



Kosova Accreditation Project Report

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A: Executive Summary

The BAC has inspected the premises, interviewed key staff, and analysed a wealth of material submitted by the colleges.

On the strength of this evidence, none of the institutions should be accredited or licensed, for a variety of reasons:

- Only one of them meets the size criterion under Kosovan Law and Administrative Instructions, and none meets the requirements of being a research learning environment.
- Many institutions lack the *pro bono publico* corporate form required of a university.
- For some, the precise corporate form and ownership is not yet clear.
- Most lack a strong body of full-time academics sufficient to become a community of scholars.

The inspectors also found:

- A cavalier attitude to the granting of academic titles.
- Study programmes, in particular the over-emphasis upon Law and Economics, which are inappropriate to the economic needs of Kosova.
- Poor assessment and Quality Assurance practice.
- Insufficient emphasis on degree completion.

The inspection team found much valuable educational provision, in terms of specialisation and geographical access, and has recommended the creation of a Kosova Council of Academic Awards (KCAA) to award Diploma Certificates and Degrees based on teaching and assessment in private colleges.

The KCAA should have the sole right to award degrees in the country with the exception of the University of Prishtina and The American University of Kosovo (which may continue to award degrees from accredited overseas universities). The KCAA will in due course judge the readiness and ability of other self-styled universities to teach to the awards of other overseas universities. The name "university" may only be used with KCAA permission. Bodies which have unlawfully named themselves "university" should be encouraged to change their names in consultation with the KCAA.

Detailed recommendations appear in section G of this report, and the KCAA is further discussed in Appendix C.

B: The task

Higher education in Kosova is governed by Law No. 2002/3 of 2003, which establishes that private universities may exist, but that they must satisfy three criteria:

- at least 3000 students
- at least five faculties
- a research programme.

During the period of international administration, a large number of private institutions of Higher Education (HE) and Further Education (FE) have sprung up, and many of them have started to offer their own degrees notwithstanding this law. They have mostly adhered to the requirement that they be licensed by the government.

The sovereign government of Kosova decided, soon after independence, to survey private "HE" in Kosova in order to ascertain what provision existed and what its quality might be. The government further wished:

- to identify to what extent each of these institutions were offering something of value to potential students, the region and the country,
- to ascertain whether provision was genuinely HE or might more properly be classified as FE or Technical and Vocational Education (TVE),
- to work out how best to carry forward the governance of HE and TVE in Kosova,
- to expand educational opportunity without threatening quality,
- to find out to what extent University of Prishtina staff were also working in private institutions, and whether this was beneficial or harmful to education and the economy.
- to find out how many students were enrolled in private HE and FE/TVE institutions.

C: Methodology adopted

1. A questionnaire was sent to each of 30 institutions asking for information; a copy of the questionnaire appears at Appendix E.
2. The institutions were required to send a large amount of supporting information to the Ministry of Education.
3. One team of inspectors worked in the Ministry analysing the material located there.
4. Another team of inspectors visited the institutions to audit them against the questionnaires.
5. The resultant data were analysed against the law.
6. A report was prepared and sent to the Ministry.

D: Summary of inspections

This table shows the institutions visited, the dates on which the visits took place and the team members on the inspections.

Centre	Date(s) - all 2008	Team
AAB	26/27 May	DS/EP
ASAU	26 May	DP
Design Factory	26 May	DP
Evolucion	27 May	DP
Tempulli	28 May	DS
Gjilani	28 May	DP/EP
UBT	29 May	DS/EP/DP
Film & TV	31 May	DP
Riinvest	31 May	DS/EP
Dardania	2 June	DS/EP/DP
FAMA	3 June	DS/EP/DP
Iliria	4 June	DS/EP/DP
Biznezi	5 June	DS/EP
European Vision	5 June	DP/MCS
University of Prizren	6 June	DP/MCS
Pjetër Budi	6 June	DS/EP
Eurosport	7 June	DS/EP
Rezonanca	9 June	DS/EP/DP
Universum	10 June	DS/EP/DP
EUK	16 June	MC/SV
NIC Holdings	17 June	SV
Katana	17 June	SV
Victory	17 June	MC
Faculty of Pharmacy	18 June	MC/RB
AUK	19 June	MC/RB
KUF	19 June	SV
Ecology	19 June	SV
IUP	20 June	SV
Teuta	20 June	RB
Academy of Arts	20 June	MC

DP = David Paul
 DS = Derek Shields
 EP = Eleanor Pritchard
 MC = Mike Carter
 MCS = Michael Cade-Stewart
 RB = Rod Burgess
 SV = Stephen Vickers

E: Some general impressions formed during inspections

Unfinished business

During the contact sessions, much discussion and institution-response was played out in the future tense: 'it is planned that'; it is intended that'; 'this will be where'; etc. It was difficult to resist forming the strong impression that much of what was being described and shown – aims, QA, etc. – was virtual rather than real; aspirational rather than fact; word rather than deed. And given the paucity of student throughput and outcomes, it is unlikely that anything discussed has gone much beyond the level of description.

Aims, objectives and provision

All argued that their existence, aims, objectives and provision were consistent with market conditions and demand. If that be the case, then the test of their arguments must be the acceptability of their graduates to the labour market. However, because of their failure to have produced outputs (graduates), these claims have not been verified by the labour market accepting their graduates in significant numbers over time.

- There is scope for a careful evaluation of provision in the universities relative to economic conditions and market need in Kosova.

Organization and Quality Assurance

Very few institutions have any effective QA systems. All argued that their QA systems contained mechanisms to guarantee that the loop between aims and outputs was closed. Again, none was able to demonstrate this by appeal to cases where specific action had been taken within the system or by the ultimate judgement on outputs – employment of graduates – as none (or very few) have been produced and employed. Also, it became clear that key terms were being used with a range of meanings.

- There is a need for greater comparability of management and QA systems
- There is a need to define key terms (e.g., faculty, department, programme, etc.)
- There is a need for a major programme of improving QA practice across the HE and TVE sectors, led by or under the auspices of the Ministry of Education.

Output Standards

Most institutions have produced no or very few graduates, so it is difficult to gauge the standard of their outputs, especially in terms of their described QA arrangements and the employability of their graduates.

- There is need for careful definition and monitoring of all outputs over a specified and agreed period.

Teaching and titles

It is clear that all rely very heavily on part-time teachers, especially from the University of Prishtina (UP). This can have serious negative effects: they do not necessarily bring the commitment and stability of full-time teachers, which in turn raise questions about the quality of their contributions; also, having their teachers heavily involved in part-time work in this way could have a negative effect on teaching and research at the University of Prishtina. A further concern is that the title "Professor" is being used as an attractor for students, but that most of the teaching load falls to part-time teaching assistants.

- There is need for a review of the contractual arrangements at the University of Prishtina and the use of part-time teachers in private institutions.

The title "Professor" litters the staff lists of the private institutions although these often do not appear on the *curricula vitae* submitted to the Ministry. It is not always clear how or why institutions confer the title "Professor" in particular cases, nor is it clear that proliferation of such an exalted title is to the benefit of the nation. In both cases, there is a strong case for saying that overuse of the title tends to devalue or destroy its meaning and status.

- There is need thoroughly to audit the conferment and use of the title "Professor".

Programmes

All argued that their programmes were consistent with market demand. However, it was clear that (a) there was much overlap in provision which would tend to over supply the market with, for example, economists and lawyers; (b) in some cases, the range of provision seemed oddly incoherent, with, for example, business studies sitting alongside fine art; (c) there seemed no logic to the titles of programmes – for example, awards of Bachelor of Science or Master of Science be offered in institutes with no science provision.

Partly because of the time during which they have been in operation, and partly because of the assessment regimens (see below), very few graduates have completed the programmes on offer, so it is difficult for the institutions to sustain the argument that their programmes respond to economic conditions and market demand: so few have been employed as to make their claims unverifiable.

- There is need for greater control over subjects and titles offered by HE institutions.

Students and Assessment

All of these institutions require significant improvements to their assessment methods. In virtually all the institutions the team has seen the same pattern in student assessment. Students' lecturers set assignments and tests and then mark the work themselves; there is no peer review of test material for judgement of validity, written tests are of little substance, and no peer review or moderation of marked work takes place to ensure reliability of marking. This is a flawed model, and may result in a lack of comparability between subjects and possible improper relationships between students and staff.

As with the QA position, the descriptions of the assessment systems were often sound, but the actual worked papers that were inspected revealed a rather 'thin' approach. Also,

some revealed a rather idiosyncratic approach to security, which seemed to reside in none other than the teacher seeing the examination papers before the test and standardization consisting in the teacher being required to work the paper after the test.

Many allow students to repeat failed tests too often, then delete the history of failures. This tends to keep students in the system rather than encouraging them to complete and also means that, on the basis of 'manipulated' transcript evidence, prospective employers might form a false impression of the ability of students who apply for posts. Many do not grade students at all if they score less than the pass mark, making it difficult for the staff and students to measure progress from or within the category of failure.

- In the interests of students and the quality of HE outputs for the nation, there is need for firmer central control on form, content and management of the assessment regimens. (Discussed further below.)
- There is need for institutions to promote the timely completion of programmes.
- It is recommended that a centre of assessment expertise be established, perhaps within the University of Prishtina, but its expertise should be made available on reasonable terms to all institutions.

Inter-institutional accords

Many saw the inter-institutional agreements with national and international partners as key to enhancing quality in teaching, research and student outputs; this might be a reasonable view. However, as yet, and in the absence of numbers of their graduates in the market, there is no empirical evidence to support the argument. On the other hand, on a *priori* grounds, it is clear that it rests heavily on the quality of the partner. In some cases, there must be lingering doubt about that quality being manifest.

- There is need for greater oversight of the agreements being entered into by private institutions.

Senior Management and Administration

In many institutions, it was notable that many of the teaching staff were from the University of Prishtina. This may bring a certain coherence of approach to teaching and assessment. However, this may not be so true of the senior management and administration, which seems to be developing in isolation, without the benefit of a shared, previous experience. In some cases, this has led to interesting and useful developments, but too often has resulted in fragmentation of operation, with little evident understanding of what raw data might be needed to track student progress, how disparate elements might be consolidated, and what reports might be useful to create enhanced quality and coherence.

- There is need to review management and administration to improve quality.

Ethos and Sustainability in Kosovan institutions

Section 8.1 of *The Law on the HE in Kosovo* states that: 'A university shall be an institution of both education and research, offering diplomas and degrees up to and

including doctoral level, with objectives including the advancement of knowledge, thought and scholarship in Kosova, the educational, scientific, cultural, social and economic development of Kosova, the promotion of democratic citizenship and the achievement of the highest standards in teaching and learning.' This may be thought of as seeking the creation of an institution grounded in a liberal tradition and formed to encourage the pursuit of knowledge and social obligation; this may be thought of as the **ethos** of an institution.

Section 8.2 of *The Law on the HE in Kosovo* states that: 'On the basis of the provisions of this law the title 'university' may be granted under the provisions of this 'Law' only to an accredited provider of higher education with an independently audited enrolment of at least 3000 full-time-equivalent students and providing courses or programmes in at least five different subject groups as prescribed in administrative instructions to be issued by the Ministry.' This may be thought of as an attempt to guarantee the **sustainability** of the institution.

All institutions inspected suffer from problems which might best be termed as problems of **sustainability** and **ethos**: over-dependence on one or two key people whose removal from the institution would raise serious doubt about its ability to continue; and a lack of common purpose resulting from the sort of idealism associated with the pursuit of learning and also the possible stifling of independent thought by the over-influence of those one or two individuals already mentioned.

For those institutions seriously aspiring to university status, it is essential that they demonstrate their ability to sustain the operation irrespective of the influence of a few senior people and that they give a strong impression of liberal academic purpose. None of the institutions inspected gave the inspectors cause to feel high confidence in either respect. However, some of the larger, Prishtina-based ones gave the impression that, given time and an appropriate environment, they might develop such qualities. The key is to provide time and to create an appropriate framework.

- There is need for a thorough review of the arrangements governing senior appointments in private institutions.

F: Concerns from the analysis of supporting documents

Complaints about institutions

The Ministry of Education receives a number of complaints from students at PBHEs but appears to have no clearly articulated method for dealing with these. Ostensibly, complaints are routed to the Inspection Department. Senior staff of this Department reported that they had received just one written complaint in the recent past and a small number of complaints (“perhaps four or five”) by telephone. They do not record the latter or the efforts which they make (again by telephone) to resolve these. Written complaints are passed to the Complaints Commissioner within the Ministry.

Scrutiny of the Complaints Commissioner’s files for the current academic year disclosed three written complaints about PBHEs but there was no indication of any action which had been taken in relation to these. It was impossible for the Inspector to tell from the files whether these had been resolved to the student’s satisfaction, dismissed or simply ignored.

- The Ministry should adopt a standard set of procedures for dealing with complaints against PBHEs which would include the following:
 - Require every complaint to be made in writing, with the student’s name and address clearly stated.
 - Remind the student of the PBHE’s own complaints procedure and ensure that s/he has exhausted this prior to asking the Ministry to take up the case.
 - Keep a file note (preferably in an electronic file) of all conversations held and all correspondence relating to the complaint.
 - Ensure that all relevant Departments of the Ministry are aware of the complaint and the name of the officer responsible for resolving it.
 - Conduct a formal review of all complaints at least every three months to ensure that every case is closed properly.

Verification of degrees and diplomas

Students who wish to present their Degree or Diploma Certificate abroad must have this verified by the Ministry. For a fee (of €10) the Inspection Department will check all relevant documentation and certify the Diploma on its reverse side. This requirement for verification applies to students at both the PBHEs and the University of Prishtina.

However, it is a voluntary process which applies only to those students who wish to use their Degree abroad. Furthermore, the Inspection Department records only minimal detail in its Protokol Register book – typically the student’s name, the date of verification and the fee paid. A letter is usually sent to UNMIK as confirmation of this verification. This contains slightly more information – the name of the award and the awarding institution. No notification of verifications given under this process is given to any other part of the Ministry.

- The Ministry should consider whether, in the interests of secure control of Degree and Diploma awards, all graduates should be required to have their Degree

certificate verified in this way, whether by the Ministry directly or by the KCAA (see below).

- The Protokol Register should be completed more fully to show at least the student's full name, date of birth, awarding institution, Degree or Diploma awarded and date of award.
- If this process is also digitised, the electronic Protokol Register should be made available to the Private Education Office and any other relevant Department(s) of the Ministry.

PBHE accounts and three-year business plans

Although all licensed institutions were asked to submit Accounts for 2007 and a three-year Business Plan, only nine did so:

- AAB University
- ASAU
- Dardania University
- Design Factory
- European Vision University
- Faculty of Pharmacy
- Riinvest University
- Universum University College
- Victory University College

University College Ferizaj submitted a Business Plan but no Accounts, whilst Eurosport University College, Evolucion Academy, Fama University College, Iliria University, NIC-Holding Institute, Pjeter Budi University, Prizren University, Tempulli University College and UBT submitted Accounts but not a Business Plan.

Twelve institutions submitted neither, 7 of these (marked †) also failing to supply a financial guarantee that it has the resources to operate for the next three years:

- Academy of Arts †
- Ameri-Kos University College †
- American University in Kosovo
- Biznesi University College
- Ekoman †
- European University in Kosovo †
- Film, TV and Radio Academy †
- Gjilani University College
- Katana Institute †
- Rezonanca University
- Teuta European Academy †
- International University of Prishtina

The accounts of the 17 institutions which submitted suggest that total income for 2007 was €10.4m, total expenditure €8.4m and staff costs €3.2m (30% of income or 38% of

expenditure). These figures must be treated with great caution as there was no consistency in the presentation or form of accounts. However, even allowing for a decent margin of error, the staff costs figure is well below the 60% of total expenditure that would be regarded elsewhere as reasonable and the average profit of nearly 20% suggests a rate of return on investment which is commercially very attractive. These averages do mask considerable variation, with some institutions appearing to be in some financial peril.

Notwithstanding this, the extensive inconsistencies and inadequacies in the financial data (where this is available) should discourage any precipitate action in relation to Licences based on an interpretation of the Accounts submitted on this occasion.

- Those institutions which have failed to supply Accounts and/or Business Plans should be the subject of further detailed scrutiny by Ministry-appointed auditors prior to their Licences being renewed. Particular attention should be paid to those which have also not submitted a three-year financial guarantee (marked † in the list).
- The continuation of Licences beyond the end of the 2008-09 academic year should be conditional *inter alia* upon institutions submitting Accounts to the Ministry which conform to the Kosova Accounting Standards as established by the Kosova Board on Standards for Financial Reporting, and have been audited by a qualified Auditor who is a member of SHKÇAK (Shoqata e Kontabilistëve të Çertifikuar dhe Auditorëve të Kosovës).

Keeping track of students and lecturers

The Ministry has difficulty exercising control over tracking students in higher education (within an institution and when they transfer between institutions) and in monitoring the plethora of part-time posts held by teaching staff (see Appendix D).

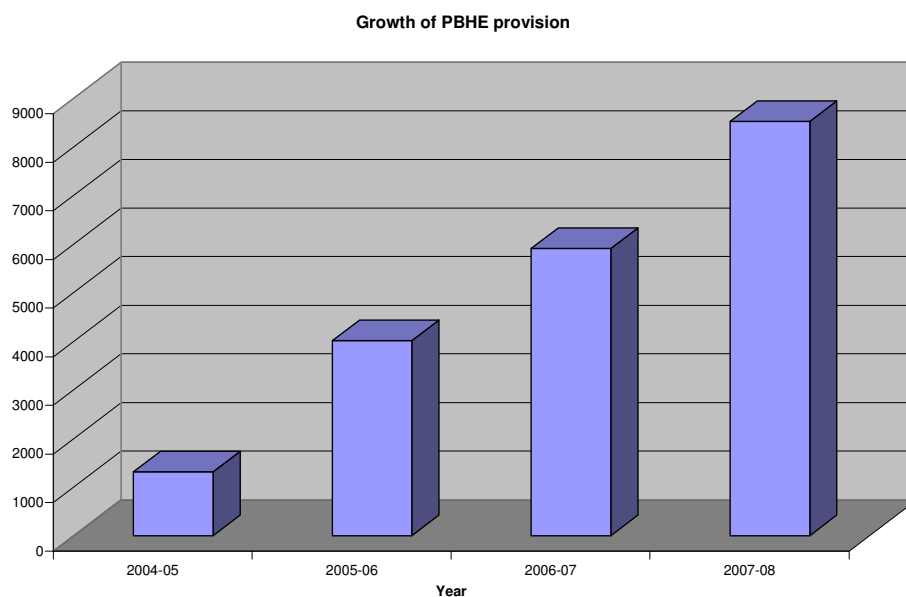
- Each student and staff member should be identified with a unique reference number (possibly based on a social security number or identity number). As the Ministry develops its EMIS systems, such a unique identifier would make it easier for the Ministry to become informed of HE performance indicators, which start at the level of students and teaching staff within the higher education system.

Student numbers

Since 2004 the Private Education office of the Ministry of Education has diligently recorded every student enrolled at a PBHE. This record is held in hard copy, manuscript form by the Private Education office and by each of the PBHEs. At the start of each academic session, the PBHE is asked to update its record to show new enrolments and record withdrawals, transfers and completions. Whilst the enrolment records are comprehensive (with the sole exception of the American University of Kosova), there is some doubt whether withdrawals, transfers and completions have been faithfully reported by PBHEs in all cases. There appear to have been some contradictory Ministerial directives in this regard.

The manuscript nature of the records results in a high level of confidence in their authenticity. It is less suitable for proper analysis and data matching. It would be helpful if the manuscript registers could be supplemented by electronic records, to permit more extensive analysis.

The Ministry records disclose a total of 20,128 student registrations over the period 2004-05 to 2007-08. Growth in provision has been rapid:



Student numbers are concentrated in two large institutions (AAB and Fama), which account for 52% of total enrolments over the period and nearly 60% of new enrolments in 2007-08. The overall breakdown of enrolments by institution is given below:

Institution	Licence	2004-05	2005-06	2006-07	2007-08	Totals	As % of total	As % of 2007-08 total
Academy of Advanced University Studies	Academy	0	0	13	28	41	0.20%	0.33%
Academy of Arts	Academy	10	11	2	0	23	0.11%	0.00%
Akademie Evolucion	Academy	0	9	3	44	56	0.28%	0.52%
American University of Kosovo	University	Dates not given				365	1.81%	0.00%
Dardania University	University	91	766	433	312	1602	7.96%	3.66%
Design Factory	School	0	28	7	4	39	0.19%	0.05%
Eurosport	University College	0	46	26	16	88	0.44%	0.19%
Fama University	University College	367	1017	1571	1893	4848	24.09%	22.22%
International University of Prishtina	University	0	0	0	152	152	0.76%	1.78%
University "AAB"	University	116	949	2258	2327	5650	28.07%	27.31%
University "Iliria"	University	465	790	436	796	2487	12.36%	9.34%
University "Rezonanca"	University	106	120	41	54	321	1.59%	0.63%
University College "Biznes"	University College	0	0	169	405	574	2.85%	4.75%
University College " Universum"	University College	0	0	100	306	406	2.02%	3.59%
University College "European Vision "	University College	0	0	123	559	682	3.39%	6.56%
University College "Gjilani"	University College	0	0	173	306	479	2.38%	3.59%
University College "Tempulli"	University College	34	37	23	69	163	0.81%	0.81%
University College "Victory"	University College	0	0	62	70	132	0.66%	0.82%
University College Ferizaj	University College	0	0	0	258	258	1.28%	3.03%
University for Business & Technology	University	127	173	130	440	870	4.32%	5.16%
University of Prizren	University	0	0	206	96	302	1.50%	1.13%
University Pjetër Budi	University	0	71	133	257	461	2.29%	3.02%
University Riinvest	University	0	0	0	129	129	0.64%	1.51%
Totals		1316	4017	5909	8521	20128	100.00%	100.00%

Postgraduate programmes (Master's level) account for 794 of these enrolments (2.5% of the total).

36% of all undergraduate enrolments are for Economics programmes (38% in 2007-08); 22% (17% in 2007-08) are for Law programmes; 19% (20% in 2007-08) are for Business and Management programmes; 6% are for Political Science programmes. Psychology, Art, Design and Media, Medicine, Computer Science, Education and other subjects comprise the remaining 17% of student enrolments (19% in 2007-08). A full list is given at Appendix nnn.

Perhaps most striking about this breakdown is the very small proportion of students enrolled in Computing and IT programmes. Only four institutions make such provision and this accounts for just 1.5% of total enrolments and 2.5% in 2007-08.

At postgraduate level, Management and Business programmes predominate (55% of all enrolments and 48% in 2007-08). Politics, International Relations and Diplomacy constitute 25% of postgraduate provision (nearly 27% in 2007-08), whilst Economics forms 9.5% (13% in 2007-08). A full breakdown is given at Appendix nnn.

This pattern of provision (especially at undergraduate level) may not serve the needs of the Kosovan economy and society as well as it might and may, in part, reflect the availability and willingness to accept multiple contracts of academic staff from the University of Prishtina.

Another striking feature of provision by PBHEs is the very low completion rate of both undergraduates and postgraduates. Just under 3,000 students (2974) are enrolled as "Korospondence", rather than full-time. These are concentrated in a small number of institutions: AAB (1897); Fama (567); Gjilani (191); European Vision (130); Prizren (66); IU Prishtina (55); Universum (27); Pjetër Budi (24); and Victory (17). We should expect fewer completions amongst this group than amongst full-time students.

Institution	Licence	Totals	Withdrawals	Completions
Academy of Advanced University Studies	Academy	41	0	0
Academy of Arts	Academy	23	4	0
Akademie Evolucion	Academy	56	2	0
American University of Kosovo	University	365		
Dardania University	University	1602	0	0
Design Factory	School	39	17	0
Eurosport	University College	88	9	0
Fama University	University College	4848	104	29
International University of Prishtina	University	152	4	0
University "AAB"	University	5650	74	42
University "Iliria"	University	2487	5	0
University "Rezonanca"	University	321	16	0
University College "Biznes"	University College	574	0	0
University College " Universum"	University College	406	9	0
University College "European Vision "	University College	682	3	0
University College "Gjilani"	University College	479	0	0
University College "Tempulli"	University College	163	2	15
University College "Victory"	University College	132	0	0
University College Ferizaj	University College	258	0	0
University for Business & Technology	University	870	29	0
University of Prizren	University	302	16	0
University Pjetër Budi	University	461	32	0
University Riinvest	University	129	4	0
Totals		20128	330	86

Strikingly, only 330 of the 20,128 students enrolled over the period since 2004 are recorded as having withdrawn. Even more strikingly, only 86 have completed their programme. Bearing in mind that 253 enrolled for Masters programmes in 2004-05 and 2005-06, we would expect that - even if no undergraduate student had completed over the period - the majority of these postgraduate students would have.

Whilst it is, of course, entirely a matter for the students who are prepared to pay fees on a continuing basis without completing their programme of studies, this represents huge inefficiency in the private higher education system. This would not be acceptable in many EU countries, especially the UK, and should be seen as a major (if not the major) challenge facing the PBHE system in Kosovo.

G: Recommendations on private-sector higher education provision

Summary

The Law must be observed. It has been roundly ignored by a large number of people, including at different times ministers, members of parliament, and senior academics. The law clearly states what the criteria are for being entitled to be called a university, and none of the 30 institutions inspected meets these requirements. Even where there are sufficient students and faculties, degree equivalence is not externally assessed and few of these institutions have a robust research programme worthy of a European university.

Even where these criteria appear to be met, customary international law and the Treaty of Bologna grant accreditation to sovereign states, and thus it is for the government of Kosova alone to decide whether an institution is in fact a university, not for a private institution to assert that status for itself. In defence of those private institutions which have inappropriately declared themselves to be a university over the past five years, however, it might be argued that the status of Kosova as a sovereign state had to be clarified before the government felt sufficiently confident to fulfil its duty to maintain standards, access and relevance to the needs of Kosovans.

From such a perspective, it would be easy to argue that the government has no duty to the private colleges. It is important to observe, however, that the best of the private sector in Kosova, despite its short life, offers some significant advantages to the country. It offers education close to home for those who for one reason or another feel unable to spend three years in Prishtina. These might encompass people with family responsibilities, people who are employed, the children of culturally conservative families who discourage living away, and linguistic minorities.

It is also important to understand that the delay in the onset of accreditation may conceivably have led some well-intentioned people not to flout the law deliberately, but to assume that successive governments had decided not to enforce the law to its full extent with regard to the definition of a university.

Whatever the case, it now falls to the government to provide a well-regulated private HE sector. In so doing, it must take cognisance of the interests of students who are part way through their education, as well as the needs of accreditation.

The following recommendations are made:

1. Creation of a Kosova Council for Academic Awards

- 1.1. A Kosova Council for Academic Awards (KCAA) be created, to control all degree-level awards not offered by Universities. This new agency will not have any students of its own, but will provide award and certificate degrees taught in the private sector. Its management and decision-making structure should be drawn from the University of Prishtina, the international university sector, private colleges, industry and trade unions, according to a fixed constitutional balance. Appendix C constitutes further recommendations on the broad remit of the KCAA.

- 1.2. Existing students be allowed to continue on their current courses, but with no absolute guarantee that their “degree” will be recognised as such until after a validation process has occurred. Pending the entry into force of the KCAA, anyone already on a current Master's or Doctoral programme must be subject to an assessment programme individually agreed by the HE department of the Ministry. Anyone on a current Bachelor's course which is not subsequently upheld by the validation process can be awarded a Diploma by their college on graduation.
- 1.3. With effect from Summer 2009 no private institution be allowed to award degrees in its own name.
- 1.4. Institutions be allowed to recruit new students for Autumn 2008, but these be placed on Diploma courses pending validation of the Bachelor's courses by the KCAA (see 1.5 below). If validation is achieved, Diploma students should be allowed to transfer to Bachelor's courses.
- 1.5. Students on degree courses validated by properly accredited universities (usually overseas ones) may continue, but the method of moderation of assessment outcomes for such students must be subject to KCAA oversight and inspection on demand, to ensure that the partner universities are carrying out their duty of ensuring standards.
- 1.6. The KCAA will, during the year academic year 2008-9, create regulations to monitor and control the non-university private sector. It will decide which institutions' awards may be permitted to become degrees. It will moderate assessments and issue degree certificates, which - although nationally-accredited awards - will also carry the name of the centre at which a student has studied.
- 1.7. The KCAA will in subsequent years, in conjunction with the Ministry, make decisions on when, if ever, individual institutions may be granted their own degree-awarding powers.

2 Academic staff

- 2.1. Only the University of Prishtina, the American University of Kosovo and any institution subsequently granted degree-awarding powers should be allowed to confer academic titles such as “Professor” which may be attached to the names of individuals. Staff who hold these titles conferred by established and accredited universities and working in private colleges may of course continue to use these titles.
- 2.2. A new hierarchy (such as Lecturer, Principal Lecturer and Senior Lecturer) might be designed by the KCAA to address the confusion over the word “Professor”.
- 2.3. Some holding of concurrent contracts of employment, provided that this does not impair a lecturer's principal source of employment, may help to make the best use of scarce intellectual capital. It may also help to bolster low university wages and prevent a brain drain. However, the University of Prishtina should regulate the

adoption of additional contracts by its staff. It should re-examine its contracts of employment to ensure that staff who engage in contracted work outside the University notify formally their Dean of Faculty or other appropriate University Officer of such work and receive official approval for this. It should that consider urgently whether it should impose a maximum limit on the number of simultaneous external contracts which its staff are permitted to hold. Writing, research and attendance at academic conferences should be exempted. An analysis of the working practices in this regard is made in Appendix D.

