

ASSESSMENT REPORT

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

ACCREDITED 02/2013 – 01/2015
JANUARY 2013

Programme Accreditation

International Business College Mitrovica

Contents

1. International Business College Mitrovica (IBCM)	3
2. The accreditation procedure	4
3. Programme assessment	6
3.1. Programme profile and conception.....	6
3.2. Studiability	19
3.3. Examination system	22
3.4. Programme cooperations	24
3.5. Quality assurance.....	26
3.6. Resources	27
4. Overall assessment	30
5. Decision of the evalag Accreditation Commission	32
Annex 1: Accreditation criteria.....	33
Annex 2: Guidelines for self-evaluation report	35
Annex 3: Conflict of interest of experts.....	37
Annex 4: Site visit schedule	38

SPARK¹, a Dutch development aid agency, active in the field of education, commissioned **evalag** with the programme accreditation procedure of the study programmes offered at International Business College Mitrovica (IBCM). These are the Academy Profession (AP)² and top-up Bachelor Programmes in the fields of Marketing and Management, Public Administration and Environmental and Agricultural Management. The procedure was carried out by an international expert team that assessed the programmes according to criteria formulated on the basis of the German criteria for programme accreditation and under consideration of other relevant (national) criteria. These criteria are in line with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area.

SPARK, at the same time, commissioned **evalag** with the institutional accreditation of the IBCM. Procedure and results are documented in a separate report.

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 six 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.

International Business College Mitrovica	
Founding year	2010
Number of students	312
on North campus	151
on South Campus	161
Marketing and Management	88

¹ <http://www.spark-online.org>

² <http://en.iu.dk/education-in-denmark/the-danish-education-system/higher-education-1>

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
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 of each programme 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 a programme complies with the criteria for programme accreditation. These are formulated on the basis of the German criteria for programme accreditation, under consideration of other relevant (national) criteria and in coherence with ESG.

These criteria focus first of all on the profile of the programme and its conception. Further, the criteria cover all aspects of the implementation of a study programme, its quality assurance and its resources. With regard to the criteria of programme profile and conception, **evalag** assesses also if the programme meets academic standards that are accepted in Europe and internationally.

The following six criteria are used:

- Programme profile and conception
- Studiability
- Examination system
- Programme cooperations
- Quality assurance
- Resources

Depending on the degree to which the programme meets the criteria, the programme will be accredited, accredited with conditions or not accredited. 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 (Annex 2) provided by **evalag**.

evalag formed an expert team consisting of six experts including one student expert:

Poul K. Faarup, Head of Studies, Zealand Institute of Business and Technology, Denmark

Prof. Dr. Anna Maria Häring, Eberswalde University for Sustainable Development, Germany

Olaf Höser, Giessen University, Germany (student expert)

Prof. Dieter Kies, Dean of studies for the MA course European Administration Management, University of Public Administration and Finance, Ludwigsburg, University of Applied Sciences, Germany

Prof. Dr. Peter Musall, Rector of the Saxonian University of Public Administration, Meißen, University of Applied Sciences, Germany

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 (chair)

All experts (Annex 3) declared to be free of any conflict of interest.

The site visit (Annex 4) took place on 26th and 27th November 2012 at IBCM. During the site visit the expert team met with the director, academic staff, students, the Danish cooperation partners, SPARK and employers, visited selected classes and the facilities of the college.

In parallel to the programme accreditation procedure the site visit for the institutional accreditation procedure took place at IBCM on 1st and 2nd November. Rolf Zaugg was also a member of the institutional 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 six assessment criteria which are the basis of the decision about the programme 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 compliance with the criterion. Finally, the experts express their judgement and list additionally recommendations for further improvement. Most of the assessments apply to all six programmes. Where an assessment applies to a specific programme, this is mentioned in the text. The report shares its assessments – where applicable – with the assessments of the institutional accreditation procedure.

3. Programme assessment

3.1. Programme profile and conception

For the criterion profile and conception the experts assess the structure and the learning outcomes of the programmes. The experts check whether the programme fits the profile of the institution and whether the learning outcomes of the programmes contribute to the employability of the graduates. Furthermore the experts assess the academic standards of the programme and whether it complies with national regulations and meets international standards.

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 and the national higher education system. The college offers six business programmes in three fields each with a professionally oriented four-semester 120 ECTS AP (academy profession) degree (ISCED 5B) and a three-semester top-up Bachelor (ISCED 6) totalling 210 ECTS. The degrees were developed in close cooperation with a Danish partner institution 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 as detailed in chapter 3.4.

The AP degree is a Danish professional higher education degree which is taught in Academies of higher professional education which are part of the binary Danish higher education system which distinguishes between research-based programmes and professionally oriented programmes. The programmes with 90 – 150 ECTS offer a practice oriented vocational education on an analytical basis and may lead to employment in middle-management positions. Academies and colleges also offer top-up Bachelor programmes of 90 ECTS for a professional Bachelor degree in the same field. In Denmark, the three programmes are standard programmes which are taught with the same curriculum in several Academies and Colleges.

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 offers all its education in English only. All programmes are offered both on the North and the South campus of IBCM. The programmes are modularised and based on the ECTS system. The Danish base programmes are already accredited in Denmark by EVA³, the Danish Evaluation Institute according to the following criteria:

- Demand and customer contact
- Internships
- Organisation
- Knowledge base
- Academic environment
- Facilities and resources
- Quality assurance.

³ <http://english.eva.dk/>

The study programmes start with a common first semester which lays the foundations for all three programmes. After the first semester, the students have to choose the programme they want to continue. The fourth semester ends with an internship and the AP thesis. The top-up Bachelor of three semesters comprise two semesters of coursework and one semester of internship and the Bachelor thesis. Students of the Public Administration programme who want to continue with a bachelor will have coursework in the fourth semester and their longer internship in the sixth semester.

