facilities are basic and could be improved. It has to be mentioned, that practical exercises are also performed in the brewery of Peja and at the Institute of Agriculture, where the lab facilities are very good.

5. Quality Management

The courses are evaluated by the students as well as by the docents via self-evaluation.

Conclusion and recommendations

The description of the programme should be carefully revised. Descriptions of some courses are missing and the titles are partly deviating between table and text. Also the list of literature is sometimes deviating from the course contents (e.g. literature about soil classification in the course Plant Nutrition). As the practical parts are very prominent in the courses, the contents and teaching methods should also be described.

To meet international standards, a B.Sc.-thesis of at least 12 ECTS should be part of the last semester.

To increase flexibility of the programme, the choice of elective courses should be increased and offered accumulated in a higher semester without obligatory courses. That way, the students could spend this semester at another University.

The programme shows more than one-third overlap with "Technology of Plant Production" as 15 out of 42 courses are included in both programmes. This is not seen to be detrimental as mainly fundamental subjects are concerned. However, the overlap should be better organized so that the docents have not to teach the same course in winter- as well as summer semesters. Both student populations could be merged in the first year (semester I and II) to teach all the fundamental subjects jointly.

Also the labour market is described identically for both programmes. The programme "Agro-Environment and Agro Ecology" should focus more on the public sector than on the industrial sector.

Research of the UHZ docents should be intensified and pushed towards international level. Efforts should be made to cooperate on international level by joint project applications. The docents should use exchange programmes to spend research sabbaticals at leading Universities.

The expert team recommends the re-accreditation of the Bachelor in Agro-Environment and Agro-Ecology under the condition of implementing a B.Sc. Thesis of at least 12 ECTS.

3.10. Bachelor in Film and TV Directing

1. Academic Programme and Student Management

We have to stress here that mission and vision should be more detailed in its content, especially in the description of the aims and competences and syllabi.

The ET is under the impression that those teachers and lectures have a very strong foundation and a lot of experience necessary for providing and ensuring the Study quality.

However, we would like to be confident that future students would have the proper amount of information about the prospect of their studies and a list of precise and comprehensive aims which would led them to acquiring certain competences.

In conversation at the very University and with the teachers and personnel responsible for the Self-Evaluation Report we have learnt that there is a genuine need for initiating Film and TV Directing Studies.

Although it is not strongly enough stated in the Report, it is clear that there is a vision and very concrete need for training and creating new highly educated and competent persons in the fields of audiovisual culture and art.

The University of Peje has already established an array of departments for Economics, Agriculture, Music Studies together with Tourism Management. The plan is enrolling annually about 5 or 6 students in film and TV directing programme.

Collaboration with other departments could result in further development of audiovisual culture and inspire other activities in related segments of culture but also in tourist industries in the region.

Strategic potential of the University is to gather students from the whole region, namely: Kosovo, Albania, Montenegro and Bosnia and Herzegovina. In that respect, we see a lot of strategic potential and a very specific approach to the Film and TV Directing Studies.

Quality range and academic aims of the curriculum are appropriate and in line with the academic degree awarded. Although, the materials and the curricula are not precise and concrete in the sense of visibility and transparency of the complete information of aims and competences that the students will be awarded during four years of study.

The allocation of ECTS is appropriate and comprehensible. The workload required for the academic programme is manageable for students.

The examination regulations are appropriate. Because of specific artistic aims in the study programme, the examination regulations should also be more transparent and concisely stated and explained. Specifically, the entrance examination and the final semester and graduate exam require further elaboration. Each main artistic subject exam should be

carefully and specifically explained to the benefit of better understanding of pedagogical approach.

2. Staff

The number of staff and their academic and pedagogical quality is appropriate for the study programme. Due to some specific expectations related to art studies, it is stated that their approach is open to research and collaboration with other institutions as well as other University departments.

It is of great importance that the staff, lecturers and teachers collaborate in research in various artistic and pedagogical fields linked to audiovisual culture as well as other creative industries of the region. This specific point should be further specified, clearly stated and included in the curricula, especially having in mind future students. For example, this type of collaboration might imply the future plan for activities organized together with the local tourism authorities, stakeholder involved with the preservation and development of musical tradition and similar.