- 2.4 There must be a review of the over-concentration on part-time teachers in private institutions. The over-reliance on part-time staff at an institution militates against the development of a community of scholars there.

3 Management of HE institutions

- 3.1. If there is not already a Register of Members' Interests in the Kosova Parliament, one should be created, requiring MPs, senior civil servants and Ministerial advisers to list their educational involvement. No limits should be placed on the freedom of MPs to enjoy the same rights as any other citizen, but it is important to know where self-interest or political interest might be responsible for a stance taken by an MP in relation to education.
- 3.2. The KCAA, as its expertise grows, should develop policies for the governance of Higher Education appropriate for the creation of an institution devoted to unfettered learning and academic freedom, and should encourage the involvement of private colleges fully in this design process.
- 3.3 Over the medium term there should be a review of management and administration, and an enquiry into the arrangements governing senior appointments in private institutions to improve quality and to ensure that education remains the principal focus of appointments and governance.

4 Classification of private institutions after the accreditation exercise

- 4.1 We recommend that the colleges inspected should be classed as either Higher Education or Technical and Vocational Education institutions.
- 4.2 Kosova requires a vibrant technical and vocational sector as much as, or even more than, it needs a vibrant HE sector. One meets construction workers, secretaries, finance workers and tourist workers, all of whom assure one that they never received any specific training for what they are doing. Several of the institutions looked at in this exercise are useful TVE institutions, and ought to be encouraged and cherished as such, rather than seeking to offer their own degrees. They are listed in the individual recommendations below.
- 4.3. Some of the institutions looked at for the purposes of this exercise are registered under the Law on Scientific Research, and some of them are in no sense at the cutting edge of research in any sense. They may be doing something valuable in

TVE or even HE, and the conduct of licensing under the law of scientific research needs to be revisited.

5 Regulation of HE institutions

- 5.1. It is recommended that the Kosova government Departments of Education and Business cooperate to reserve certain business names, including “University”, “Institute”, “Institution”, “University College”, “Research Centre”, “National” and “Senate” to require specific governmental permission.
- 5.2 It is recommended that the Ministry adopt a standard set of procedures for dealing with complaints against PBHEs.
- 5.3 It is recommended that, in the interests of secure control of Degree and Diploma awards, all graduates should be required to have their Degree certificate verified and entered onto the Protokol Register or a similar central register by the Ministry or the KCAA, when established.
- 5.4 It is recommended that the Protokol Register be completed more fully to show at least the student’s full name, date of birth, awarding institution, Degree or Diploma awarded and date of award.
- 5.5. If the registration process is also digitised, it is recommended that the electronic Register be made available to the Private Education Office, any other relevant Department(s) of the Ministry and the KCAA.
- 5.6 It is recommended that those institutions which have failed to supply Accounts and/or Business Plans to the Ministry should be the subject of further detailed scrutiny by Ministry-appointed auditors prior to their Licences being renewed. Particular attention should be paid to those which have also not submitted a three-year financial guarantee (marked † in ‘PBHE accounts and three-year business plans’ in Section F.).
- 5.7 It is recommended that the continuation of Licences beyond the end of the 2008-09 academic year be conditional *inter alia* upon institutions submitting Accounts to the Ministry which conform to the Kosova Accounting Standards as established by the Kosova Board on Standards for Financial Reporting and have been audited by a qualified Auditor who is a member of SHKÇAK (Shoqata e Kontabilistëve të Çertifikuar dhe Auditorëve të Kosovës)
- 5.8. It is recommended that each student and staff member be identified with a unique reference number (possibly based on a social security number or identity number). As the Ministry develops its EMIS systems, such a unique identifier would make it easier for the Ministry to become informed of HE performance indicators, which start at the level of students and teaching staff within the higher education system.

6 Improving quality and relevance

- 6.1 It is recommended that a centre of assessment expertise be established, perhaps within the University of Prishtina or the KCAA, and that its facilities should be made available on reasonable terms to all institutions. In the interests of students and the quality of HE outputs for the nation, there is need for firmer central control on form, content and management of assessment regimes.
- 6.2 It is recommended that a major programme be embarked upon of improving QA practice across the HE and TVE sectors. Key terms (e.g. faculty, department, programme, etc) should be defined and standardised.
- 6.3 The Ministry should make a careful evaluation of provision in the universities in the light of economic conditions and market need in Kosova. This should include a careful definition and monitoring of all outputs of the HE system over a specified and agreed period.
- 6.4 Institutions should be required to promote the timely completion of programmes.
- 6.5 The KCAA should exercise control over subjects and titles offered by HE institutions.
- 6.6 Agreements between private institutions and other academic or public bodies should be notified to the HE Department of the Ministry and the KCAA.

Appendix A: Reports on individual institutions

1. AAB – AAB University

Licence: 1587/02-1

Dated: 14.12.2007

Period of Licence: 2006 – 2011

Documentary evidence submitted for licence renewal: 28 / 28

Inspectors: Eleanor Pritchard and Derek Shields

Report written by: Eleanor Pritchard and Derek Shields

1. Introduction

The purpose of the visit to the AAB University on the 26th and 27th May 2008 was to carry out an onsite inspection at the request of the Ministry of Education, based on the completed questionnaire submitted by the AAB.

AAB provided a team of senior academic and administrative staff, led by the Rector (his first day in office), which appeared to have been responsible for the written submission. A Ministry of Education observer was also present on both days.

2. Facilities and Resources

The two existing buildings (described herein as Building 1 and Building 2) and the third building currently part-constructed were built for purpose on the basis of private investment by the founder. The campus is located in Fushe Kosova, a short distance from Prishtina, and is linked to the centre of the city by over ten dedicated student buses that circulate connecting the centre, the campus and the sports hall (some 15km further away from Prishtina). The total area of AAB properties is 28000 m².

Building 1 houses:

- administration
- classrooms
- teaching rooms
- library
- criminology facilities
- practical rooms
- an IT lab

Building 2 houses:

- administration
- classrooms
- teaching rooms
- library
- practical rooms
- an IT lab

3. Organisation

AAB describe their academic structure as ten faculties covering twenty programmes. The programmes vary widely in the number of students, over half being in the fields of criminology, law or economics.

Quality Assurance and Administration is the responsibility of one of the Pro-Rectors.

4. Teaching Staff

The Inspectors expressed concern about the relatively high proportion of part-time teachers on the staff. The nature of the concerns relate to quality, commitment and stability.

AAB holds that this approach is within the applicable law (meeting the requirement for 30% full-time teaching staff) and necessary if it is to offer innovative courses and to build academic capacity within Kosova. The Inspectors recognise that this is a well considered defence but remain concerned.

It was clear that the university anticipates that a significant proportion of Professional Development for academics would be provided through its inter-institutional links. The Inspectors noted with interest the Rector's enthusiasm for the South Korean model of study abroad whereby the best young academics travel abroad for research and study, supported in some way by a University, having signed a contract to return and teach for a period of time afterwards.

An interview was held with a group of five senior academic staff representing a range of programmes and faculties. The staff members interviewed seemed urbane and committed to their tasks. The standard of English was acceptable and discussions seemed free of constraint. However, it was difficult to avoid feeling that all had passed the peak of their academic powers.

5. Programmes

AAB offers a suite of undergraduate programmes and one Masters programme. The long term objective appeared to be to offer over ten Masters programmes, however, the Rector emphasised the need for cautious development, to ensure quality was maintained and growth sustainable. The Inspectors have residual concern that the *purpose* of programme development within the specific context of AAB may not, in general, be clearly enough understood and defined.

Programmes are described as having been designed to meet market needs, and emphasis placed on the practical components of the programmes (for example, moot courts for law students, laboratory sessions for forensic scientists and so on) and work experience placements. All programmes are structured around three component elements: lectures, exercises and consultations.

AAB noted two issues as of central concern to current programmes and future programme development:

- limited mobility of students wishing to study abroad (including regionally) for a period of time;

- poor intake quality which necessitates the provision of remedial classes in some subjects.

6. Students

AAB aims to recruit high calibre students, and believes it offers a persuasive combination of quality programmes, brand new facilities, and a broad range of services and extra-curricular activities.

AAB offers three modes of study: full-time weekday, weekday evening and Saturday. AAB attempts to encourage the development of links between these cohorts, for example, open sessions in which an individual may present their work to an audience of students, families and the local population.

AAB has a range of Institutes within its faculties, in which students and staff work together on various projects (for example, public opinion surveys, etc.).

Students are represented by a student union with an elected President, and on graduation become members of an Alumni society.

AAB states that a high proportion of its graduates to date have found employment (indicating, they believe, a high level of recognition for their Diplomas) and are proud of this record.

A group of ten students drawn from across the academic faculties and years was interviewed, with no AAB staff present. Unfortunately, the standard of English was not good, which meant that questions and answers had to be channelled through an interpreter; this tended to inhibit rapid and free exchange of views; also, it made it difficult to gauge whether or not the group was in any way representative of the whole. However, assuming the group to be representative, the impression formed was one of a student body that was reasonably well-engaged with the institution and its aims and which was content with the delivery of courses.

7. Inter-institutional links

AAB has links with regional universities, and international institutions and appears to see the links as fundamental to capacity building, quality development and growth. However, the Inspectors were and remain concerned at the rationale behind the choice of partner institutions.

It might be helpful if the Ministry were to become involved, for example to advise on and to monitor the situation.

8. Inspectors' Evaluation

The Ministry should advise on and monitor AAB's links with partner institutions. In size and in terms of the number of faculties, it meets the criteria for a university, but it is not clear that it yet has a research tradition, indeed with so few full-time staff it can hardly do so. Nevertheless, it should be an early candidate for validation by the KCAA or another government agency, and be encouraged to make such academic and governance

changes, and to introduce such clear, robust and demonstrable standards that it would be fit to apply for its own degree-awarding powers within a few years.

Table 1.1 Student Registrations – AAB University

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Mass Communication	5	116	129	118	104	467
English Language	5	0	66	100	145	311
Architecture	5	0	41	20	66	127
Interior Design	5	0	13	8	16	37
Visual Arts	5	0	17	5	5	27
Design	5	0	17	16	30	63
Pedagogic Theory	5	0	27	24	0	51
Management & Informatics	5	0	234	13	155	402
Banking, Finance & Accounts	5	0	226	6	293	525
Business Administration	5	0	179	11	53	243
Criminology	5	0	0	647	132	779
Law	5	0	0	545	231	776
Economics	5	0	0	713	761	1474
Music	5	0	0	1	30	31
Education	5	0	0	0	125	125
Public Administration	5	0	0	0	99	99
Sport Education	5	0	0	0	42	42
Photography	5	0	0	0	2	2
Make-up	5	0	0	0	5	5
Mass Communication	Masters	0	0	31	33	64
University "AAB"	Totals	116	949	2258	2327	5650

Recommendation by BAC Panel:

It is recommended that AAB should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

2. Academy of Arts

Licence: 813/02-1

Dated: 18.10.2004

Period of Licence: 2004-2007

Documentary evidence submitted for licence renewal: 26 / 28

Inspectors: Mike Carter

Report written by: Mike Carter

1. Introduction

The Academy of Arts was set up in 1994 as an acting studio and became an academy in the year 2000. It is a school of performing arts. The Academy is financed through fees and the Principal Professor Enver Petrovci (a famous Kosovan and international actor). Professor Petrovci also runs the locally based Babës Theatre. There is a Department of Performing Arts at the University of Prishtina and two of its staff are part-time teachers at the Academy.

2. Facilities and Resources

The Academy is located in a building owned by the Principal. It contains a fully equipped theatre (students from the academy can also use the Baba Theatre if a large size theatre is required). The audience seating in the Academy theatre is capable of being lifted up to create a large, flat space that can be used for example for functions and art exhibitions. Performances are regularly put on by the students in the theatre and it also used to carry out some assessments in the Acting and other Modules. There are six reasonably well-equipped teaching rooms (one of which is a dance studio), a number of small practice instrumental studios (mainly used by the Junior School of Music), two wardrobes and a scenery and equipment store, an apartment for visiting academic staff, and a PC room with nine computers. The Academy is well provided with space and facilities for the number of its students.

3. Organisation

The Academy's higher education work is organised into two departments: Acting and Directing. There is a third department within the Academy (the Junior School of Music) but this is for elementary school children and thus outside the remit of this inspection.

4. Teaching Staff

The teaching staff at the Academy comprises 7 full-time staff and 7 part-time staff, giving a total of 14 academic staff. The Principal has acted as Dean and taught in other Universities in Kosova and internationally. Of the part-time staff, two work for the Department of Performing Arts at the University of Prishtina, and one for AAB. There are two visiting lecturers from a public university in Sarajevo (one of whom is Dean of Performing Arts there). This interchange of staff provides an important quality mechanism with regard to course content and academic level. It should also be noted that in the area of performing arts around the world, rigid requirements to academic staff qualifications

are not always adhered to and national and particularly international experience in performing arts is kept in high regard. This is also the case in the Academy.

5. Programmes

The Academy offers three undergraduate degrees:

- Diploma – Bachelor of Acting
- Diploma – Bachelor of TV Directing
- Diploma – Bachelor of Movie Directing

The Academy does not currently run any postgraduate programmes and has no plans to run any in the short term. The Academy aspires to operate postgraduate programmes but currently does not have sufficient staff of the right level to operate both undergraduate and postgraduate programmes.

6. Students

The annual intake is six Acting students and six Directing students, giving a total of 12 new first year students per year. This gives a maximum of 36 students in the Academy studying at any one time, but given the normal wastage rate of students experienced by the Academy there are normally a maximum of 28/32 students. Student numbers are capped at 6 new students on the acting degree and 6 on the directing degree because this is the maximum number that the Principal feels can be provided with a high quality performing arts education by the Academy. The Academy is financially viable and the Principal re-invests any profits back into the Academy.

7. Inter-institutional Links

There are no formal bilateral agreements but there are links with staff from the University of Prishtina and International Universities. This interchange of staff provides an important quality mechanism with regard to course content and academic level.

8. Inspector's Evaluation

The Academy appears well managed and administered. It is in a good quality building with good facilities for a performing arts college, in particular its own theatre and access to the commercial Baba Theatre nearby. A limited library is available to the students of the Academy which is the Principal's personal library dedicated to the performing arts. There are quality systems in the Academy and two supportive staff links, one to the University of Prishtina and one to an international university. For example student views are taken and used in academic management, examination results are analysed and used in academic management. The Academy uses a very good diary-based tutoring system with its students and all its tutors operate an open door policy. For some assessments a panel of tutors mark the students, which is a good quality process particularly in the subjective area of performing arts. The inspector was able to see a number of these performances recorded on video. A measure of success for any educational institution is the careers of its graduates, this is impressive for the Academy with a number becoming famous in performing arts and a number being successful in business (not all can become successful actors or directors but the education supports an alternative). The Academy is

very capable of delivering undergraduate programmes successfully in the area of performing arts.

The quality systems appear to work but needs to be formalised and extended to make the Academy auditable. There are some AVA facilities within the Academy but some rooms still rely on chalk boards that should be updated.

Table 2.1 Student Registrations - Academy of Arts

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Acting	5	9	9	1	0	19
Stage Management	5	1	2	1	0	4
Academy of Arts	Totals	10	11	2	0	23

Recommendation by BAC Panel:

It is recommended that the Academy of Arts should not be accredited or licensed. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

3. ASAU – Academy of Advanced University Studies

Licence: 585/02-1

Dated: 09.05.2007

Period of Licence: 2006-2009

Documentary evidence submitted for licence renewal: 27 / 28

Inspectors: David Paul

Report written by: David Paul

1. Introduction

ASAU aims to provide specialised programmes in Business, Accounting and Marketing at Doctoral, Masters and Bachelors level, drawing upon a student population that is required to be highly qualified (e.g. certified accountants and licensed auditors). As the entry requirements are particularly stringent, the numbers of students recruited has been extremely low.

2. Facilities and Resources

ASAU premises are small at the present (250 m²) but adjacent land which it owns is earmarked for expansion. The current office houses a small classroom with library and computer terminals.

3. Organisation

ASAU is wholly owned by the Kosovan Centre of Marketing and Management, a private registered company.

4. Teaching Staff

There are nine full-time lecturing staff, although we understand that these lecturers have employment elsewhere but are not employed by any other HE institution in a teaching capacity.

5. Programmes

Although all programmes are largely coursework there are specific class times totalling 10 hours over 3 days per week.

The Masters in Marketing, by research, has found it difficult to attract students of adequate calibre, with only one student admitted to the programme.

The Masters in Accounting and Auditing attracted 13 students in the first intake, a pre-requisite being completion of a 4-year Economics programme at the University of Prishtina. Of these 13 only 4 have been permitted to progress to the 2nd year of the programme.

The Masters in Business by Coursework has 19 students, and the Masters by Research 5 students.

At the moment there are no Bachelor level programmes but a licence request is sought to introduce a Bachelor in Accounting and a Bachelor in Marketing, each with a maximum of 20 students. A Doctoral Degree in Business (3 years) is proposed.

Assessment is carried out in the form of coursework (class assignments, projects) and by written examination and, on the basis of our inspection, we found that the process is generally fair to candidates and includes an external review of student performance.

6. Students

The administration of student records is comprehensive with data on coursework performance and examination results available for scrutiny. The low student numbers make the data manageable.

7. Inter-Institutional Links

ASAU has working arrangements with The Society of Certified Accountants and Auditors of Kosova (SCAAK), which trains and certifies accountants in Kosova.

8. Inspector's Evaluation

ASAU is a provider of higher education for those students who satisfy the rigorous entry requirements of holding a first degree or who are already qualified in their profession. The quality of the programmes and the professional calibre of students enrolled is unquestioned. Nevertheless the programmes offered are at university degree level and higher and this presents a problem in seeking accreditation as a university. Whilst ASAU satisfies Section §8.1 of the law in its achievement of the highest standards in teaching and learning, it fails to meet the minimum enrolment requirements stipulated in Section §8.2.

Table 3.1 Student Registrations – Academy of Advanced University Studies

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Economics & Accounts I	Masters	0	0	13	20	33
Economics & Accounts II	Masters	0	0	0	7	7
Economic Marketing	Masters	0	0	0	1	1
Academy of Advanced University Studies	Totals	0	0	13	28	41

Recommendation by BAC Panel:

It is recommended that the ASAU should not be accredited or licensed. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

4. AUK – American University in Kosovo

Licence: 812/02-1

Dated: 18.10.2004

Period of Licence: 2004 - 2008

Documentary evidence submitted for licence renewal: Not seen

Inspectors: Rod Burgess and Mike Carter

Report written by: Rod Burgess

1. Introduction

The American University in Kosovo (AUK) was established in September 2003 as a non-profit making Foundation. Initial funding was by the Fund for Reconstruction of Kosovo in 2003. The existing provision consists of a Bachelors degree in Applied Arts and Science and a Masters degree in Professional Studies awarded by the Rochester Institute of Technology in New York. AUK plan to introduce a new LL.M degree in International Comparative Law awarded by the Chicago Kent School of Law, Illinois Institute of Technology.

2. Facilities and Resources

AUK is located in a complex of buildings a few kilometres from Prishtina. The main building contains all of the academic and support facilities. The student refectory is contained in a separate building. AUK is considering building a dormitory for students in the future on the campus. There are limited recreation and sports facilities.

3. Organisation

Although AUK is organised as a single faculty, it has three divisions covering undergraduate, graduate and short courses. There may be an increase in the number of faculties as AUK seeks its own American accreditation in the future.

4. Teaching and support staff

The Bachelors programme is operated by 18 full-time and 16 part-time teaching staff. All postgraduate teaching is/will be carried out by visiting staff from the respective awarding American institutes. There are 33 administrative and other support staff.

5. Programmes

AUK presently delivers a four-year Bachelors degree in Applied Arts and Science from Rochester Institute of Technology, which includes two periods of internship and with students selecting 2 majors from:

- Management
- Economics
- Public Policy
- Media and Communications.

Teaching staff are loosely grouped based upon these majors.

Additionally, AUK is operating a 17-month Masters in Professional Studies and will be operating a new LL.M in International Comparative Law.

6. Students

2007-08 student numbers are:

- Bachelors: 416 full-time and 7 part-time
- Masters: 17 full-time
- Total: 440 students.

AUK plans increased intakes for 2008-09 of:

- Bachelors – 130
- Masters – 20.

7. Inter-institutional Links

AUK has agreements with:

- Rochester Institute of Technology in New York
- Chicago Kent School of Law, Illinois Institute of Technology

AUK is investigating the possibility of obtaining American accreditation from the Middle States Commission in its own right.

8. Inspectors' Evaluation

The inspectors considered that the overall operation of AUK to be a model of good practice for the delivery of undergraduate and taught postgraduate programmes and in particular identified the following strengths and weaknesses:

Strengths

- The overall quality of the campus
- The quality of the teaching facilities including the teaching rooms, IT facilities and library premises
- The planned dormitory provision.
- The availability of learning materials for students through their Learning Management System (i.e. VLE) and e-library facilities.
- AUK appears to be effectively managed.
- Effective systems for student administration
- The provision of a professional student advisor system independent of academic tutors
- The use of teaching staff with relevant teaching and research experience from the awarding institutions to deliver the postgraduate programmes.
- The student centred model for teaching and learning used.
- The management of teaching quality
- AUK is delivering programmes validated by American-accredited (Tier 1) institutions
- The very high progression of recent graduates to employment and further study

Weaknesses

- The limited print book and journal stock in the library (this is acknowledged by AUK)
- The lack of annual/periodic monitoring of programmes and courses
- The lack of any internal or external moderation of assessment tasks and graded student work
- The lack of student progression and completion statistics

Student data not suitable for standard table.

Recommendation by BAC Panel:

AUK should be permitted to continue to offer accredited US degrees. It may also offer AUK diplomas, but may not offer AUK degrees unless it either obtains its own US accreditation or applies for its degrees to be offered as KCAA degrees.

5. Biznezi

Licence: 591/02-1

Dated: 09.05.2007

Period of Licence: 2006 - 2009

Documentary evidence submitted for licence renewal: 25 / 28

Inspectors: Eleanor Pritchard and Derek Shields

Report written by: Eleanor Pritchard and Derek Shields

1. Introduction

The purpose of the visit to Biznezi, on the 5th June 2008, was to carry out an onsite inspection at the request of the Ministry of Education, based on the completed questionnaire submitted by Biznezi.

Biznezi provided a team of senior academic and administrative staff, led by Professors Kabashi, Bajgora and Berisha. This team appeared to have been responsible for the written submission. A Ministry observer was present.

2. Facilities and Resources

Biznezi has one building, leased until 2012. It provides some 2350 m², over three floors, in which there are:

- 8 rooms
- IT room
- Library (connected to)
- Reading room
- 2 classrooms
- 2 basements
- 1 practical lab
- Staff rooms, administration rooms and photocopying facilities.

Beyond 2012, the Business Plan envisages building a new campus on land owned by the owner of Biznezi. If the building plan is realized, and if the Board agrees, the number of students and courses will increase.

At present, it is difficult to see the building as adequate to the purpose intended: it seems cramped and poorly-designed to accommodate the numbers of students and staff indicated in the submission.

The building is small and gives the impression of not being designed for purpose. In particular, the basement, which houses the IT room, reading room and a single, barely furnished room that was described as 'The Institute for Scientific Research', did not give the impression of being fit for the use intended.

On the ground floor there is a small library from which students may borrow books to take to the reading room in the basement. Also, there were two teaching rooms, which together might seat about 80 people.

On the first floor, four furnished teaching rooms were seen. An examination was taking place in the large room; this seemed to surprise the Biznezi team.

On the second floor, there are two teaching rooms, each seating about 70, and two computer labs, each seating about 40 people.

The remainder of the building is taken up with staff accommodation and administration.

Overall, the impression was one of a building barely fit for the purpose of teaching and learning at the university level.

3. Organisation

The teaching is organized in two faculties: law and economics. There is a small QA office, under a QA officer, whose job it will be to create a functional group, under a coordinator, reporting to faculties. Beyond the faculties, report will go to the Senate, which is responsible for all academic affairs, and the Board, which is responsible for management.

Unfortunately, the QA officer is a relatively junior law lecturer. Inevitably, the system as described will lead to his reporting on himself, thus generating a conflict of interest. This fact seemed lost on the Biznezi team. Thus, their QA plans suffer from serious structural and functional problems, which will take time to solve. The Biznezi response to this was that it is a new concept to them and so will take time to work out.

In summary, the Inspection Team was not impressed by the Biznezi argument and remains pessimistic that a satisfactory QA model will evolve and even if it does, that it will be implemented effectively.

The central administration and student records office was inspected. It appeared that both registration and performance records were kept in both hard copy and electronic form.

The hard copy files contained information such as personal records, entrance test results and student performance record card.

An equivalent set of data was stored on an electronic database, which also carried examination scores, which were checked by the professor, then locked on the system.

The system seemed adequate to purpose, and an example was chased through the system and it seemed to work satisfactorily.

The QA office, sited in the entrance foyer, was insecure. It held much data, all in hard-copy. The situation and security of the office could be taken as an indication of the seriousness with which senior management regard QA; this should be a cause for concern.

4. Teaching Staff

The Inspection Team expressed concern about (a) the balance of full-time and part-time staff identified in the written response and its effect on quality, commitment and stability; (b) the proliferation of the title of 'professor'.

Biznezi did not seem to grasp the essence of the problem, preferring to argue that their system of monitoring and payment by results was quite effective. This seemed to consist in monitoring student satisfaction and attendance, staff punctuality, and adherence to syllabus and assessment, the results being reported to senior management. Presumably, payment is then made in accordance to the degree to which 'performance' is judged acceptable to the management team, which seems to be some combination of Rector, Board and Senate.

The Inspectors were not convinced they grasped the finer points of this account, which seemed somewhat random.

Biznezi were asked to account for the proliferation of the title 'professor'. The response was that there are two categories:

- those who bring the title with them
- those who do not, but who, whilst working at Biznezi, qualify by dint of their existing or acquired qualifications.

The statement seemed reasonable, but the Inspectors remain concerned about the overuse of the title.

5. Programmes

At present, Biznezi offers a limited number of Bachelors programmes. Masters and PhD programmes are planned but not yet operational.

The description of the syllabus and assessment system seemed odd. In particular, there seemed to be no monitoring of either quality or standard of examination papers, which are not pre-scrutinized and, before being worked by the students, seen only by the teacher who sets and marks them. Nor are they moderated after the event. The reason given for this novel approach to examination setting was 'security'.

6. Students

Student satisfaction questionnaires form part of the description of the putative QA system. The outcomes are intended to drive up the quality of their learning experience.

All students are tested at an early stage to assess what sort of support they might need following their school career; appropriate support is arranged. In the final weeks of a semester, revision lessons are provided to help them prepare for examinations.

For students who are working in day jobs, classes are available from 5 pm to 8 pm and on Saturday and Sunday. At the beginning of each semester students must agree a programme of classes they will attend and the college ensures they do so.

In the absence of reliable outputs - graduates, all information about students remained at the level of description.

7. Inter-institutional links

Biznezi appeared to have concentrated on developing links with universities in Albania, in Tirana, Durrës and Vlora and with Kosovan bodies such as the Police Academy in Vushtrri and the TMK (scholarships).

It may be instructive to understand what value-added the overseas institutions perceive in such agreements. It is recommended that the Ministry become involved in monitoring such agreements.

8. Inspectors' Evaluation

At present, it is difficult to see the building as adequate. It seems cramped and poorly-designed to accommodate the numbers of students and staff indicated in the submission. Record-keeping seems to be adequate.

Biznezi's QA plans suffer from structural and functional problems, which will take time to solve. The Inspection Team was pessimistic that a satisfactory QA model will evolve and even if it does, that it will be implemented effectively.

The Inspection Team was concerned about the use of the title "Professor" and that the staff payment structure was unclear.

There was also concern over the syllabus and assessment system, final examination papers being set and marked by lecturers without any oversight.

The Ministry should advise on and monitor Biznezi's links with partner institutions. "The Institute for Scientific Research" should be suppressed until it can satisfy the ministry that it is worthy of the name.

Table 5.1 Student registrations - Biznezi

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Management	5	0	0	93	200	293
Economics - Banking	5	0	0	42	75	117
Law	5	0	0	34	56	90
Criminology & Law	5	0	0	0	5	5
Emergency	5	0	0	0	69	69
University College "Biznezi"	Totals	0	0	169	405	574

Recommendation by BAC Panel:

It is recommended that Biznezi should not be accredited or licensed. It should be required to eliminate the word "university" from its name. Biznezi has a number of problems it needs to eliminate and it should be encouraged to make a full submission to the KCAA as to how and why it should be allowed to operate.

6. Dardania University

Licence: 583/02-1

Dated: 09.05.2007

Period of Licence: 2006-2011

Documentary evidence submitted for licence renewal: 28 / 28

Inspectors: David Paul, Eleanor Pritchard and Derek Shields

Report written by: David Paul

1. Introduction

Introduction not included in original report.