All study documents such as the Study, Internship and Examination Regulations and the programme handbook, which includes the description of the modules are available on the IBCM website.

The following paragraphs describe the learning outcomes and the study plan of the three AP and three top-up Bachelor programmes.

Marketing and Management

The Marketing and Management AP programme provides a vocational education for professionals in marketing related fields of small and medium-sized businesses with a focus on entrepreneurship. The top-up bachelor programme International Sales and Marketing provides the skills and competences for its graduates to independently perform duties related marketing and international sales with a focus on international companies.

The learning outcomes of the AP degree program in Marketing and Management are as follows:

Knowledge

- The graduate will have knowledge of:
- the strategic and financial structure of the business;
- fundamental socio-economic conditions;
- concluding the sale;
- business legal matters, including legislation on marketing and competition;
- methods for solving complex and practice-based problems within Marketing and Management.

Skills

The graduate will be able to:

- Conduct an international market assessment;
- assess and implement problem-oriented projects within marketing-related subjects;
- communicate practice-based problems and solution proposals in English;
- draw up relevant solution proposals within marketing-related problems on an analytical basis;
- assess business and socio-economic conditions;
- assess business legal problems in relation to national and international trade;
- assess organizational, logistic and management problems.

Competencies

The graduate will be able to:

- participate in professional and interdisciplinary cooperation in the development of the marketing strategy and internationalization of the business;
- handle development-oriented situations on a national and international level within sales and marketing;
- handle the planning of marketing and sales for the business as well as participate in the implementation in this connection;
- acquire skills and new knowledge, with regard to what was achieved in the program;
- handle the opportunity for action for the economic development of a business in consideration of the socio-economic conditions;
- participate in professional and interdisciplinary cooperation with a professional approach in English, and possibly another foreign language, in writing and orally.

The learning outcomes for the Bachelor International Sales and Marketing top-up study program are as follows:

Knowledge

The graduate will:

- have knowledge and understanding of practice, applied theory and methods in business (sales and marketing) management in an international context;
- be able to understand and reflect upon central theories and models necessary for business-to-business sales and marketing management.

Skills

The graduate will:

- be able to develop, assess and implement international sales strategies for different business types (industry, sizes, resources etc.) and apply relevant models to the implementation of product and concept development in business;
- be able to analyze, assess and apply legal methods and tools to support the sales performance in an internationally focused company;
- be able to assess the competitive position of a business as a basis for the preparation of the company's marketing mix with a focus on the sales effort;
- be able to substantiate and communicate the chosen strategies into a sales plan for the relevant parties;
- be able to create a motivating environment in the sales department and develop and implement sales meetings with a focus on the economic results and human contribution.

Competencies

The graduate will:

- be able to stay informed of and identify the need for relevant economic and legal information surrounding international business assignments;
- be able to form part of multidisciplinary teams related to the company's work and be able to independently plan and implement assignments related to international sales;
- be able to develop, manage and implement strategies, starting from different complex situations and with the involvement of relevant parties;
- be able to enter into work towards the sales performance in a business with independent responsibility at management level;
- be able to attain competencies for further education;
- develop independence, the ability to co-operate and the ability to create something new;
- develop an interest in and ability to actively co-operate in a democratic society.

The Academy Profession (AP) degree in Marketing and Management and the Bachelor degree in International Sales and Marketing are double issued by the IBCM and the Lillebaelt Academy of Professional Higher Education (EAL).

The study plan of the programme is composed of the following modules:

Semester	Module	ECTS
AP programme		
1	International marketing and sales	7
	Economics	5
	Communication, organisation and management	10
	European studies and the public sector	8
2	International marketing and sales	10
	Economics	5
	Communication, organisation and management	5
	Basic EEC and international trade law	5
	Principles of entrepreneurship	5
3	International marketing and sales	10
	Economics	10
	Communication, organisation and management	5
	Advanced entrepreneurship	5
4	Internship	15
	AP project	15

Bachelor programme		
5	Business law	4
	Economics	4
	Organisation and management	3
	Supply chain management	3
	Sales and marketing	11
	Philosophy of science and research methodology	5
6	Sales and marketing	8
	Economics	4
	Organisation and management	4
	Supply chain management	4
	Specialisation	10
7	Internship	15
	Bachelor project	15

Table 2 – Study plan Marketing and Management

Public Administration

The Public Administration AP programme provides a vocational education for professionals in the management of public administrations and private and public companies. The top-up bachelor programme Public Service Management provides the skills and competences to carry out complex and development-oriented administrative functions in both public administrations and public and private companies.

The learning outcomes of the Academy Profession degree program in Public Administration are as follows:

Knowledge

The graduate will:

- have knowledge of structure, function, development, culture and organization in the private and public sector at national and international level;
- have knowledge of organizational structures, including the influence of external factors, different leadership roles and the behavior of individuals in organizations;
- have knowledge of strategic and political decision making;
- have knowledge of economics and financial models and principles;
- have knowledge of legal methods, principles of administrative law, law of obligations and relevant laws and regulations.

In addition and because of the possibility of bridging to the BA in Public Administration the graduate will also have knowledge of:

- Development and structure in society, concepts and problem areas in society and in the public sector;

- the public sector as a politically managed organization.

Skills

The graduate will:

- be able to apply and evaluate methods for the analysis of organizational processes, structures, culture and values and apply and evaluate methods for conflict resolution and various presentation and negotiation techniques;
- be able to assess economic conditions and implications, based on the accounts, budgets and financial reports and prepare pricing and costing, set quality objectives and assess goal achievement;
- be able to assess and prepare relevant statistical data and evaluate the usability of various evaluation methods as well as conduct qualitative and quantitative studies;
- be able to prepare reports, using various media and incorporating digital opportunities in communication with customers and citizens;
- be able to plan and implement administrative law's successful prosecution, including the use of project-work methods.