International cooperation is important and described in the programme. It is also established that there is a number of well-developed festival activities as well as TV and other artistic means of expression. For that reason, this remains an important factor for emphasizing the future role of the generations of students to come. On the other hand, it serves as a very promising future platform for the development of specific competences and the achievement of results.

3. Research and International Co-operation

International cooperation is important and described in the programme. It is also established that there is a number of well-developed festival activities as well as TV and other artistic means of expression. For that reason, this remains an important factor for emphasizing the future role of the generations of students to come. On the other hand, it serves as a very promising future platform for the development of specific competences and the achievement of results.

4. Finances and Infrastructure/Space and Equipment

The University of Peje has enough special resources and needs necessary for the study of Film and TV Directing.

There are enough classrooms for basic needs for theoretical as well as practical artistic work, workshops as well as pre-production and post-production needs.

There are sufficient and adequate rooms for projections and enough space for organizing seminars and group work with other students from other departments.

Halls for public presentations of movies and exams that could be open for wider audience are also available.

The University staff has provided us with documents proving that they have been given financial means by the authorities for acquiring basic equipment, i.e. cameras, editing tools and computers.

However, we should stress that this is only basic equipment for five students during the first year of studies, possibly second. Therefore, it would be of utmost importance for the University to provide more equipment for pre-production, production, and post-production.

At this stage, it is legitimate to use some means and equipment in collaboration with other public TV and film institutions, having in mind that this are the first years of consolidating the

study. However, an elaborate plan for procuring all necessary equipment should be produced in line with the public procurement procedure.

As the TV studios are concerned, we can agree that there is no need for having a TV studio with all the equipment at the premises of the University.

The staff and the lecturers have stated, and we do agree, that if there is already good collaboration established with public and private TV companies, it is resourceful enough to organize lectures and workshops in this way.

This kind of collaboration is acceptable but it should be mentored by professors and other expert staff, either employed permanently or outsourced externally, with confirmed and appropriate artistic experience or academic degrees.

The team of experts must express its great concern regarding the availability of literature necessary for the implementation of the programme. The literature presently available is mostly in the Serbian language, which, in our knowledge and opinion, is not the language that young students can easily understand. Some basic literature should be made available in Albanian translation.

Another important point is that English should be obligatory part of the curriculum providing students with the opportunity to get a better insight in international trends, both in terms of theory and practical work.

5. Quality Management

Due to the specific artistic approach to pedagogy, it is important to fully establish a form of assuring mentorship during the course of the study programme.

The quality assurance should involve various forms of assessment and quality control both by the students and the public with constant openness to all the major artistic forms of examination.

Conclusion and recommendations

The presented curriculum as well as CVs and the Study Programme should be developed in a more precise and accurate way. Namely, the Study Programme should include specific possibilities of the Study in the context of the University and in a regional context.

The collaboration with other departments should be elaborated in detail and highlighted in the programme. In terms of vision and mission, the aims have to include collaboration with the cultural industries and foresee links between audiovisual culture and tourism with a very specific approach.

Technical aspects of the development of the Study Programme should be clearly stated and provided for the whole BA programme.

Diversity and specifics of the academic approach necessary for the implementation of the Study Programme should be stated together with a clear plan of activities in foreseeable future.

The expected learning outcomes should be expanded and more specific in the sense of what is different from other art schools in the region.

The Syllabus should be clearly developed for all eight semesters with a precise plan on weekly basis.

The entrance examination should be more precise and explained to the candidates.

The literature should be provided in English and Albanian. English should be made obligatory part of the curriculum.

The University should provide the necessary means for the procurement of all technical equipment needed.

Having in mind all the above-stated, at the moment we are not able to give our positive opinion to the initiation of the Film and TV Directing Studies at the "Haxhi Zeka" University.

However, we believe that all the problems listed in this report can be resolved. In general, we can support the opening of the Study Programme because it has a great potential both in term of lecturers and the infrastructure provided by the University, especially in the context of the necessity of further development of audio-visual culture and pedagogy in the region where the University is active.