2. Facilities and Resources

D.U. has two buildings, a main building of 4, 400 m², used mainly for undergraduate teaching and administration and a second building of 400 m² used primarily for post-graduate teaching and undergraduate overspill. DU has an ambitious Business Plan which includes the construction of further accommodation, and intends to do a SWOT analysis to allocate physical capacity in accordance with student numbers. The building inspection is described below:

- Library
- Administration
- Canteen
- Teaching Rooms
- Computer facilities
- Lecture theatres
- Staff offices and rooms
- Video conference facilities

Staff accommodation, teaching rooms, lecture theatres, video-conferencing, library, student facilities, canteen and IT facilities seemed adequate to purpose.

3. Organisation

Structures and procedures were described to the Inspectors which appeared to demonstrate an integration of the academic and administrative functions of the university at a senior level. This is best expressed through the arrangements for Quality Assurance where a Pro-Rector is responsible to the General Council for producing an annual report on the performance of the five faculties, student body and administration. This Pro-Rector is then responsible for the implementation of recommendations approved by the General Council. It was clear that the Pro-Rector regards staff performance as key to quality.

4. Teaching Staff

The Inspectors expressed concern about the relatively high proportion of part-time teachers on the staff; the nature of these concerns relate to quality, commitment and stability. The DU panel expressed satisfaction with the present position on staff working

for DU. However, when asked their attitude or position on their full-time staff working elsewhere their response was that they were not interested in what individuals did elsewhere, but only in what they did within DU. The Inspectors were not impressed with this argument.

The Inspectors expressed concern about the proliferation of academic titles – in particular the apparent breadth of application of the title ‘Professor’. It was adequately explained that there at least two distinct categories of staff using the title ‘Professor’ and while the Inspectors understand how this came to pass it would be considerably simpler to ensure that each title has only one definition and that ‘professor’ be restricted to the very senior academic category only. The team recommends that private organisations not be permitted to create academic titles.

Staff development seemed to be an outcome of the QA process (see 3.), and the inter-institutional links (7.)

5. Programmes

DU provides teaching at Bachelors and Masters level. Their PhD programmes are in abeyance pending Ministry instructions. The Pro-Rector informed the inspectors that the programmes from the Universities of Phoenix, Indiana and London South Bank were used as models from which to develop syllabuses.

a. Programmes and assessment

Student assessment is conducted through a variety of methods; set assignments; projects; written tests; and final written examination. Written tests are typically in the form of short answers and multiple choice questions. The inspectors were concerned their assessment of student performance was rather discretionary insofar as students’ work was marked by their own lecturers without independent moderation. We would also normally expect to find that written tests are accompanied by mark schemes that determine how marks within the range available are awarded. We were concerned that such instruments of assessment were not used.

We were also concerned that attendance contributes 10% to final examination; this diminishes the marks available to student assessment.

b. Administration

Student record keeping remains largely paper based. DU Intends to test and implement an electronic system but it was not possible to see this in operation. However, the existing system seems adequate, but could be improved by reconciling existing parts of the system.

6. Students

DU’s ambitious 5-year growth plan sees student growth as follows:

- Year 1 – 20% increase
- Year 2 – 25% increase
- Year 3 – 25% increase

- Year 4 – 30% increase
- Year 5 – 35% increase

DU believes this is achievable by careful targeting of sections of the market and will enable them to meet the legal requirement for student numbers, albeit after several years of illegally calling themselves a university.

7. Inter-Institutional Agreements

DU has agreements with a range of academic and professional bodies. The University sees such links as key components in enhancing staff quality and student experience.

8. Inspectors' Evaluation

DU has a clear and high-level commitment to staff performance, but has a high proportion of part-time to full-time staff, and the number of hours that staff work at other institutions is not tracked. The use of the title "Professor" by relatively junior staff was also confusing.

There was concern over the assessment system, final examination papers being set and marked by lecturers without any oversight. Attendance contributed 10% to the student's final mark, which is a high figure.

DU's administration and facilities were fit for purpose.

Table 6.1 Student Registrations – Dardania University

Programme	Level	2004- 05	2005-06	2006-07	2007-08	Totals
Economics	5	36	401	198	134	769
Law	5	0	108	53	30	191
Law & Criminology	5	0	49	41	41	131
Political Science	5	19	91	29	23	162
Psychology	5	0	70	69	49	188
English Language & Literature	5	0	0	0	21	21
Business Administration	Masters	17	23	25	5	70
International Relations	Masters	0	0	0	9	9
Politics & Administration	Masters	19	24	18	0	61
Dardania	Totals	91	766	433	312	1602

Recommendation by BAC Panel:

It is recommended that Dardania should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

7. Design Factory

Licence: 584/02-1

Dated: 09.05.2007

Period of Licence: 2006-2009

Documentary evidence submitted for licence renewal: 26 / 28

Inspectors: David Paul

Report written by: David Paul

1. Introduction

Design Factory is a small fashion design college that provides a range of programmes for students in the fashion industry, through practical skills development in styling, textiles, graphics and marketing.

2. Facilities and Resources

Workshops, library and computing facilities, and classrooms are adequate. Design Factory will move to larger premises on 1 August 2008 to accommodate expansion in the workshop, showroom and production areas.

3. Organisation

The College is structured into 7 departments - Styling, Modelling, Textile Technology, Fashion History, Illustration, Graphics, Marketing and Communications.

4. Teaching Staff

The College has 7 full-time teachers, one of whom is the college director. The College also receives visits from teaching staff of the international institutions with which it has collaborative arrangements. The small cohort of teaching staff seems dedicated with a satisfactory student to teacher ratio.

5. Programmes

The Fashion Design programme of Design Factory is based on collaborative programmes with international design groups, the two most significant being ESMOD (International Fashion University Group, Paris, <http://www.esmod.com/en/index.html>) and FORMAMOD (Centre de Formation Professionnelle des Art de la Mode, Paris, <http://profession-artistique-stylisme-arts-de-la-mode-paris-idf.formamod.com/>). The three year programme leads to a Diploma in Fashion Design (Bachelor level).

6. Students

Design Factory is a relatively small institution. With only 21 students the record keeping is satisfactory.

Students are assessed by written tests and coursework/projects throughout each academic year, culminating in a Fashion Show at which candidates for graduation show their

creations and are assessed by a jury of 3 international professionals, including an individual interview conducted in English.

7. Inter-institutional Links

Design Factory relies on its international collaborators for its Diploma programme syllabus (ESMOD and FORMAMOD), and on other collaborators for student visits (including CNC, Paris; COSI Italia, IFM Paris, and Ecole de la Chambre Syndicale de la Couture Paisienne).

8. Inspector's Evaluation

Design Factory is a provider of higher education in a specialised niche market. Its programmes are at an appropriate level and, since offered as Diplomas, fall within the Law (Section §9.1). We feel that students registered on the programmes earn a qualification of value to their future careers and that assessment is fair. The quality of supporting services in facilities and teaching appear adequate for the low numbers of students enrolled.

Table 7.1 Student Registrations – Design Factory

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Design	5	0	28	7	4	39
Design Factory	Totals	0	28	7	4	39

Recommendation by BAC Panel:

It is recommended that the Design Factory should not be accredited or licensed. It should be encouraged to apply to the Ministry or any institution that the Ministry sets up for this purpose as a Vocational and Technical School.

8. Ecology – Ekoman Ecological Faculties

Licence: 496/02-1

Dated: 10.04.2006

Period of Licence: 2005-2008

Documentary evidence submitted for licence renewal: 21 / 28

Inspectors: Stephen Vickers

Report written by: Stephen Vickers

1. Introduction:

Ekoman's Council was established at Prishtina in 1992, and the college began operating in Brezovice in 1994, focusing on Ecology. Its activities in Kosova were delayed by the war, and it restarted in earnest in 2005. It now has two sites in Kosova, Laje Selo and Mitrovice, and one at Kusandiuq in Serbia. Only the two sites in Kosova are within the scope of this study. Ekoman is an active partner in the International Association for Human Ecology (IAHE), the Balkan Group of which its Rector serves as Vice-President. It collaborates closely with other IAHE institutions, most notably with one in Sofia. Ecology is defined in a wide sense, that of humanity in its larger context, and an element of this is to assist the sometimes mutually antagonistic people of the Balkans to live in harmony.

2. Facilities and Resources

The facilities at Mitrovice appear to be quite attractive and well-equipped, although the inspector only saw photographs. Their three big classroom each have a capacity for 40 students, and there is an IT lab and a very good library. In 2005 Ekoman started up again in the Prishtina area, with the wish to play a fuller part in the life of the new country. The college bought some outbuildings on a partly abandoned farming estate at Laje Selo, and they have been redecorated and furnished to serve as headquarters, although they are not yet suitable for teaching. The college hopes to be able to rent at reasonable rates some teaching rooms at the University of Prishtina, and in Autumn 2007 the Rector and Vice-Rector met with the President of Kosova to discuss the possibility, but as yet an answer has not been forthcoming. The inspector opined that this was something which should be discussed with the University.

3. Organisation

Ekoman has a Senate (meets each Monday in term), an Academic Council (meets twice each semester) and a Rector. The Rector is supported by a Vice-Rector and eight other professors. It is not known if any of these professorships were awarded by Ekoman; the Rector's professorship comes from the University of Prishtina. The inspector asked about succession and was told that the Vice-Rector would take over, and after the latter the professors would choose a successor. Although the inspector met a cross-section of the management team, and they were well-qualified, he was a little worried about succession.

Student records are both paper and electronic, but have not been updated since 2005.

4. Teaching Staff

There are 33 teaching staff, of whom 8 work also at other public institutions in Kosova, mostly at Technikon at Mitrovice. The vast majority of staff hold doctorates from good universities. They are drawn from across the academic spectrum so as to make an effective contribution to the study of ecology. The teaching staff move between centres.

5. Programmes

All courses were designed in 1994, and have been updated subsequently to ensure that they accord with the Bologna Convention, and differ from those Ekoman offers in Serbia. They are organised into departments covering a broad field of Ecology, e.g. Spiritual Ecology, and departmental staff meet together once each week. The inspector saw outline schemes of work for each course, and they appear to be well-planned. All four main course strands lead to a BA or BSc, no higher degrees are currently in operation, although there are ten MA and MSc programmes designed. Four teaching groups are planned in central Kosova as from 2009; 40 on BA, 40 on the BSC, and two groups of 20 each for Masters programmes.

From Laje Selo programmes are currently offered in Ecojournalism, using radio and TV studios in Prishtina.

6. Students

The dislocation caused by the war was given as explanation for why only around 100 people have graduated so far. The lack of good teaching facilities in the Prishtina area means that major elements of teaching and learning take place in the student's home, with a mentor from their family and guided by their tutor. Assessment is by means of practical demonstrations and by a final examination, which can be retaken. There may be problems with comparability.

7. Inter-institutional Links

Ekoman has relationships with other university members of IAHE, with whom it has a Memorandum of Understanding. The inspector did not see this MoU, but since the Rector is Editor of the IAHE journal he clearly has strong links with that body.

8. Inspector's Evaluation

Ekoman offers a unique and valuable curriculum. Its principal shareholder is a distinguished academic with a clear ability to ensure academic rigour. Although its other facilities are beyond the scope of this study, taken across its three sites, Ekoman has a track record of successfully delivering distinctive programmes that integrate material across academic disciplines. Moreover, it has an admirably cross-cultural track record and the support of many distinguished and idealistic university lecturers,

However, the inspector holds some serious reservations as to Ekoman's sustainability and as to the comparability between the standards applied to individual students. Firstly its governance appears to be over-dependent upon a single charismatic Rector of an

advanced age. Secondly, in central Kosova each student learns to an individual programme with a single teacher, so there is no obvious benchmark for common standards. Thirdly the new site at Laje Selo does not yet offer suitable teaching facilities.

Notwithstanding these concerns, Ekoman's contribution is relevant to current human needs. It is recommended that Ekoman be allowed to deliver undergraduate degrees under the aegis of a new KCAA, and that over the coming year it must be required to compose an improvement plan addressing governance, QA and premises.

Student data not suitable for standard table.

Recommendation by BAC Panel:

It is recommended that Ekoman should not be accredited or licensed. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees

9. EUK – European University in Kosovo

Licence: Not known

Dated: Not known

Period of Licence: Not known

Documentary evidence submitted for licence renewal: 10 / 28

Inspectors: Mike Carter and Stephen Vickers

Report written by: Stephen Vickers

1. Introduction

EUK is a new and as-yet unlicensed institution in the process of relocating to Rr Enver Maloku in Prishtina. It not yet taught any students, because of the uncertainty over its licence. Its Principal appears to have a higher degree from the University of Prishtina, but this was not verified by the inspectors.

2. Facilities and Resources

Its main buildings comprise 1, 830 m² and are being effectively re-equipped as a college from retail and commercial use. When finished these buildings will house a Conference Room, offices for administrative staff and teachers, four classrooms, each with capacity for 35 students in rows or boardroom configuration, a computer laboratory and adequate toilet and kitchen provision. There is also a library of 32, 000 books. The college is close to the Public Information Ministry and to the Chemistry faculty of the University of Prishtina, each of which offers facilities which can purportedly be used by the college, being staff and laboratories respectively. The college also intends, if accredited, to rent a 4, 000 m² building in Ferizaj and relocate at least two faculties there. The college also owns a building of 1200 m² in which it plans to house lecturers visiting from overseas. No building is yet for ready its intended use, however.

3. Organisation

EUK is a privately owned provider of higher education, owned by a company registered in February to March 2007 whose shareholders are the principal's wife and son. To date, its application for a licence has yet to be ruled upon by the ministry, and it has had to forward to US universities the students it has recruited rather than teaching them here. The principal appears well-qualified for the post, and the college well-capitalised.

The management team appears well-organised and the college has 18 administrative, student affairs and marketing staff. The college has a long-term intention to establish a system of university governance, with a University Board, Senate and Council, which will presumably only be feasible once it has fulfilled the legal criteria for becoming a university.

Six faculties are planned:

- Faculty of Business Administration
- Faculty of Communication and Information Sciences
- Faculty of Economics

- Faculty of Environmental Studies
- Faculty of Political Sciences
- Faculty of Public Administration

All of this, however, falls within the realm of intention, and has not yet been achieved.

4. Teaching Staff

EUK has plans to employ 35 teachers, 21 full-time and 14 part-time. No teaching appointments have been made in view of the lack of a decision on a licence. Most of the staff identified have studied elsewhere in Europe.

Each Head of Course will be an overseas lecturer, who will teach 15 days each month, with the other half of each month being taught by a Kosovan assistant lecturer, chosen by the Head of Course from a shortlist drawn up by the college.

5. Programmes

The college has identified a range of programmes with an emphasis on employability. These are 14 academic programmes at the undergraduate level, 17 at the Masters level, and 8 at the taught PhD level. With a plan for only 280 students, far sure of the necessary 3000, in the first year it's not clear under what legal mandate the college plans to offer its own degrees, and the "taught PhD" looks premature. A wide variety of teaching and assessment modes have been identified.

The college plans to send all its students abroad for one semester or a half semester, and also for them to undertake a work-relevant internship. It also intends to develop a relationship with the University of Delaware and the London Business School, and bring the students from those universities over to Prishtina to study aspects of their subject relevant to South-Eastern Europe.

The principal at present has not considered how to ensure comparability between subjects or how to benchmark against other universities. At present, the college is putting its faith entirely in the Heads of Courses.

6. Students

It was not possible to look at student records since the college had only just moved in, but since all students so far have been sent to US universities, the records were presumably of a sufficiently high quality to satisfy those institutions.

7. Inter-institutional Links

The college has plans to develop bilateral agreements with the London Business School and with the University of Delaware, but this has not yet occurred.

8. Inspector's Evaluation

The team considered that although the college does not legally qualify as a university, it has some potentially good facilities (these will need an inspection from the KAA or a new

national agency once completed) and staff, plus good ideas, so it is recommended that it be allowed to offer externally validated Bachelors degrees. The college needs to work on QA issues, particularly comparability across modules, across subjects and over time it cannot rely on the QA being provided by the international teachers.

The college has good plans for its set up but it remains to be seen if these plans will turn into reality.

Recommendation by BAC Panel:

It is recommended that EUK should not be accredited or licensed. It should make a full submission to the KCAA as to whether it should be allowed to offer KCAA degrees.

10. EV – European Vision University

Licence: 594/02-1

Dated: 09.05.2007

Period of Licence: 2006-2009

Documentary evidence submitted for licence renewal: 28 / 28

Inspectors: David Paul

Report written by: David Paul

1. Introduction

Introduction not included in original report.

2. Facilities and Resources

European Vision University (EVU) has one main building of 2800 m² used primarily for teaching, with an additional 3200 m² of space in an annexe. The Institute of Agriculture several kilometres away houses laboratories; it was included because EVU staff teach there.

The building inspection is described below:

- Library
- Administration
- Canteen
- Teaching Rooms
- Computer facilities
- Lecture theatres
- Staff offices and rooms

3. Organisation and Quality Assurance

Structures and procedures were described to the Inspectors which appeared to demonstrate an integration of the academic and administrative functions of the institution at a senior level.

The University Board, or 'Academic Senate', comprises all full professors, 2 administrative staff and 4 student representatives.

A Quality Assurance office appears to provide an independent evaluation of Quality issues but we were concerned that there might be conflict of interest insofar as the same office is represented on the Committee for Academic Policy, which makes recommendations for academic and programme proposals

Quality is also addressed by monitoring student feedback on course and teaching staff, and teacher self assessment reports. The team commends the QA Office for designing feedback evaluation sheets that address the course programme and teaching staff in an extremely objective way. Nevertheless the system fell short of a QA system that takes into account the performance of students on the relevant course in terms of pass rates.

4. Teaching Staff

We noted that 33% of teaching staff were part-time. For full-time teaching we were informed that more competitive salaries were offered to draw away the more highly qualified candidates from the University of Prishtina. Staff development seemed to be an outcome of the QA process, described above.

5. Programmes

EVU provides teaching of programmes at Bachelors and Masters level in 5 Faculties. Programmes are developed by professors and submitted through a process that takes the proposal up through the Council of Faculty, QA and ECTS Office, Committee for Academic Policy, to the Academic Senate. At syllabus level we noted the QA Office's involvement in the review of the syllabus content assessment regime.

Student assessment is conducted through a variety of methods; set assignments; projects; written tests; and final written examination. We were concerned that their assessment of student performance was rather discretionary insofar as students' work was marked by their own lecturers without independent moderation.

6. Students

There was some inconsistency in the total number of students reported from various sources. Even the 617 full-time students reported on the questionnaire fall massively short of the minimum number required for EVU to operate under the name of a University.

EVU has not yet graduated any students, so no predictions can be made about the future. Nevertheless, the student internship programme on the Food Biotechnology programme has led to offers of postgraduate employment.

7. Inter-Institutional Agreements

EVU has a number of collaborative arrangements with international universities and organisations in areas of student and teacher exchange. It is recommended that the government maintain a register of such arrangements.

8. Inspector's Evaluation

The Food Biotechnology programme is the only one of its nature in Kosova and utilises the laboratories and staff at the nearby Institute of Agriculture.

We recognise the contribution that this programme would make and suggest that ways to ensure its viability are investigated.

Table 10.1 Student Registrations – European Vision

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Business Administration	5	0	0	34	84	118
Management	5	0	0	15	70	85

Informatics	5	0	0	6	45	51
Food Technology	5	0	0	13	51	64
Faculty of Education	5	0	0	23	51	74
Law	5	0	0	16	70	86
Law, Political Science & Diplomacy	5	0	0	16	63	79
Economics - Banking & Finance	5	0	0	0	125	125
University College "European Vision "	Totals	0	0	123	559	682

Recommendation by BAC Panel:

It is recommended that EV should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

11. Eurosport – University College for Sport Education

Licence: 497/02-1

Dated: 10.04.2007

Period of Licence: 2005-2008

Documentary evidence submitted for licence renewal: 27 / 28

Inspectors: Eleanor Pritchard and Derek Shields

Report written by: Eleanor Pritchard and Derek Shields

1. Introduction

The purpose of the visit to Eurosport, on the 7th June 2008, was to carry out an onsite inspection at the request of the Ministry of Education, based on the completed questionnaire submitted by Eurosport.

Eurosport provided a team of senior academic and administrative staff. This team appeared to have been responsible for the written submission. A Ministry observer was present for the introductions.

The Inspection Team was impressed by the dedication of the Eurosport delegation and by the ingenious strategic plan, mentioned below. However, inevitably, the situation concerning existing numbers of students and potential recruitment conditioned all discussions. The first intake was 45 students; the second was 25; the last intake was 16 students. Thus, there was an air of unreality surrounding the exercise.

2. Facilities and Resources

Eurosport consists of a main building on the outskirts of Prishtina. It consists of three floors and a basement. It has a suite of offices and classrooms, but is dominated by the huge floor to roof sports hall, which can accommodate all forms of indoor sports.

The main building contains:

- Administrative offices
- Teaching rooms
- IT room
- Library
- Canteen
- Sports hall
- Changing facilities.

There is room for expansion at the front and back of the existing building. There are plans for additional buildings at the front, to include a football pitch; swimming pool; a research centre; and a secondary school. The pool will be available for use by the general community. The plan also anticipates provision of student accommodation.

The strategic plan is interesting, as it sees the high school becoming a feeder for the university college.

The building is large, and built for purpose, with the sports hall dominating the space. With only 86 registered students (now reduced to 79 actuals), the corridors will echo.

On the top floor, there is a library and teachers' room, with viewing platform to the sports hall.

On the first floor, an anatomy room, a computer room and a canteen overlooking the ever-present sports hall.

On the ground floor, there is the access to the sports hall and an impressive suite of changing rooms, a weight-lifting room and a classroom.

In the basement, there is a student room, with course and examination schedule information provided. Also, there is a sports medicine room, which is not operational, and is to be relocated above the swimming pool.

Overall, the impression was one of a building fit for the purpose of teaching and learning at the tertiary level.

3. Organization and Quality Assurance

The members of the Eurosport delegation gave a persuasive account of a well-organized operation. However, with so few students, it is difficult to avoid the conclusion that such organization is not challenging: the challenge is maintaining enthusiasm for the task.

The QA measures described seemed adequate: student questionnaire; test results; reports to Scientific and Education Council (academic council). But again, it was hard to resist the view that the numbers involved would not provide an adequate test for any standard system.

The central administration and student records office is on the ground floor.

Hard copy records of students' personal data and progress are kept, including their entrance test performances.

Electronic copies of examination results are kept on a spread sheet.

Staff records are well-maintained.

All were inspected and, given the small numbers involved, found to be adequate for purpose.

Overall, the administration seemed competent.

4. Teaching Staff

The Inspection Team expressed concern about (a) the balance of full-time to part-time staff revealed in the written response and its effect on quality, commitment and stability;

(b) the proliferation of the title of 'professor'; (c) professional development and the advanced age of some of those involved in sport studies.

On (a), Eurosport acknowledged the problem, but regarded it an inevitable result of the low student numbers and the need to provide up-to-date instructors in a range of inter-disciplinary subjects. However, they pointed out that those used were full-time professors at University of Prishtina (UP): the regulations at UP were being exploited to enable this to happen.

On (b), Eurosport argued that teachers bring the title with them – especially from UP – or are awarded it after scrutiny of their qualifications. The statement seemed reasonable, but the Inspectors remain concerned about the overuse of the title.

On (c), Eurosport acknowledge their inability to provide structured professional development for staff because of low student numbers, but that what was possible was effected through seminars and participation in expert groups. The question of age was mitigated by the rich experience brought by retired UP professors.

5. Programmes

Eurosport offers Bachelors programmes in sports-related subjects. There have been no graduates from the programmes, so there is no evidence that the market is ready for such graduates.

The strategic plan sees the introduction of a Masters programme which, in the main, will recruit from the Bachelors programme graduates.

The description of the syllabus and assessment system seemed straightforward. However, with so few students, it is impossible to form a firm view on the standards aimed for or achieved. Likewise, given the low student numbers it is impossible to gauge how quality and standards are being measured and monitored by staff.

Programme provision is well-focused and the strategic plan innovative and interesting. However, unless the numbers show a remarkable recovery, it is hard to see this operation as being sustainable.

6. Students

All students complete student satisfaction questionnaires, which are to form part of the QA process, intended to raise the quality of student experience and the quality of teacher performance.

Eurosport has been operating for three years and has produced no graduates. This means that it is impossible to test the acceptability of their output claims

The decline in registered student numbers over the three years, from 45 to 25 to 16, seems to have created an untenable situation at Eurosport, which argues that the single most important factor has been one of their competitors undercutting their fees. Unfortunately, by electing to operate in a free market, Eurosport finds itself in an environment where competitors are to be expected to employ such tactics.

7. Inter-institutional links

Eurosport has no written partnership agreements. There is an unwritten agreement with UP on exchange of staff.

The Inspectors thanked the Eurosport team for its time and hospitality, and for the interesting discussions which had taken place during the visit. It was made clear to Eurosport that this inspection is part of a larger process, and there may be follow-up requests and/or visits.

8. Inspectors' Evaluation

The Inspection Team was impressed by the dedication of the Eurosport delegation and by the ingenious strategic plan. However the worsening situation concerning existing numbers of students and potential recruitment conditioned all discussions. The first intake was 45 students; the second was 25; the last intake was 16 students.

Eurosport's administration and facilities were adequate for purpose, and the College intends to expand its provision.

The Inspection Team was concerned at the balance of full-time to part-time staff, the over-use of the title "Professor" and the advanced age of some of the sports studies tutors.

With so few students (and no graduates) it was not possible to assess standards being achieved or Eurosport's claimed output. That its competitors are undercutting its fees argues against its ability to recruit the large numbers of students its strategic plan requires.

Table 11.1 Student Registrations – Eurosport

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Sport Education	5	0	46	26	16	88
Eurosport	Totals	0	46	26	16	88

Recommendation by BAC Panel:

It is recommended that Eurosport should not be accredited or licensed. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

12. Academy Evolucion

Licence: 1083/02-1

Dated: 05.09.2007

Period of Licence: 2007-2012

Documentary evidence submitted for licence renewal: 28 / 28

Inspectors: David Paul

Report written by: David Paul

1. Introduction

Academy Evolucion (AE) is a private higher education provider that offers courses in Fashion Design, Interior Design and Drama that lead to Bachelor level Certificates and Diplomas.

2. Facilities and Resources

AE is fully equipped with workshops, library and computing facilities, and classrooms are adequate for the needs of students.

3. Organisation

The College is structured into 7 departments:

Fashion Design (Fashion and costume design)

Communications (Communications, Multimedia and Photography)

Interior Design (Interior Design, Scenography)

Painting

Drama (Acting, Film and Theatre Production, Drama)

4. Teaching Staff

AE has 17 full-time staff (who run their own businesses but teach exclusively to AE) and 2 part-time lecturers (who also teach at AAB). The quality of teaching appears to be of high quality and professional in approach. The teacher to student ratio is extremely low and thus favourable to students.

5. Programmes

AE offers its students 5 three-year certificate level programmes:

- Fashion Stylist Certificate
- Communication Designer Certificate
- Interior Designer Certificate
- Scenographer Certificate
- Certificate in Painting

Assessment is through a combination of coursework and projects throughout the academic year and end of year written tests. Students maintain a portfolio of their work

over the three-year programme which is submitted at the end of the programme to a 'special commission' (review by several Academy lecturers).

AE does not offer any postgraduate equivalent diplomas but Memoranda of Understanding exist with two international organisations for further studies.

6. Students

Student numbers at AE are relatively low with 54 students, of whom 12 are in their third year of studies and are expected to graduate.

AE keeps comprehensive records of student enrolment and performance on coursework, and written test records using the Protokol Book (the standard mechanism for MEST to monitor and record student registrations and student achievement history).

7. Inter-institutional Links

AE has an agreement with Domus Academy (<http://www.domusacademy.com/>) for AE students to progress to postgraduate Masters programmes in a range of design themes in Milan, and with Nuova Accademia di Belle Arti (NABA) Milan (<http://www.italian-design-academy.com/>) for Masters programmes in Fine Arts and Design.

8. Inspector's Evaluation

Academy Evolucion is a provider of higher education that meets a specialised need in Kosova. Its programmes are at an appropriate level and, since they are offered as Diplomas, fall within the Law (Section §9.1).

Table 12.1 Student Registrations – Academy Evolucion

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Fashion Design	5	0	9	3	29	41
Communication Design	5	0	0	0	7	7
Graphic Art	5	0	0	0	5	5
Interior Design	5	0	0	0	3	3
Akademie Evolucion	Totals	0	9	3	44	56

Recommendation by BAC Panel:

It is recommended that Evolucion should not be accredited or licensed. It should be encouraged to apply to the Ministry or any institution that the Ministry sets up for this purpose as a Vocational and Technical School.

13. Fama University

Licence: 590/02-1

Dated: 09.05.2007

Period of Licence: 2006-2009

Documentary evidence submitted for licence renewal: 28 / 28

Inspectors: David Paul, Eleanor Pritchard and Derek Shields

Report written by: Eleanor Pritchard and Derek Shields

1. Introduction

The purpose of the visit to FAMA on the 3rd June 2008 was to carry out an onsite inspection at the request of the Ministry of Education, based on the completed questionnaire submitted by FAMA.