In addition and because of the possibility of bridging to the Bachelor in Public Administration the graduate will also be able to:

- apply and evaluate methods for the analysis on community development and structure, from an economic, sociological and political perspective:

Competencies

The graduate will:

- be able to combine knowledge of economic, legal, organizational, societal, and information technology, compared with methodological considerations in administration;
- be able to participate in collaboration with people with different educational, linguistic and cultural backgrounds;
- be able to manage innovative solutions and decisions, both individually and in cooperation with citizens and other partners;
- be able to give professional service to both residents and customers and help to promote cooperation between the private and public sector and in a structured context;
- be able to acquire new knowledge, skills and competencies in relation to the profession.

In addition and because of the possibility of bridging to the Bachelor in Public Administration the graduate will also be able to:

- work cross-sectorial and cross-professional;
- involve users and give professional service to both residents and customers and help to promote cooperation between the public and the private sector and in structured context.

The learning outcomes of the Bachelor degree program in Public Service Management are as follows:

Knowledge:

The graduate will:

- have knowledge of legislation concerning the administration of the public services and an understanding of the interrelationship to other areas of politics;
- have knowledge and understanding of applied theories and methods used in the public or private sector, delivering public services;
- have knowledge of the organization, management and administration of the public services and be able to reflect on the practice, objectives, target groups, methods, tools and cooperative processes connected with welfare provision;
- have knowledge of legislation concerning employment, including following up those who are off work sick, the provision of flexible and sheltered employment and efforts to promote integration in employment, and to have a knowledge of continuing education;
- have knowledge of the societal, legislative and political frameworks for educational and vocational guidance;
- have knowledge and understanding of the roles and tasks of civil authorities, and be able to reflect on the way in which case workers in administration apply theories and methods in practice;
- be able to understand and reflect on the connection between staff administration and the work environment;
- have knowledge of motivational factors and be able to reflect on their significance in terms of personnel management and staff recruitment.

Skills

The graduate will:

- be able to take an holistic view of the problems, resources and needs of citizens, and be able on this basis to plan and coordinate a coherent set of welfare measures and other services;
- be able to apply legislation concerning the public services, including making decisions within the legal framework;
- be able to describe, analyze and assess problems related to welfare administration with a view to drawing up, justifying and propagating model solutions to cooperative partners and users;
- be able to compare and assess various methods and tools and to select those analytic tools best suited to the task;
- be able to prepare materials using various methods of creating tables and graphic presentations, including calculating and critically evaluating index and key figures;
- be able to analyze the needs of individuals and groups for guidance;
- be able to develop, plan, carry out and assess guidance programs aimed at different target groups;

- be able to carry out individual, group and collective activities on a professional basis;
- be able to identify and analyze conflicts and difficulties in cooperation, with a view to drawing up possible solutions and indicating a range of legal solutions;
- be able to analyze an organization with a view to selecting relevant strategies that can support the mission, vision and values of the workplace in question.

Competencies

The graduate will:

- be able to exercise administrative functions in the public services, including handling complex and development-oriented situations;
- be able to engage independently in intra-professional and inter-professional cooperation and assume responsibility within the framework of professional ethics;
- be able to participate in processes of systematic development, documentation, follow-up and evaluation in the field of public service provision, including the development of effective and appropriate case administration and financial management;
- be able to exercise functions, including handling complex and development-oriented situations;
- be able to communicate with professional precision and cooperate professionally in the handling of specific problems;
- be able to identify their own learning needs and keep abreast of developments in the public services.

The Academy Profession (AP) degree in Public Administration is double issued by the IBCM and by the Lillebaelt Academy of Professional Higher Education (EAL). The Bachelor degree in Public Service Management is double issued by the IBCM and the University College Lillebaelt (UCL).

The study plan of the AP programme is composed of the following modules:

Semester	Module	ECTS
1	International marketing and sales	7
	Economics	5
	Communication, organisation and management	10
	European studies and the public sector	8
2	Social science	4
	Individual socialisation and learning	4
	Organizational and legal framework	5
	Organization and the public sector	3
	Innovation	3

	Macroeconomics	3
	Project work, evaluation and quality assurance	7
3	Administrative and public sector legislation	12
	Quality assurance, evaluation and project work	8
	Budget and budget management	6
	Innovation	4
4	Internship	15
	AP project	15

Table 3 – Study Plan AP Public Administration

The study plan of the Bachelor programme is composed of the following modules:

Semester	Module	ECTS
1	International marketing and sales	7
	Economics	5
	Communication, organisation and management	10
	European studies and the public sector	8
2	Social science	4
	Individual socialisation and learning	4
	Organizational and legal framework	5
	Organization and the public sector	3
	Innovation	3
	Macroeconomics	3
	Project work, evaluation and quality assurance	7
3	Administrative and public sector legislation	12
	Quality assurance, evaluation and project work	8
	Budget and budget management	6
	Innovation	4
4	Communication	6
	Individual socialisation and learning	6
	Philosophy and science, research methodology	6
	Quality assurance, innovation, digitalisation and evaluation	4
	Budgeting and BPM	3
	Bruch up course	5

5	Profession, organisation and citizens	10
	Community research and public project management	10
	Legislation	10
6	Internship	30
7	Bachelor project	30

Table 4 – Study plan Bachelor Public Service Management

Environmental and Agricultural Management

The Environmental and Agricultural Management AP programme provides a vocational education for professionals in the management of environmental agricultural issues in companies. The top-up bachelor programme Environmental and Agricultural Management provides the skills and competences to analyse environmental problems and develop appropriate solutions.

