

ASSESSMENT REPORT

**International Business College Mitrovica (IBCM)  
Kosovo**

ACCREDITED 02/2013 – 01/2015  
JANUARY 2013

# **Institutional Accreditation**

## **International Business College Mitrovica**

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SPARK<sup>1</sup>, a Dutch development aid agency, active in the field of education, commissioned **evalag** with the institutional accreditation of the International Business College Mitrovica. The procedure was carried out by an international expert team that assessed the college according to **evalag**'s criteria for institutional accreditation. These criteria are in line with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area. The compliance with the criteria is a requirement of awarding **evalag**'s international quality label for institutional accreditation.

## 1. International Business College Mitrovica (IBCM)

The International Business College Mitrovica (IBCM) is a private college of higher professional education, which offers practice-oriented post-secondary higher professional education at a non-university higher education institution. It is located in Mitrovica, Kosovo, and was founded in 2010 by SPARK. IBCM is at present mainly funded by Swedish, Dutch and Danish development aid. There are two campuses, one in the Northern and one in the Southern part of the city of Mitrovica where it offers for its currently 312 students academy higher professional degrees (AP) and connected top-up bachelor degrees in the three AP (academy profession) programmes in Marketing and Management, Public Administration, Environmental and Agricultural Management, and three top-up Bachelor programmes in International Sales and Marketing, Public Service Management, Environmental and Agricultural Management. The study programmes are adopted from Danish AP and Bachelor programmes and are adapted to the local context while maintaining the Danish learning outcomes. Therefore, IBCM can offer double degrees in cooperation with its Danish cooperation partners. The education at IBCM is carried out in English.

Table 1 shows an overview of IBCM key data of October 2012.

| <b>International Business College Mitrovica</b> |      |
|---|------|
| Founding year                                   | 2010 |
| Number of students                              | 312  |
| on North campus                                 | 151  |
| on South Campus                                 | 161  |
| Marketing and Management                        | 88   |
| Public Administration                           | 35   |
| Environmental and Agricultural Management       | 22   |
| First Semester                                  | 167  |
| Full-time academic staff                        | 15   |
| Part-time academic staff                        | 6    |
| Administrative and technical staff              | 15   |

<sup>1</sup> <http://www.spark-online.org>

|                                |        |
|--------------------------------|--------|
| Academic units                 | 4      |
| Number of programmes           | 6      |
| AP (academy profession degree) | 3      |
| To-up Bachelor                 | 3      |
| Annual tuition                 | €2,500 |

**Table 1 – IBCM in numbers**

## 2. The accreditation procedure

The assessment procedure was carried out with an informed peer review on the basis of a self-evaluation report provided by the college, a site visit of an expert team, an assessment report by the expert team and the accreditation decision which is taken by **evalag**'s Accreditation Commission.

The procedure applies the fitness for purpose approach which assesses to what extent the institution is able to achieve its self-set objectives. The point of reference is **evalag**'s criteria for institutional accreditation.

These criteria focus first of all on the mission and the strategies of the institution which are in the centre of the procedure. The governance structures which are used to implement strategies, the fields of activities of the institution and cross-cutting issues which influence the implementation and the success of the institutional strategies are also examined. By assessing compliance with the criteria, **evalag** checks whether the institution has objectives with regard to each criterion, whether it implements activities which serve to reach the defined objectives and whether it uses mechanisms to assess the results of its activities. Additionally, **evalag** assesses whether the institution meets academic standards that are accepted in Europe and internationally.

The following seven accreditation criteria are used:

- Institutional profile and strategy
- Governance
- Teaching and learning
- Research
- Institution and society
- Quality assurance
- Resources

The review team expresses the extent of compliance with the criteria with the following assessments: advanced, well developed, basic or not fulfilled. If all criteria are at least basically developed, an accreditation can be granted. As IBCM is an institution of higher professional education without the set objective to carry out research, the criterion research is not part of the assessment. The detailed description of the assessment criteria can be found in Annex 1.

As a first step of the procedure and as a preparation for the site visit, IBCM produced a self-evaluation report based on guidelines provided by **evalag**. **evalag** formed an expert team consisting of five experts including one student expert:

Prof. Dr. Marianne Assenmacher, President of University of Vechta, Germany (chair)

David Crosier, Eurydice, Belgium

Dan Ole Faaborg, Director of International Relations, University College of Northern Denmark

Veronika Kölle, Hochschule Harz, Germany (student expert)

Prof. Dr. Rolf Zaugg, Former Head of Division of Quality Assurance and coordinator of the International Office, University of Applied Sciences and Arts Northwestern Switzerland

All experts declared to be free of any conflict of interest.

The site visit took place on 1<sup>st</sup> and 2<sup>nd</sup> November 2012 at IBCM<sup>2</sup>. During the site visit the expert team met with the director, academic and administrative staff, students, the Danish cooperation partners, SPARK and employers and visited the facilities of the college.

In parallel to the institutional accreditation a programme accreditation took place at IBCM on 26<sup>th</sup> and 27<sup>th</sup> November. Rolf Zaugg was also a member of the programme expert team.

The expert team produced an assessment report of the college with an accreditation recommendation which was submitted to **evalag**'s Accreditation Commission. The commission took the final accreditation decision on 31 January 2013.

From **evalag**'s side, the accreditation was coordinated by Mr Harald Scheuthle with the assistance of Mr Simon Sibrai.

The following assessment report is structured along the seven assessment criteria which are the basis of **evalag**'s institutional accreditation. After a short description of the criterion, each chapter starts with a presentation of the current status regarding the criterion which is based on the information in the self-assessment report of the college and the information gathered during the site visit. On this basis, the expert team assesses the criterion. Finally, the experts list their recommendations for further improvement. The report shares its assessments – where applicable – with the assessments of the programme accreditation.

### **3. Institutional assessment**

#### **3.1. Institutional profile and strategy**

The institutional profile and strategy define according to the criteria the main activities of a higher education institution. Therefore, it is at the centre of the institutional accreditation procedure. Applying the fitness for purpose approach, the experts mainly check whether an institution has a clearly defined strategy, whether it pursues appropriate activities in order to meet its self-defined objectives, whether it uses its re-

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<sup>2</sup> David Crosier was not able to attend the site visit.

sources appropriately according to its strategy and whether it has mechanisms to monitor the achievement of its objectives. Furthermore, the experts also check the validity of the strategy, i.e. whether the strategy fits the profile of the institution.

### **Current situation**

IBCM's mission is to provide internationally oriented higher professional education to its students. With this mission, IBCM has a distinct profile that differentiates the college from other higher education institutions in the region. The college offers six business programmes in three fields, each with a professionally oriented four-semester AP (academy profession) degree and a three-semester top-up Bachelor. The degrees were developed in close cooperation with Danish partner institutions (Tietgen Business College, Lillebaelt Academy of Professional Higher Education, University College Lillebaelt and the European higher education network SPACE) and are offered as a double degree with the Danish Lillebaelt Academy of Higher Professional Education and for Public Service Management with University College Lillebaelt. The college also adopts the Danish didactical approach "From Theory to Practice" that offers practice-oriented and problem-based teaching and learning methodologies. The college operates completely in English and all its education is English-taught only.