FAMA provided a team of senior academic and administrative staff, led by the President, which appeared to have been responsible for the written submission. A Ministry of Education observer and a KAA observer were also present.

2. Facilities and Resources

The Prishtina campus is one of four, only one of which was visited. This inspection team did not inspect the other three campuses. Therefore this report is limited to the Prishtina campus.

The main building was described as 4, 500 m² overall.

The following facilities were inspected:

- classrooms
- teaching rooms
- library
- electronic library
- café / tv room
- forensic lab
- internet room
- practical rooms
- an IT lab

All appeared to be adequate to purpose. However, in their use, there was some concern.

A large lecture hall on the ground floor was being used as an examination hall where students were doing a written test. We were concerned that the invigilator was the students' lecturer and that measures did not appear to have been taken to ensure students take the exam under ideal examination conditions. Several people were observed entering and leaving the hall, disturbing the students. A notice on the lecture room door indicating an examination in progress with no admission would have provided adequate security.

3. Organisation and Quality Assurance

FAMA states that it has a Quality Assurance Office and a Quality Assurance Committee and that the Dean of the Economics Faculty is the Quality Assurance Officer. Following detailed discussions the Inspectors have a range of concerns centring around a serious situation involving a serious conflict of interest whereby the Quality Assurance Officer was also a member of the Quality Assurance Committee, and also of the Academic Committee and the Senate to which the QAC reports. This raises serious questions about the ability of the Quality Assurance Officer to act independently and, were it operational, would fatally compromise the system as described. The FAMA team seemed to grasp the seriousness of this concern and gave undertakings to remedy the situation however, the inspectors remain concerned at the apparent lack of robust QA which would bring coherence to all aspects of the organisation.

(ii) Administration and quality systems

The Inspection team looked at the central records office where it appeared that both registration and performance records were kept in both hard and electronic form with personnel and performance records separated. The system seemed adequate to purpose, but would benefit from greater integration and coherence. Further the Ministry might consider demanding a uniform record system throughout the country.

4. Teaching Staff

The Inspection team raised their concern about the balance of a) full-time to part-time staff and b) titles.

a) The inspection team was concerned about quality, commitment and stability. FAMA responded that with approx 40% full-time staff they believed that they could achieve the required quality of teaching (especially since a high proportion held degrees from overseas). Also, that this enabled them to enhance the qualifications of the part-time staff. The inspection team remained unconvinced that such an arrangement would achieve its stated purpose, especially since the explanation would mean teaching assistants carrying a large part of the teaching load of staff engaged in further study.

b) the inspection team noted that a high proportion of teaching staff as listed in the questionnaire have the title 'Professor'. Despite FAMA's defence of this based on their explicit criteria, the team does not see this as helpful or being a hallmark of quality. Indeed, there is a danger that the proliferation of the title serves only to devalue it. The team recommends that the government identify rules for such academic titles.

Staff development was described as being structured around the achievement of further qualifications; research leading to publications and attendance at conferences and symposia. FAMA has its own publishing house which publishes the work of staff and others. The Inspection team was concerned that the process of refereeing for academic publications did not appear to meet the standard that would be expected from a university publishing house, in particular that referees were appropriately qualified and sufficiently independent to assess the work in a peer review process. The system

described appeared to approximate more closely to a process of peer endorsement than robust peer review.

5. Programmes

FAMA offers three-year Bachelors and two-year Masters programmes which it believes meet national and regional demand. Masters programmes are described as more professionally orientated and tend to use works in the English language. An example was given of a programme which had been designed and approved but is not running this year owing to lack of demand.

FAMA's submission and their team described the evolution of the syllabus as being market-driven, designed by the teacher, and approved by the academic committees.

However, in the complete absence of adequate QA the FAMA team was unable to give any satisfactory account of how this could assure coherence, quality and standards (see section 1.b above).

6. Students

The inspectors identified three particular areas for discussion about students: student support, employment of graduates and student satisfaction.

The Inspectors were satisfied with the FAMA team's description of the types of provision for students finding difficulty with their courses.

The FAMA written submission indicated that 35% of their graduates had failed to find employment. The FAMA team asked the Inspectors to note that unemployment in Kosova is running at about 40%. The Inspectors were not persuaded that an Institution that claims to gear its provision to market need was making any significant contribution to improving the overall employment position in the country.

Students are asked to submit a satisfaction questionnaire at the faculty level. However, the absence of any effective QA system raises serious doubts about the value of this exercise.

7. Inter-institutional links

FAMA has two categories of inter-institutional links: universities and professional bodies.

It may be instructive to understand what value-added the overseas institutions perceive in signing such agreements.

It might be helpful if the Ministry were to become involved, for example to advise on and to monitor the situation.

8. Inspectors' Evaluation

The facilities and resources were of a standard expected to be found in a small university college in United Kingdom. Student records appeared to be well-kept and the form and content of the administration seemed adequate to the needs of a small university college.

However, the QA arrangements remain at the level of description and have never been tested. Even at the level of description, they suffer from the fatal flaw of having as the senior executive officer a senior member of the existing teaching team. There seemed limited appreciation of the weakness this brings to the operation.

The full-time and part-time teaching imbalance was notable, and the absence of workable plans to redress it revealed a serious flaw in organizational awareness. Also, the proliferation in use of the title 'professor' created an impression of a preference for style over substance.

The absence of graduate outputs meant there was no evidence that the programmes being offered and the teaching approaches adopted matched societal needs or market demand, as was claimed. The assessment schemes seemed appropriate, but in the absence of an external examiner report, it is impossible to comment on any output standards achieved, a crucial consideration at this level.

There was evidence of activity in forming agreements with internal and external bodies. Any copies of agreements provided during the inspection are included in the filed documents transferred to the British Council for the attention of the HE Department.

The institution did not give the impression of being a stand-alone university; it seemed to lack the clarity of purpose, organization and scholarly detachment associated with a university.

Table 13.1 Student Registrations – FAMA

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Economics	5	15	492	367	326	1200
Economics - Banking & Finance	5	90	0	1	1	92
Economics & Management Informatics	5	68	0	0	4	72
General Law	5	112	170	95	82	459
Law & Criminology	5	0	239	171	169	579
Political Science	5	82	116	82	51	331
Psychology	5	0	0	0	43	43
Criminal Law	Masters	0	0	0	4	4
Economics & Management Informatics	Masters	0	0	5	3	8
Economics - Banking & Finance	Masters	0	0	4	5	9
Political Science - International Relations & Diplomacy	Masters	0	0	17	22	39
Political Science - Public Administration	Masters	0	0	5	0	5
Economics - Banking & Finance	5	0	0	109	194	303
Economics & Management Informatics	5	0	0	74	112	186
General Law	5	0	0	80	96	176
Economics	5	0	0	0	34	34
Law & Criminology	5	0	0	57	81	138
Psychology	5	0	0	0	59	59

Political Science	5	0	0	38	36	74
Economics & Management Informatics	5	0	0	65	33	98
Economics - Banking & Finance	5	0	0	102	59	161
Economics	5	0	0	9	174	183
General Law	5	0	0	63	50	113
Psychology	5	0	0	0	30	30
Law & Criminology	5	0	0	70	65	135
Economics & Management Informatics	5	0	0	71	52	123
Economics - Banking & Finance	5	0	0	32	54	86
Economics	5	0	0	0	19	19
General Law	5	0	0	54	35	89
Fama	Totals	367	1017	1571	1893	4848

Recommendation by BAC Panel:

It is recommended that FAMA should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

14. Academy of Theatre, Film, Television & Radio

Licence: 826/02-1

Dated: 18.10.2004

Period of Licence: 2004-2007

Documentary evidence submitted for licence renewal: 15 / 28

Inspectors: David Paul, Eleanor Pritchard and Derek Shields

Report written by: David Paul

1. Introduction

Academy of Theatre, Film, TV and Radio (AFTV) is a private higher education provider based in Pritzven that uniquely meets a need for courses in cinematography, film media and techniques that equip students with the skills and knowledge needed to pursue a career in these media.

2. Facilities and Resources

The Academy is fully equipped with photographic workshop (darkroom), a comprehensive library, and a studio with adequate equipment, although apparently limited on-site computing facilities. AFTV has an agreement with a local media production centre that enables its students to use the facilities there free of charge. An open plan reception area serves as meeting room for staff and students

3. Organisation

AFTV is a small private organisation with a Board of Management with 7 members.

4. Teaching Staff

AFTV has 4 full-time and 9 part-time lecturers. The quality of teaching is high and professional in approach. The teacher to student ratio is extremely favourable to students.

5. Programmes

AFTV offers a 3-year diploma programme, the first two years providing theoretical and practical experience in all aspects of design and production of a documentary film. In the third year of studies the student is required to specialise and produce a written dissertation for assessment.

Assessment is through a combination of coursework and projects throughout the academic year. Although there is an emphasis on practical skills assessment through projects (averaging 60% of the award) theoretical knowledge is also tested through written tests (40%) and submission of final dissertation.

6. Students

AFTV applies a rigorous enrolment scheme. Hundreds of potential students apply for a limited number of places (currently limited to 10 students per year). This ensures that

students on the programme are dedicated and that particular attention can be paid to students' progress. Criteria for selecting students include previous experience in the area. Since the intake for the academic year 2003–4, AFTV has admitted no further students in accordance with a decision by its board (a combination of uncertainty with MEST licensing, and a desire to focus on quality rather than quantity of graduates with the resources that presently exist).

Our interview revealed that detailed records of student performance are kept but at the time of the visit (a Saturday morning) these were not available as the rector's office was locked (though this in itself does contribute to the favourable impression of adequate data security measures being taken).

7. Inter-institutional Links

There are no formal arrangements with organisations in other states.

8. Inspector's Evaluation

Academy of Theatre, Film, TV, Radio in Prizren is a provider of higher education that meets a unique need throughout Kosova. Its programmes are at an appropriate level and, as offered as Diplomas, fall within the Law (Section §9.1). Students registered on the programmes earn a qualification of value to their future careers. Assessment is fair and the quality of supporting services in facilities and teaching are excellent for the low numbers of students enrolled.

We were slightly concerned that, given the nature of the material students produce, it may prove difficult for Academy of Theatre, Film, TV and Radio to keep track of previous students' work, if there are no systems in place to easily track it (in the library, and in the administrative documents we were unable to inspect). We would encourage the organisation to review its systems in this area.

We have not looked in depth at the financial viability of Academy of Theatre, Film, TV and Radio but, subject to successful scrutiny of financial records in accordance with Section §22.4, we would recommend that Academy of Theatre, Film, TV and Radio be permitted to continue to operate and to offer diplomas as provided for by the Law (Sections §9.1, §10.4).

Recommendation by BAC Panel:

It is recommended that Film and TV should not be accredited or licensed. It should be encouraged to apply to the Ministry or any institution that the Ministry sets up for this purpose as a Vocational and Technical School.

15. Gjilani University College

Licence: 1538/02-1

Dated: Not known

Period of Licence: 21.11.2007 until 2008/09

Documentary evidence submitted for licence renewal: 28 / 28

Inspectors: David Paul and Eleanor Pritchard

Report written by: David Paul

1. Introduction

Introduction not included in original report.

2. Facilities and Resources

GUC is a relatively large campus of 1800 m² on the outskirts of the city of Gjilan. The main building houses classrooms, a small library, a classroom fitted with computers, and a students' union with an office.

The facilities inspected were the library and IT room, both notably devoid of students, and classrooms.

We were surprised to find that classrooms we visited housed an unusually high number of students. Students were working in several large groups, though it was unclear whether this was determined by the needs of the task or a lack of personal desking for each student.

The team confirmed from the documentation provided that large class sizes are typical with class attendance averaging 52 students in the mathematics course within the Faculty of Economics. We are extremely concerned that insufficient attention may have been directed towards individual students with such a high student/teacher ratio.

3. Organisation

GUC is a privately owned provider of higher education, originally opened as College Gjilani by its two founders and owners.

There are four faculties :

- Education Faculty
- Economic Faculty
- Law Faculty
- Faculty of Social and Humanitarian Sciences

4. Teaching Staff

GUC has 47 teachers with 18 full-time and 29 part-time. No obvious effort was made by GUC to determine whether part-time teaching staff were employed by other teaching institutions.

We were concerned that the main measure of quantitatively assessing teaching quality was in the number of publications that the staff produce. This is not a reassuring measure of quality.

5. Programmes

Only 3-year Bachelors programmes with 460 full-time and part-time students are available and introduced to broaden employment opportunities in Management, IT, Business and English. We were concerned that no evidence was available to confirm the extent to which employment needs were satisfied.

With only a handful of schools out of 30 - 40 in the region having staff qualified to teach English we find it commendable that English is part of the curriculum. We noted the enthusiasm of the staff teaching a class on our visit yet we were concerned that the level of English taught was at beginner - intermediate level and whilst this may fulfill a need in the region, it would be better offered as a supplementary remedial course separate from, and augmenting, the higher standard needed for an English language component of a Bachelors programme.

Assessment takes the form of coursework, projects, 2 mid-term written tests and a final written examination. Students' assessments are set by their lecturers, marked by their lecturers and, with no evidence of moderation of marked work, the validity and reliability of assessment is questionable.

We were concerned that regular attendance accounts for 5% of the final mark. Attendance should rather be treated as a prerequisite for the award as its inclusion reduces the marks available for assessment of academic knowledge and skills.

6. Students

GUC claim that their internet website is used to maintain student records. Our attempts to access this website were unsuccessful so we cannot confirm the nature of the records stored there, nor whether adequate safeguards to protect personal data are in place. The fact that the website has always been inaccessible to us is of great concern in that it means that immediate access to necessary student records is not possible.

7. Inter-institutional Links

Several agreements exist with local and international organisations but these are in the form of teacher and student exchanges.

8. Inspector's Evaluation

GUC falls significantly short of the minimum number of students required to qualify as a university.

The team was of the opinion that, subject to major improvements in quality assurance and assessment the institution could continue as an academic college offering certificate and diploma programmes that meet regional needs, but not its own degrees.

Table 15.1 Student Registrations – Gjilani

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Economics - Banking & Finance	5	0	0	48	61	109
Management & Informatics	5	0	0	23	60	83
Law	5	0	0	37	49	86
Criminology & Law	5	0	0	22	21	43
Faculty of Education	5	0	0	43	47	90
English Language	5	0	0	0	40	40
Psychology	5	0	0	0	28	28
University College "Gjilani"	Totals	0	0	173	306	479

Recommendation by BAC Panel:

It is recommended that Gjilani should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to the Ministry or any institution that the Ministry sets up for this purpose as a Vocational and Technical School.

16. Iliria University

Licence: 935/02-1

Dated: 03.07.2007

Period of Licence: 2006-2011

Documentary evidence submitted for licence renewal: 26 / 28

Inspectors: David Paul, Eleanor Pritchard, Derek Shields

Report written by: Eleanor Pritchard and Derek Shields

1. Introduction

The purpose of the visit to Iliria on the 4th June 2008 was to carry out an onsite inspection at the request of the Ministry of Education, based on the completed questionnaire submitted by Iliria.

Iliria provided a team of senior academic and administrative staff, led by the Rector, which appeared to have been responsible for the written submission. A Ministry of Education observer and a KAA observer were also present.

2. Facilities and Resources

At present Iliria has 2 adjacent buildings with about 4500 m² of floor space. In the next academic year Iliria intend to construct another building to give a total of 10000 m².

The existing buildings contain:

- classrooms
- teaching rooms
- library including electronic library facilities
- TV in the library
- photocopy facilities
- an IT lab
- forensic lab
- staff facilities
- central administration
- CCTV facilities for observing staff in action

All of these were seen during the inspection.

A major resource on the management side is the Management Information System (MIS), which seems central to their operation. Iliria believe this will enable them to minimise the administrative demands on floor space. Also, the MIS enables the administration to publish, on television screens in the hallway, room occupancy and lecturer availability to students.

Our inspection covered a room in which there were four staff who were responsible for entry of data, including evaluation data and test marks, into the central system. Considerable hardware and software investment has obviously been made into this part of the administration, yet we find it very strange that when data is initially typed into the system the original forms are optically scanned and stored as images against which data

previously entered is verified. Significant savings in time and resources could have been made with some forethought in design, for example the use of optical mark readers to collect quantitative data would have been appropriate.

Our inspection included visits to two taught classes and one exercise class in progress. In all three the class sizes were satisfactory.

3. Organisation and Quality Assurance

Most of the discussion on this topic concerned the Quality Assurance (QA) arrangements.

The Rector seems to be the focus of the QA at Iliria. He asserts that he reports on QA to the Board.

The QA process seems to consist in the data from a variety of sources, including student satisfaction surveys (conducted at the end of each semester), attendance lists, exam results, etc., being collated in the MIS and a variety of reports being generated each semester. It was not possible to receive a satisfactory explanation as to the effectiveness of the reports. In particular it was unclear as to how the reports that were being produced in any way contributed to the stated purposes of enhancing lecturer performance and student satisfaction, and the rationale for the selection of data presented in the reports was also unclear (for example only a subset of exam results were presented per course). Indeed, the team indicated several instances in processed data of obvious inconsistencies between the stated aim of the system and the outcomes and between raw and processed data. That is, although an impressive amount of raw data was being processed and an equally impressive amount and picturesque set of reports was being generated, there seemed to be little understanding of the reasons why this was being done. The team enquired what action would be taken about consistently poor lecturer performance and were informed that two assistants and one professor had been released from their contracts. However, the team expressed concern that what appeared to be processed outcomes that indicated action should be taken against a particular professor were being overridden by senior management impressions.

The senior management asserted that the MIS's validity and reliability was guaranteed by the scrutiny of external experts, many from overseas. Such experts were said to visit Iliria once a month, although the Inspection team remains unclear as to the purpose and content of these visits.

In summary, although the team was impressed by the appearance of the MIS it remained unpersuaded of its current efficacy, validity and reliability.

The Inspection team looked at the central records office where it appeared that both Registration and performance records were kept in both hard and electronic form. The system seemed adequate to purpose, and an example was chased through to test the system which proved satisfactory and the Inspectors were impressed with the alacrity with which the administrative staff performed its task. However, the Ministry might consider observing this system more closely if thinking of imposing a uniform record system throughout the country.

4. Teaching Staff

The Inspection team raised their concerns about the balance of (a) full-time to part-time staff (b) titles and (c) Professional Development.

(a) The inspection team was concerned about quality, commitment and stability. Iliria argued that the pairing arrangements of professors and teaching assistants guaranteed the quality of teaching. However, this defence failed to persuade the Inspection team that the students were receiving full value from the full-time staff or that an unreasonable burden was not being placed on teaching assistants.

(b) The inspection team noted that a high proportion of teaching staff listed in the questionnaire have the title 'Professor'. Despite Iliria's defence of this being based on their explicit criteria, the team does not see this as helpful or as a hallmark of quality. Indeed, there is a danger that the proliferation of the title serves only to devalue it.

(c) Iliria appeared to believe that staff professional development was the main outcome of the MIS processes described in Section 1.a above. Clearly, if (as the Inspectors believe) this system is not achieving its stated purpose then this belief is seriously misplaced.

5. Programmes

Iliria offers three-year Bachelors and two-year Masters programmes which it believes meet national and regional demand. The PhD programme is in abeyance pending Ministry guidance.

The Inspection team believe that the assessment system in use is seriously flawed: question papers appear to be set by the lecturer, worked by the student, marked by the lecturer, graded by the lecturer, the outcome discussed with the student: the lecturer then works the paper himself to ensure that it is doable and manageable within the given time, and submits a sample of such question papers to a committee. There appeared to be a) no pre-scrutiny or moderation of question papers b) no post-scrutiny or moderation of outcomes c) an astonishing number of exam sessions in the academic year, which must place inordinate stress on the creative powers of the lecturer.

6. Students

The inspectors identified three particular areas for discussion about students: student support, employment of graduates and student satisfaction.

The Inspectors were satisfied with the Iliria team's description of the types of provision for students finding difficulty with their courses.

The Iliria team indicated that about 45% of their graduates had found employment. The Inspection team thought this was low, but recognised that the first graduation had only happened some three months ago.

Students are regularly asked to submit a satisfaction questionnaire at the faculty level. However, the absence of any effective QA system raises serious doubts about the value of this exercise.

7. Inter-institutional links

Iliria has inter-institutional links with universities and professional bodies.

It may be instructive to understand what value-added the overseas institutions perceive in signing such agreements.

It would be helpful if the Ministry were to become involved, for example to advise on and to monitor the situation.

8. Inspectors' Evaluation

The facilities were cramped for an institution that claimed over 2000 students: it is difficult to believe that a significant proportion of the students could be accommodated in classes at any one time. Some resources were strangely positioned, which raised questions about the seriousness of the scholastic endeavour: for example, the library was housed in an ill-lit basement, which it shared with a large TV monitor and a piano. Overall, the standard of accommodation fell below that expected of a small university college in the United Kingdom.

Student records appeared to be well-kept and the form and content of the administration seemed adequate to the needs of a small university college.

The QA arrangements remain at the level of description and have never been tested. However, they appeared to be well-documented and the reporting lines clear enough to allow for effective action.

The full-time and part-time teaching imbalance was notable, and the absence of workable plans to redress it revealed a serious flaw in organizational awareness. Also, the proliferation in the use of the title 'professor' created an impression of a preference for style over substance.

The absence of graduate outputs meant there was no evidence that the programmes being offered and the teaching approaches adopted matched societal needs or market demand, as was claimed. The assessment schemes seemed appropriate, but in the absence of an external examiner report, it is impossible to comment on any output standards achieved, a crucial consideration at this level.

There was evidence of activity in forming agreements with internal and external bodies.

The institution did not give the impression of being a stand-alone university; it seemed to lack the clarity of purpose, organization and scholarly intent associated with a university, nor does it meet the size requirements.

Table 16.1 Student Registrations – Iliria University

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
International Business	5	167	188	52	72	479
Management & Informatics	5	156	261	127	186	730
Economics	5	142	299	190	305	936
Law	5	0	42	67	101	210

International Relations	5	0	0	0	22	22
Management & Informatics	Masters	0	0	0	30	30
Banking, Finance & Accounts	Masters	0	0	0	17	17
International Relations	Masters	0	0	0	52	52
International Business	Masters	0	0	0	11	11
University "Iliria"	Totals	465	790	436	796	2487

Recommendation by BAC Panel:

It is recommended that Iliria should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

17. International University of Prishtina

Licence: 1018/02-1

Dated: 17.08.2007

Period of Licence: 2007-2010

Documentary evidence submitted for licence renewal: 27 / 28

Inspector: Stephen Vickers

Report written by: Stephen Vickers

1. Introduction:

The International University of Prishtina (IUP) is in its first year of operation, and located a few km from the city centre. It was founded as a result of the initiative of six senior academics, mostly from the University of Prishtina, who undertook a market analysis and concluded that Kosova required a university dedicated to the creation, training and upskilling of professional managers. The inspiration claimed was the ideas of Peter Drucker, and the programmes are modelled on those available from Harvard and Sheffield (the latter has a faculty in Athens). It offers programmes in Finance and Accounts and in Management.

2. Facilities and Resources

The IUP has a plan to build a purpose-built campus of 2500 m² in grounds of 50000 m² on the estate of the largest founder-investor. IUP currently occupies an unostentatious building, yet one internally well-suited for purpose. It has a board room, excellent offices for its key staff and good provision for others, and more than 20 lecture theatres, classrooms and IT and language laboratories. The Student Affairs Department is well-organised and inviting. At the back on the ground floor are the student welfare facilities, which, with their light and airy café-bar (capacity 100 diners), leading to a terrace, are the best which this inspector has seen in Kosova.

3. Organisation

The inspector was pleasantly impressed that the IUP was very open as to its foundation and as to the source of capital. There are two major shareholders and seven academics now hold half of the equity through co-investment agreements. The inspector was able to interview the largest shareholder, who provided 50% of the founding capital, and found him idealistic and convincing. As a Kosovan and a UP graduate whose construction company had prospered in Slovenia, he explained that he wished to see Kosova endowed with a first class management university. That he had given so many leading academics an equity share and that he had been assured that there would not be a positive return for at least five years, and even then that it would be modest, convinced the inspector that his participation in IUP was motivated by idealism rather than profit.

The IUP's management team is highly experienced, well-connected both nationally and abroad, high profile, and appears to be cohesive and coherent. To its credit, the IUP's submission and supporting material, a further copy of which was handed over unprompted to the inspector, was by far the best of the six seen by this inspector. The IUP had taken on board the KAA training on self-evaluation reports, and the submission

included a lot of useful information and clear regulations, and the entry criteria are published, although undetailed. QA is given a clear status within the IUP's higher echelons, and is the responsibility of a very senior academic, with extremely well qualified staff to assist, certified by the EOQ and in Germany.

Student and staff records are held in electronic form, and well up to the best in international standards.

4. Teaching Staff

The IUP has an impressive 41 teaching staff, mostly extremely well-qualified and experienced, and mostly with doctorates from either Tirana or Prishtina and industrial experience. Since the university is in its first year, lecturers on second and third year programmes are not currently teaching, but it is to the credit of the IUP that their full scheme is in place and reassuringly detailed. It is clear however that the institution has the support of some very good teachers with a good practical base in the real economy. This reflects the aspirations of the IUP, to be an effective management university, and to marshall the best management brains from Kosova and the Universities of Tirana and TOBB.

Teaching staff are expected to engage in research, and the IUP has two research groups to create clusters of excellence which research students can join in future.

5. Programmes

Five faculties are proposed, with such close subject areas that a cynic might conclude that this division is an attempt to comply with the Law on Higher Education rather than in the interests of the university:

- Foreign Trade
- International Business
- International Economics
- International Finance and Accounting
- International Management

Programmes, teachers and assessment are planned for several years into the future, and in general the IUP looks to practise the sort of management which it preaches. There was one minor slip. The institution has draft regulations for the conduct of Masters degrees, which is to its credit, although they give the impression of having been rushed through without full consideration. Notwithstanding the fact that they applied to the academic year 2007-8, when there were already 68 students whose Masters studies were well advanced, they were approved by the Rector on 15th June 2008 and by the Senate of the University on 16th June 2008, a fact confidently recorded in advance on the copy dated 15th June. They also more than once list a 2008 date followed by "of each year", suggesting that the single day during which the Senate had to ponder over these important draft regulations before approving them was insufficient.

Assessment regulations are clear, although the moderation and assurance of comparability, both internal and external, require clarification.

6. Students

The IUP aspires to be the outstanding management university in the Balkans and to recruit a student body of 1000, which it considers appropriate to the economy and the potential student base. The fees are 1200 Euros per annum. In its first year of operation, IUP had 97 full-time and 55 distance learning students, of whom 84 were pursuing Bachelors programmes and 68 Masters. Many of the latter are mature students working part-time, so the Masters programme appears to fulfil a need within the economy of the area.

The IUP also wishes to become more linguistically inclusive, and under the agreement with TOBB (see below) 12 students, mostly from around Prizren, are studying in Turkish by distance learning. There are also plans to teach in Bosniak (Serbo-Croat) and for the later years of study to be conducted in English. The inspector had the opportunity to converse with the lecturer responsible for the Turkish-language programmes, and formed the impression that there were major benefits to Kosova in this facility.

The students met by the inspector were highly enthusiastic about the IUP, and half of them were changing careers, having already qualified in a professional/skilled field.

7. Inter-institutional Links

International co-operation is extremely important to the IUP, with Western Europe, with Turkey, and across Albanian-speaking Europe. It has a Quality Assurance Protocol of Cooperation with the TOBB University for Economy and Technology, Ankara. This covers quality assurance, a policy of inclusive study in Turkish, and the opportunity for IUP students to spend half a semester studying in Ankara at some time during their three years. This is a useful facility for the 1.5% of the country's people whose first language is Turkish. The IUP in a sense serves as the Kosovan campus of TOBB, but the inspector has not fully explored everything that that implies in the long term. Copies of the agreement with TOBB have been lodged with the Ministry.

On 9th July 2008 IUP expects to sign an agreement with the International University of Management, University of Poitiers, to allow the IUP to offer Poitiers' Masters degree in International Finance and Accounting, and subsequent Doctorats.

There are also informal links. The IUP depends heavily on University of Tirana teachers, and shares some staff with the newly accredited South-East European University in Macedonia. With regard to employers, the IUP enjoys a Protocol for Cooperation with the Kosova Chamber of Commerce for student placements in international businesses.

8. Inspector's Evaluation

The IUP promises to become a very useful facility for Kosova and the region. Its staff are of high quality, and the exchange of expertise from Albania and Turkey presages benefits for the economy as well as for education. The availability of good management education in Turkish and planned provision in Bosniak (Serbo-Croat) is also a positive development for the multicultural future of Kosova. QA and the agreement to offer University of Poitiers degrees and education in English, together with distance-learning opportunities, are also of real value to the country.

On the negative side, the IUP has in declaring itself a university wilfully evaded the law, and the involvement in such a pivotal way of senior UP academics and politicians might present problems of conflict of interest. The team does not think this too great a challenge given the apparent integrity of those involved, but recommends that registers of outside activities should be established in both the UP and in Parliament.

While not allowed to call itself a university under the Law, the team recommends that the IUP be allowed to operate having reclassified itself as a Business School, and that it offers externally validated degrees, as well as those of properly accredited overseas universities such as the University of Poitiers (with oversight from the KAA or another government agency).