The learning outcomes of the Academy Profession degree program in Environmental and Agricultural Management are as follows:

Knowledge

The graduate will have knowledge of:

- industry structure and position in society, both nationally and globally;
- applied theories, methods and practices, related to the profession;
- theory and method for information retrieval and dissemination of knowledge and the appropriate legal framework;
- ecology and environment in the soil and aquatic environments, plants and animals;
- legal framework and management in the landscape and environment;
- prevention of environmental problems in the open country;
- Nature Conservation and natural quality and Environment and natural surveillance of land and water.

Skills

The graduate will be able to:

- discuss and communicate knowledge about the company's organization, management, customization and development;
- apply management theories and disseminate technical knowledge;
- evaluate production and service in relation to methods and legislation;
- solve problems, develop solutions and evaluate their impact and develop coherent and realistic solutions and assess the impact of the proposed solutions;
- apply relevant management systems within the project, production, finance, quality and environmental management;
- collect data and records of the condition of soil, water and air and assess the results;

- participate in project planning, management and maintenance of eco-efficient plants;
- survey, design and maintain nature, using ICT and relevant software, including GIS, and communicating knowledge about the environment and nature.

Competencies

The graduate will be able to:

- handle complex and practical issues in an analytical and methodological disk basis;
- work with innovative methodology and solution of concrete tasks;
- participate in professional and interdisciplinary cooperation and acquire new knowledge and skills in relation to the profession's development;
- manage solutions to concrete problems within the environment and countryside through the application of relevant theories, methods, tools and legislation, evaluating and communicating environmental and nature-related issues;
- advise on and handling of issues in environment and natural areas and the planning and implementing registrations, surveys and sampling of environment and nature.

The learning outcomes of the Bachelor degree top-up study program in Environmental and Agricultural Management are as follows:

Knowledge

The graduate will:

- have knowledge and understanding of practice, applied theory and methods in agribusinesses and environmental management in a local and international context;
- have knowledge of market communication, sales and consulting and models for project management;
- have knowledge and understanding of the relationship between consulting, management, leadership, communication in general and teaching;
- be able to reflect on analysis, methods and theories in relation to agribusinesses and environmental management;
- have knowledge on relevant legislation and legal practice in relation to agribusinesses and environmental management in an local and international context.

Skills

The graduate will:

- be able to collect and process biological and financial data as foundation for choosing the best methods or tools for solving tasks and problems in relation to agribusinesses and environmental management;
- be able to manage projects and control resources within the subjects;
- be able to analyse and assess theoretical and practical problems in relation to planning, strategy and company development, human resource development and present proposal for future strategy and solutions;

- be able to communicate knowledge and carry out consulting in agribusinesses and environmental management in relation to partners and other stakeholders;
- be able to use mathematical and statistical methods on analytic results and relate to the results in practise.

Competencies

The graduate will:

- be able to handle complex and developing tasks and situations in relation to agribusinesses and environmental management and also document and communicate tasks, projects and solutions;
- be able to convert practical experience, knowledge and research results in to solutions;
- be able to form part of multidisciplinary teams related to the company's work and management, and be able to independently plan and implement assignments related to agribusinesses and environmental management;
- be able to identify personal need for development of further competencies and for further education;
- develop independence, the ability to co-operate and the ability to create something new;
- develop an interest in and ability to actively co-operate in a democratic society.

The Academy Profession degree in Environmental and Agricultural Management and the Bachelor degree in Environmental and Agricultural Management are double issued by the IBCM and the Lillebaelt Academy of Professional Higher Education (EAL).

The study plan of the programme is composed of the following modules:

Semester	Module	ECTS
AP programme		
1	International marketing and sales	7
	Economics	5
	Communication, organisation and management	10
	European studies and the public sector	8
2	Environment and ecosystem	12
	Communication, organisation and management	6
	Market research	4
	Advanced biology and biochemistry	6
	Legal framework and policies	2

3	Nature planning, conservation / restoration and habitat management	10
	Technology, green energy, waste management	10
	Recreation, specialized production, food quality/ safety	5
	Project development and entrepreneurship	5
4	Internship	15
	AP project	15
Bachelor programme		
5	Biology	10
	Methodology and theory	5
	Strategy and business development	5
	Statistics	5
	Staff development	5
6	Environmental chemistry	5
	Bio energy and natural resources	5
	Landscape management	5
	Communication, sales, consulting	10
	Project management	5
7	Internship	15
	Bachelor project	15

Table 5 – Study plan Environmental and Agricultural Management

Assessment

As all of the AP and Bachelor programmes are based on already accredited Danish programmes, the profile and the qualification goals of the programmes are appropriate for the type of programmes according to the expert team. Especially the Marketing and Management programme has only little changes from the Danish programme.

The Environmental and Agricultural management programme is according to the expert team lacking competences related to agricultural management. As the curriculum is mostly based on management and environmental issues the graduates may lack the understanding of agricultural processes in order to found their management decisions. A possible solution would be to change the name of the programme to Environmental Management and focus on environmental issues as in the curriculum at hand. Alternatively, IBCM could add an agricultural management module to the programme in order to fulfil their objectives. To do so, the expert team recommends IBCM to employ a lecturer for agricultural management as this competence is not yet available in the faculty.

In the Public Administration programme the experts noticed a lack of civil law which makes the programme too much focussed on business aspects. In order to give the graduates a solid foundation of the legal frameworks they will be operating in, the ex-

pert team proposes a civil and public law module which is based on a comparison of the laws in the region.

The academic level of the AP and Bachelor programmes is consistent with the nature of the programmes and complies with internationally accepted standards. The learning outcomes of the AP programmes comply with ISCED 5B and the learning outcomes of the Bachelor programmes comply with ISCED 6.