The college operates as a tuition funded not-for-profit higher education institution with a tuition level that is on the country average. With its scholarship programme, IBCM wants to offer education for weak socio-economic groups. IBCM also has the political objective to contribute to the economic, social and political development of the divided Mitrovica region. Therefore it maintains two campuses, one in the Northern part and one in the southern part of the city. At both campuses the college provides the same programmes.

The mission and vision of IBCM is published on the website of the institution and is proved to be known by staff and students.

The strategy of IBCM is mainly determined by its owner, SPARK, and carried out by the director and academic staff of IBCM. The strategy is defined in the SPARK board of directors which is controlled and monitored by the SPARK supervisory board and assisted by an international advisory board. The mission and vision of IBCM has been discussed and approved by the academic council of IBCM.

Based on the IBCM strategy, the director defines annual goals for IBCM which are discussed in the academic council and approved and monitored by the governing bodies of IBCM. It is planned that IBCM gains gradually more competence in its strategic development.

### **Assessment**

According to the expert team IBCM has a clear profile and strategy that differentiates the college from other higher education institutions in the region and offers a unique educational concept. The international education in English and with modern teaching and learning methods sets IBCM apart from the public universities in the region which offer traditional education in the local languages. The partnership with the Danish consortium and the regular trainings and consultations assure that the modern teaching and learning methods are introduced and adapted by the teaching staff members and allow the college to award the double degree which gives its graduates an additional

advantage on the international education and the regional and international labour market.

The practice oriented education with two shorter cycles – four semester for the AP degree and three semester for the top-up Bachelor – are according to the expert team adequate for the economic situation of the regional environment. The study programmes offered provide education which is relevant for the region and thus are able to support regional development. As there are only few companies in the region as potential employers for the graduates, the experts value entrepreneurial competences as essential to the study programmes – competences which could be even further strengthened. With the current size and degree of maturity of IBCM, the experts consider the three selected programmes as appropriate for IBCM. As the IBCM leadership stated legitimately, these programmes should first be consolidated before IBCM may think of introducing new programmes in the future. The experts see however, a greater potential for IBCM to engage in further education. Especially with regard to the development of the local economy customised offers for companies could add to the educational offer of IBCM and also help the college in opening up additional funding sources.

The strategy of IBCM to contribute to the regional development fits well in the development strategy of the European Union for the entire region. Thus, on the one hand IBCM can contribute to the development and stability of the region and on the other hand IBCM's strategy will be successful if the overall EU strategy succeeds.

The expert team appreciates the high commitment of SPARK for IBCM and supports SPARK's role in the strategy development of IBCM. The strong role of SPARK assures that IBCM can develop the necessary managerial and strategic competences to mature as an institution internally. As the strategic process is mainly in the hand of SPARK it is still too early for the expert team to assess whether IBCM could assume these functions on its own. The committed staff members the team met during the site visit, however, showed their ability and capability to gradually take more responsibilities in the strategic management of the institution.

The resource allocation is deemed adequate to implement the strategy of the college. Currently, IBCM operates under the auspices of SPARK and is to a large extent funded by financial aid that provides sufficient resources to build up the college and to operate its activities at a high quality level.

#### Overall assessment

Overall, IBCM provides with its specific vocational and practice-oriented approach a unique offer for the Mitrovica region which fills a niche in the regional higher education market. This, and the focus on entrepreneurship, will definitely serve the needs of the region. Also, the social mission of IBCM to be socially inclusive, to support less well-off students and to contribute to the political development of the region are all goals which will be addressed by the institution.

#### **Recommendations**

The expert team recommends that the college should continue its current strategy of providing practice-oriented international education with a limited number of well-designed study programmes to support the development of the local economy and society.

The team also recommends that IBCM should develop and enhance its offers of further education and some research in applied science in order to cater to local businesses and to open up new funding streams for the college.

In order to establish the future bachelor degrees of IBCM in the academic world IBCM should try to develop bi-lateral agreements with some more European higher education institutions where these bachelor degrees would give students the opportunity of enrolling in a master programme. To develop the international profile of IBCM, the students' mobility should be encouraged to enhance the exchange with international partners not only with visiting teachers.

### **3.2. Governance**

The criterion "governance" focuses on internal governance and decision making processes of the institution. The experts check whether the governance structure is adequate to achieve its objectives and how decision making processes are organised. Furthermore, the experts check how stakeholder groups and core academic functions are included in the governance of the institution and whether this assures academic freedom.

#### **Current situation**

IBCM is a private not-for profit higher education institution. It is organised as a foundation owned by SPARK and registered in the Netherlands and also registered in Kosovo. The statutes of the college were registered in January 2011 in the Netherlands. In Kosovo, IBCM is registered as a higher education institution since April 2011. The organisation of the college is regulated in the Rules and Regulations of IBCM.

The IBCM Foundation has two statutory bodies, the Board of Directors and the Supervisory Board. The Board of Directors legally represents IBCM and sets the overall strategy of the college. Furthermore it is responsible for financial planning and the appointment of the college director. Currently, the SPARK directors and co-director are the members of the Board of Directors. The Supervisory Board advises and supervises the policies and the general course of affairs of the Board of Directors.

Additionally, IBCM as a college has an Advisory Board that advises the Board of Directors on matters of relevance to the development of the IBCM.

The college director is responsible for the academic and organisational management of the college and the implementation of its strategies. The director reports to the Board of Directors and prepares the annual planning of the college. The deputy director will work with the director in the management of the college. The deputy director is appointed by the Board of Directors and the director and reports to the director but may take independent decisions which should be coordinated with the director. Currently this position is vacant.

Responsible for the organisation of the study process and academic affairs is the Academic Council which consists of the college director as its chair, the heads of department and two elected student representatives of the student council.

The students are represented by an elected student council. Currently, the college is establishing a community council which should create a link to local businesses and community based organisations and a parent council which advises the director in student service related issues.

Academic activities are organised in four departments: Marketing and Management, Public Administration, Environmental and Agricultural Management and English Language. Each of the first three departments carries out one AP and one top-up Bachelor



programme, the English Language department provides the English classes. The heads of departments are appointed by the director and the Board of Directors after a two-round selection process that also involves lecturers of the college. The heads of department are responsible for the organisation of the study process and supervise the teaching staff according to their yearly goals.

The college administration is – apart from financial, human resource and facility management – strongly focussed on providing student services and guides the students through their studies.

### **Assessment**

The governance structure of IBCM is regulated and documented in the statute of the IBCM Foundation and the Rules and Regulations of the college. According to the expert team the governance structure is by and large adequate to manage the college and adequate to reach its objectives.