Table 17.1 Student Registrations – International University of Prishtina

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Finance & Accounts	5	0	0	0	31	31
Management	5	0	0	0	53	53
Finance & Accounts	Masters	0	0	0	22	22
Management	Masters	0	0	0	46	46
International University of Prishtina	Totals	0	0	0	152	152

Recommendation by BAC Panel:

It is recommended that the International University of Prishtina should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees

18. Katana

Institute for Studies of Security and Integrations

Licence: 1588/02-1

Dated: 14.12.2007

Period of Licence: 2007-2012

Documentary evidence submitted for licence renewal: 27 / 28

Inspectors: Stephen Vickers

Report written by: Stephen Vickers

1. Introduction

The Katana Institute, which until late 2007 was called the 'Institute for Security Studies and Analyses "Katana"', was founded in March 2007. It is located in a building built in 2005-6 and owned by the security firm WBG. The Institute was granted a Research licence by the government in December 2007. The Institute holds that its activities are licensed under the Law on Scientific Research Activity (2004/42) and the Law on Adult Education and Training (2002/3) rather than under the law on Higher Education. The Institute is closely associated with and largely controlled by WDG, which employs 2000 security guards whose services are leased out to companies around the country. The Institute and indeed the company hold a strong emotional loyalty to the former Kosova Liberation Army, and is named for that army's founder Katana.

There are two main strands to the work of the Institute. The first strand is the training of security guards. The company originally started with demobilised KLA soldiers for whom security work was a useful source of employment after the armed forces of the then Serbia and Montenegro had withdrawn from the territory. The clientele now is more mixed, and to date just over 100 people have been trained through the Institute's basic course, mostly ethnic Albanians but including some ethnic Serbs and Bosniaks. All these former students have so far found employment within WDG itself, although in principle the Institute apparently hopes to place students across a wider range of employers. The second strand is addressing wider strategic and security questions in the Balkans and South East Europe generally, and there is a nascent programme of publications and conferences.

2. Facilities and Resources

The facilities available to the Institute are excellent. In addition to access to WDG's restaurant, gym and outdoor training facilities and shooting gallery (the latter still in course of construction), the Institute has two very large offices with meeting areas, a board/conference room with capacity for sixty people and a training room for up to sixty people. In this training room is a nascent library; a good start but nowhere near sufficient for the needs of an influential and well-grounded think-tank. In addition it boasts on the top floor a self-contained retreat and conference centre with five seminar rooms, a copious meeting area and a kitchen; the Institute hopes to rent this facility out to companies. There are also attractive grounds with a 99-year lease. Although it does not yet break even, it would appear to have WDG's finances available to it.

3. Organisation

The Katana Institute, although founded by WDG, and “retaining organisational linkage with the founder company”, is intended to enjoy full scientific and professional autonomy. It has its own staff, and its autonomy has been strengthened as the security guard training has begun to yield an income to the Institute, rendering it less dependent upon the financial generosity of WDG. Its independence is therefore nowhere near complete; only in May 2008 did it open a separate bank account, and salaries had, up to and including April 2008, been paid directly by WDG. The reference to this “separate bank account” suggests to the inspector that the Institute does not yet enjoy independence, a fact confirmed by senior staff referring to “our employees”, clearly meaning those of WDG, when talking on behalf of the Institute.

The Director of the Institute holds a PhD in International Relations (and has held important government security posts), the Chair of the company is a former Prime Minister and overall commander of the KLA and the Board is apparently made up of distinguished people. Whether there is an overlap of membership between the Boards of the Institute and the WDG is not known. The Institute also has six full-time staff, most of whom are involved in the training of security guards.

4. Teaching Staff

The Institute’s teaching staff on the security guard programmes are well-qualified for what they do, which falls within the Technical and Vocational Education mission of the Institute rather than its HE mission.

If and when the Institute applies for an HE licence and branches out into HE programmes, the Director appears well-qualified to establish the basis of such teaching, but he would need to be augmented.

5. Programmes

The Institute has begun to publish a series of papers, which are useful yet which do not always date or footnote everything which requires such amplification in so detailed a fashion as to permit the non-Kosovan reader to profit with confidence from their insights. In this regard, they might be called “position papers” rather than “research papers”, but as such they constitute a timely contribution to the local understanding of the developing situation in Kosova. They do not, in the opinion of the inspector, yet qualify as dispassionate research.

The Institute has a plan for five levels of security training, comprising Security Guard, Security Officer, Security Manager, Close Protection Operative and Close Protection Team Leader, all defined as between Level 3 and Level 5 on the European Qualifications Framework. So far only the Security Guard courses have commenced, and there have been perhaps four cohorts. The course lasts ten days, and a candidate must pass the practical elements before commencing the theoretical training. A certain level of physical fitness is mandatory. The assessment of training, both practical and theoretical, is thorough and well-documented.

6. Students

Student records (all so far for trainee security guards) are kept in a record book similar to those mandated by the Education Ministry for HE institutions. An electronic version is also kept. Student evaluations are taken and analysed, and with effect from the next cohort every employer will be asked after three months to evaluate staff whom they have taken on. Candidate certification, ironically in an institution centred upon security, is not printed upon security paper, although there are unique candidate identifiers which mean that a suspect certificate could be challenged in the field.

7. Inter-institutional Links

The only significant bilateral agreements into which the Institute has entered are Memoranda of Understanding with the Albanian Institute for International Studies and the Republic of Albania's Institute for National Security Policies, and although the Institute aims to become an authoritative and influential think tank respected in conflict resolution and contributing to security in the Balkan region, this project is as yet in the developmental stage. There are informal contacts with Croatia and with the South East European University in Tetovo, Macedonia, itself but recently established.

8. Inspector's Evaluation

The team considered the Institute a good specialist TVE institution for the training of security guards, well staffed and prepared to expand its offering in this field according to its business plan. Planning, training and reporting are good, certification needs to be improved, and efforts to place trainees elsewhere other than at WBG should be redoubled.

With regard to its aspiration to become an Institute and think-tank, whether or not the college requires an HE licence needs to be determined. The inspector would recommend that the appropriate Ministry should grant the Institute some sort of probationary status for twelve months, see how it develops and then assess the quality of its staff, its publications and its conference programmes. Its independence needs to be further honed and strengthened. There nmy be in Kosova only room for one outstanding national think-tank on security and conflict resolution issues, and if so, the Ministry has to determine, and the Institute has to strive to demonstrate, to what extent Katana is the appropriate standard bearer for Kosovan thinking in these areas.

Recommendation by BAC Panel:

It is recommended that Katana should not be accredited or licensed. It should be required to eliminate the words "Research Institute" from its descriptions. It should be encouraged to apply to the Ministry or any institution that the Ministry sets up for this purpose as a Vocational and Technical School.

19. KUF – University College Ferizaj

Licence: 1536/02-1

Dated: 21.11.2007

Period of Licence: 2007-2010

Documentary evidence submitted for licence renewal: 25 / 28

Inspector: Stephen Vickers

Report written by: Stephen Vickers

1. Introduction:

This newly established institution is still on its first cohort of 270 students. It occupies a modern rented facility contiguous to the railway line close to the town centre of Ferizaj, whose region it is designed to serve. It has links with AAB, some of whose programmes it offers.

Its establishment was apparently preceded by intelligent market analysis, testing the hypothesis that there was substantial regional demand for HE which could not be satisfied by the University of Prishtina. Target groups were people whose HE aspirations or careers had been disrupted by the ethno-ideological conflict; parents with children, people already employed who need to study evenings and/or weekends, and those whose employers are willing to fund their education. This exercise found that 12% of the region's c300, 000 adults would be willing to study at an HE institution in Ferizaj. With an eye on employer sponsorship, the College enjoys fraternal relationships with the Association of Municipalities, and contracts with the three of that Association's thirty-one members closest to Ferizaj.

2. Facilities and Resources

The building is well-furbished, save for the top two floors which have not yet been completely finished. These will house the Research department, four classrooms, an expanded library, enhanced by volumes from Bremen, and the offices of two senior staff. When completed it will be a very good facility indeed. On lower floors there were two more and larger classrooms and an IT lab, together with offices and an attractive reception and foyer. The classrooms and computer labs are modern and very well-equipped. There is also good office provision for staff, and the Principal's office is also the boardroom. There are two lecture theatres. The college appears to be well-capitalised, although no evidence has been seen of this other than the impressive premises and equipment. In 2010-11 the college will move into new, purpose-built premises.

3. Organisation

KUF has a Council and a Director, and a logical structure. The college appears to have a strong, united and committed management team, and the inspector was impressed by those he met, all of whom joined the college in 2007. The AAB link has permitted KUF to "hit the ground running", and to exhibit a degree of professionalism which most new colleges might be unable to match, while it may be a weakness in that some of the human resources who appear to be dedicated to KUF may in fact do most of their work

for AAB. The inspector has no data on this, and these fears may be groundless. There is a need for the regulator to clarify the relationship between the two, looking at the ownership documents, and satisfying themselves as to the source of capital and the company structure. The principal and majority shareholder is a young actor who decided to move into education because the financial returns in theatre are sparse. To have created such an impressive institution so fast one might think it necessary to locate a reliable source of capital. He has also part-founded the University of Bonyã, by Peja, unknown to this team. The inspector did not feel that the principal was trying to hide anything from him; he was both helpful and affable.

Student records are good and effectively kept in electronic form. Assessment has been by means of essays and oral examinations; but the QA officer is gradually standardising the assessed element of all modules to comprise two pieces of coursework, a final examination, a theoretical test and a practical test. Deviation from this model is permitted when the subject matter requires it and a suitable justification can be made. Comparability is easy while KUF remains small; the inspector was reassured, since no single module has more than one teacher who also conducts the marking, which QA will sample. What the wider QA experience of this officer was is not clear, and some wider training activities drawing staff into QA thinking would be useful.

The college is organised into three faculties, predictably Law, Education and Economics, and the latter is divided into departments, two of them tailored to public administration and banking respectively, designed to meet the needs of two employer client groups, municipalities and banks. The departmentalisation is largely aspirational; since there is a need to maintain economically viable teaching groups there are at present a lot of compulsory subjects, but as demand grows the range of optional subjects will increase and the degrees will be more tailored.

4. Teaching Staff

There are 18 teaching (some part-time) and 8 administrative staff, mostly well-educated and quite young, many of them with higher degrees from Germany or Austria. The imputed link between AAB, Bremen and KUF should ensure an interchange of ideas and expertise. Most staff hold PhDs. Eight of them are employed at the University of Prishtina, working between four and six hours per week, and one by the Ministry of Public Affairs.

The QA leader inspires a degree of confidence. Considerable attention is paid to teaching students academic writing and citation, an area previously unknown to most students. In addition he asks teachers to supply information on the teaching methods they use. He has ambitious plans to increase the variety of teaching methods, and is well aware of wider European practice. There is also a lively plan to bring in overseas lecturers, including longer-term staff from the University of Bremen.

The college has clear regulations for the award of academic titles from full professor downwards, and 13 staff have so far been awarded these titles, expected to rise to 30 in 2008-9. There are far more professors than one would see in the UK.

5. Programmes

All programmes are styled as BA programmes run over four years. As with similar institutions, KUF focuses upon Economics and Law, but in addition KUF has a

programme to upskill serving teachers. Traditionally only a High School Diploma is necessary to teach in schools, and a shortage of teachers with more advanced education was exacerbated by the war. In evenings and weekends, teachers can pursue an Education degree over 4 years.

Although students in employment are taught outside the working week, the KUF does not offer part-time degrees, and such people have a similar teaching and assessment load as daytime students.

The initial curriculum came from AAB, but there have been modifications during the first year. It is possible that KUF courses will find their way back to AAB. There is a plan to expand the curriculum, yet in which subjects is dependent upon market analysis. It is probable that high-level vocational (professional) education, attractive to employers, will be central to the college's expansion, and the college should address itself to the TVE section of the Ministry of Education. One might expect that the needs of banks and municipalities will argue for finance and for public administration.

6. Students

There are no entry examinations, although the inspector was assured that in future there would be, with each faculty conducting their own. The student drop-out rate is low; the year started with 270 students of whom 258 remain. Of the others, some work for international organisations or external armed forces and have been relocated, one has married and moved away, leaving just a few who have merely abandoned their studies. This speaks well of the college.

Although the fees of 1100 Euros per year are higher than the UP, for people living at home or in employment they are not appalling. Both municipalities and banks fund staff to undertake degrees, while for untaxed Kosovans working for international organisations the fees are easily affordable. Staged payments are available, and there will be a Scholarship Fund for two annual scholarships.

Overall there are more women than men on KUF courses. Some students are Bozniak and a few Roma, and the college plans to offer simultaneous translation from Albanian to Bozniak (Serbo-Croat), German and English.

There is a system of student evaluation of teachers, and students are represented on a Students' Parliament and on the Students' Councils for each faculty.

7. Inter-institutional Links

Through the good offices of AAB, the college has links with the University of Bremen, which will provide two lecturers on a regular basis. The inspector was not able to see copies of this agreement, but was assured that a copy has been submitted to the HE Department.

8. Inspector's Evaluation

While KUF clearly does not meet the size or diversity specifications of Kosovan law to act as a university, it is serving effectively the needs of a region and of people who are unlikely to attain HE by more conventional routes. There are some signs that it is working

on comparability, and it has sound plans for quality assurance and enhancement of teaching and learning.

Its premises and resources are adequate, its management sound, and its relations with employers admirable.

It is recommended that KUF be allowed to continue to offer externally, which will inspect it each year. It should not be allowed to issue degrees purely in its own name. Given its good local links, it should also be encouraged to offer suitable vocational courses for secretaries, administrators and accounting technicians.

Table 19.1 Student registrations – University College Ferizaj

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Economics	5	0	0	0	150	150
Faculty of Education	5	0	0	0	66	66
Law	5	0	0	0	42	42
University College Ferizaj	Totals	0	0	0	258	258

Recommendation by BAC Panel:

It is recommended that KUF should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

20. NIC-Holdings

Licence: 498/02-1

Dated: 07.02.2007

Period of Licence: 2007-2012

Documentary evidence submitted for licence renewal: 20 / 28

Inspectors: Stephen Vickers

Report written by: Stephen Vickers

1. Introduction

NIC Holdings characterises itself as a vehicle research institute and is based alongside the NIC garage and restaurant in Obliq. It has been in existence since 2006, and was founded by a former engineering student from the University of Prishtina, who is now the Director, with a family business providing the start-up capital. It has 750 m² of vehicle testing area and 250 m² of teaching area. There are a number of vehicle engineers, trainers, technicians and operatives. There are several aspects to the institution's work. These include testing vehicles for modifications or for first registration following importation, Coc – Certificate of Confirmation (in UK parlance MOT) work on all classes of vehicle, training CoC testers, accident reconstruction and expert witness work.

NIC Holdings also owns a contiguous motor vehicle workshop, petrol station and workshop. These are excluded from this study.

2. Facilities and Resources

The facilities are excellent. There is 750 m² of vehicle testing area, equipped with rolling roads, inspection jacks and viscosity analysis machines for each of cars and vans, trucks and motorcycles. The equipment is very up-to-date, supplied by two German firms, which also provided training and manuals to NIC's staff. There is also 150 m² of classroom and 200 m² of offices. The staff also have access to the 150 m² of garage space.

3. Organisation

There seems to be no complete separation of governance between the Institute and the rest of NIC Holdings' activities, although it has a Board, directorship is clearly vested in the owner. The company is a family business, and thus the Institute is also. In the opinion of the inspectors, having interviewed a number of directors and staff, the owners aspire to the status of a Road Transport Research Laboratory, and when and if, some years in the future, such a status is attained, the current governance arrangements would not be appropriate for such an independent body.

4. Teaching Staff

NIC Holdings will in due course commence teaching CoC testers from across the country and perhaps the region, in courses of six-months' duration. It appeared that the engineer identified as the potential teacher is well trained technically; the inspector did not assess his pedagogical skills. This work of technician training is clearly valuable, but falls within

the Technical and Vocational Education mission of the Institute rather than its HE mission.

5. Programmes

For the purpose of this inspection, it is the research element which needs to be considered, i.e. what elements of NIC's admittedly excellent provision are worthy to be considered research, and are these elements of sufficient volume for NIC to be called an Institute? Furthermore, is there enough of a community of scientists for this appellation?

Most of NIC's work is vehicle testing, by hi-tech methods, but testing nevertheless. Into this category fall most of NIC's external contracts seen by the inspector. Useful MoUs were also produced, but they were with German and Croatian firms involved in this field to exchange technical information, and for the moment NIC is on the receiving end of technical assistance rather than supplying it.

Those areas which go beyond vehicle testing involve accident investigation and consequent expert witness work. These are at the moment far less important as a percentage of NIC's work than vehicle testing and maintenance contracts with the UN and with KFOR. Moreover, "investigation and reporting" is a more appropriate description of what NIC is doing here than "research", since they are not yet in a position to provide any useful predictive insights into prevention of accidents, etc. In other words, the investigations are not yet abstracted, collated and analysed in such a way as to constitute "research" in the HE sense of the term.

Although its staff are pleasant and skilled, the NIC in no way has the concentration of scholars one might expect in an engineering research laboratory, and should not have been licensed as an HE research institute.

6. Students

Teaching has not yet commenced. When it does, it will be focused upon the training of vehicle testers.

7. Inter-institutional Links

A large number of commercial contracts were seen, together with an agreement with the Croatian Vehicle Institute dated November 2007, for the latter to provide technical back-up. There were also indications that the German manufacturers of the vehicle testing equipment would be franchising some of their training in the region to NIC.

8. Inspector's Evaluation

The team considered that the Institute is a good specialist TVE institution for the training of vehicle testers, and is doing an excellent job in improving the country's vehicle records. It has superb equipment, and some very able and well-trained staff. However, it is not yet involved in high level research, and is not yet pushing forward the frontiers of human knowledge on engineering issues.

Without prejudice as to how it may develop in the future, at present it falls very far short of the status of a Research Institute in the HE sense.

Recommendation by BAC Panel:

It is recommended that NIC Holdings should not be accredited or licensed. It should be required to eliminate the words "Research Institute" from its descriptions. It should be encouraged to apply to the Ministry or any institution that the Ministry sets up for this purpose as a Vocational and Technical School.

21. Faculty of Pharmacy

Licence: New institution – now applying

Dated: N/A

Period of Licence: N/A

Documentary evidence submitted for licence renewal: 18 / 28

Inspectors: Rod Burgess and Mike Carter

Report written by: Rod Burgess

1. Introduction

The Faculty of Pharmacy (the Faculty) was established in October 2007 as a private institution in the area of pharmacy. The initial investment required to establish the Faculty was provided by the Owner/Director. The Director reported that the primary source of future funding will be student fee income. Currently the Faculty has no formal agreements with other HE institutions. The only programme currently operating is a 3-year Bachelor of Pharmacy, of which the first intake to the programme is about to complete their first year.

2. Facilities and Resources

The Faculty is located in a modern and well furnished building, 7 kilometres from the centre of Prishtina. The Director stated the Faculty has a 5-year lease on the building, which is extendable. The facilities provided for students include six classrooms (some which may be turned into additional laboratories in the future), an IT laboratory with 20 PCs, a pharmacy laboratory, a library with private study places, a canteen with fast food and drinks, an adjacent sports facility for basketball and football. Staff facilities included the Director's room and a large staff room for the other teaching staff.

3. Organisation

By definition this is a single faculty institution.

4. Teaching and support staff

The Bachelors programme is supported by 4 full-time and 5 part-time teaching staff. The Director reported that all of the full-time staff had studied and/or taught at the University of Prishtina and maybe some of the part-time teaching staff. There are 4 administrative staff including the Director, who also teaches.

5. Programmes

The Director reported that the existing degree was designed to be at Level 6 on the European Qualifications Framework and in designing the curriculum he had researched similar curricula in five other universities in the region. As well as operating the existing 3-year degree in Pharmacy, the Faculty plans in the future to develop and offer a Bachelors degree in Pharmacy Management.

The existing degree programme requires about 22 hours per week of supervised teaching and the notional student workload is about 40 hours per week. About 40 per cent of the

programme is practically based with students working within external pharmacy organisations as well as within the Faculty's own laboratory.

6. Students

There are 10 students currently enrolled on the Bachelors degree in Pharmacy. The Director explained that this low number was due to the late approval by the Ministry. The plan is to increase the intake to 20 students on the existing programme and to also have an intake of 20 students on the planned Pharmacy Management programme. This will lead to a total of 100-120 students overall. The Director reported that the only other providers of similar programmes in Kosova are the University of Prishtina and another private university.

7. Inter-institutional Links

Currently the Faculty has no formal agreements with other HE institutions and the Director stated that there are no plans at present to develop any such agreements.

8. Inspectors' Evaluation

The Faculty has been very recently established and is only coming to the end of its first year of operation. It appears to be developing well and has the potential to provide a valuable contribution to the provision of HE in Kosova. The inspectors identified the following strengths and weaknesses:

Strengths

- The pleasant location and overall quality of the Faculty's premises
- The clarity of the perceived market demand for pharmacy graduates
- The design of the Pharmacy degree curriculum is reportedly based upon research of similar curricula from other regional HE providers
- The reported use of external pharmacy organisations to support much of the students' practical work
- The use of student questionnaires to help assess the quality of teaching
- The reported plan to employ a consultant to help develop quality assurance processes within the Faculty

Weaknesses

- In general, quality assurance processes relating to the programme, courses, teaching, assessment and staff are under-developed
- The lack of any peer validation of the curriculum to ensure appropriate content and the claimed Level 6 standard of the award
- There is no internal or external moderation of assessments and their marking to ensure the quality, fairness and standards of assessment
- The lack of any plan to provide teaching staff with continuing professional development in their subject and pedagogy
- The IT facilities are dated, there is inadequate working space between the PCs and no provision of height adjustable chairs
- The lack of any access to journals in the library

The Faculty clearly does not meet the requirements of the Law on universities as regards student numbers and the number of Faculties.

Recommendation by BAC Panel:

It is recommended that Pharmacy should not be accredited or licensed. It should be encouraged to apply to the Ministry or any institution that the Ministry sets up for this purpose as a Vocational and Technical School.

22. Pjetër Budi University

Licence: 586/02-1

Dated: 09.05.2007

Period of Licence: 2006-2011

Documentary evidence submitted for licence renewal: 28 / 28

Inspectors: Eleanor Pritchard and Derek Shields

Report written by: Eleanor Pritchard and Derek Shields

1. Introduction

The purpose of the visit to Pjetër Budi, on the 6th June 2008, was to carry out an onsite inspection at the request of the Ministry of Education, based on the completed questionnaire submitted by Pjetër Budi.

Pjetër Budi provided a team of senior academic and administrative staff, led by the Rector. This team appeared to have been responsible for the written submission. A Ministry observer was present.

2. Facilities and Resources

Pjetër Budi consists of a main building of some 1460 m², in which all teaching takes place, and a student dormitory. The main building contains:

- Administrative offices
- Secretary's office
- Teaching rooms
- Software classroom
- Library
- GP doctor's surgery.

There are plans for an additional building of some 1800 m².

At present, it is difficult to see the building as being adequate to the purpose intended: it seems cramped and poorly-designed to accommodate the numbers of students and staff indicated in the submission. The GP surgery looked so pristine as to be unused. The doctor is on hand three days each week. The doctor spoke no English, so it was difficult to establish why she was there and what she does.

The building is small and gives the impression of not being designed for purpose.

There were several teaching rooms, none of which gave the impression of being heavily used.

The software classroom contained students who were simulating customs office activity.

In another classroom, students were assembling project reports for public consumption.

The library contained a limited supply of books and periodicals.

There is an electronic library, which was arranged as a classroom. However, it only allows access to material produced by Pjetër Budi, which places a severe constraint on its usefulness. Also, the room contained a terminal, which allowed students access to central administration, to allow them to consult their records. It was not clear if access was restricted or general; if general, then there is a clear security problem.

Overall, the impression was one of a building which was barely fit for the purpose of teaching and learning at the university level.

3. Organisation

The owner presides over a Managing Council, which appoints the Rector.

Recently, a QA coordinator was appointed; he is not part of the teaching staff. The QA coordinator reports to the Rector.

The QA coordinator collates data on:

- Student evaluation forms
- Professors' activities – e.g., production of papers and attendance at symposia
- Management activity – reports from administrative officers; test attendance, etc.

The coordinator prepares a report, then establishes a commission (said to include external experts) to evaluate the report. The report then is submitted to the Rector, with recommendations for action. The Rector, in consultation with the Council and teachers, has the final decision on action.

Apart from the existence of the QA coordinator, all remains at the level of description. It remained unclear about how the commission would be formed, who might be on it and what force its recommendations might have. The aim seems to be to create a system that will link aims with outputs, but in the absence of outputs, it is not immediately obvious that what is proposed will be operationally effective.

The Inspection Team was not impressed by the Pjetër Budi description of the proposed QA arrangement and remains pessimistic that a satisfactory QA model will evolve and if it does, that it will be implemented effectively.

The central administration and student records office is run by the Pjetër Budi secretary, who has direct responsibility for legal compliance and the supervision of the head of administration.

There is a Pro-Rector for academic affairs.

There is hard copy archive of all tests and an electronic copy of all test papers.

Student records are maintained in hard copy form and stored electronically. A sample case was chased through the system, which performed as intended.

The records are not consolidated in electronic form, but are well-kept and adequate for purpose.

Overall, the administration seemed competent.

4. Teaching Staff

The Inspection Team expressed concern about (a) the balance of full-time to part-time staff shown in written response and its effect on quality, commitment and stability; (b) the proliferation of the title of 'professor'.

Pjetër Budi did not seem unduly concerned about the perceived imbalance, preferring to stress that their provision was designed to meet market demand and that those teaching were well-qualified in their fields. In addition, it was argued, the QA system being put in place would monitor teaching performance and lead to improvements. The Inspection Team's reservations about the proposed QA system were stated above.

On the question of the proliferation of the title 'professor', Pjetër Budi argued that teachers bring the title with them or are awarded the title through a rigorous process which involved any teacher seeking the title having his or her work and qualifications evaluated by a commission of three from Pjetër Budi or elsewhere.

The statement seemed reasonable, but the Inspectors remain concerned about the overuse of the title.

5. Programmes

Pjetër Budi offers Bachelors programmes in a range of vocationally-orientated subjects – such as customs and banking – which, it is claimed, 'focus on studies that are essential for Kosova'. There have been no graduates from the programme, so the claim that the programmes match market need remains untested.

The description of the syllabus and assessment system seemed straightforward. However, the supervisory regimen for tests seemed curious, with the test questions being emailed to the students, who would have had advanced warning of a significant part of the content of the test. Also, different groups in the same cohort receive different test papers, yet there seems little effort to standardize questions or papers. Indeed, there seemed little understanding of the need to consider standardization, except through a mysterious and random process of the course teacher setting all questions and then determining the aptness of the content of a particular paper.

In conclusion, on assessment, there seemed to be no monitoring of the quality or standard of examination papers, which are not pre-scrutinized and, before being worked by the students, seen only by the teacher who sets and marks them. Nor are they moderated after the event.

6. Students

All students are asked to complete student satisfaction questionnaires, which are to form part of the QA process, and seem intended to raise the quality of student experience, mainly by affecting the quality of teacher performance.

The Inspection Team was provided with a list of non-ethnic Albanian students registered at the institution, although there was no mention of the academic merit of these students.

Pjetër Budi has been operating for three years and nobody has graduated. This means that it is impossible to test Pjetër Budi claims that programme provision and delivery is consistent with economic conditions and market demand in Kosova. However, Pjetër Budi claims good feedback on the students who have been given placements in the local customs service. And because of the belief that programmes and delivery align with the market, and complement public university provision, Pjetër Budi claim that their graduates will have no difficulty in finding employment. Nevertheless, the claims cannot be tested and it remains an open question whether customs officers, lawyers and economists will be required in the numbers being produced by Pjetër Budi and similar institutions.

In the absence of reliable outputs - graduates, all claims remain at the level of description.

7. Inter-institutional links

Pjetër Budi provided copies of agreements with other institutions and organizations.

The Pjetër Budi team placed particular emphasis on the link it has established with a university in Ohrid, Macedonia, seeing this as guarantee of standards and a source of staff.

Recently, Pjetër Budi has signed an agreement to train 20 tourist guides for a German tourism company.

It may be instructive to understand what value-added the overseas institutions perceive in making agreements with institutions such as Pjetër Budi.

The Ministry were needs to become involved in monitoring such agreements.

8. Inspectors' Evaluation

The institution showed evidence of having the type of facilities, resources and programmes similar to those of a vocational/technical college or school, without degree-awarding powers of its own.

If designated as a vocational college, it should be supervised by a regulatory body, within the Ministry's HE Directorate, such as a Vocational and Technical Education Authority (VTEA), responsible for monitoring the following areas:

- Admissions Criteria
- Management and QA system
- Balance of teaching staff
- Programmes and Assessment
- Output Standards.

The college should be allowed to run degree programmes from other, degree-awarding institutions only with the agreement of VTEA.

The title of 'professor' should not be conferred by the college.

If designated as a vocational college, the institution should be audited annually to ensure compliance with Ministry criteria.