The qualification goals of the programmes fit well the profile of the institution and the needs of the region. According to the expert panel, the graduates of the IBCM programmes will fit well in the economic environment of the region. Especially the higher vocational approach of IBCM with its practice oriented education in English is unique in the region and provides competences which are not yet available.

The decision of IBCM to adopt Danish study programmes which are adapted to the local context is appreciated by the expert team as it assures the academic quality of the programmes. Thus, the curriculum of the programmes is clear and appropriate to reach the learning outcomes. The modularisation and the use of ECTS are appropriate. The programmes are clearly and transparently documented.

Overall assessment

Overall, the programme objectives of all study programmes are appropriate and meet the needs of the region. The programmes are by and large well designed to reach the desired learning outcomes. In some cases, some amendments to the curriculum are recommended by the experts.

Recommendations

As the Environmental and Agricultural Management programme does not include sufficient content on agricultural management, the expert team recommends either changing the name of the programme to Environmental Management or adding agricultural management to the curriculum and employing appropriate staff.

The expert team recommends adding a module on comparative civil and public law of the region to the Public Administration programme.

3.2. Studiability

The criterion “studiability” focuses on the study process and the implementation of the programme. The experts check, whether it is feasible for students to reach the desired learning outcomes in the planned time frame based on the implementation of the study programme at the higher education institution. The experts check the entire student life cycle from entry to the study programme via the organisation of the learning experience, the workload of the programme, the resource deployment to the student care services.

Current situation

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 during and before studies. Already before entering the college, IBCM offers for interested persons preparatory English courses free of charge.

IBCM enrolls students for the winter term which starts beginning of October. Basis for the studies at IBCM is a secondary school degree. For admission IBCM students need to pass an entry exam with a written part of English and math and with an interview. The applicants are shortlisted on the basis of their test results (65 % for the exam, 35 % for the interview).

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.

Stakeholders are represented by different councils. 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.

As IBCM uses the ECTS system, the regular workload of a semester is 30 credits, each credit being an equivalent of 30 working hours. 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. Apart from the normal module courses, in each semester there is a project week and a week for project presentations.

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 is based on 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 with regard of the theoretical knowledge gained.

In the conceptualisation phase – mainly in-class learning – students acquire a theoretical knowledge through teacher structured lessons, in-class exercises, real life examples provided by students of guest speakers or field trips. The experimentation phase – in-lab learning – is working with real life problems in a controlled environment which is conducted by real life cases in teaching or group work and individual presentations. The experience phase – in-field learning – works with the theoretical knowledge in a real life environment by guest speakers presenting real life cases, field work and research, semester projects and trial exams. The reflection phase – competence gaining – links recent knowledge and experience and interrelates it to earlier ones which allows students to independently solve problems related to their profession. This happens through in-class reflection exercises, pre-exam tutorials and the final Bachelor thesis.

The AP and the bachelor programmes include each an internship. The internship of 15 credits each, takes place in the fourth and in the seventh semester. The 30 credit internship of the Bachelor Public Service Management takes place in the sixth semester. The students are required to find their internship places on their own, but the college is providing support if needed.

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.

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 6 shows the student numbers by programme and by campus.

Student numbers winter term 2012/2013	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 6 – Student numbers

The drop-out rates after the first semester are, however, considerable. In the last year, IBCM lost 45 % of its students on the North campus and 37 % on 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 student tutor 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.

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. In each of the campuses there is a study adviser who is available to students. The lecturers are also easily approachable for students. IBCM also provides a career service that support students in finding internships and consults them finding a job after the end of their studies. IBCM also offer dormitories for students.

Assessment

The provision of teaching and learning is at the centre of IBCM's activities. The expert team appreciated the engagement of IBCM staff members for their institution and their teaching activities.

The admission exam was not assessed as particularly difficult but seemed to be appropriate to the expert team. The experts appreciated that IBCM offers preparatory English courses before the start of the semester. In general the level of English of the students seemed to be sufficient as observed during the visit of lessons.

During the site visit it became apparent to the expert team that some students are not completely absorbed by their studies at IBCM. Students are still able to work or study in parallel at another institution while pursuing their studies at IBCM. Therefore, the experts invite IBCM to systematically evaluate student workload and adjust it if needed.

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. During the site visit and especially the visit of lessons the expert team could observe the implementation of the pedagogical concept which is indeed implemented by the teaching staff.

The student life cycle at the college is according to the expert team well organised. Due to the small number of students, study conditions are good. 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 assure that a good staff/student ratio will be maintained. Lecturers are easily accessible to students as confirmed by students during the site visit. The student support services cover all relevant stages of the student life cycle and give according to the expert team appropriate assistance to students. The student services are characterised as helpful and supportive.

Although drop-out rates are high, the experts appreciated that IBCM is well aware of the problem and pursues its strategy to analyse the reasons and find solutions to reduce the high drop-out rates.

The close cooperation with the Danish consortium in teacher training and programme development and the fact that IBCM uses programmes that are already accredited in Denmark assure that academic standards are met. Therefore, the experts invite IBCM to seek contact with other higher education institutions in Europe in order to assure that their degrees are accepted for further master studies.

Overall assessment

The implementation of each of the study programmes is adequate to allow students an effective study process. The college employs modern teaching and learning methodologies and organises the student life cycle well.

Recommendations

The expert team recommends that IBCM should seek contact with higher education institutions in Europe in order to ensure the recognition of its Bachelor degrees as access for master studies.

3.3. Examination system

The experts check, how examinations are organised in the study programme. The experts will check whether examination regulations exist and are legally correct and how the examinations assess the competences of the students. Furthermore the experts check whether the assessment criteria are used consistently.