Altogether, the governance structure is assessed as complicated and still dependent on the international stakeholders of the college. However, the expert team appreciates the strong role that SPARK plays in the founding and development phase of the college to ensure that the college has enough time to build up its own managerial and organisational capacities. In this respect, the experts see IBCM on a good way. During the site visit it became clear that IBCM disposes of good organisational, managerial and human resources that should be further developed to enable the college to take over more responsibilities in the future.

The team is, however, not sure whether the structure with a director and a co-director will be suitable for the college. There may be the danger that each of the campuses will have one director which might lead to the separation of the two campuses. The current structure with one director who is recruited from abroad proves to work well and assures a neutral management of the college that can be accepted by the ethnic groups of both campuses.

The experts stress the importance to build up the planned community council. Currently, the experts see a lack of active and structured communication with the business community as potential employers of its graduates. The community council can act as such a link.

The experts see the academic freedom as uphold at IBCM. Academic affairs are mainly managed by the academic staff of the college and search and tenure procedures involve academics as stakeholders. The SPARK representatives assured during the site visit, that it was an important condition for SPARK to assure academic freedom of IBCM. This is also confirmed by the academic staff during the site visit.

### **Overall assessment**

Governance is still very much dependent on SPARK as founding institution, but IBCM is on its way to build up the necessary organisational and managerial capacities.

### **Recommendations**

The expert team recommends reconsidering the management structure of IBCM with director and co-director. A structure with only one internationally recruited director may be more appropriate to bridge the two campuses of the college, possibly with a locally

elected representative of the teacher's college on each campus. This representative could gradually replace the director for minor local administrative competences.

The expert team recommends focusing on the creation of an effective community council in order to create close ties and a stable communication with the local business community ("stakeholders").

### **3.3. Teaching and learning**

Teaching and learning is one of the main activities of higher education institutions. The experts check whether the study programmes offered and the educational concept of the institution fit its mission and strategy and comply with national standards. The experts also check whether the institution has processes that ensure the academic standards of study programmes, an appropriate academically oriented process of creating programmes, the implementation of programmes, the organisation of the student life cycle and the resource deployment for teaching and learning for all study programmes – being delivered full-time, part-time, on-campus or by distance learning education.

#### **Current status**

The core activity of IBCM is to provide teaching and learning of high quality. Therefore, the college offers for its currently 312 students six programmes in the three fields marketing management, public administration and environmental and agricultural management. The programmes in each field are offered as a four semester AP (academy profession) degree and a three semester to-up Bachelor. The degrees are awarded as double degree in cooperation with Lillebaelt Academy of Higher Professional Education (EAL) and for Public Service Management with University College Lillebaelt (UCL). The study programmes are offered in English language as full-time programmes delivered on-campus. Both campuses of the college offer the same programmes.

The decision to offer programmes in the three fields has been taken by the Board of Directors before opening the college, based on three curriculum advisory studies. The programme development was carried out with a Danish consortium with Tietgen Business College, Lillebaelt Academy of Professional Higher Education, University College Lillebaelt and the European higher education network SPACE which won a tender to develop the study programmes.

Thus, the programmes offered at IBCM are programmes of higher professional education that were developed in Denmark, adapted to the local context and licensed by EAL respectively UCL to assure that IBCM can award a double degree for its graduates. IBCM teaches the Danish programmes with the same learning outcomes as in Denmark but adjusted the programme contents to fit the local context. One important difference from the Danish programmes is that all three IBCM programmes have a common first semester for all students. Thus students have one semester to orient themselves before they are choosing their programme. The implementation and adaptation of the programmes was carried out in close cooperation with key teachers from the Danish programme consortium. Apart from the programmes and its adaptation the cooperation agreement with the Danish partners of IBCM also includes training of the teachers in the teaching and learning methodologies, double grading of exams and theses and on-going support for the teaching staff of IBCM. The programmes are modularised and based on the ECTS system. The programmes are already accredited in Denmark by EVA.

IBCM uses the Danish teaching and learning approach “From Theory to Practice” which is a practice-oriented problem-based teaching and learning methodology. The pedagogical concept uses four different facets of learning: conceptualisation, experimentation, experience and reflection, where students learn theoretical concepts which they apply in classroom situations as well as in practical real world environments (i.e. internship) and which they reflect on the theoretical knowledge gained. Therefore, the AP and the bachelor programmes include each an internship.

The programme development and adaptation was carried out by teaching staff of IBCM with the Danish partner and on stakeholder workshops with representatives of regional companies. Whereas in the first year the influence of the Danish partner was higher, IBCM academics assumed more and more responsibility in adapting the IBCM programmes while safeguarding the learning outcomes of the original Danish programmes. The cooperation with the Danish partner consortium includes regular common workshops with Danish and IBCM teaching staff to develop and adapt the curricula, to prepare the syllabi and modules of the coming semester and to train the teaching methodologies. The workshops take place at IBCM or in Denmark. Between workshops, Danish key teachers are as well available for IBCM academics via a helpline.

Danish teachers are also involved in double grading of exams, AP and Bachelor projects of IBCM students. Whereas the first time a module is carried out, 100 % of exams are double graded; the second time this percentage is reduced to 25 % and as from the third time a selection of 10 % of the exams will be double graded.

The English language department of the college offers preparatory English language courses for students and the Mitrovica public. It also offers non-mandatory English language classes for students during the semester.

Apart from the AP and Bachelor study programmes, IBCM also offers occasional non-degree further education courses for local businesses.

IBCM enrolls students for the winter term which starts beginning of October. For admission students have to pass a two hour entrance exam which tests English language and maths skills and a subsequent interview. Based on the results of the exam and the interview, candidates are shortlisted and invited to enrol.

The courses are carried out in small groups with a maximum of 30 students. As currently student numbers do not yet reach the planned numbers, group sizes vary between five to 30 students.

The college uses FRONTER as its e-learning platform. The platform is used by all lecturers to provide materials to their students and to upload assignments. Additionally, FRONTER is equipped with anti-plagiarism software.

IBCM has an extensive counselling system for students which support students in different study situations. Each first year students will be tutored by a senior IBCM student during the start of the studies. On each of the campuses there is a study adviser who is available to students. The lecturers are also easily approachable for students. IBCM also support students in finding internships and consults them after the end of their studies.

The student intakes have been growing considerably from 17 students in 2009/10 over 96 students in 2010/11 and 145 students in 2011/12 to 167 students in 2012/13. The most popular programme is the Marketing Management programme. So far, all graduates of the AP programmes have continued with the top-up Bachelor. Table 2 shows the student numbers by programme and by campus.

| Student numbers summer term 2012                           | Total | North | South |
|--|-------|-------|-------|
| Marketing and Management/International Sales and Marketing | 88    | 35    | 53    |
| Public Administration/Public Service Management            | 35    | 14    | 21    |
| Environmental and Agricultural Management                  | 22    | 12    | 10    |
| First semester   | 167   | 90    | 77    |
| Total  | 312   | 151   | 161   |

**Table 2 – student numbers**

The drop-out rates after the first semester are, however, considerable. In the previous year, IBCM lost 45 % of its students at the North campus and 37 % at the South campus after the first semester. The college explains the drop-out rate by the lack of English language competences, the competition of University of Mitrovica in the North which is free of charge and offers studies in Serbian language, the specific learning methodology of the college and personal reasons of students. Therefore, the college introduced a students tutorial system.