Table 22.1 Student Registrations - University Pjetër Budi

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Logistics & Distribution	5	0	56	46	104	206
Insurance	5	0	0	37	50	87
Human Resources	5	0	0	18	38	56
Tourism & Hotel Management	5	0	0	11	29	40
Logistics & Distribution	Masters	0	15	0	5	20
Human Resources	Masters	0	0	8	11	19
Insurance	Masters	0	0	13	14	27
Tourism & Hotel Management	Masters	0	0	0	6	6
University Pjetër Budi	Totals	0	71	133	257	461

Recommendation by BAC Panel:

It is recommended that Pjeter Budi should not be accredited or licensed. It should be required to eliminate the word "University" from its name. It should be encouraged to apply to the Ministry or any institution that the Ministry sets up for this purpose as a Vocational and Technical School.

23. University of Prizren

Licence: 153/02-1

Dated: 21.11.2007

Period of Licence: 2006-2009

Documentary evidence submitted for licence renewal: 28 / 28

Inspectors: David Paul

Report written by: David Paul

1. Introduction

Introduction not included in original report.

2. Facilities and Resources

The University of Prizren (UPZ) has one main building of 1700 m² used primarily for teaching and capable of seating 500 students at any one time. An additional 1600 m² of space in a warehouse adjacent to the main building is in preparation for expansion. The current facilities appear more than adequate.

The facilities included in the institution were:

- Library
- Administration
- Canteen
- Teaching Rooms
- Computer facilities
- Lecture theatres
- Staff offices and rooms

We were surprised to find that the library was locked during our inspection (a weekday morning when there were students around in revision classes and present for examinations, a time when we might expect students needing access to the library), and there was no reading room, or facilities for the librarian.

3. Organisation and Quality Assurance

Structures and procedures were described to the Inspectors which appeared to demonstrate a simple administrative structure with 7 Faculties in operation under a Senate comprising all full-time professors and the Rector.

Quality Assurance is carried out by a Coordinator who is responsible for monitoring teaching staff and student attendance, and collection of evaluation feedback forms completed by students on teaching staff and on courses. We were concerned to note that evaluation of teaching staff and courses by students was not correlated with students' performance. The evaluation form seemed to provide entirely subjective judgment. The information on student performance was available but the explanation for non-involvement was far from satisfactory; the suggestion made that a professor's judgement

was sacrosanct ("the Professor is a holy man") and not open to moderation by others left us with considerable doubt about the reliability of assessment of student performance.

4. Teaching Staff

We noted that 79% of teaching staff were part-time. Full-time teaching staff were expected to work 9 - 5 daily. Part-time staff were expected to work 1 or 2 occasions per week. We were informed that many of the part-time teaching staff travelled from Prishtina.

5. Programmes

UPZ provides teaching of programmes at Bachelors and Masters Level in 7 Faculties. Programmes are developed and taught by lecturers, and assessment of students on those courses is conducted by the same lecturer.

Student assessment is conducted through a variety of methods; set assignments; projects; written tests; and final written examination. We were concerned that the assessment of student performance was rather discretionary insofar as students' work was marked by their own lecturers without independent moderation. The team noted a discrepancy between the total mark for one component of assessment ('Participation') for one student with maximum marks and the original source data (the student had been absent for several classes).

6. Students

UPZ currently has 297 students enrolled. In the first year of operation (2006-7) 280 applied with 203 accepted, and in the second year of operation (2007-8) 198 applied with 113 accepted. The decline in applications was attributed to competition from Fama, a short walk away. Given the low number of students and the decreasing trend in enrollment it is our view that it is unlikely that UPZ will meet the minimum legal requirement of 3000 students for University status.

The students to whom we spoke informed us that they intended to continue to further study, after graduation.

7. Inter-institutional Links

We noted that UPZ has several arrangements with other international institutions for staff exchange.

8. Inspector's Evaluation

Clearly UPZ will find it extremely difficult to attract over 2700 more students to reach the target of 3000 needed to qualify as a university.

Subject to an improvement in its system of quality assurance and assessment UPZ may have a future as an institution meeting the regional demand for certificate and diploma level courses.

Table 23.1 Student Registrations – University of Prizren

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Economics - Banking & Finance	5	0	0	55	28	83
Management & Informatics	5	0	0	9	7	16
Business Administration	5	0	0	1	0	1
Law	5	0	0	24	16	40
Criminology & Law	5	0	0	13	0	13
English Language	5	0	0	20	0	20
Psychology	5	0	0	36	19	55
Political Science	5	0	0	29	0	29
Computer Science	5	0	0	19	14	33
Architecture	5	0	0	0	12	12
University of Prizren	Totals	0	0	206	96	302

Recommendation by BAC Panel:

It is recommended that Prizren should not be accredited or licensed. It should be required to eliminate the word "University" from its name. It should be encouraged to apply to the Ministry or any institution that the Ministry sets up for this purpose as a Vocational and Technical School.

24. Rezonanca University of Medical Sciences

Licence: 419/02-1

Dated: 14.02.2006

Period of Licence: 2004-2009

Documentary evidence submitted for licence renewal: 22 / 28

Inspectors: David Paul, Eleanor Pritchard and Derek Shields

Report written by: Eleanor Pritchard and Derek Shields

1. Introduction

The purpose of the visit to Rezonanca University (RU), on the 9th June 2008, was to carry out an onsite inspection at the request of the Ministry of Education, based on the completed questionnaire submitted by RU.

RU provided a team of senior academic and administrative staff, led by the Rector. This team appeared to have been responsible for the written submission. Ministry and KAA observers were present.

Rezonanca is a medical science institution.

2. Facilities and Resources

RU is dedicated to medical sciences and consists of a main teaching building, which includes an outpatients' clinic, on the outskirts of Prishtina, and a fully operational hospital in the centre of Prishtina. The main building contains:

- Administrative offices
- Teaching rooms
- Library
- Outpatients' clinic.

There are plans for an additional hospital to be built behind the university building; the aim is to create a campus-style medical university.

In addition, in the centre of Prishtina, there is a fully operational hospital, with a range of services for patients (radiotherapy, physiotherapy, maternity wards, gynaecology, dentistry, surgeries and post-operative care wards). Students on the Rezonanca medical programmes gain their clinical practice opportunities here.

(a) Main Teaching Site

There is a wide range of facilities at the main site. The basement houses radiology facilities (including MRI scanners). The upper floors house a number of small teaching classrooms, a modest library, e-library and auditorium. They also house laboratories (microscopy, dentistry, physiotherapy, physiology, anatomy, and biochemistry), but are limited in numbers of students: microscopy has only 13 places and biochemistry has less than 15.

Whilst the institution plans major expansion to become a teaching hospital in the years to come, the inspection team can only give its recommendations on the basis of the facilities and resources that exist at this present moment and not on planned facilities. The labs on the upper floors are fairly basic, with well-used equipment and facilities and what one might expect from a technical/vocational high school science department or first year undergraduate laboratories.

There is a small outpatients' clinic attached to the main site where, at time of the visit, there were a number of patients waiting, but no safe indication of the MRI scanner located there in use on a patient.

(b) The Hospital/Clinic (near British Council offices, 5 km from Rezonanca Main Site)

This is a fully operational hospital, with a range of services for patients (radiotherapy, physiotherapy, maternity wards, gynecology, dentistry, surgeries and post-operative care wards). Students on the Rezonanca medical programmes gain their clinical practice opportunities here.

At the time of the visit, the hospital was active with many patients waiting for and receiving treatment. The facilities are impressive insofar as there seems to be considerable investment in modern equipment and patient care.

The Rezonanca Hospital facilities obviously provide a much needed, though private, service in treatment and aftercare of the general public's health, so this may be seen as a worthy location for internship of students to gain their clinical practice. For a hospital to make the transition from a general hospital to a *teaching* hospital there needs to be in place systems to support students' learning and acquisition of skills, and adequate supervision by qualified doctors, without detracting hospital resources away from the primary function of health care. With no students on location and minimal time, it was not possible to form a judgement on this and the efficacy of in-service training.

3. Organisation

RU seems to take the University of Nottingham as its model for organization, QA and the curriculum. The link between the two institutions seems to have existed for about two years, but seems to have been weakened or severed from the Nottingham end.

The organization shows a well-thought-out committee model, structured to enable the focus of activity to be on clinical, behavioural and communication skills, with the intention to have a closed loop between aims and outcomes. However, it is difficult to resist the notion that this exists more on paper than in reality.

The QA arrangement rests on well-documented EU standards assured by the Nottingham organizational structures, which produce and drive the curriculum and more especially the assessment.

The QA coordinator appeared to sit at the appropriate position in the hierarchy.

The documentation and description gave the Inspection Team confidence in RU's seriousness of intent; however, since it had not been tested by throughput cases, there was no evidence that it was either used or effective.

An organization chart is to be found in the additional material.

Record-keeping was comprehensive and quite impressive. Hard-copy records were kept on all academic staff (qualifications, experience, research, publications) and students (personal and progression); and electronic copies of student performance and progress, including records of failures – all with adequate back-ups. The system was tested for purpose and performance and showed to be adequate to purpose and accurate in use.

There is an intranet system (based on Nottingham), which allows students access to their results and e-library access to the University of Prishtina which supplements the physical library in the Registry.

4. Teaching Staff

RU expressed concern about the number of part-time teachers on staff, but have failed to attract applicants of sufficient status to justify full-time appointments.

The approach RU is taking to counter this problem is to enhance the skills of existing staff through in-house training in:

- Curriculum development
- Methodology of teaching
- Assessment.

The plan is that, at the start of each year, all staff – both full-time and part-time – will attend seminars to cover these aspects of professional development.

However, the inspectors noted that these were expressions of intent, and that nothing yet had been implemented.

The Inspection Team was impressed with the teachers' involvement in student support: students who are struggling in two or three courses are identified and given intensive remedial support, at the end of which they tested before being allowed to take the final examination.

On the question of the use of the title 'professor', RU stated that, in the main, teachers bring their titles with them.

5. Programmes

RU offers Bachelor programmes in medical science subjects:

- 5 years for medicine and dentistry
- 4 years for pharmacy
- 3 years for physiotherapy and diagnostic radiology.

A range of assessment techniques, on the Nottingham model, is used, all of which seem to be monitored and recorded.

An External Examiner (EE) system, based on the British one, is being introduced. This is a positive step. However, it was not in place at the time of the visit and no EE reports were available for scrutiny.

In conclusion, as described, the assessment regimen seemed sound and would be strengthened by the proposed EE. However, in the absence of significant throughput and outputs, its effectiveness remains an open question.

6. Students

All students are asked to complete student satisfaction questionnaires, which are to form part of the QA process, and seem intended to raise the quality of student experience, mainly by affecting the quality of teacher performance.

RU reported that, for the first few years, the only applications they received were from students who failed to get in to the University of Prishtina. However, it now seems that according to them they have become first-choice for some applicants.

As would be expected in the medical field, assessment seems to be intensive, continuous and closely monitored. However, what was not clear was the quality and standard being achieved. That is, while the mechanisms seem there, there is a lack of throughput on which to make those judgements. Indeed, in terms of market acceptability, it was noted that all eight of their graduates have been employed in RU, which means their claims on employability have not yet been tested in the market.

In the absence of reliable outputs - graduates, all claims remain at the level of description.

7. Inter-institutional links

There is collaboration with the University of Prishtina on exchange of teachers – mainly part-time.

There was some concern in the RU delegation that the link with Nottingham had been weakened. This illustrates the danger of aligning too closely with one institution.

Copies of agreements were provided.

The ministry needs to monitor such agreements by means of the new KCAA.

Note on medical standards: It should be noted that Rezonanca sets itself as a medical science institution. It was not obvious to the Team that safeguards exist to protect the profession from the admission of 'medical doctors' from Rezonanca, graduate cohorts who may fall below the standards required of general practitioners or specialists in medicine.

8. Inspectors' Evaluation

The specialized nature of the institution suggests that it should be inspected by people well-qualified in the medical sciences. The recommendations below should be set against this observation.

The facilities and resources of the teaching campus seemed of a standard expected to be found in a small university college in United Kingdom. However, for an institution specializing in medical sciences, some equipment seemed rather rudimentary. Student records appeared to be well-kept and the form and content of the administration seemed adequate to the needs of a small university college. Records on staff, including applications for posts, seemed comprehensive.

The inspector who visited the hospital facility was impressed by the facilities and resources he was shown there.

The QA arrangements at the campus remain at the level of description and have not been tested. However, they are well-documented and have a senior officer responsible for ensuring their implementation; the reporting lines seem robust enough to ensure effective action is taken. The QA and the committee structure appeared to be modelled on that of the University of Nottingham.

The full-time and part-time teaching imbalance was unsatisfactory. There was awareness of the difficulties caused by the imbalance, but the approach to redress it was speculative and had not yet shown evidence of success. This could be serious for an institution specializing in medical sciences. Also, the proliferation in use of the title 'professor' created an impression of a preference for style over substance.

All programmes seemed related to medical sciences. However, the paucity of graduate outputs meant there was no evidence that those being offered, and the teaching approaches adopted, matched societal needs or market demand, as was claimed. The assessment schemes seemed appropriate, and an external examiner system was planned. However, no external examiner reports were available, so it is impossible to comment on any output standards achieved, a crucial consideration in these subjects at this level.

There was evidence of activity in forming agreements with internal and external bodies. Any copies of agreements provided during the inspection are included in the filed documents transferred to the British Council for the attention of the HE Department.

On the evidence in the teaching campus, the institution did not give the impression of yet having the critical mass to be regarded as a stand-alone medical university. It should be considered for validation or similar from the KAA or other suitable government body.

Table 24.1 Student Registrations – Rezonanca University of Medical Sciences

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
General Medicine	5	27	29	7	0	63
Stomatology	5	19	32	13	16	80
Pharmacy	5	32	42	20	30	124
Physiotherapy	5	20	14	1	8	43
Radiology	5	8	3	0	0	11
University "Rezonanca"	Totals	106	120	41	54	321

Recommendation by BAC Panel:

It is recommended that Rezonanca should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees. The KCAA should make special arrangements with the Ministry of Health or other appropriate institution in its inspection of Rezonanca.

25. Riinvest University

Licence: 938/02-1

Dated: 04.07.2007

Period of Licence: 2007-2010

Documentary evidence submitted for licence renewal: 28 / 28

Inspectors: David Paul, Eleanor Pritchard and Derek Shields

Report written by: Eleanor Pritchard and Derek Shields

1. Introduction

The purpose of the visit to Riinvest, on the 31st May 2008, was to carry out an onsite inspection at the request of the Ministry of Education, based on the completed questionnaire submitted by Riinvest.

Riinvest provided a team of senior academic and administrative staff, led by the Managing Director, the QA officer and the head of the IT faculty. This team appeared to have been responsible for the written submission. A KAA observer was present.

2. Facilities and Resources

Riinvest has one rented building, of some 1600 m², close to the centre of Prishtina. Although compact, the buildings and facilities appear well-maintained and adequate for current capacity.

Riinvest has a strategic plan that plans a conservative increase in the number of students to about 700 at the end of year three, which is seen as the maximum for the existing building, and which will provide financial stability for the operation. During that phase, there are no plans to increase the range of courses on offer. However, there are plans to build additional capacity for 2010/11, and an analysis of market trends will determine which additional programmes might be introduced.

Alongside the university, there is a Riinvest Institute, whose function seems to be to attract commercial research and projects, which will be worked on by university staff and other consultants hired for the purpose. To facilitate this, the Riinvest team described an interesting staff incentive scheme, which is outlined below.

The building is small, bright and modern, well laid out and well presented.

On the ground floor there is a library from which students may borrow books to take to the reading room on the first floor. Also, there is a lecture theatre which seats about 100.

On the first floor, there is a reading room, post-graduate rooms and three lecture rooms.

On the second floor, there are two teaching rooms, each seating about 70, and two computer labs, each seating about 40 people.

The remainder of the building is taken up with staff accommodation and administration.

Overall, the impression was one of a building fit for purpose and able to accommodate the student and staff numbers described in their plans.

It would be helpful if a physical inspection could be made during a teaching term.

3. Organisation

The institution seems well organized, with a clear view on the role of QA.

QA is the responsibility of a QA Commission (QAC). A recently appointed senior member of staff is responsible for gathering and analysing appropriate data from each faculty, then to reporting her findings to the QAC. The QAC then reports to the Academic Council and Board on those matters which need action and is given authority to implement decisions. An on-going interactive student questionnaire and performance records are the main source of raw data, which lead to an evaluation of teachers and teaching. However, it must be noted that this system remains at the level of description and has yet to be tested for effectiveness.

In summary, although the Inspection Team was impressed by the description of the QA system, not having seen any evidence of the described system having been in operation, its operational effectiveness remains an open question.

The central records office was inspected. It appeared that both registration and performance records were kept in both hard- and electronic-form. Given the numbers involved, the system seemed adequate to purpose, and an example was chased through the system and it seemed to work satisfactory.

4. Teaching Staff

The Inspection Team expressed concern about the balance of full-time to part-time staff shown in written response. They were concerned about the effects this might have on quality, commitment and stability.

Riinvest acknowledged the problem and argued an interesting defence, based on (a) most of the teaching burden falls to full-time staff; (b) the part-time staff bring diversity; (c) the university supports all types of staff to enhance their qualifications; (d) the university provides staff incentives to work on projects secured by the Riinvest Institute.

The Inspection Team thought (a) and (b) to be interesting responses, which might benefit from further scrutiny.

On (c), the university is happy to support staff seeking to enhance their qualifications and, at present, asserts that five members of staff are being supported on PhD programmes. However, the support does not include payment of salaries, but seems limited to providing them with on-going access to the university's database. Also, when pressed, Riinvest admitted that, contractually, such people were no longer members of staff.

On (d), Riinvest had a much more interesting model based on financial incentives. The purpose of the Riinvest Institute seems to be to secure consultancies, for which fees are

charged. University staff are encouraged to work on the consultancies, partly as a means of improving their skills, and partly to enhance their salary from within the organization, thus reducing the tendency to take part-time work outside. Those who choose to work on the consultancies can enhance their basic salary by up to 40%.

In all cases, it was impossible directly to verify the descriptions.

The title 'professor' littered the staff lists. The university response was that many bring their titles with them, mostly (all computing teaching staff) from the University of Prishtina (UP), and that others qualified by meeting well-defined criteria.

The Inspection Team remains concerned at the proliferation of the title 'professor'.

5. Programmes

At present, Riinvest offers Bachelors and Masters programmes. The PhD programme is planned but not yet operational. As noted above, any increase in current provision will depend on an analysis of market demand over the cycle to 2010/2011.

The description of the syllabus and assessment system seemed reasonable; all take the same form. However, within that form, and provided the academics can satisfy the faculty committee on standards, there is the sort of scope for innovation in response to developments which is absent at the University of Prishtina.

Also, the concept of 'failure' is real, with provision for failing students who do not meet the required standard. The Inspection Team was content with the description.

6. Students

The discussion about student destinations, support and experience was relatively brief. Students who struggle are identified through regular assessments and then are counselled; formalized student impressions are a regular feature of the QA process described above; and destinations are not thought to be a problem because of the market-orientation of both course and teaching approaches.

The Inspection Team was impressed with the Riinvest understanding of its concerns but believe that a more thorough investigation of the student experience would be helpful, especially if some students could be interviewed.

7. Inter-institutional links

Riinvest has ties with a variety of organizations, including local businesses and banks. It has overseas links with several institutions, including most notably the University of Staffordshire, in the UK, where several of their senior staff have studied and several others are beginning their study.

It may be instructive to understand what value-added the overseas institutions perceive in such agreements.

The Ministry needs to become involved, for example to advise on and monitor the situation.

8. Inspectors' Evaluation

Although small, the number of students registered meant that the facilities and the resources seemed of a standard expected to be found in a small university college in United Kingdom. Student records appeared to be well-kept and the form and content of the administration seemed adequate to the needs of a small university college.

The QA arrangements remain at the level of description and have not been tested. However, they are well-documented and have a senior officer responsible for ensuring their implementation; the reporting lines seem robust enough to ensure effective action is taken.

The full-time and part-time teaching imbalance was unsatisfactory. However, there was awareness of the difficulties caused by the imbalance, but the approach to redress it was speculative. Also, the proliferation in use of the title 'professor' created an impression of a preference for style over substance.

The programmes seemed well-thought out and, as a whole, quite coherent. However, the absence of graduate outputs meant there was no evidence that those being offered and the teaching approaches adopted matched societal needs or market demand, as was claimed. The assessment schemes seemed appropriate, but in the absence of an external examiner report, it is impossible to comment on any output standards achieved, a crucial consideration at this level.

There was evidence of activity in forming agreements with internal and external bodies.

The institution does not yet have the critical mass to be regarded as a stand-alone university. However, the senior management team gave a sense of purpose, organization and scholarly detachment associated with the university tradition. Also, the business plan seemed predicated on achievable growth in student numbers and research activity. If this translates successfully to reality, the interesting relationship described as holding between the 'university' and its associated 'institute' could act as a model for the development of teaching and research in similar bodies. In the interim, its qualifications should be required to be submitted for validation by the KAA or another suitable government body.

Table 25.1 Student Registrations – Riinvest University

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Economics - Banking & Finance	5	0	0	0	33	33
Computer science - Software	5	0	0	0	29	29
Economics - Business	5	0	0	0	19	19
Business Administration	5	0	0	0	1	1
Economics	5	0	0	0	4	4
Management	Masters	0	0	0	20	20
Financial Trade & Banking	Masters	0	0	0	23	23
University Riinvest	Totals	0	0	0	129	129

Recommendation by BAC Panel:

It is recommended that Riinvest should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

26. Tempulli University College

Licence: 936/02-1

Dated: 03.07.2007

Period of Licence: 2006-2009

Documentary evidence submitted for licence renewal: 28 / 28

Inspectors: Derek Shields

Report written by: Derek Shields

1. Introduction

The purpose of the visit to Tempulli, on the 28th May 2008, was to carry out an onsite inspection at the request of the Ministry of Education, based on the completed questionnaire submitted by Tempulli.

Tempulli provided a team of the Rector and senior academic and administrative staff, which appeared to have been responsible for the written submission. A Ministry of Education observer and a KAA observer were also present.

2. Facilities and Resources

Tempulli has one building, close to the centre of Prishtina. Any expansion will be determined by the number of additional students to be accommodated.

The existing building contains:

- central administration
- classrooms
- reading room
- computer room
- electronics lab
- library
- staff facilities

The situation and appearance of the building did not impress as being of the standard expected of a 'university college'. The building is small and cramped for the numbers of staff and students shown on the submission.

All facilities were well-presented, although the contents of the electronic labs seemed rather dated. Overall, the impression was one of a building which was not over-used by students, an impression that was reinforced by the staff indicating that much of the teaching contact with students was by email.

3. Organisation

The organization of the institution seems to consist in the Rector, a central administration and two faculties. A QA officer had just been appointed. The QA officer is to liaise with the faculties and report direct to the Rector, who is thus the focus of QA.

Most of the discussion on this topic concerned the Quality Assurance (QA) arrangements.

As described, the intention seems to be that the QA process will consist in data from a variety of sources, including student satisfaction surveys, exam results, etc., being collated by the QA officer, with reports going to the Rector.

Since the QA officer was newly appointed, it was not possible to receive a satisfactory explanation as to the effectiveness of the process as described, as it has never been applied. In particular, it was unclear how the reports that were being produced might contribute to the stated purposes of enhancing lecturer performance and student satisfaction. That is, although the stated intention was for an impressive amount of raw data to be processed and an equally impressive number of reports to be generated there seemed to be little understanding of the reasons why this was being done.

In summary, although the Inspector was impressed by the evident good intentions of the newly appointed QA officer, not having seen any evidence of the described system having been in operation, he remained unconvinced as to its operational effectiveness.

The central records office was inspected. It appeared that both registration and performance records were kept in both hard- and rudimentary electronic-form. Given the numbers involved, the system seemed adequate to purpose, and an example was chased through the system and it seemed to work satisfactory.

4. Teaching Staff

The Inspector expressed concern about the balance of full-time to part-time staff shown in written response. He was concerned about the effects this might have on quality, commitment and stability. Tempulli argued that the areas of study were unique in Kosova and, because of that, it was impossible to provide full-time teachers locally to cover all topics, but necessary to revert to part-time coverage. However, this argument was not persuasive and it was suggested that Tempulli might address this in their Business Plan: the fact that a problem might be difficult does not mean it should be ignored.

The title 'professor' littered the staff lists. Tempulli's case for conferring this title remains weak.

Staff development seems incidental to the operation, being seen as a result of student feedback and/or involvement in exchange programmes with partner institutions.

5. Programmes

At present, Tempulli offers BSc programmes in (a) Traffic & Transport and (b) Posts & Telecommunications. MSc programmes are available under the same titles, and this year has the first cohort of 16 MSc students.

There are plans to introduce similar programmes in Air Traffic and Rail Traffic.

The description of the assessment system seemed reasonable. However, 'failure' does not seem to be a real an option for students, with none being allowed to fail on their way to the final assessment and none being allowed to submit their dissertation unless sure of

success. It is not clear that this approach provides an appropriate spur to excellence in either the student or quality in the institution.

The MSc programmes do not seem qualitatively different from the BSc, but 'more of the same'.

6. Students

Three particular areas were discussed: student support, employment of graduates and student satisfaction.

The Inspector was satisfied with the Tempulli team's description of the types of provision for students finding difficulty with their courses, with consultation and remedial courses being the key features. However, as noted above, 'failure' does not seem to be a real concept, so it would not be clear how successful such courses might be.

The Tempulli team outlined plans in hand to assist students to identify possible careers: a department of Academic Affairs is planned, which will be responsible for student destinations and for interviewing all graduates to find out how their careers have developed. However, this remains at the level of planning.

Each semester, at the faculty level, students are asked to complete a questionnaire on their experiences in their courses. The aim is to feed the results into the QA process. Again, the systematisation of this remains at the planning stage and will be heavily dependent on the activity of the QA officer.

7. Inter-institutional links

Tempulli has inter-institutional links with universities (such as Vienna) and professional bodies both outside and within Kosova.

It may be instructive to understand what value-added the overseas institutions perceive in signing such agreements.

It might be helpful if the Ministry were to become involved, for example to advise on and to monitor the situation.

The Inspector thanked the Tempulli team for its time and hospitality, and for the interesting discussions which had taken place during the visit. It was made clear to the Tempulli team that this inspection is part of a larger process, and there may be follow-up requests and/or visits.

8. Inspectors' Evaluation

The facilities were small, cramped and ill-designed for purpose. The equipment in the electronics lab seemed dated. It is difficult to believe that a significant proportion of the students could be accommodated in the building at any one time. Indeed, there was evidence that much of the teaching takes place remotely. Overall, the standard of accommodation fell below that expected of a small university college in United Kingdom.

Student records appeared to be reasonably well-kept and the form and content of the administration seemed adequate to the needs of a small vocational/technical college or school.

The QA arrangements, although well-documented, remain at the level of description and have never been tested. The newly appointed QA officer is likely to have a major task in ensuring they are implemented so as to be effective.

The full-time and part-time teaching imbalance was a matter for concern, and the absence of workable plans to redress it revealed a serious flaw in organizational awareness. Also, the proliferation in use of the title 'professor' created an impression of a preference for style over substance.

The programmes offered would more readily be described as vocational courses. The absence of graduate outputs meant there was no evidence that the programmes and the teaching approaches adopted matched societal needs or market demand, as was claimed, or that they were of an academic nature. As described, and for the type of courses offered, the assessment schemes seemed appropriate. However, in the absence of reliable evidence of outcomes, it is impossible to comment on any output standards achieved, which must be a crucial consideration at this level.

There was evidence of activity in forming agreements with internal and external bodies. Copies of agreements provided during the inspection are included in the filed documents transferred to the British Council for the attention of the HE Department.

The institution did not give the impression of being of university calibre; it seemed to lack the clarity of purpose, organization and scholarly intent associated with a university. If it wishes to continue, it should apply for validation to the KAA or another suitable government body.

Table 26.1 Student Registrations – Tempulli University College

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Street Traffic	5	34	26	13	33	106
Post telecommunication	5	0	11	10	20	41
Street Traffic	Masters	0	0	0	16	16
University College "Tempulli"	Totals	34	37	23	69	163

Recommendation by BAC Panel:

It is recommended that Tempulli should not be accredited or licensed. It should be required to eliminate the word "University" from its name. It should be encouraged to apply to the Ministry or any institution that the Ministry sets up for this purpose as a Vocational and Technical School.

27. Teuta European Academy

Licence: Not seen

Dated: Not seen

Period of Licence: Not seen

Documentary evidence submitted for licence renewal: 11 / 28

Inspectors: Rod Burgess

Report written by: Rod Burgess

1. Introduction

The European Academy "Teuta" (the Academy) plans to start teaching on the 1st September 2008 in the areas of law and business finance. The initial investment required to establish the Academy is being provided by the Owner/Director, Professor Dr. Nerimane Bajraktari. The Director reported that the primary sources of future funding will be from student fees and research income and that she plans for the Academy to be running at a profit within 3 to 4 years. The Academy plans to take its first student intake to a 2-year Masters programme in Law and Business Finance from September 2008.