Current status

As the programmes are adopted from Denmark, IBCM also adopted the Danish examination system. The programmes use a cumulative examination system where each module grade contributes to the final grade. Module exam usually consist of a compulsory assignment weighting one fourth of the module grade and the final exam weighting three fourth of the module grade. All exams are written during an exam week at the

end of the semester. Projects are graded 50 % on the written and 50 % on the oral part. Internships are examined through an internship report and an evaluation conversation between student and internship supervisor.

The AP programme as well as the Bachelor programme end with an AP respectively Bachelor project where the student completes an independent, interdisciplinary practice-oriented project related to the level of the degree and writes a thesis on the project. The thesis is followed by an oral defence which both account to the grade. The thesis is considered two thirds for the AP and 70 % for the Bachelor, the defence accounts for the rest.

The exams, AP and Bachelor projects of IBCM students are double graded by Danish teachers from the programme consortium. The scope of double grading will be reduced as the experience of the IBCM teaching staff grows. Whereas the first time a module is carried out, all exams are double graded; in the second cohort the module is taught this percentage is reduced to 25 % and as from the third cohort a selection of 10 % of the exams will be double graded.

The examinations methods are described in the programme handbook and in examination regulations. For grading IBCM uses a 7-point scale from 12 as the best result to -3 as the worst. The grades can be transferred to the 7-point ECTS grading scale.

Each AP and Bachelor programme have study, internship and examination regulations which regulate the study process, the internships, the module examinations and the AP resp. Bachelor project.

The final degrees are awarded as double degree in cooperation with Lillebaelt Academy of Higher Professional Education (EAL)/University College Lillebaelt (UCL).

Assessment

The expert team assesses the examination system of the six study programmes as appropriate. The different examination methodologies with written and oral exams, regular assignments and project work provide the opportunity to assess different competences.

The double grading system of IBCM is seen as an exceptionally strong point of IBCM which assures a consistent assessment and grading of student learning outcomes. The experts strongly recommend maintaining it after the end of the Danish cooperation in order to assure fair grading of exams and in order to receive constant international feedback on the general academic level of the studies at IBCM.

The experts miss, however, some precision in the examination regulations. The regulations do not regulate the issues of duration of the AP resp. Bachelor project and the case of sickness during these projects. In order to assure transparency and fair and equal treatment of students, the examination regulations should clearly regulate these issues. Therefore the experts recommend updating the examination regulations.

Overall assessment

The examination system for all study programmes is adequate to assess the learning outcomes with the double grading as a large asset. The examination regulations still lack some transparency and detail in regulation.

Recommendations

The expert team recommends clearly regulating all aspects related to the preparation of AP and Bachelor theses in the examination regulations of all study programmes.

The expert team recommends maintaining the double grading after the end of the Danish cooperation and seeking contact to potential partners for this double grading.

3.4. Programme cooperations

The criterion “programme cooperations” assesses cooperations related to the study programmes. The experts assess how cooperations add to the quality to the programme and how cooperations are organised and how the institution assures the quality of the parts provided by the cooperation partner. The experts also assess how the programme is related to research activities.

Current status

The programmes are completely taught by IBCM academic staff on the campuses in Mitrovica. Nevertheless, an international cooperation is an important aspect of the study programme provision of IBCM as the programmes have not been developed by IBCM but were adopted from Denmark and adapted to the local needs. Thus, main cooperation partner of IBCM is a Danish consortium with Tietgen Business College, Lillebaelt Academy of Professional Higher Education (EAL), University College Lillebaelt (UCL) and the European higher education network SPACE, which won a public tender to develop the study programmes.

The programmes offered at IBCM are programmes of higher professional education that were developed in Denmark, adapted to the local context in Mitrovica and licensed by EAL to assure that IBCM can award a double degree for its graduates. The Bachelor in Public Service Management issues its double degree together with University College Lillebaelt (UCL). IBCM teaches the Danish programmes with the same learning outcomes as in Denmark but adjusted the programme contents to fit the local context. 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 ongoing support for the teaching staff of IBCM. The programmes are already accredited in Denmark.

The programme development and adaptation was carried out by teaching staff of IBCM together 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.

The use of the Danish curricula and the fact that the IBCM programmes use the same learning outcomes as the Danish programmes allows IBCM and EAL/UCL to issue a double degree. According to Danish law, the provision of the programmes at IBCM is considered as a parallel international structure which offers the same programmes with comparable conditions as in the Danish institution. Therefore the two institutions are allowed to issue a double diploma.

Via the Danish partner consortium IBCM gained access to SPACE, a European network of business schools⁴. 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 a member of ERASMUS, the exchange rates are low and especially students of the South campus may have difficulties in getting a visa.

As a college of professional education IBCM also keeps close relations to local and regional businesses. Businesses are included as external stakeholders in the development of programmes. In the future the relationship with businesses should be further institutionalised in the community council.

So far IBCM has practically no relations to other higher education institutions in the region.

Assessment

The expert team highly values the decision of IBCM to adopt Danish study programmes and adapt them 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 uses programmes that are already accredited in Denmark assure that academic standards are met.

With regards to IBCM's cooperation with local business stakeholders 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 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. The planned introduction of the community council is a good start. However, the experts also recommend introducing a position of an industry relations officer who establishes in a systematic approach 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 colleges should pursue contacts to other higher education institutions in the region.

Overall assessment

The study programmes benefit from the cooperation with the Danish consortium. The cooperation with local businesses needs some further systematisation.

⁴ <http://www.space-eu.info/>

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 promote the college to local industries and businesses.

3.5. Quality assurance

The criterion “quality assurance” focuses on the internal and external mechanisms which are linked with the study programme 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 study programmes. 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 since by a quality assurance officer, but are in the responsibility of all staff members. The quality assurance instruments and processes have been gradually implemented since 2011 and are described in a quality handbook.