Currently IBCM has 22 lecturers, an equivalent of 19 FTE (including English language lecturers) which gives IBCM a staff/student ratio of approximately one to nine.

Via the Danish partner consortium IBCM gained access to SPACE, a European network of some 70 business schools. So far, IBCM has exchange agreements for students and lecturers with three partner institutions in Denmark and Portugal, a fourth partnership with a Lithuanian institution will be closed in the beginning of 2013, but the exchange places have not yet been used to a large extent. IBCM also encourages its students to look for international internships. Due to the fact that Kosovo is not yet a member of ERASMUS, the student exchange rates are low, and especially students of the South campus may have difficulties in getting a visa.

### **Assessment**

The provision of teaching and learning is at the centre of IBCM's activities. The teaching and learning concept "From Theory to Practice" is unique in the region and differentiates IBCM from other higher education institutions. This is also appreciated by students and academic staff members. The expert team learned during the site visit that the pedagogic concept is implemented by the teaching staff of the college.

The experts consider the AP and top-up Bachelor system as appropriate for the region as it gives students a practice-oriented education which prepares them well for their jobs and offers two shorter cycles to maintain their flexibility. The scope of activities with a small number of programmes also is appropriate for the founding phase of the college. After its consolidation the college may think whether the introduction of additional programmes might be appropriate. The expert team highly values the decision of IBCM to adopt Danish study programmes which are adapted to the local context. IBCM academics as well as Danish cooperation partners reported good cooperation between the Danish key teachers and IBCM teachers in adapting the study programmes and staff training. The close cooperation with the Danish consortium in teacher training and programme development and the fact that IBCM adapted programmes that are already accredited in Denmark assure that academic standards are met.

The expert team was also impressed by the competent and motivated academic staff of the college. The team of lecturers is regularly revising the study programmes and adapt programme contents and the study process to the local needs based on lessons learned from previous semesters. The staff/student ratio at the moment assures a close contact and support of students by teachers. As the college is growing in student numbers, it plans to employ additional teaching staff members which will to a high degree ensure that the good staff/student ratio will be maintained.

According to the expert team, student academic life at the college is well organised. Lecturers are easily accessible to students which was confirmed by students during the site visit. The student support services are characterised as helpful and supportive and give assistance for the most important stages of the student life cycle. The double grading system of IBCM is seen as an exceptionally strong point of IBCM which the experts strongly recommend to maintain after the end of the Danish cooperation in order to assure fair grading of exams and to receive constant international feedback on the general academic level of the studies at IBCM.

#### Overall assessment

Overall, the field of teaching and learning is the strongest point of IBCM. It offers targeted study programmes with an innovative teaching and learning approach. The study programmes are well implemented and the teaching and learning process is well organised. The motivated teaching staff and the Danish cooperation partners contribute to assuring the quality of the studies.

#### Recommendations

In order to strengthen IBCM's international activities to fully embrace the international mission of IBCM the expert team recommends introducing an international officer for the college who should be in charge of proactively managing and supporting international activities of the college and its staff members and students. Especially student exchange could be supported by such a position and EU funding should be optimised.

### 3.4. Research

The criterion "research" focuses on how an institution manages its research activities. The experts check the research strategy of an institution and how it fits into its mission and its overall strategy. Moreover, the academic standards of the research activity, its organisation, evaluation and the endowment with resources are assessed. Furthermore, the recruiting processes of researchers and the promotion of young researchers are important aspects of the research field.

As IBCM is not a research institution, the criterion research will not be part of the accreditation assessment.

#### Current status

So far, research is not part of IBCM's mission. Thus, the college does not engage actively in research activities. The current job descriptions of lecturers do not cover research. Four out of the 21 lectures currently employed hold a PhD degree and are thus

educated to conduct research. Some of the student's projects for AP or Bachelor theses are oriented towards applied research.

### **Assessment**

The expert team acknowledges that research is not a priority for IBCM which defines itself as a teaching institution. Nevertheless, the experts see some potential for applied research at IBCM that could support the college and its mission in several ways.

Applied research may be integrated in the curricula of the college in order to enhance the learning experience of the students. Applied research projects do fit well into the concept "From Theory to Practice". Thus, lectures could support such projects for interested students.

The college could carry out applied research in cooperation with its local stakeholders, especially companies and administrations in the Mitrovica region. Such projects could directly benefit the economic development of the region and enhance the visibility of the college with local businesses. Joint applied research project with companies could also be used as an additional funding stream for the college. However, during the site visit it became clear that the awareness for such kind of project does not yet exist for local companies. Thus, IBCM would need to actively approach their stakeholders and raise awareness for the benefits of joint applied research projects.

### **Recommendations**

The expert team recommends that IBCM should engage in applied research projects. These projects should be carried out with local companies in order to provide services to the local business and thus support the economic development of the region and to enhance the learning experience of their students.

The expert team recommends that IBCM should use applied research as a service to local businesses in order to open up new funding opportunities for the college. Regular Stakeholder meetings could be held to interact with the stakeholders and in order to be able to offer appropriate services to them.

The experts further recommend that the college may seek further advice from international experts in applied research on how to develop such activities at the college.

## **3.5. Institution and society**

The criterion "institution and society" looks at how a higher education institution plays a role in its local, regional and national environment as a societal actor. The experts assess the strategy regarding services to society, the activities with which the institution connects to society, whether these activities are appropriately implemented and whether the activities fit the strategy.

### **Current status**

To serve the local society in the Mitrovica region is an important aspect of IBCM's mission. It is IBCM mission to contribute to the economic development of the region and to support the social stability of the divided city of Mitrovica. Furthermore IBCM wants to be socially inclusive and embraces the idea of diversity.

With its practice-oriented study programmes in the sector of higher vocational education, IBCM wants to provide labour force for the local businesses and administrations. With the integration of internships in the AP and the Bachelor study programmes, the students already get an early contact with potential employers. Furthermore, IBCM supports entrepreneurship of its students and integrates specific courses in the curricula.

IBCM maintains two campuses in Mitrovica, one in the Northern and one in the Southern part in order to provide its education to all ethnic groups in the region. On both campuses IBCM offers the same programmes, partly with the same teachers. While due to the difficult political situation in the Mitrovica region the two campuses are more or less separated, however, IBCM tries to organise common events and projects with both campuses. Within the next two years it is planned to build two new buildings for IBCM, again one in the North and one in the South. In the new buildings common facilities such as the cafeteria and the library will be shared. With its policy to provide education in both parts of the city IBCM wants to contribute to the political development and stability of the region.