2. Facilities and Resources

The Academy's premises are located in a pleasant modern building at Teuta in Prishtina. The building has been purchased by the Director and is in the process of being refurbished ready for a September start. The inspector was given a tour of the building during which the Director described in detail her plans for the use of the accommodation including teaching rooms, IT facilities, library including private study places, a roof restaurant for students and staff, student social space in the garden, staff rooms, reception and administration areas, and toilets. The inspector concluded that the planned use of the premises would potentially provide a very pleasant teaching and learning environment for students and staff, and there will be adequate space for both the planned student and staff numbers. The only reservations are whether there would be enough private study space for students and work space for academic staff, and the lack of any planned recreational facilities for students.

3. Organisation

The inspector was shown an organogram of the planned organisation structure for the Academy; a copy of which had been sent to the Ministry. This showed 3 departments of Economics, Law and European Studies. Due to logistical difficulties, the inspector did not have the time to explore administration and quality assurance procedures with the staff.

4. Teaching and support staff

The Masters programme will be supported by the 12 academic staff listed in the BAC questionnaire completed by the Academy. The Director reported that these staff would be contracted to work exclusively for the Academy from 1st September 2008 to both teach on the Masters programme and to conduct research. The Director also reported that CVs for these staff had been sent to the Ministry and, in her view, would demonstrate that these staff are appropriately qualified and experienced to teach at Masters level and

to conduct research. The Director also reported that she plans to involve part-time consultants/experts from the region and Europe in the work of the Academy. The Director also reported that 12 administrative staff – 9 full-time and 3 part-time - will be employed.

5. Programmes

The Director reported that the planned Masters in Economics and Law has been designed to be at Level 7 on the European Qualifications Framework and a copy of the curriculum had been sent to the Ministry. The curriculum has been designed by the 12 academic staff identified in the BAC questionnaire response. The programme consists of three taught semesters followed by a fourth semester devoted to individual student research theses. The Director also reported that she is considering the possibility of an additional Masters programme in finance, economics and criminality for the future.

6. Students

The planned annual student intake for the Masters is 90 students and the Director reported that the Academy have already received 80 suitable applications from potential students for this September's intake, including from about 25 students who wish to study part-time. The planned student fee is 9, 800 euros per semester. The Director reported that there are no plans to increase student intakes in the near future.

7. Inter-institutional Links

The Director reported that the Academy has already established formal 'scientific collaboration' agreements with the Kosova Ministry of Finance Economics and the Albanian Chamber of Trade and Industry of Tirana.

8. Inspectors' Evaluation

The Academy is clearly not yet fully operational, which means that this evaluation is based primarily on its potential and what was reported to the inspector during the visit, the questionnaire was poorly filled in and was not as helpful as it should have been.

Strengths

- The obvious commitment, enthusiasm and drive of the Director.
- The pleasant location and the quality of the building which is to be occupied by the Academy.
- The planned refurbishment of the building has the potential to provide a pleasant and reasonably spacious learning, teaching and research environment.
- The quality of the academic staff to be employed to deliver the Masters programme and to undertake research on behalf of the Academy.
- The planned employment of part-time consultants/experts to support the work of the Academy.
- Based upon the student recruitment figures reported, the Academy has the potential to meet its target student intake for September 2008.

Weaknesses

- The premises are nowhere near being fully refurbished and there are only just over two months to go before the Academy plans to be operational.

- The academic staff are not yet formally contracted to the Academy.
- The lack of any peer validation of the curriculum to ensure appropriate content and the claimed Level 7 standard of the award
- The resources to support learning, teaching and research (including furniture, IT facilities, teaching room equipment, and library book and journal stock) are not yet in situ.
- The planned administrative and quality assurance arrangements are not yet in place.

The Academy clearly does not meet the requirements of the Law as regards student numbers and the number of Faculties, and is not yet fully operational.

Recommendation by BAC Panel:

It is recommended that Teuta should not be accredited or licensed. It should make a full submission to the KCAA as to whether it should be allowed to offer KCAA degrees. It is recommended that it revisit its business plan to see if it can make its programmes more accessible.

28. UBT – University for Business and Technology

Licence: 420/02-1

Dated: 14.02.2006

Period of Licence: 2005-2008

Documentary evidence submitted for licence renewal: 27 / 28

Inspectors: David Paul, Eleanor Pritchard and Derek Shields

Report written by: Eleanor Pritchard and Derek Shields

1. Introduction

The purpose of the visit to the University for Business and Technology (UBT) on the 29th May 2008 was to carry out an onsite inspection at the request of the Ministry of Education, based on the completed questionnaire submitted by the UBT.

UBT provided a team of senior academic and administrative staff, led by the President Prof. Dr. Edmond Hajrizi, who appeared to have been responsible for the written submission. A Ministry of Education observer and a KAA observer were also present for the morning session.

2. Facilities and Resources

The main building was described as 3000 m², containing

- classrooms
- teaching rooms
- library
- practical rooms
- an IT lab

The building is on a five-year lease, due for renewal in 2009. There are plans to complete a building which UBT will own.

The inspection covered sampling one programme in depth: the three-year Bachelors programme in Computer Science and Engineering. The programme used is that offered by the University of Vienna. The curriculum consists of a core of 19 subjects in the first two years. Students choose one elective from five options in their third year.

Subjects are taught by visiting professors, over blocked periods of time throughout the academic year, and local lecturers on a full-time or part-time basis.

Subjects are assessed through coursework, projects and presentations, written tests and at the end of each academic year a final written examination. In our view the assessment methodology and contribution of marks to final grade is appropriate for this level of qualification.

The systems to support the records of achievement of individual students are comprehensive and informative.

Whilst the schemes of assessment seem valid and fit for purpose, we have a slight concern that the reliability of marks and grades awarded may be influenced by the fact that a student's work is always marked by the visiting professor who teaches the students. We would expect a more rigorous approach that factors out (i) the potential bias of marker familiarity with a student and his or her work and (ii) any bias in the marking that might disadvantage the student. Such approaches include the marking of student work by another lecturer who has not taught them, and second marking by another internal marker to identify and adjust for any original marker bias (leniency or harshness).

3. Organisation

Structures and procedures were described to the inspectors which appeared to demonstrate an integration of the academic and administrative functions of the university at a senior level. The university operates a Quality Management System in accordance with the principles of ISO 9001:2000 (certificate seen) with the President overseeing and bearing responsibility for ensuring appropriate standards are maintained and any necessary actions are taken. UBT also states that it has access to external links who advise on quality, and holds that the teaching links formed through bilateral agreements assist them to ensure embedded Quality Assurance.

3. (a) Administration, Student Records, QA

Having discussed UBT's general Quality Assurance principles, the inspection of the Administration, Student Records and Quality Assurance concentrated on student application and registration, the student record system and the exam record system.

Undergraduate admission to UBT requires the submission of an application form, accompanied by secondary school transcripts, secondary school leaving certificate, birth certificate and two photographs. The academic bench-mark for the leaving certificate is 2.5. Applicants who have not achieved this level are required to take an additional entrance test devised and delivered by UBT consisting in multiple choice papers in English, Mathematics and Logic. Any weaknesses identified by this additional testing are addressed by the delivery of supplementary classes designed to bring students up to an acceptable level. In the last academic year 392 students applied to the university, of whom three had scored less than 2.5 on their leaving certificate. These additional measures were applied and UBT reports itself satisfied with the outcome.

Postgraduate admission to the UBT usually requires that an applicant has already successfully completed an acceptable programme of undergraduate study. The Inspector noted with interest that there are two routes into the Engineering Management programme, corresponding to two different titles being awarded: a standard academic entry profile, leading to the award of an MSc, and a professional assessment entry route which is available to those who do not necessarily have a standard academic profile and which takes account of the candidate's career history to date (assessed through CV, statement of work experiences, references and an interview). This leads to an unusually titled award: an Exec. Ed. M.B.A.

Student records are held in both hard and electronic copy. The database being used appeared fit for purpose, and hard copy records appeared systematic and well maintained.

Random examples of one postgraduate and one undergraduate file were inspected and were satisfactory. Students do not have indexes, but are able to obtain on request a printed transcript, dated, signed and stamped. Whenever a transcript is requested the administrator produces two copies, one is given to the student and one held in the student's record.

Exam records are logged on an index sheet and signed by the Professor responsible for the exams, and this index sheet is submitted to the administration office. An administrator creates an entry for this exam in the electronic student record for each student taking the exam, and then generates a report from the database collating all of the entries. This is returned to the Professor to be checked against the original record, and is signed if correct and then filed in the Examination Records.

3. (b) Planning and Development

UBT sees itself as providing education and research which complements that available in the public sector. As key to this, it sees the creation of capacity-enhancing links with similar local institutions and, especially, international institutions. In seeking to embrace the provisions of the Bologna Accord it sees itself as making an effective contribution to the mobility of staff and students which, in turn, will assist in promoting economic and social development in Kosova.

UBT has a five-year Business Plan, which sees its student numbers increasing in an ordered fashion to some 2, 000 by 2013, with facilities and faculties growing in line. In terms of income, the emphasis is to be on faculty research and project activity rather than from a steep increase in student numbers. It aims to remain relatively small: that is, to emphasize quality rather than quantity.

4. Teaching Staff

UBT regards and promotes itself as an American European University. However, the Inspectors expressed concern about the relatively high proportion of part-time and international teachers on the staff. The nature of the concerns relate to quality, commitment and stability.

UBT emphasised that all international part-time staff are linked with at least one local teaching assistant and holds that this will help to build capacity within Kosova and provides continuity between visits by the international academics. The Inspectors recognise that this is a well considered defence but remain concerned.

In discussions it was agreed that Section 2.g of the completed questionnaire was not a reliable guide to the number of hours the part-time staff work within UBT:

The hours given refer to the hours individuals are *believed* to work in other institutions; international staff visit for blocks of time and so any weekly hourly commitment listed would be an average over a semester.

In addition it was clear that the university anticipated that a significant proportion of the Professional Development for academics would be provided through other institutions.

5. Programmes

UBT began by offering a Masters degree. It now offers a range of Bachelors and Masters degrees. The main bulk of the teaching is in English, with all teaching at Masters level being in English. UBT is licensed to offer PhD programmes but none have been implemented. However, the promotional literature did not make this clear and it is possible that students may be misled. An undergraduate programme was scrutinised by the team.

The Inspectors queried the apparent award of Masters titled qualifications as undergraduate degrees, for example 'Bachelor of Business Administration (MBA)', and were informed that this was a typing error and that all titles at Bachelors level should be preceded 'B'.

6. Students

UBT aims to recruit high calibre students and believes it has in place effective mechanisms for identifying them (performance in the school leaving certificate, pre-testing, etc.) and effective measures to support students, including free-of-charge pre-course sessions to ensure students are adequately prepared at the point of registration.

UBT believes all graduates to date have found employment and is proud of this record, seeing it as an important component of student satisfaction. Registration, Assessment and Monitoring were discussed and are reported on in Sections 2.a and 2.b below.

7. Inter-institutional links

UBT appears to see the links as fundamental to capacity building, quality development and growth. However, the Inspectors were and remain concerned at the number and nature of the links, and the rationale behind the choice of partner institutions.

It may be instructive to understand what value-added the overseas institutions perceive in sending (in some cases significant) numbers of staff to work at the UBT.

It might be helpful if the Ministry were to become involved, for example to advise on and to monitor the situation.

8. Inspectors' Evaluation

Although relatively small, the number of students to be accommodated meant that the facilities and resources seemed of a standard expected to be found in a small university college in United Kingdom. Student records appeared to be well-kept and the form and content of the administration seemed adequate to the needs of a small university college.

The QA arrangements remain at the level of description and have never been tested. However, they are well-documented and the chief executive is responsible for ensuring their implementation; the reporting lines seem robust enough to ensure they should be effective.

The full-time and part-time teaching imbalance was notable. There was awareness of the difficulties caused by the imbalance, but the approach proposed to redress it was

speculative. Also, the proliferation in use of the title 'professor' created an impression of a preference for style over substance.

The programmes seemed reasonable, but the absence of graduate outputs meant there was no evidence that those being offered and the teaching approaches adopted matched societal needs or market demand, as was claimed. The assessment schemes seemed appropriate, but in the absence of an external examiner report, it is impossible to comment on any output standards achieved, a crucial consideration at this level.

There was evidence of activity in forming agreements with internal and external bodies.

The institution did not give the impression of yet having the critical mass to be regarded as a stand-alone university. However, there was the appearance of purpose, organization and scholarly detachment associated with the university tradition. Also, the business plan seemed predicated on achievable growth in student numbers and research activity. However, achievement of goals and attainment of quality seems crucially dependent on the continued presence of the chief executive. If the institution wants to award degrees, it needs to apply for validation to whatever government body is established for this purpose.

Table 28.1 Student Registrations – University for Business and Technology

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Business Management	5	60	36	57	172	325
Computer Science	5	9	13	33	108	163
Law, Political Science & Diplomacy	5	0	11	28	81	120
Architecture & Spatial Planning	5	0	16	12	79	107
Business Management	Masters	58	86	0	0	144
Law, Political Science & Diplomacy	Masters	0	11	0	0	11
University for Business & Technology	Totals	127	173	130	440	870

Recommendation by BAC Panel:

It is recommended that UBT should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

29. *Universum University College*

Licence: 592/02-1

Dated: 09.05.2007

Period of Licence: 2006-2009

Documentary evidence submitted for licence renewal: 28 / 28

Inspectors: David Paul, Eleanor Pritchard and Derek Shields

Report written by: Eleanor Pritchard and Derek Shields

1. Introduction

The purpose of the visit to Universum University College (UUC), on the 10th June 2008, was to carry out an onsite inspection at the request of the Ministry of Education, based on the completed questionnaire submitted by UUC.

RU provided a team of senior academic and administrative staff, led by the Rector. This team appeared to have been responsible for the written submission. Ministry and KAA observers were present.

2. Facilities and Resources

UUC operates from a main building, on the outskirts of Prishtina, and a second one, some 35 km away. The Inspectors did not visit the second building.

The main building is modern and situated by the side of a busy road.

The inspection covered the facilities at Universum. These included: a conference room, seminar rooms, classrooms, and an IT Classroom with student-created wall posters that focussed on office software that students presumably used - Excel, Word, Powerpoint, HTML - typical of a pre-university college curriculum. The library houses a modest collection of books categorized by topic, including English Language student textbooks (Headway Elementary and Pre-Elementary, which may be indicative of the level of English of many students).

The Faculty of Arts (not yet operational) has several specialized classrooms for painting and graphics but facilities are limited; the number of enrolments is not expected to exceed 7 - 10 students.

Overall impression is that the facilities may be adequate for the low numbers of students on the existing programmes, and that they are typical of the facilities one would expect of a technical/vocational college.

3. Organisation

Teaching at UUC is organized around three operational faculties: Business Management; Public Administration and International Relations; Education; and there are two proposed additions for 2008/09: Law and Fine Arts. It is hoped that a Fine Arts faculty will create a 'warmer' environment, but the focus will remain on social sciences.

The QA office was established in 2006. It is part of the office for Academic Development and falls under a Vice-Rector, who will report direct to the Rector. The QA office uses EU standards within the Bologna Accord. Each academic unit feeds in to the QA system through a commission, which reports to an overall QA Commission, which submits an annual report. Recommendations go to the Academic Council, which is responsible for ensuring they are fed into the aims and goals of the institution. Particular attention is paid to the development of teaching approaches, enhancing student skills and measuring performance against expectations.

The QA is measured against international standards by inviting overseas institutions to evaluate the system and findings. The example given was Chichester College, in the United Kingdom. The joint evaluation of programmes helps to promote quality based on European Standards. Of course, this depends crucially on the standard of the partner institution. No written reports on partnership activity were available.

Also, the QA representatives in the UUC delegation seem unaware of the difference between the EU formulation of standards being equivalent to time-served and the UK model involving output measures and the tensions this creates. The UUC response to questioning about this mixture was that UUC has adopted practices that seemed appropriate.

Hard-copy records were kept on students (personal and progression); and electronic copies of student performance and progress, in two forms: server and Word files. The system was tested for purpose and performance, with records of a student followed through from registration to date. The server-based system failed to perform – it refused to acknowledge its own existence and the IT manager seemed incapable of rectifying the problem.

Interestingly, the Rector can over-ride any entry on the system, including test results.

4. Teaching Staff

The Inspection Team expressed concern about the high proportion of part-time teaching staff. UUC responded that about 40% of the staff is employed on a regular basis, and that number is very stable; some are from the University of Prishtina (UP). UUC also stated that the situation in Kosova between 1990 and 1999 affected the production of well-qualified younger staff. This, together with the proliferation of private institutions has brought about the present situation. The team remained unconvinced by the arguments.

On the question of the use of the title 'professor', UUC stated that teachers bring their titles with them or are assigned the title if they meet explicit criteria. The Team remained concerned at the overuse of the title, which tends to devalue or destroy its meaning.

5. Programmes

UUC offers Bachelors programmes in each of its faculties.

Masters programmes are to be introduced from 2008/09.

Assessment of students on programmes that currently run follow the standard pattern of assessment by the students' professor without independent verification by internal or

external staff moderating the student grading. Students may appeal against a grade awarded, yet this is a curative approach to possibly flawed assessment decisions that have already been taken, rather than a preventative approach of double marking to ensure validity and reliability of assessment.

The use of external moderators is planned for Masters programmes yet when asked why they are not used in the Bachelors' programmes, the reason given – that there are a lot of students – suggests to the Team that the principles of external moderation using appropriate stratified sampling techniques is unfamiliar to the QA Office.

In conclusion, as described, aspects of the assessment regimen seemed sound, but not necessarily understood by those operating them. However, in the absence of significant throughput and outputs, its effectiveness remains an open question.

6. Students

All students participate in the 'satisfaction' questionnaire, which forms part of the QA process, and seems intended to raise the quality of student experience, mainly by affecting the quality of teacher performance.

No data on student destinations was available, but the UUC holds that as their programmes are a response to economic conditions and market need, students will readily be employed.

In the absence of reliable outputs - graduates, all claims remain at the level of description.

7. Inter-institutional links

UUC aims to become the centre for international education in Kosova. In pursuit of this goal, links are being sought and established with international partners and with local businesses.

Central to this seems to be the link that has been formed with Chichester College, in United Kingdom. The main outcome of this has been a number of students from Kosova going to Chichester for summer schools – mainly English lessons.

Interestingly, UUC advertises to its potential students a two-year joint programme, with those who 'graduate' getting a non-degree Higher National Diploma (HND) from Chichester and a 'degree' from UUC. This suggests a curious equivalence of standards: a Chichester HND = UUC degree. However, further questioning revealed that the HND is not really equivalent to a UUC degree, but that, if a student completes the two-year joint programme, Chichester and the University of Portsmouth have agreed that (s)he would be guaranteed a place in the third year of a degree at the University of Portsmouth. Unfortunately, students do not seem to be made aware that they would not be guaranteed a UK visa to allow that to happen. UUC asserts that it is trying to persuade Portsmouth to allow the students to undertake the third year at UUC. The point remains that UUC promotional literature remains mute at crucial points and the outcome equates a British HND with a UUC Bachelors degree.

UUC is investigating an agreement with Thames Valley University, United Kingdom and lists several other institutions with which it has close links.

It might be helpful for the Ministry to monitor such links.

8. Inspectors' Evaluation

The facilities and resources seemed adequate for the numbers of students registered. Overall, the standard of accommodation fell below that expected of a small university college in the United Kingdom.

Student records appeared to be reasonably well-kept in hard copy, however, the electronic record system refused to work. The form and content of the administration seemed adequate to the needs of a small vocational/technical college or school.

The QA arrangements remain at the level of description and have never been tested. They appeared to rely heavily on documentation acquired from an overseas partner. The QA reporting lines did not give confidence that implementation would be effective.

The full-time and part-time teaching imbalance was a matter for concern, and the absence of workable plans to redress it suggested relatively weak commitment by the senior management to enhance the quality of student experience. Also, the proliferation in use of the title 'professor' created an impression of a preference for style over substance.

On inspection, the types of programme offered and the approach to teaching and learning would more readily be described as 'vocational'. The absence of graduate outputs meant there was no evidence that programmes and teaching approaches matched societal needs or market demand, as was claimed, or that they were of an academic nature. As described, and for the type of courses offered, the assessment schemes seemed appropriate. However, in the absence of reliable evidence of outcomes, it is impossible to comment on any output standards achieved, which must be a crucial consideration at this level.

There was evidence of activity in forming agreements with internal and external bodies. However, at least one of the agreements raised cause for concern: it made a clear equivalence between the local 'degree' and a sub-degree (vocational) qualification at the partner institute; also, the advertising aimed at students was misleading. Any copies of agreements provided during the inspection are included in the filed documents transferred to the British Council for the attention of the HE department.

The institution did not give the impression of being of university calibre; it seemed to lack the clarity of purpose, organization and scholarly intent associated with a university. It should be considered initially under the TVE regulations, and apply for the validation of any degree to the relevant government agency.

Table 29.1 Student Registrations – Universum University College

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Business Management	5	0	0	74	44	118

Public Administration & Diplomacy	5	0	0	26	19	45
Business Management	5	0	0	0	187	187
Faculty of Education	5	0	0	0	19	19
Public Administration	5	0	0	0	37	37
University College " Universum"	Totals	0	0	100	306	406

Recommendation by BAC Panel:

It is recommended that Universum should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

30. Victory University College

Licence: 587/02-1

Dated: Not known

Period of Licence: 2006/7 to 2008/9

Documentary evidence submitted for licence renewal: 22 / 28

Inspectors: Rod Burgess and Mike Carter

Report written by: Mike Carter

1. Introduction

The University College Victory was set up in Spring of 2006. The initial programmes were the two undergraduate degrees and the first students will soon be graduating from these degrees. It is good to note that 60 students are still on these awards from the 70 that started. The College is financed through two companies (Victory Hotel and Kosova Petrol) both of which are owned by the Rector. These two companies subsidise the College enabling it to operate to a very good standard but with average market fees. The companies benefit by being able to recruit the most able students.

2. Premises and Resources

The current building is very well decorated and equipped and meets the current student numbers needs. There are plans to take on a further building (seen by the inspector). The original building will be used by postgraduates and the larger new building will be used by undergraduates.

3. Organisation

The University College is organised into two faculties (which match the degree programmes). These two faculties are the Faculty of Economics and External Trade and the Faculty of International Politics and Diplomacy. The current building is very well decorated and equipped and meets the needs of the current numbers of students. There are plans to take on a further building (seen by the inspector). The original building will be used by postgraduates and the larger new building will be used by undergraduates. The University College has set up an Institute for Scientific Research to facilitate research. Some evidence was provided to support research, a Journal (the inspectors' Albanian is very poor but it seemed more journalistic than academic) and translation of 33 texts into Albanian (important to undergraduates but not really academic research).

4. Teaching Staff

Victory has 17 full-time teachers and 20 part-time, giving a total of 37 academic staff. Of these there are four part-time from international universities and two from the Public University of Zagreb (the linked institution). There are two part-time staff from the University of Prishtina (one is retired) and one from AUK. Some part-timers work in local government, ministries and local industry. In addition there are 12 employees and 4 technical and maintenance employees.

5. Programmes

There are two undergraduate programmes. These are a degree in Economics and External Trade and a degree in International Politics and Diplomacy. There is currently one Masters degree offered in International Politics and Diplomacy running and it is planned shortly to start two more Masters degrees, one in International Trade and one in the Management of Banks, Finance and Insurance. The University has applied to the Ministry of Education for permission to run a doctoral programme. It was not clear from the discussions they had the capability to run such a programme.

6. Students

There are currently 99 students on the two degrees, of whom 69 are full-time students and 30 are part-time. There are also 23 students on the current Masters degree. This gives a total of 122 students studying at Victory University College.

7. Inter-institutional Links

There are two links established one concerning Economics – Foreign trade which is with the University of Libertas from Croatia and one covering International Politics and Diplomacy with the Public University of Zagreb. The basic structure and content of the degrees is taken from these universities and staff from these universities teach on the programmes and also provide QA in terms of standards and levels.

8. Inspectors' Evaluation

The University College appears well managed and administered. It is in a good quality building with very well-equipped classrooms. There is a limited library which reflects the paucity of academic literature in Albanian. The College has already translated 33 major texts into Albanian and publishes these in traditional printed form and electronic form. There is some computer-based learning support for the students. There are quality systems in the College and two supportive links to other international universities. Student views (and representatives) and examination results are consulted in academic management. The health and development of courses is discussed at the University Teaching and Scientific Council (Quality Committee) and passed to the Senate. The College is capable of delivering undergraduate programmes (the links with international universities a particular strength). It is probably capable of delivering taught Masters (the links with international universities again helping) although the academic research appears a little weak. The College chose the degree patterns through gaps identified in existing provision in the country and from the experience of operating companies in Kosova.

The quality system appears to work but needs to be formalised and extended to make it auditable. The University does not meet the requirements of the Law in that it does not have sufficient faculties or the required number of students. The system of governance also does not inspire confidence; how independent academically can an HE institution be whose rector owns it and finances it through his other businesses? The programmes should apply for validation through a government agency such as the KAA.

Table 30.1 Student Registrations – Victory University College

Programme	Level	2004-05	2005-06	2006-07	2007-08	Totals
Business Economy & External Trade	5	0	0	30	20	50
International Politics & Diplomacy	5	0	0	32	26	58
International Politics & Diplomacy	Masters	0	0	0	24	24
University College "Victory"	Totals	0	0	62	70	132

Recommendation by BAC Panel:

It is recommended that Victory University College should not be accredited or licensed. It should be required to eliminate the word "university" from its name. It should be encouraged to apply to KCAA for its degrees to be recognised as KCAA degrees.

Appendix B: Project members

Project Leaders: **Dr Stephen Vickers (BAC Chief Executive)** –
MA, PhD, Cert Ed., FCIS, FCMI, FCIEA

Prof Stephen Bristow
(BAC Head of Inspection Services) –
BSc, MA, PhD, CITP, MBCS, MIBC,
FCIS, FCILT, FCMI, FCP, FloD, FRSA, FRSH

Inspector Team leader: **Derek Shields** – MA, MPhil

Inspectors: **Prof Rod Burgess** – BSc, MSc, CITP, CEng, CFBCS
Dr Mike Carter – MSc, PhD, FOR, MBAM
Dr David Paul – MSc, PhD, MBCS
Eleanor Pritchard – BA, MPhil

Project Managers: **Michael Cade-Stewart** – BA, MA
Mr Tom Richards (BAC Information Officer)

Logistical support: **Mr William Lash** – BA, CELT

Appendix C: The Kosova Council for Academic Awards (KCAA)

It is proposed that the government of Kosova constitute a Kosova Council for Academic Awards. This Council will be made up, in fixed proportions determined by legislation, of academics from Kosova, academics from elsewhere with a known expertise in the quality assurance of Higher Education, and representation from agriculture, business, industry and the professions.

The Council should be ready to commence work at some time during the academic year 2008-9, and should have a permanent secretariat and the right to call upon expertise as it thinks fit, to inspect and regulate the conduct of Higher Education in Kosova in such a way as to ensure that it is of high quality and relevant to the needs of the Kosovan people and economy.

The Council's remit will not extend to universities, which are self-regulating bodies with their own degree-awarding powers. This means that the KCAA's remit should not extend to the University of Prishtina, or the American University of Kosovo, or to any institution to which the KCAA shall in the future have granted University powers.

The Council will have the right and duty to confer degrees, diplomas, certificates and awards, and any other distinctions comparable to those awarded by universities. Apart from universities, only KCAA will be able to confer academic titles, including that of Professor which shall be regulated by law.

Key to this process is certification. The KCAA will have powers to validate degree programmes and approve the assessment process in private Higher Education institutions, preferably through Panel-based peer review. All degrees from non-universities will in the first instance be conferred by KCAA. The KCAA will make regulations as appropriate, and build up the necessary expertise to enable it to determine the quality of a particular syllabus and its supporting assessment. It will also approve all degree certificate designs.

In subsequent years the KCAA may wish to confer upon Higher Education establishments which it feels are making suitable progress the right to make awards validated by the KCAA, rather than directly by the KCAA, and this arrangement may be reflected in the design of degree certificates.

In addition, when it considers an institution ready to become a university or other degree-conferring institution in its own right, it may make appropriate recommendations to the Ministry of Education.

The Ministry may also wish to consider transferring the responsibility for authenticating degrees and diplomas for the purpose of overseas study from its own Inspections Department to the KCAA.

Appendix D: Multiple contracts of employment

From the returns submitted by PBHEs as part of the licensing process and from a list of University of Prishtina staff held by the Ministry, it has been possible to analyse the extent of multiple contract holding by staff.

It is important to note that the accuracy of the data submitted by PBHEs cannot be guaranteed and that the *curricula vitae* and class assignments submitted may not relate to the current academic session. The team is aware of at least one case where this related to an earlier period of employment which is no longer current.

223 members of staff at the University of Prishtina also held contracts with PBHEs. A total of 572 such contracts were held. Some two-thirds of staff (150) held a single additional contract. Another 45 held two such contracts. These are not seen as being particularly problematic in terms of workload or divided loyalties, although it is strongly recommended that the University re-examine its contracts of employment to ensure that staff who engage in contracted work outside the University notify formally their Dean of Faculty or other appropriate University Officer of such work and receive official approval for this.