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.

Since end of 2011 staff members of IBCM are bi-annually assessed by his/her supervisor following a formalised process. One of the meetings focuses on evaluating the performance of the employee, the other focuses on the assessment and the definition of targets and training needs.

Additionally, in June 2012 IBCM implemented a complaint procedure for students and staff which is accessible via the website and the e-learning system FRONTER.

In order to achieve high quality in the core activity of 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 ex-

ternal feedback on the teaching activities of the college. In May 2012 IBCM was evaluated by the Dutch MDF Training & Consultancy, a globally operating staff training and consultancy company in international cooperation, which conducted a process evaluation of the IBCM development project. In February 2012 Prof. Steve Bristow, the Head of Inspection Services at the British Accreditation Council for Independent Further and Higher Education, 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 expressed their openness 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 quality assurance instruments are carried out by the academics themselves who showed considerable ownership of the processes and instruments. 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 experts assess the instruments employed as well adapted for a small institution as IBCM and professionally designed and coordinated by its quality assurance officer. The college uses internal and external instruments in a professional way in order to assess their activities from different points of view 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 assure and develop the quality of the study programmes. The ownership and commitment of academic staff towards providing and improving quality is well developed.

3.6. Resources

Central to the criterion “resources” is whether the institution has appropriate resource endowment and deployment to sustain its study programmes. The experts check, whether the institution has sustainable funding at its disposal and deploys its resources adequately to implement its study programmes. 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 to reach the objectives of the study programmes.

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 lecturers (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 similar to salaries at public universities. According to Kosovo standards, a higher education institution should have at least 50% full-time staff members.

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. Laboratories are not available.

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 as ensured. However, funding is supposed to expire at the end of 2014. Then, the college need 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. Especially it needs to be assured that all students are able to finish the studies they commenced at IBCM.

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 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 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 international background of the staff and the training provided by IBCM ensures that the teaching staff is able to teach 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 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 assure that a good staff/student ratio will be maintained. Therefore, the principle of efficiency should be respected.

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. The new buildings should also be endowed with adequate space for individual student learning.

Overall assessment

In the current state, IBCM has appropriate resources for its study programmes. The staff employed is appropriate to implement the contents and educational concept of the programmes. However, the financial sustainability of the programmes 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 ensure 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.

4. Overall assessment

The expert team was impressed by the good progress IBCM made in building up its study programmes in such a short time. In only two years the college was able to develop the six programmes and build up good organisational capacities to implement them.

IBCM's study programmes have according to the experts an appropriate profile that fits the needs of its regional environment. As the only higher education institution, IBCM offers higher professional education in English language and a modern practice-oriented problem-based teaching and learning approach, which differentiates the programmes from those of 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. Some of the programmes would benefit from adaptations in its curricula.

The programmes are by and large well implemented and well assessed. Double grading of exams and theses is a strong point in the examination and quality assurances system of the programmes.

The quality of the programmes is assured by the Danish cooperation partners who provide the programme basis which is adapted to the local needs and train the academic staff of IBCM. Due to this cooperation the programmes can be offered with a double degree. A large asset of the college is its motivated and dynamic academic staff which well implements and develops the programmes.

According to the experts the college should, however, strengthen its ties with the local economy, in order to increase the visibility of the college and to ensure employment opportunities of its graduates.

The largest challenge of IBCM is according to the expert team the sustainability of the college after the end of the financial and managerial support of SPARK. 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 stream 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.

Accreditation recommendation

According to the expert team, the three Academy Profession (AP) Programmes Marketing and Management, Public Administration and Environmental and Agricultural Management and the three Bachelor programmes of International Business College Mitrovica (IBCM), International Sales and Marketing, Public Service Management and Environmental and Agricultural Management meet the criteria for programme accreditation. Therefore, the expert team recommends awarding the **evalag** label for programme accreditation to the three programmes

The team recommends that IBCM should consider and implement the recommendations in this report to further improve the programmes.

5. Decision of the evalag Accreditation Commission

The **evalag** Accreditation Commission conditionally accredited the three Academy Profession (AP) Programmes Marketing and Management, Public Administration and Environmental and Agricultural Management and the three Bachelor programmes International Sales and Marketing, Public Service Management and Environmental and Agricultural Management of International Business College Mitrovica and awarded the **evalag** label for programme 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 the following conditions are fulfilled:

- IBCM shall align the name of the “Environmental and Agricultural Management” programme (AP and Bachelor) to its content. Therefore it could change the name of the programme to “Environmental Management” or add contents in agricultural management to the curriculum and employ appropriate teaching staff.
- IBCM shall include a module on comparative civil and public law to the Public Administration/Public Service Management programme.
- IBCM shall include accounting in the Marketing and Management programme.
- IBCM shall avoid using the same names for modules in different semesters in order to assure transparency.

With regard to consistent accreditation periods and international standards concerning the denomination and content of study programmes as well as resource security the commission deviated from the accreditation recommendation of the expert team.

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

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

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

Annex

Annex 1: Accreditation criteria

The accreditation criteria are formulated on the basis of the German criteria for programme accreditation, under consideration of other relevant (national) criteria and in coherence with ESG.