As a further offer to the Mitrovica public, IBCM offers its preparatory English classes free of charge to the general public of Mitrovica. Thus, the English classes serve both as recruiting instrument as well as a community service. Furthermore, the premises of IBCM are rented to another English school, which uses the classrooms in the evenings.

In the context of its policy to be socially inclusive, IBCM is open to all ethnic groups. The college also recruits actively students from minority groups. In order to allow students from less well-off families to study at IBCM, the college offers a financial aid system. The regular annual tuition fee is € 2,500 which is about the average for private universities in Kosovo. Well known universities in Kosovo such as the American University and the University for Business Technology charge considerably more. On the other hand, the public University of Mitrovica in the Northern part of the city charges fees of up to € 1,000 but may also be completely free for some students. All accepted students of IBCM can apply for financial aid on the basis of family status, income and assets. The scholarship decision is made by an international independent financial aid committee according to transparent criteria and is related to the financial need of the student. Also after the end of the development aid support for IBCM the financial aid system should according to SPARK continue.

## **Assessment**

According to the expert team, the strategy of IBCM towards society fits the institution well. With its direct focus on the local economy the college can fill in a niche that is so far neglected in the regional higher education sector. The practice-oriented education and the focus on entrepreneurship fits well the needs of the local economy. This is also confirmed by local stakeholders who appreciate the quality of the interns from IBCM. On the other hand it became clear that IBCM and its offers are still not well known to local businesses. The potential for IBCM that a closer cooperation with local businesses could offer to IBCM is according to the expert team, not yet exploited. A reason for this is that the responsibility for industry relations within the college is not clear. The career service has some contacts but they are focussed on providing internship places for students. Therefore the experts recommend introducing a position of an industry relations officer who establishes close contacts with local businesses in order to increase the visibility of the college and proactively markets the services the college offers for local businesses such as its graduates, courses in further education or applied research projects. Furthermore, the college could be more active in supporting its stu-

dents to establish their own businesses after graduation. According to the college, ideas exist among the students, but funding is often a problem. The college could support its graduates by using its networks as a business incubator and to facilitate the access to external funding.

The expert team supports the dedication of IBCM in its attempts to contribute to the political development and stability of the Mitrovica region. Here the experts encourage IBCM to further integrate the two campuses of the institution and provide common activities.

The experts also see the diversity and social inclusion of the college as a strong point and part of the profile. The financial aid system is to be acclaimed; however the experts are not sure how the college can ensure and ascertain a fair distribution of scholarships in the local environment.

#### Overall assessment

IBCM has a clear strategy with regards to society. Especially with regards to involving economic and financial stakeholders, the college does not yet exploit its full potential.

#### Recommendations

The expert team recommends that IBCM should further institutionalise and strengthen its cooperation with local businesses by introducing the position of an industry relations officer who can proactively communicate the college benefits and offers to local industries.

### 3.6. Quality assurance

The criterion “quality assurance” focuses on the internal and external mechanisms used by the institution to monitor and improve its quality. The experts check whether the institution has in place closed quality loops that allow the institution systematically to monitor and improve its activities. Therefore, the experts check the quality assurance concept of the institution, which indicators are used to monitor the progress in achieving its objectives, which tools and processes are used to monitor and support quality and how the institution uses these tools for improvement.

#### Current status

Quality assurance at IBCM is designed according to the PDCA cycle. To assure and enhance its quality IBCM uses internal and external quality assurance instruments which are coordinated by a quality assurance officer, but in the responsibility of all staff members.

In order to implement its strategy, IBCM defines annual goals for the college and for the departments which are discussed in the academic council and on the next level in the departments. After internal agreement the director compiles the goals and discusses them with the Board of Directors before they come into force.

For staff members, IBCM has a bi-annual staff assessment between the staff members and his/her supervisor following a formalised process. Additionally, IBCM implemented a complaint procedure for students and staff.



In order to achieve high quality in the core activity teaching and learning, IBCM carries out regular student evaluations with standardised questionnaires on satisfaction with individual courses and teachers as well as with the studies in general and the facilities and services of IBCM. Additionally IBCM carries out separate evaluation questionnaires on internships and on the drop-out rates. The evaluations are summarised and analysed in a report which also includes recommendations which is discussed internally with the director, the head of administration, the heads of departments and the Board of Directors. Results on courses are also communicated to the lecturers. A summary of the evaluation with key results is published on the website for the students.

Externally, IBCM is seeking advice on a regular basis. Before establishing the study programmes, external expertises were conducted for each study programme in order to explore the market relevance of the programmes. The programmes themselves were developed and adapted in close cooperation with its Danish cooperation partners which also support IBCM with double grading and teaching staff training. This adds external feedback on the teaching activities of the college. In May 2012 IBCM was evaluated by the Dutch MDF Training & Consultancy which conducted a process evaluation of the IBCM development project. In February 2012 Prof. Steve Bristow carried out an assessment visit to assess and improve the academic affairs of the college.

The college regularly discussed the results of internal and external quality assurance instruments in order to reflect its activities and develop improvements where necessary.

### **Assessment**

During the site visit, the academics of IBCM were open to quality assurance instruments and demonstrated that they internalised the PDCA cycle. The experts were impressed by the commitment the academics showed towards the need and the benefit of quality assurance for the improvement of teaching and learning. During the site visit it became clear that most QA instruments are carried out by the academics themselves who showed considerable ownership of the processes and instruments.

The experts assess the instruments employed as well adapted for a small institution as IBCM and professionally designed and coordinated by its quality assurance officer. It is not yet so clearly established who is eventually deciding about measures to be taken; in practice these measures seem to be developed either in discussion within the academic board or in cooperation with the Danish partners. For the future quality assurance it would be helpful to define a clear structure of the quality circle for this central instrument of quality assurance.

The college uses well internal and external instruments in order to assess their activities from different point of views and to get external feedback and expertise where necessary. The external support is used systematically to build up and improve the internal capacities of the college to manage its quality more independently in the future. Nevertheless the experts encourage IBCM to maintain the double grading system after the end of the cooperation with its Danish partners.

### **Overall assessment**

The college has a quality management that is well designed to the needs and the specifics of the college. The ownership and commitment of academic staff towards providing and improving quality is well developed.

### **3.7. Resources**

Central to the criterion “resources” is whether the institution has appropriate resource endowment and deployment to sustain its core activities. The experts check, whether the institution has sustainable funding at its disposal and deploys its resources in accordance with institutional priorities to achieve its objectives. The experts also check whether the procedures for hiring and developing staff are appropriate to meet academic standards and whether the facilities and the equipment are adequate for the core activities of the institution.

#### **Current status**

Currently IBCM is financed by international developmental aid, mainly from Sweden, Denmark and the Netherlands, raised by SPARK. The funding covers the running costs of the college, the costs of developing the programmes with the Danish partners, the costs of scholarships and the costs for building the two campuses in the North and the South. The funding covers the period from 2007 until end of 2014. After the end of the funding period, IBCM will own the two buildings but will have to be self-funded on the basis of its income from tuitions while at the same time maintaining the scholarship programme for less well-off students. The budget of IBCM is monitored by the Board of Directors.