15 UP staff held three additional contracts with PBHEs; 10 held 4; and 3 held 3. These arrangements do raise more difficulties, both for the PBHE (where it is questionable whether they can give full benefit of their experience and time to so many institutions) and for the University (where it is probable that they will be unable to undertake their teaching, scholarly, research and administrative duties as diligently as necessary due to their external commitments. It is recommended that the University consider urgently whether it should impose a maximum limit on the number of simultaneous external contracts which its staff are permitted to hold. As can be seen below, this is particularly a problem for the Faculties of Law and Economics.

The breakdown by Faculty is:

FACULTY	Staff with PBHE Contracts	Total Staff	%	1 contract	2 contracts	3 contracts	4 contracts	5 contracts
Philosophy	20	66	30.30%	11	8	1		
FSHMN	19	106	17.92%	12	5	1	1	
Philology	9	59	15.25%	6	3			
Law	32	46	69.57%	12	8	6	4	2
Economics	23	41	56.10%	8	6	3	5	1
Architecture	4	48	8.33%	4				
Computer Engineering	6	33	18.18%	4	2			
Mechanical Engineering	12	42	28.57%	10	1	1		
MJEJEKËSISË	43	298	14.43%	39	3	1		
Arts	20	86	23.26%	16	4			
BUJQËSISË	2	37	5.41%		2			
Metallurgy	5	60	8.33%	5				
Sports Science	5	20	25.00%	4	1			
Education	16	71	22.54%	14	1	1		
FSHAT- Pejë	5	17	29.41%	3	1	1		
FSHAT- Mitrovicë	1	11	9.09%	1				

FACULTY	Staff with PBHE Contracts	Total Staff	%	1 contract	2 contracts	3 contracts	4 contracts	5 contracts
FSHT-Ferizajë	1	11	9.09%	1				
	223	1052	21.20%	150	45	15	10	3

It is clear from this table that the proportion of staff within a particular Faculty who are engaged in teaching in PBHEs varies considerably, with the highest proportions of such staff being found in the Law and Economics Faculties, substantial proportions in Philosophy, Mechanical Engineering, Arts, Sports Science and Education and very low proportions in Architecture, Metallurgy and Bujqësisë.

Looking at this the other way round, we find considerable differences between PBHEs, with some being very much more dependent on the University of Prishtina for their staff than others. At one extreme, nearly all of the staff at the University of Ferizaj also teach at UP, whilst at Ekoman, none does.

Institution	Licence	Total staff	UP staff	%
Academy of Advanced University Studies	Academy	8	2	25.00%
Academy of Arts	Academy	14	8	57.14%
Akademie Evolucion	Academy	20	3	15.00%
Ameri-Kos	University College	8	4	50.00%
American University of Kosovo	University	39	2	5.13%
Dardania University	University	90	40	44.44%
Design Factory	School	9	1	11.11%
Ekoman	Faculty	32	0	0.00%
European University of Kosovo	-	23	5	21.74%
Eurosport	University College	26	6	23.08%
Fama University	University College	108	66	61.11%
Film, Theatre, TV, Radio	Academy	10	3	30.00%
International University of Prishtina	University	41	15	36.59%
Katana	Institute	6	1	16.67%
NIC-Holdings	Institute	11	3	27.27%
Pharmacy	-	9	2	22.22%
Teuta	-	13	6	46.15%
University "AAB"	University	211	84	39.81%
University "Iliria"	University	95	44	46.32%
University "Rezonanca"	University	91	43	47.25%
University College "Biznes"	University College	52	30	57.69%
University College "Universum"	University College	96	38	39.58%
University College "European Vision "	University College	76	36	47.37%
University College "Gjilani"	University College	49	26	53.06%
University College "Tempulli"	University College	41	15	36.59%
University College "Victory"	University College	30	10	33.33%
University College Ferizaj	University College	18	17	94.44%
University for Business & Technology	University	157	15	9.55%
University of Prizren	University	58	28	48.28%
University Pjetër Budi	University	65	8	12.31%
University Riinvest	University	53	11	20.75%
Totals		1559	572	36.69%

It is probably reasonable that just over a third of all staff teaching in the PBHEs are also UP staff. This ensures that there is some comparability of standards of provision between UP and the private institutions. There are, of course, staff teaching in the private institutions who also hold posts at Universities outside Kosovo.

It would be undesirable to lose the expertise of the members of staff by preventing their involvement with the PBHEs. However, just as it is probably unwise to permit UP staff to hold more than one, or at most two, PBHE contracts alongside their UP contract, so it is probably unwise for a PBHE to be overly reliant on UP staff. Examples of this are Fama (where three in every five lecturers are also teaching at UP) or Biznes (which almost equals this proportion, but with significantly less success as an institution).

It has been noted elsewhere in this report that there is a general tendency for PBHEs to refer to their teaching staff as "Professor". In many cases, this is a genuine title which has been awarded by the University of Prishtina or another University outside the country. In others, it is probably little more than a courtesy title, conferred without a full process of adjudication. There is also some inconsistency between titles used within institutions (and reproduced in their own marketing and student support materials) and those reported to the Ministry in staff *curricula vitae*.

Institutions vary considerably in the proportion of their staff who are described as Professor. It is difficult to see the exact justification for this degree of variation. In some cases (such as the Academy of Advanced University Studies) the justification comes through the seniority of the Professors who are, in the main, also full professors at UP. In the case of an institution such as Tempulli, there is no such relationship.

Institution	Licence	Total staff	Professors	%
Academy of Advanced University Studies	Academy	8	7	87.50%
Academy of Arts	Academy	14	13	92.86%
Akademie Evolucion	Academy	20	13	65.00%
Ameri-Kos	University College	8	0	0.00%
American University of Kosovo	University	39	0	0.00%
Dardania University	University	90	48	53.33%
Design Factory	School	9	1	11.11%
Ekoman	Faculty	32	0	0.00%
European University of Kosovo	-	23	0	0.00%
Eurosport	University College	26	7	26.92%
Fama University	University College	108	55	50.93%
Film, Theatre, TV, Radio	Academy	10	2	20.00%
International University of Prishtina	University	41	9	21.95%
Katana	Institute	6	0	0.00%
NIC-Holdings	Institute	11	1	9.09%
Pharmacy	-	9	0	0.00%
Teuta	-	13	11	84.62%
University "AAB"	University	211	109	51.66%
University "Iliria"	University	95	7	7.37%
University "Rezonanca"	University	91	0	0.00%
University College "Biznes"	University College	52	17	32.69%
University College "Universum"	University College	96	44	45.83%

University College "European Vision "	University College	76	36	47.37%
University College "Gjilani"	University College	49	28	57.14%
University College "Tempulli"	University College	41	31	75.61%
University College "Victory"	University College	30	7	23.33%
University College Ferizaj	University College	18	0	0.00%
University for Business & Technology	University	157	68	43.31%
University of Prizren	University	58	2	3.45%
University Pjetër Budi	University	65	36	55.38%
University Riinvest	University	53	0	0.00%
Totals		1559	552	35.41%

It is therefore recommended that the Ministry of Education take steps to protect the title "Professor" legally and establish a clear and transparent mechanism whereby institutions can justify their award of a Professorship to an individual. This will help to ensure that any abuse of the title (such as that which arises from its award by an unaccountable PBHE to an individual who has not earned such a title in the University of Prishtina, for example) is reduced.

Appendix E: Blank questionnaire forms

Questions to be used by Ad Hoc Commission for the Review of Higher Education

This review addresses the following three questions:

What are the educational goals and mission of the PBHE?

What structures, processes and procedures does the PBHE use to achieve these goals?

What quality assurance procedures does the PBHE use to monitor progress towards achieving these goals?

Please answer the questions below. If there are insufficient lines provided, please continue on the lined paper on this form.

1. What are the educational goals and mission of the PBHE?

Which local and international societal and economic needs will be met by the programmes offered?

What is the ownership structure? Please supply proof (documentary evidence) to support your answer.

When does your financial year end? Please supply a copy of your latest published accounts.

2. What structures, processes and procedures does the PBHE use to achieve these goals?

Overall numbers

What is the total number of your:

Full and part-time teaching and administrative staff?

Kosova Accreditation Project

What are their certificate titles?

Next to each title, please show the level of this qualification on the EQF and the number of notional study hours.

How does assessment work at this level?

Study programmes at doctorate level?

What are their certification titles?

Next to each title, please show the level of this qualification on the EQF and the number of notional study hours.

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Organisation of teaching programmes
What is the ratio of teachers to students for each programme?

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How are the study programmes organised at each level? To what extent are they compatible with developments in the European Area of Higher Education?

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Kosova Accreditation Project

What forms of teaching are used?

What forms of assessment are used?

What is the average length of time required to complete programmes of study?
At undergraduate level

At postgraduate level

At doctoral level

Name the Faculties you have in the college.

Entry examinations

Are entry examinations on a competitive basis and based on merit only?

How do the entry examinations assure that students are appropriately prepared for academic programmes?

Facilities

How are the teaching spaces (for both theory and practical) arranged to ensure high quality teaching and learning?

How are computer and internet facilities arranged to meet students' needs?

Is there a library, and to what extent do the contents meet the needs of the teaching programmes?

Kosova Accreditation Project

Is there a student office and to what extent does it meet the needs of the students?

Finances

How do you plan to promote financial stability of the PBHE for at least three years?

To what extent does longer term stability depend on expansion of the PBHE?
Is your business able to remain commercially viable with the current level of students
you enroll or do you need to grow in order to succeed?

Study fees per semester (Bachelor, Masters, PhD) ?.

Student records

How useful and up to date are your student records?

What records do you keep for each student?

3. What quality assurance procedures does the PBHE use to monitor progress towards achieving these goals?

Are there formal policies and procedures for the assessment of quality and standards of programmes and awards?

What are your published criteria, regulations and procedures for the assessment of students? Please supply a copy with this form.

What are your procedures for the quality assurance of teaching staff?

What external quality assurance programmes do you currently participate in? How do you interpret the findings of those programmes?

What systems do you use for collecting, analysing and evaluating performance data, including:

Student progression and success rates?

Employability of graduates?

Student satisfaction data?

Staff training and development?

Staff research activities?

What other performance data do you keep?

Pyetjet që do të përdoren nga Komisioni Ad Hoc për vlerësimin e arsimit të lartë

Ky vlerësim i adresohet tri pyetjeve të mëposhtme:

Cilat janë qëllimet arsimore dhe misioni i BPrAL-ve?

Cilat struktura, procese dhe procedura i përdorë BPrAL për t'i arritur këto qëllime?

Cilat procedura për sigurimin e cilësisë i përdorë BPrAL për të monitoruar përparimin në arritjen e këtyre qëllimeve?

Ju lutemi, përgjigjuni në pyetjet e mëposhtme. Nëse nuk ka vija të mjaftueshme, ju lutemi vazhdoni në letër të vijëzuar të këtij formulari.

Cilat janë qëllimet arsimore dhe misioni i BPrAL?

Cilat nevoja kombëtare/ndërkombëtare shoqërore dhe ekonomike do të plotësohen nga programet e ofruara?

Cila është struktura e bartësit? Ju lutemi ofroni prova (evidentim të dokumentuar) për të përkrahur përgjigjen tuaj.

Kur përfundon viti juaj financiar?

Ju lutem bashkëngjitni kopjen e llogarive tuaja të fundit të publikuara?

Cilat struktura, procese dhe procedura i përdorë BPrAL për t'i arritur këto qëllime?

NUMRAT E PËRGJITHSHËM

Cili është numri i përgjithshëm i:

Personelit mësimdhënës dhe atij administrativ në marrëdhënie të rregullt dhe në marrëdhënie jo të rregullt (orar jo të plotë pune) ?

Studentëve të rregullt dhe jo të rregullt (me korrespondencë) për programet Bachelor/Master/Doktoratë?

Programeve të studimeve të nivelit Bachelor?

Cilët janë titujt e certifikatave të tyre?
Bashkë me secilin titull, ju lutemi tregoni nivelin e këtij kualifikimi në EQF dhe numrin e orëve të studimit?

Si bëhet vlerësimi në këtë nivel?

Programet e studimeve të nivelit Master (pasdiplomike)?

Cilët janë titujt e certifikatave të tyre?

ORGANIZIMI I PROGRAMEVE TË MËSIMDHËNIES

h. Cili është raporti i studentëve dhe mësimeve për secilin program?

i. Si janë të organizuara programet studimore në secilin nivel të studimeve?
Sa janë ato në përputhshmëri me zhvillimet në Hapësirën Evropiane të Arsimit të Lartë (HEAL)?

j. Cilat forma të mësimeve përdoren?

k. Cilat forma të vlerësimit përdoren?

Sa është kohëzgjatja mesatare e studimeve të kërkuar për përfundimin e një programi të studimeve?

i. Në nivelin Bachelor

ii. Në nivel postdiplomik (Master)

iii. Në nivel Dokorate

Cilat janë Fakultetet në Universitetin (Kolegjin) tuaj.

PROVIMET PRANUESE

A janë provimet pranuese në bazë kompetitive dhe të bazuara vetëm në meritë?

Si sigurojnë provimet pranuese që studentët kanë përgatitje të duhur për programet akademike?

HAPËSIRAT

Si janë hapësirat mësimore (për teori dhe praktike) të aranzhuar për të siguruar mësimdhënie dhe mësimnxënie të kualitetit të lartë.

A ka pajisje kompjuterike dhe të internetit që plotësojnë nevojat e studentëve?

A ka bibliotekë, dhe deri në ç'masë përmbajtjet e saj i plotësojnë nevojat e programeve të studimit?

A ka zyrë për çështje studentore dhe sa i plotëson ajo nevojat e studentëve?

FINANCAT

A promovon Plani juaj qëndrueshmëri financiare të BPrAL për së paku tri vite?

Sa ndikon qëndrueshmëria financiare afatgjate në zgjerimin e BPrAL?
A është biznesi juaj në gjendje të mbetet komercialisht viabil me nivelin e tanishëm të studentëve që regjistrohen apo keni nevojë që të rritni numrin për të vazhduar?

Sa është shuma që paguajnë studentët për semestër të studimeve (Bachelor, Master, Ph.D)?

TË DHËNAT PËR STUDENTË

Sa të përdorshme dhe të përditësuara janë të dhënat për studentët tuaj?

Cilat të dhëna mbani ju për secilin student?

3. Cilat procedura për sigurimin e cilësisë i përdorë BPrAL për të monitoruar përparimin në arritjen e këtyre qëllimeve?

a. A ka të zhvilluara politika dhe procedura zyrtare për vlerësimin e cilësisë e të standardeve të programeve dhe titujve?

b. Cilat janë kriteret, rregulloret dhe procedurat tuaja të publikuara për vlerësimin e studentëve? Ju lutem, bashkëngjitni një kopje me këtë formular.

Cilat janë procedurat për sigurimin e cilësisë për personelin mësimor?

Në çfarë programe për sigurimin e jashtëm të cilësisë merrni pjesë aktualisht? Si i interpretoni të dhënat nga këto programe?

Çfarë sisteme përdorni për mbledhjen, analizën dhe vlerësimin e suksesit (performancës) duke përfshirë:
Përparimin e studentëve dhe shkallën e suksesit?

Shkallën e punësimit e të diplomuarve?

Të dhënat për atë se sa janë të kënaqur studentët?

Trajnimin dhe zhvillimin e stafit?

Aktivitetet shkencore/hulumtuese të stafit

Cilat janë të dhënat tjera për performancën të cilat ju i mbani?

Appendix F: Student numbers by Subject Group (Undergraduate)

Undergraduate Programmes		Level	2004-05	2005-06	2006-07	2007-08	Overall	Overall %	2007-08 %
Economics Group									
Dardania	Economics	5	36	401	198	134	769		
Fama, Pristina	Economics	5	15	492	367	326	1200		
Fama, Pristina	Economics - Banking & Finance	5	90	0	1	1	92		
Fama, Pristina	Economics & Management Informatics	5	68	0	0	4	72		
Fama, Prizren	Economics - Banking & Finance	5	0	0	109	194	303		
Fama, Prizren	Economics & Management Informatics	5	0	0	74	112	186		
Fama, Prizren	Economics	5	0	0	0	34	34		
Fama, Gjilan	Economics & Management Informatics	5	0	0	65	33	98		
Fama, Gjilan	Economics - Banking & Finance	5	0	0	102	59	161		
Fama, Gjilan	Economics	5	0	0	9	174	183		
Fama, Mitrovicë	Economics & Management Informatics	5	0	0	71	52	123		
Fama, Mitrovicë	Economics - Banking & Finance	5	0	0	32	54	86		
Fama, Mitrovicë	Economics	5	0	0	0	19	19		
University Riinvest	Economics - Banking & Finance	5	0	0	0	33	33		
University Riinvest	Economics - Business	5	0	0	0	19	19		
University Riinvest	Economics	5	0	0	0	4	4		
University College Ferizaj	Economics	5	0	0	0	150	150		
University of Prizren	Economics - Banking & Finance	5	0	0	55	28	83		
University College "Gjilani"	Economics - Banking & Finance	5	0	0	48	61	109		
University College "European Vision "	Economics - Banking & Finance	5	0	0	0	125	125		
University College "Biznes"	Economics - Banking	5	0	0	42	75	117		
University "Iliria"	Economics	5	142	299	190	305	936		
University "AAB"	Banking, Finance & Accounts	5	0	226	6	293	525		
University "AAB"	Economics	5	0	0	713	761	1474		

Undergraduate Programmes	Level	2004-05	2005-06	2006-07	2007-08	Overall	Overall %	2007-08 %
Totals		351	1418	2082	3050	6901	36.39%	37.58%

Business & Management Group								
University Pjetër Budi	Logistics & Distribution	5	0	56	46	104	206	
University Pjetër Budi	Insurance	5	0	0	37	50	87	
University Pjetër Budi	Human Resources	5	0	0	18	38	56	
University Pjetër Budi	Tourism & Hotel Management	5	0	0	11	29	40	
University Riinvest	Business Administration	5	0	0	0	1	1	
International University of Prishtina	Finance & Accounts	5	0	0	0	31	31	
International University of Prishtina	Management	5	0	0	0	53	53	
University College "Victory"	Business Economy & External Trade	5	0	0	30	20	50	
University for Business & Technology	Business Management	5	60	36	57	172	325	
University of Prizren	Management & Informatics	5	0	0	9	7	16	
University of Prizren	Business Administration	5	0	0	1	0	1	
University College "Gjilani"	Management & Informatics	5	0	0	23	60	83	
University College "European Vision "	Business Administration	5	0	0	34	84	118	
University College "European Vision "	Management	5	0	0	15	70	85	
University College "Biznes"	Management	5	0	0	93	200	293	
University College " Universum" - Prishtinë	Business Management	5	0	0	74	44	118	
University College " Universum" - Ferizaj	Business Management	5	0	0	0	187	187	
University "Iliria"	International Business	5	167	188	52	72	479	
University "Iliria"	Management & Informatics	5	156	261	127	186	730	
University "AAB"	Management & Informatics	5	0	234	13	155	402	
University "AAB"	Business Administration	5	0	179	11	53	243	
Totals		383	954	651	1616	3604	19.00%	19.91%

Undergraduate Programmes		Level	2004-05	2005-06	2006-07	2007-08	Overall	Overall %	2007-08 %
Law Group									
Dardania	Law	5	0	108	53	30	191		
Dardania	Law & Criminology	5	0	49	41	41	131		
Fama, Pristina	General Law	5	112	170	95	82	459		
Fama, Pristina	Law & Criminology	5	0	239	171	169	579		
Fama, Prizren	General Law	5	0	0	80	96	176		
Fama, Prizren	Law & Criminology	5	0	0	57	81	138		
Fama, Gjilan	General Law	5	0	0	63	50	113		
Fama, Gjilan	Law & Criminology	5	0	0	70	65	135		
Fama, Mitrovicë	General Law	5	0	0	54	35	89		
University College Ferizaj	Law	5	0	0	0	42	42		
University of Prizren	Law	5	0	0	24	16	40		
University of Prizren	Criminology & Law	5	0	0	13	0	13		
University College "Gjilani"	Law	5	0	0	37	49	86		
University College "Gjilani"	Criminology & Law	5	0	0	22	21	43		
University College "European Vision "	Law	5	0	0	16	70	86		
University College "Biznes"	Law	5	0	0	34	56	90		
University College "Biznes"	Criminology & Law	5	0	0	0	5	5		
University "Iliria"	Law	5	0	42	67	101	210		
University "AAB"	Criminology	5	0	0	647	132	779		
University "AAB"	Law	5	0	0	545	231	776		
	Totals		112	608	2089	1372	4181	22.05%	16.91%

Undergraduate Programmes		Level	2004-05	2005-06	2006-07	2007-08	Overall	Overall %	2007-08 %
Political Science Group									
Dardania	Political Science	5	19	91	29	23	162		
Fama, Pristina	Political Science	5	82	116	82	51	331		
Fama, Prizren	Political Science	5	0	0	38	36	74		
University College "Victory"	International Politics & Diplomacy	5	0	0	32	26	58		
University for Business & Technology	Law, Political Science & Diplomacy	5	0	11	28	81	120		
University of Prizren	Political Science	5	0	0	29	0	29		
University College "European Vision "	Law, Political Science & Diplomacy	5	0	0	16	63	79		
University College " Universum" - Prishtinë	Public Administration & Diplomacy	5	0	0	26	19	45		
University College " Universum" - Ferizaj	Public Administration	5	0	0	0	37	37		
University "Iliria"	International Relations	5	0	0	0	22	22		
University "AAB"	Public Administration	5	0	0	0	99	99		
Totals			101	218	280	457	1056	5.57%	5.63%

Psychology Group									
Dardania	Psychology	5	0	70	69	49	188		
Fama, Pristina	Psychology	5	0	0	0	43	43		
Fama, Prizren	Psychology	5	0	0	0	59	59		
Fama, Gjilan	Psychology	5	0	0	0	30	30		
University of Prizren	Psychology	5	0	0	36	19	55		
University College "Gjilani"	Psychology	5	0	0	0	28	28		
Totals			0	70	105	228	403	2.12%	2.81%

Undergraduate Programmes		Level	2004-05	2005-06	2006-07	2007-08	Overall	Overall %	2007-08 %
Art, Design and Media Group									
Academy of Arts	Acting	5	9	9	1	0	19		
Academy of Arts	Film Directing	5	1	2	1	0	4		
Akademie Evolucion	Fashion Design	5	0	9	3	29	41		
Akademie Evolucion	Communication Design	5	0	0	0	7	7		
Akademie Evolucion	Graphic Art	5	0	0	0	5	5		
Akademie Evolucion	Interior Design	5	0	0	0	3	3		
Design Factory	Design	5	0	28	7	4	39		
University for Business & Technology	Architecture & Spatial Planning	5	0	16	12	79	107		
University of Prizren	Architecture	5	0	0	0	12	12		
University "AAB"	Architecture	5	0	41	20	66	127		
University "AAB"	Interior Design	5	0	13	8	16	37		
University "AAB"	Visual Arts	5	0	17	5	5	27		
University "AAB"	Design	5	0	17	16	30	63		
University "AAB"	Photography	5	0	0	0	2	2		
Totals			10	152	73	258	493	2.60%	3.18%

Medicine & Allied Subjects									
University "Rezonanca"	General Medicine	5	27	29	7	0	63		
University "Rezonanca"	Stomatology	5	19	32	13	16	80		
University "Rezonanca"	Pharmacy	5	32	42	20	30	124		
University "Rezonanca"	Physiotherapy	5	20	14	1	8	43		
University "Rezonanca"	Radiology	5	8	3	0	0	11		
Totals			106	120	41	54	321	1.69%	0.67%

Undergraduate Programmes	Level	2004-05	2005-06	2006-07	2007-08	Overall	Overall %	2007-08 %
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Computer Science								
University Riinvest	Computer science - Software	5	0	0	0	29	29	
University for Business & Technology	Computer Science	5	9	13	33	108	163	
University of Prizren	Computer Science	5	0	0	19	14	33	
University College "European Vision "	Informatics	5	0	0	6	45	51	
	Totals		9	13	58	196	276	1.46%
								2.42%

Education								
University College "Gjilani"	Faculty of Education	5	0	0	43	47	90	
University College Ferizaj	Faculty of Education	5	0	0	0	66	66	
Eurosport	Sport Education	5	0	46	26	16	88	
University College "European Vision "	Faculty of Education	5	0	0	23	51	74	
University College " Universum" - Ferizaj	Faculty of Education	5	0	0	0	19	19	
University "AAB"	Pedagogic Theory	5	0	27	24	0	51	
University "AAB"	Education	5	0	0	0	125	125	
University "AAB"	Sport Education	5	0	0	0	42	42	
	Totals		0	73	116	366	555	2.93%
								4.51%

Undergraduate Programmes	Level	2004-05	2005-06	2006-07	2007-08	Overall	Overall %	2007-08 %	
Other subjects									
University College "Gjilani"	English Language	5	0	0	40	40			
Dardania	English Language & Literature	5	0	0	21	21			
University of Prizren	English Language	5	0	0	20	0	20		
University "AAB"	English Language	5	0	66	100	145	311		
University College "Tempulli"	Post telecommunication	5	0	11	10	20	41		
University College "Tempulli"	Street Traffic	5	34	26	13	33	106		
University College "European Vision "	Food Technology	5	0	0	13	51	64		
University College "Biznes"	Emergency	5	0	0	0	69	69		
University "AAB"	Mass Communication	5	116	129	118	104	467		
University "AAB"	Music	5	0	0	1	30	31		
University "AAB"	Make-up	5	0	0	0	5	5		
Totals			150	232	275	518	1175	6.20%	6.38%

Grand totals	1222	3858	5770	8115	18965	100.00%	100.00%
(all enrolments recorded by MASHT)	6.44%	20.34%	30.42%	42.79%		100.00%	

Appendix G: Student numbers by Subject Group (Postgraduate)

Postgraduate Programmes	Level	2004-05	2005-06	2006-07	2007-08	Overall	Overall %	2007-08 %
Economics Group								
Fama, Pristina	Economics & Management Informatics	Masters	0	0	5	3	8	
Fama, Pristina	Economics - Banking & Finance	Masters	0	0	4	5	9	
Academy of Advanced University Studies	Economics & Accounts I	Masters	0	0	13	20	33	
Academy of Advanced University Studies	Economics & Accounts II	Masters	0	0	0	7	7	
Academy of Advanced University Studies	Economic Marketing	Masters	0	0	0	1	1	
University "Iliria"	Banking, Finance & Accounts	Masters	0	0	0	17	17	
	Totals		0	0	22	53	75	9.45% 13.18%

Business & Management Group								
Dardania	Business Administration	Masters	17	23	25	5	70	
University Riinvest	Management	Masters	0	0	0	20	20	
University Riinvest	Financial Trade & Banking	Masters	0	0	0	23	23	
University Pjetër Budi	Logistics & Distribution	Masters	0	15	0	5	20	
University Pjetër Budi	Human Resources	Masters	0	0	8	11	19	
University Pjetër Budi	Insurance	Masters	0	0	13	14	27	
University Pjetër Budi	Tourism & Hotel Management	Masters	0	0	0	6	6	
International University of Prishtina	Finance & Accounts	Masters	0	0	0	22	22	
International University of Prishtina	Management	Masters	0	0	0	46	46	

Postgraduate Programmes		Level	2004-05	2005-06	2006-07	2007-08	Overall	Overall %	2007-08 %
University for Business & Technology	Business Management	Masters	58	86	0	0	144		
University "Iliria"	Management & Informatics	Masters	0	0	0	30	30		
University "Iliria"	International Business	Masters	0	0	0	11	11		
Totals			75	124	46	193	438	55.16%	48.01%

Law Group									
Totals			0	0	0	0	0	0	

Political Science Group									
Dardania	International Relations	Masters	0	0	0	9	9		
Dardania	Politics & Administration	Masters	19	24	18	0	61		
Fama, Pristina	Political Science - International Relations & Diplomacy	Masters	0	0	17	22	39		
Fama, Pristina	Political Science - Public Administration	Masters	0	0	5	0	5		
University College "Victory"	International Politics & Diplomacy	Masters	0	0	0	24	24		
University for Business & Technology	Law, Political Science & Diplomacy	Masters	0	11	0	0	11		
University "Iliria"	International Relations	Masters	0	0	0	52	52		
Totals			19	35	40	107	201	25.31%	26.62%

Psychology Group									
Totals			0	0	0	0	0	0	

Postgraduate Programmes		Level	2004-05	2005-06	2006-07	2007-08	Overall	Overall %	2007-08 %
Art, Design and Media Group									
University "AAB"	Mass Communication	Masters	0	0	31	33	64		
	Totals		0	0	31	33	64	8.06%	8.21%
Medicine & Allied Subjects									
	Totals		0	0	0	0	0		
Computer Science									
	Totals		0	0	0	0	0		
Education									
	Totals		0	0	0	0	0		
Other subjects									
University College "Tempulli"	Street Traffic	Masters	0	0	0	16	16		
			0	0	0	16	16	2.02%	3.98%

Postgraduate Programmes	Level	2004-05	2005-06	2006-07	2007-08	Overall	Overall	
							%	2007-08 %
Grand totals		94	159	139	402	794		
(all enrolments recorded by MASHT)		11.84%	20.03%	17.51%	50.63%	100.00%	100.00%	100.00%