1. Programme profile and conception

Conception and qualification goals of the programme

The expert team checks,

- whether the profile and qualification goals of the programme comply with internationally accepted standards
- whether the qualification goals of the programme fit the profile of the institution and national regulations
- how study programmes are developed and improved
- the organisational description of the programme (e.g., curriculum, learning target and outcomes, workload and ECTS)
- whether the organisation of the programme is adequate to achieve objectives

2. Studiability

Feasibility of the study programme

The expert team checks,

- the appropriateness of entry qualifications
- the academic standard and organisation of the curriculum
- the workload and organisation of tests
- how the student life cycle is organised
- how the learning experience is organised
- whether resource deployment is adequate
- care services and student advisory

3. Examination system

Organisation of the examinations

The expert team checks

- whether examination regulations exist and have been subject to a legal review
- whether the examination tests are related to the modules, and relevant learning outcomes (i.e., knowledge and competences)

4. Programme cooperations

Cooperations related to study programme

The expert team checks

- whether and how the HEI guarantees the performance and quality of the conception of the study programme if parts of the programme are subcontracted
- whether the (academic) study programme is related to research (if applicable)

5. Quality assurance

Internal and external quality assurance of study programme

The expert team checks

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

6. Resources

Resource (finances, personnel, facilities) deployment to sustain HEI programmes

The expert team checks,

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

Assessment levels of programme accreditation

Passed

The study programme fulfils or exceeds all criteria. All activities are in line with the profile and qualification goals of the programme and provided at high academic standards.

Passed subject to conditions

The study programme does not fulfil some important criteria. Their fulfilment is, however, within foreseeable reach of the HEI.

Failed

The study programme does not fulfil important criteria, and their fulfilment is not within foreseeable reach of the HEI.

Annex 2: Guidelines for self-evaluation report

Programme profile and conception

- Could you please give an organisational description of the programmes (e.g., curriculum, learning targets and outcomes, workload and ECTS)?
- How do you develop and improve (AP/BA) study programmes?
- How were the profile and qualification goals of the programmes developed (e.g., standards, institutional profile, national regulations)? What was your motivation?
- How do you guarantee that the organisation of the programmes is adequate to achieve their objectives?

Studiability/feasibility of study programmes

- Could you please describe the academic standard (e.g., qualification frameworks) and organisation of the (AP/BA) curricula?
- Could you please describe the entry qualifications?
- How is the workload determined?
- Could you please describe the organisation of examinations?
- How is the student life cycle organised?
- How is the learning experience organised?
- Could you please describe the student services?
- Is the resource deployment adequate?

Examination system

- Could you please give an overview of the examination regulations?
- Could you please describe how the examinations are related to the modules and to the relevant learning outcomes (i.e., knowledge and competences)?

Programme cooperations

- Could you please describe how the (academic) study programmes are related to research? (if applicable)

Quality assurance

- Could you please give a description of the quality concept of the IBCM?
- Which are the quality assurance processes and instruments for the study programmes?
- Is quality assurance used regularly and systematically for quality enhancement?
- Are quality feedback loops defined, documented and realised/closed?

- How do you guarantee ...
 - ... the studiability of the programmes?
 - ... that examinations are oriented at competences?
 - ... the measurement of learning outcomes?
 - ... module review and improvement?
 - ... stakeholder surveys?
 - ... alumni surveys?

Resources

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

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

Monday, 26 November 2012		
	South campus	Pick up from Hotel 08:30 h
09.00 – 11.30	Internal meeting of expert team	
11.30 – 12.15	Meeting with rectorate	Members of rectorate (Daniel Klee)
12.30 – 13.15	Meeting with programme managers / heads of department	Programme managers / Heads of Departments (Jelena Djokic, Sonja, Novak, Dori Pavloska, Ferida Tasholli)
13.30 – 14.30	Lunch	
14.30 – 15.15	Meeting with programme managers / Heads of Department + Quality Assurance	Programme managers / Heads of Departments, QA manager (Jelena Djokic, Sonja, Novak, Dori Pavloska, Ferida Tasholli, Peter Neumann)
15.30 – 16.15	Meeting with students	Students, selected by students themselves (Avdyll Beqiri, Egzon Fejzullahu, Bajram Ferati, Ardita Gjergjeku, Arben Isufi, Hadis Karatashi, Lira Ramadani, Blerinda Veliu)
16.30 – 17.15	Meeting with external stakeholders	Representatives of potential employers, practical training
17.15 – 18.00	Visit of facilities	Library, seminar rooms, students demonstrate FRONTER
18.00 – 19.00	Internal meeting of expert team	
20.00	Dinner in restaurant FIONA	

Tuesday, 27.11.2012

North campus		
09.00 – 09.30	Meeting with academic staff	Members of academic staff full-time and part-time (Aleksandar Djikic, Jelena Djukic, Bojan Miljkovic, Ivana Milovanovic, Jelena Stanojevic, Milivoj Teodorovic)
09.30 – 10.00	Meeting with students	Students, selected by students themselves (Aldijana Bektesevic, Jelisaveta Djokic, Ivana Mitov, Milos Terentic)
10.15 – 10.45	Meeting with Danish programme partner	(Regitze Kristensen)
10.45 – 11.15	Visit of facilities	Seminar rooms
11.15 – 11.45	Transfer to south campus	
South campus		
11.45 – 12.45	Lunch	
12.45 – 14.15	Visit of lessons	<ul style="list-style-type: none">- Introduction to the Public Sector, 1st semester, Jelena Djukic- Communication, 1st semester, Dritan Shala- Green Technology, 3rd semester, EAM, Jelena Djokic- Sales and Marketing, 5th semester, ISM, Petrit Balija- Peer visit by Dori Pavloska
14.30 – 15:15	Meeting with academic staff	Members of academic staff full-time and part-time (Sefedin Beka, Remzije Istrefi, Ardi Shita, Dritan Shala, Emrush Ujkani, Ferida Tasholli, Jelena Djokic, Sonja Novak, Jelena Djukic)
15.15 – 16.00	Additional meeting on request	
16.00 – 19.30	Internal meeting of expert team	
20.00	Dinner in Hotel No 1	