Currently, IBCM has an academic staff of 22 persons (19 FTE); 15 are employed full-time, seven part-time. For five more positions, recruiting is under progress. All academic staff members, except one math and statistic teacher and the English lecturers hold a Master degree; four lecturers hold a PhD degree. The workload of a full-time position is 40 hours per week, which translates to a teaching load of 18 hours per week. In addition, IBCM employs 15 administrative employees; five more are in the process of recruiting. The salaries at IBCM are on average 20 percent higher than salaries at the local public universities.

Staff recruitment follows a three-step procedure. Criteria for employment at IBCM are a relevant Master degree, relevant work experience in the private or public sector and fluency in English. After the staff need is determined a position is advertised on the website and regional newspapers. The applications are preselected according to a matrix with pre-defined criteria by the responsible head of department. Based on the rating score, the applicants are invited for a trial lecture with succeeding question round which is attended by the head of department, teaching staff and students. The trial lecture is scored according to a predefined matrix. Then, candidates are invited for a second round interview. The final decision is then made by the Board of Directors. Newly employed lecturers receive a peer class visit by another IBCM lecturer.

With regards to staff development, all staff members have an annual evaluation meeting with the respective supervisor. Additionally, IBCM provides regular staff training with its Danish cooperation partners, either with Danish teachers at Mitrovica or by sending IBCM teachers to Denmark.

IBCM uses at the moment rented facilities as campuses, one in the North and one in the South. The building have been renovated and equipped for use as a higher education institution. It is planned to build two new campuses to replace the rented buildings. The building in the North is in the process of being built. Once finished, the two premises will be in walking distance to each other on both sides of the river Ibar and will have shared facilities such as the library and the cafeteria. The college will own the two buildings.

The library is currently very small and has only the basic equipment for studies. It mostly provides textbooks for the courses offered.

### **Assessment**

Due to the financial aid, IBCM is currently in a relatively stable financial situation. The funds received will cover the main operation cost of the college and will endow it with modern facilities that shall be owned by the college. The funds also allow the college to give scholarships for the majority of its students.

Thus, as long as IBCM receives the development aid funds the college operations are ensured. However, funding is supposed to expire at the end of 2014. Then, the college needs to sustain its operations without any financial aid. As IBCM is a private college, it will not receive public funding but has to generate its income from tuitions and other services offered. Therefore, for the expert team the sustainability of IBCM after the end of the financial aid is a critical issue. So far, IBCM does not generate enough income from tuition and its other services to cover its running costs. It is also not yet tested, whether IBCM would find enough full-paying students in the future. According to different estimations IBCM would need between 200 and 400 paying students to be sustainable while the planned capacity of the college is 400 students. For the experts it is vital for IBCM to use the remaining time under the auspices of SPARK to open up additional funding sources. This could be expanding the current practice of renting the facilities of IBCM outside of college teaching hours, to extend its offers in continuing education and to offer services in applied research for local stakeholders in order to generate additional income. Furthermore, the college could search for external donors to support the college after the planned independence. The college should also start adjusting its financial aid policies to reach a sustainable balance between financial sustainability of the college and its support for weak socio-economic groups, i.e. by prioritising students who should benefit from scholarships according to clear and transparent criteria. A threat to this policy may be that in the North there is with University of Mitrovica a competitor which offers education at lower fees or completely free of charge. During the site visit the students in the North especially mentioned that many students are only attracted to IBCM with high reductions of tuition fees and high drop-out rates in the North may be connected to the fact that students switch to the free university instead of continuing their paying studies at IBCM. This problem is less salient in the South as there is no other local university. Additionally, the public universities in Kosovo charge as well tuition fees. The college may reconsider the way it finances its scholarship system. Alternatives would be to base the scholarship system on loans for the students which could raise income for the college while allowing less well-off students to study.

Therefore, the expert team appreciates that SPARK takes the issue of independence of IBCM seriously and develops an exit strategy for IBCM. The experts encourage SPARK to closely monitor IBCM's success in building up its managerial, operational and most importantly its financial capacity to operate the college independently in a sustainable way.

The expert team considers the human resources of IBCM as appropriate. The academic education of the teaching staff is appropriate for the studies carried out at IBCM. The international background of the staff and the training provided by IBCM ensures that the teaching staff is able to teach according to the pedagogical concept "From Theory to Practice". The experts were impressed by the dynamism and commitment of the teaching staff members they met during the site visit. The administrative staff is as well competent as service oriented.

The recruiting procedures of IBCM are assessed as appropriate. The current staff/student ratio allows IBCM to maintain relatively small groups and a close contact between teachers and students. Even with higher student numbers, the ratio will still be adequate.

The two campuses of IBCM provide enough space and appropriate equipment to carry out the study programmes. The planned new building will further improve the situation. Especially positive is that IBCM will own the two buildings. The library provides at the moment only very basic endowments. It is hoped that the library in the new building will be better equipped with relevant literature for the three study programmes.

#### Overall assessment

In the current state, IBCM has appropriate resources for its educational mission. A great asset of the college is that it will own its buildings. However, the financial sustainability of the college after the end of the financial support is not yet assured.

#### Recommendations

The expert team strongly recommends that IBCM should carefully plan its future financial independence in order to ensure the sustainability of the institution. Therefore the college should open and strengthen additional funding sources to complement revenues from tuition and to consider alternative funding schemes for the scholarship programmes in order to insure a sustainable income from tuitions as a basis for the operation of the college. In the long run IBCM cannot afford to ask 2,500 € per year and student and then to get only 500 € on average per student per year. Probably a solution could be found in a system of student loans; such a system would have to be developed in cooperation with one or several of the important banks of Kosovo.

The expert team recommends improving the library and equipping the new facilities with adequate space for individual student learning.

The experts recommend that SPARK develops a business plan for the post-SPARK period of IBCM and an exit strategy that allows IBCM to fully function without further managerial and financial support from SPARK. Additional stress testing of the business plan might be considered.

## 4. Overall assessment

The expert team was impressed by the good progress IBCM made in building up the college in such a short time. In only two years the college was able to develop the three programmes and build up good organisational capacities to run the college. IBCM was also able to develop managerial capacities that will help to manage the college independently after the end of the support by SPARK.

The experts also appreciate the role of SPARK in developing the college. With SPARK, IBCM has a strong parent organisation with good experience in education projects and long experience in the region. This helps IBCM to navigate in the difficult political environment in Mitrovica by leaving political discussions to SPARK and concentrating on the educational affairs. The experts are also convinced that SPARK will guide IBCM in a sensible way to a sustainable independence.

IBCM has, according to the experts, an appropriate strategy and a profile that fits the needs of its regional environment. As the only higher education institution, IBCM offers higher professional education and a modern practice-oriented teaching and learning approach, which differentiates the college from other higher education institutions in the region since they focus on traditional theory based teaching. Additionally IBCM offers a focus on entrepreneurship and encourages its students to open up their own business. This is especially valuable for the economically weak Mitrovica region.

In terms of governance, IBCM is still largely dependent on SPARK, which makes the strategic decisions of the college; the academic decisions are made by the academics of the college. The experts could easily convince themselves, however, that IBCM is currently building up considerable managerial capacities.

A strong point of the college is its educational offer. The study programmes are practice-oriented and thus fit well the needs of the region. The problem-based teaching and learning approach is innovative and unique in the region. The quality of the programmes is ensured by the Danish cooperation partners who provide the programme basis which is adapted to the local needs, and they train the academic staff of IBCM. A large asset of the college is its motivated and dynamic academic staff which implements and develops the programmes well.

According to the experts the college should, however, strengthen its ties with the local economy and industry in order to increase the visibility of the college and to ensure employment opportunities of its graduates. The college could also use applied research projects as additional offer for local businesses or for research-based general development of the region, an activity which is not yet carried out at all.

According to the expert team, the largest challenge of IBCM is the sustainability of the college after the end of the financial and managerial support from SPARK. Whereas IBCM is well on the way to build up managerial capacities, it is not yet clear whether the college is able to maintain a sustainable income from tuition fees as currently the majority of the fees are still waived. The college has to improve in this respect and should open new income streams to ensure its sustainability after the end of the financial support.

Altogether, the expert team sees IBCM on its way to good progress and encourages the college to pursue its planned development path.

## Results of the assessment

### Assessment grades

| No | Assessment criteria                | Assessment |
|----|------------------------------------|------------|
| 1  | Institutional profile and strategy | 2          |
| 2  | Governance                         | 3          |
| 3  | Teaching and learning              | 2          |
| 4  | Research                           | Not rated  |
| 5  | Institution and society            | 3          |
| 6  | Quality assurance                  | 2          |
| 7  | Resources                          | 3          |

### Assessment levels

| Level | Assessment     | Description  |
|-------|----------------|--|
| 1     | Advanced       | The institution fulfils or exceeds all criteria. All activities are in line with the institutional profile and strategy and provided at high academic standards.                               |
| 2     | Well developed | The institution fulfils most criteria. Most of its activities are in line with the institutional profile and strategy and the core activities are provided at high academic standards.         |
| 3     | Basic          | The institution fulfils the most important criteria. Some activities are in line with the institutional profile and strategy and the core activities are provided at basic academic standards. |

For a successful accreditation, each criterion needs to be assessed at least as “basic”.

## Accreditation recommendation

According to the expert team, International Business College Mitrovica (IBCM) meets **evalag**'s criteria for institutional accreditation. In order to maintain the criteria beyond the end of the financial support for IBCM, the college should prove after three years that (1) its finances are sustainable, (2) it maintains a steady and sustainable student intake, (3) the legal ownership status of the institution is clear and (4) it carried out initiatives of applied research. Therefore, the team recommends IBCM for accreditation for three years which will be prolonged to five years if the college fulfils the above mentioned four conditions. On that condition the expert team recommends awarding the **evalag** label for institutional accreditation.

The team recommends IBCM considering and implementing the recommendations in this report to further improve the college.

## 5. Decision of the evalag accreditation commission

The **evalag** Accreditation Commission conditionally accredited International Business College Mitrovica and awarded the **evalag** label for institutional accreditation after discussing the assessment report and recommendations of the expert team intensively. The accreditation is in the first instance valid from February 2013 until January 2015 and will be prolonged to January 2018 if the college proves by the end of the year 2014 that

- its finances are sustainable,
- it maintains a steady and sustainable student intake
- the legal ownership status of the institution is clear and
- it has implemented initiatives of applied research.

With regard to international standards concerning resource security the commission deviated from the accreditation recommendation of the expert team.

The fulfilment of the conditions shall be proved by submitting a report to the Accreditation Commission which will be examined by the expert team.

The accreditation further requires that the college publishes the assessment report and ensures that the conditions for the compliance with the accreditation criteria are maintained during the validity period of the label.

To further improve the college, the Accreditation Commission affirms the recommendations given by the expert group.

# Annex

## Annex 1: Accreditation criteria

The accreditation criteria used by the **evalag** institutional accreditation are formulated by the **evalag** Foundation Board (and in coherence with ESG and Kosovo/KAA criteria).

### 1. Institutional profile and strategy

Institutional profile and strategies to achieve them

The expert team checks,

- whether the strategies and profile of the institution comply with internationally accepted standards
- whether the strategies fit the profile of the institution
- how strategies are defined
- whether strategies are adequate to reach objectives
- whether resources are adequate to implement strategies
- how the achievement of objectives is monitored

### 2. Governance

Internal governance and decision making processes

The expert team checks,

- the organisational description of the HEI (e.g., organisational chart, development plan)
- whether governance structures are adequate to achieve objectives
- how decision making processes are organised
- how stakeholder groups are included in governance
- how core academic functions are integrated in governance structures (e.g., academic freedom, search and tenure procedures)

### 3. Teaching and learning

Organisation of the teaching and learning process

The expert team checks,

- the general study concept of the HEI
- the academic standards of the study programmes
- whether the study programmes comply with the institutional strategy and national regulations
- how study programmes are developed and improved



- how the student life cycle is organised
- how the learning experience is organised
- whether resource deployment is adequate

#### **4. Research**

Organisation of the research process

The expert team checks

- the research profile and topics of the HEI,
- how the research process is organised,
- the academic standards of the research,
- how the HEI recruits researchers,
- how the HEI supports research,
- how education of young researchers is organised,
- how research is evaluated within the HEI.

As IBCM is not a research institution, "Research" will not be part of the assessment.

#### **5. Institution and society**

Connection of the HEI to its environment

The expert team checks

- the strategy of the HEI with regards to society
- the activities with which the HEI connects to society (e.g., cooperations, internationalisation, entrepreneurship, diversity)
- whether the activities fit the strategy

#### **6. Quality Assurance**

Internal and external quality assurance of HEI core functions

The expert team checks

- the quality concept of the HEI
- the quality assurance processes and instruments
- whether quality assurance is used regularly and systematically for quality enhancement
- whether quality feedback loops are closed
- how the HEI fosters quality culture

#### **7. Resources**

Resource (finances, personnel, facilities) deployment to sustain HEI core functions

The expert team checks,

- sustainability of funding and financial management
- processes for staff recruiting and staff development
- facilities and equipment for HEI core functions
- whether resource deployment is adequate to reach the objectives of the HEI

## **Assessment levels**

### **Advanced**

The institution fulfils or exceeds all criteria. All activities are in line with the institutional profile and strategy and provided at high academic standards.

### **Well developed**

The institution fulfils most criteria. Most of its activities are in line with the institutional profile and strategy and the core activities are provided at high academic standards.

### **Basic**

The institution fulfils the most important criteria. Some activities are in line with the institutional profile and strategy and the core activities are provided at basic academic standards.

For a successful accreditation, each criterion needs to be assessed at least as “basic”. If a criterion is not assessed as “basic”, the expert team may propose conditions in case it believes that a successful assessment of the criterion is possible within a set time period.

## **Annex 2: Guidelines for self-evaluation report**

### **Institutional profile and strategy**

- Could you please describe the interrelations between the strategy, profile and quality aims of the IBCM?
- How do you guarantee that they comply with internationally accepted standards?
- How is the strategy of the IBCM developed, defined and improved? How is the achievement of objectives monitored?
- Are the resources adequate to implement the strategy?

### **Governance**

- Could you please explain the organisational structure of the IBCM (e.g., organisational chart, development plan)?
- How are decision making processes organised?
- How are core academic functions integrated in governance structures (e.g., academic freedom, search and tenure procedures)?
- How are stakeholder groups included in governance?
- Are the governance structures adequate to achieve objectives?

### **Teaching and learning**

- Could you please explain the general study concept of the IBCM?
- Could you please describe how the study programmes comply with academic standards (e.g., qualification frameworks), the institutional strategy and national regulations?
- How do you develop and improve study programmes?
- How is the learning experience organised?
- How is the student life cycle organised?
- Is the resource deployment adequate?

### **Research (if appropriate)**

- Could you please describe the research profile, topics and standards of the IBCM?
- How is the research process organised?
- How does the IBCM recruit researchers, support and evaluate research within the IBCM?

### **Institution and society**

- Could you please describe the strategy of the IBCM with regards to society?

- By which activities does the IBCM connect to society (e.g., cooperations, internships, internationalisation, entrepreneurship, diversity)?
- How do these activities fit the strategy?

#### **Quality assurance**

- Could you please explicate the quality concept of the IBCM?
- Could you please describe the quality assurance processes and instruments?
- Is quality assurance used regularly and systematically for quality enhancement? Are quality feedback loops defined, documented and realised/closed?
- How does the IBCM foster quality culture?

#### **Resources**

- Could you please describe the processes for staff recruiting and staff development?
- Could you please describe the facilities and equipment for the institutional performance of the IBCM?
- Is the resource (finances, personnel, facilities) deployment sustainable and adequate to reach the objectives of the IBCM institutional strategy?

#### **Miscellanea**

- What aspects are missing in the guideline questions?
- Which questions have been left without an answer?
- What are requests/ wishes of the IBCM against **evalag**?

### Annex 3: Conflict of interest of experts

The External Expert affirms by a declaration of impartiality that he / she is not aware of any circumstances that would justify any concern of bias or give rise to question his / her independence or impartiality towards **evalag** and the higher education institution or the discipline of the study programme / study programmes under assessment.

Reasons that preclude expert activities in assessment procedures are in particular:

- Occupation during the last two years as a teacher, visiting lecturer, visiting professor or lecturer in the discipline / at the higher education institution under assessment.
- Doctorate or postdoctoral qualification during the last five years at the higher education institution or the faculty / department under assessment.
- Teacher / student relationship with members of the faculty / department under assessment, dating back less than five years.
- Pending application or appointment procedure at the higher education institution under assessment or involvement in an appointment procedure within the last three years.
- Imminent move to the higher education institution or the department / faculty under assessment.
- Family connexions, personal ties to or conflicts with a member of the management of the higher education institution or a member of the department / faculty under assessment.
- Assessment procedure which is still on-going or has been completed within less than two years at the External Expert's own higher education institution and / or for study programmes at his / her own department, in which the expert group comprised experts from the higher education institution or the department currently under assessment (preclusion of crossover assessment).
- Participation in an evaluation procedure at the very higher education institution or at the very department of the higher education institution for which the External Expert is supposed to participate in an assessment procedure.
- Extensive research projects or other extensive cooperation projects which are current or date back less than three years with the higher education institution or the department under assessment.
- Publication activities on a regular basis, jointly with a member of the management of the higher education institution or the department / faculty under assessment.
- Advisory or otherwise supporting activity performed currently or dating back less than two years relative to the implementation or introduction of the quality management system under assessment at the higher education institution which has applied for the assessment / accreditation.
- Participation in commissions, advisory boards or consultative committees of the higher education institution and / or the faculties / departments under assessment.

## Annex 4: Site visit schedule

| Thursday, 1 November 2012 |   |   |
|---------------------------|---|---|
|                           | South campus                            | Pick up from Hotel,<br>08:30h   |
| 09.00 – 11.30             | Internal meeting of expert team         | Meeting Room  |
| 11.30 – 12.30             | Meeting with rectorate                  | Members of rectorate<br>(Daniel Klee)   |
| 12.30 – 13.30             | Lunch Okarina                           |   |
| 13.30 – 14.15             | Meeting with academic council           | Members of academic council<br>Daniel, Dori, Sonja, Jelena,<br>Ferida (Daniel Klee) |
| 14.30 – 15.15             | Meeting with academic staff             | Members of academic staff<br>full-time and part-time                                |
| 15.30 – 16.15             | Meeting with students                   | Students, selected by students<br>themselves  |
| 16.30 – 17.15             | Meeting with external stake-<br>holders | Representatives of potential<br>employers, practical training                       |
| 17.15 – 18.00             | Visit of facilities                     | Library, seminar rooms, etc.  |
| 18.00 – 19.00             | Internal meeting of expert team         | Meeting Room  |
|                           |   | 19:10 Transport to Hotel No 1   |
| 20.00                     | Dinner<br>Fiona                         |   |

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**Friday, 2 November 2012**

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|               |  |   |
|---------------|--|---|
|               |  | Pick up Hotel 08:30   |
| 09.00 – 09.30 | Meeting with academic staff                                | Members of academic staff<br>full-time and part-time Class-<br>room 5   |
| 09.45 – 10.15 | Meeting with students                                      | Students, selected by students<br>themselves  |
| 10.30 – 11.00 | Visit of facilities  | Seminar rooms<br><br>Construction Site North  |
| 11.00 – 11.30 | Transfer to south campus                                   | Transport Construction Site<br>South  |
|               | South campus   |   |
| 11.30 – 12.15 | Meeting with heads of depart-<br>ment                      | Heads of Department<br>Meeting Room/Classroom 1   |
| 12.30 – 13.15 | Meeting with administration                                | Quality office, financial ser-<br>vices, human resources, ad-<br>ministrative coordinator<br>Meeting Room/Classroom 1 |
| 13.15 – 14.15 | Lunch at IBCM site   | Self study Room South   |
| 14.15 – 15.15 | Focus meeting Teaching and<br>Learning / Quality Assurance | Academic staff members (FT +<br>PT), student, student service,<br>quality office<br><br>Classroom 1 south             |
| 15.30 – 16.00 | Meeting with SPARK   | Representative of SPARK<br><br>Meeting Room South   |
| 16.00 – 19.30 | Internal meeting of expert team                            | Meeting Room South<br><br>19:40h Transport North  |
| 20.30h        | Dinner Hotel No 1  |   |

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