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Assessment Report
2025

International Programme Accreditation
Business Management (B. A.)
Public Administration (B. A.)
Environmental Management and Technology (B. Sc.)
International Management and Sustainability (M. Sc.)
at Public International Business College Mitrovica (IBCM), Kosovo

Assessment Report for the Management Programmes at IBCM, Kosovo – May 2025

Contents

1 Introduction

The assessment procedure was carried out with an informed peer review on the basis of a self-evaluation report provided by the higher education institution (HEI), an online site visit spread over three days by international experts, an assessment report by the expert team and the accreditation decision taken by **EVALAG**'s Accreditation Commission.

The procedure applies the fitness-for-purpose approach which assesses to what extent one or several study programmes comply with the criteria. The point of reference are **EVALAG**'s criteria for international programme accreditation that follow the European Standards and Guidelines for Quality Assurance in the European Higher Education Area dated 15 May 2015 (see annex 1 and 2).

The criteria focus on the profile of the programme and its curriculum. Furthermore, the criteria cover all aspects of the implementation of a study programme, its quality assurance and its resources. With regard to the programme profile and the curriculum, **EVALAG** also assesses if the programme meets academic standards that are accepted in the European Higher Education Area (EHEA).

The following six criteria are applied: Programme profile, Curriculum, Student assessment, Organisation of the study programme, Resources, and Quality assurance.

The experts rate the extent of compliance for each criterion. For that, they refer to the following assessment levels: passed, passed subject to conditions, suspension of the accreditation procedure or failed. Depending on the degree to which a study programme meets the criteria, it will be accredited, accredited with conditions or not accredited.

No national regulations were taken into account in this assessment procedure. **EVALAG** conducted this assessment procedure in the context of its approach on international programme accreditations. In case of a successful assessment, the institution is entitled to carry the **EVALAG** label for institutional accreditation. There is no intent to replace an assessment procedure that may be mandatory and that is based on national regulations.

2 Public International Business College Mitrovica (IBCM)

The Public International Business College Mitrovica (IBCM) is a higher education institution in Kosovo that pursues the objective of delivering high-quality and accessible education that aims at fostering socio-economic development and cross-community collaboration. Established as a successor to the original IBCM College, which began operations in 2010, IBCM has undergone a transformation over the years, evolving into the first public college of Kosovo in July 2023: Based on the recommendation by the government, IBCM transitioned from a not-for-profit foundation to a public college, with the Kosovo Assembly's Decision No. 08-V-578 formally establishing it as the first public college in Kosovo. This step underlines IBCM's expressed dedication and objective to ensure long-term growth and its mission to provide inclusive, high-quality education for all ethnic groups in Kosovo. With the

transformation process from a not-for-profit foundation to a public higher education institution, IBCM ensures the right to receive public funding same as other public higher education institutions in Kosovo. This transition was formally ratified by the Kosovo Parliament.

IBCM provides higher and international education in modern campuses in both parts of Mitrovica (South and North). The provision of education helps providing training and job opportunities in the Mitrovica area and, in this way, supports the economic development in the region and in other regions in Kosovo and beyond. More than 80% of the graduates find jobs within six months of graduation. As a result, many graduates, including those with minority backgrounds, now hold senior positions in the Kosovo administration.

IBCM has established three faculties based on its statute: the Faculty of Environment, Technology and IT, the Faculty of International Business Management and the Faculty of Social Sciences. At the time of this accreditation procedure, IBCM offers four Bachelor study programmes and one Master study programme and has 34 academic staff members, of which 31 are full-time, and 3 are part-time (for the academic year 2024/25). As for the academic titles among the staff members, there currently are three Full Professors, two Associate Professors, 17 Assistant Professors, and ten lecturers. Besides, there are 21 members of the administrative staff (e. g. IT, students services, quality assurance, library).

In 2024, there were 225 students in total enrolled at IBCM (34 in the Master programme). Accordingly, IBCM has seen a considerable increase in the number of students in most of the programs in the past years, compared to 135 students in total in 2020 and 97 students overall in 2021. Aside from the intermediate decline that can obviously be linked to the Covid-19 pandemic, IBCM traces the subsequent increase of the number of students to the institutional stability since IBCM has become a public higher education institution in Kosovo.

Since that transition of becoming a public institution in 2023/24, there is no more tuition fee or any other fee for the students at IBCM. The institutional scholarship programme is a crucial component in ensuring that education is accessible to students and to support their regular studies. Therefore, IBCM has regulated the allocation of scholarships to its students in four scholarship schemes: Merit-based scholarships, scholarships for subsidizing student accommodation, affirmative scholarships for communities and scholarships for students with low socio-economic conditions. IBCM points out that its student body reflects the regional diversity, with representation from various ethnic groups, and like that contributing to the college's mission of promoting social stability in Mitrovica.

Another core component of the mission highlighted by IBCM is its research culture. The research profile is aligned with the institutional strategic goals of sustainable development, technological advancement, and community impact. IBCM is committed to creating a conducive environment for high-quality research through the establishment of comprehensive structures and regulations that support scientific research and related activities. For that purpose, IBCM has established a Publications Council, a permanent committee responsible for overseeing scientific research and publication activities within the institution. What is more, financial support is provided for publications in Web of Science and Scopus journals, with specific amounts allocated based on the journal's impact factor and ranking. Additionally, IBCM supports participation in international conferences, offering financial aid

based on the location of the conference. This structured funding mechanism aims at ensuring that research activities are adequately supported and at enabling academic staff to achieve competitive results at both national and international levels.

3 Assessment procedure

This assessment procedures deals with the study programmes "Business Management" (B.A.), "Public Administration" (B.A.), "Environmental Management and Technology" (B.Sc.) and "International Management and Sustainability" (M.Sc.) at the Public International Business College Mitrovica (IBCM) in Kosovo. The study programmes are assessed due to a request for reaccreditation.

As a first step of the procedure and in preparation for the site visit, the college submitted a self-evaluation report on 08 January 2025. Before, **EVALAG** had formed an international expert panel consisting of five experts including one student expert.

HEI representatives:

- Prof. Dr. Jan C. Bongaerts, Professor for Environmental and Resources Management at Technical University Bergakademie Freiberg, Germany.

- Prof. Dr. Pernille Eskerod, Professor and Area Coordinator for Management and Organizational Behavior at Webster Vienna Private University, Austria.

- Prof. Dr. Dennis Hilgers, Professor and Head of the Institute of Public and Nonprofit Management, Johannes Kepler University Linz, Austria.

Labour market representative:

- Gordon Mauer, Sector Leader Manufacturing / Technology at *Arcadis*, Germany.

Student expert:

- Olha Lavro, Member of the European Students' Union Experts' Pool for Quality Assurance and PhD Student in Educational and Pedagogical Sciences at Ivan Franko National University of Lviv, Ukraine.

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

From the side of **EVALAG**, Dr. Michael Kolander coordinated and carried out the project with organisational support by Inga Brak.

The virtual site visit[1] (see Annex) took place on 07th, 10th and 11th February 2025. During the site visit, the expert group had discussions with the leadership of the college and the department, with academic and administrative staff and with students and alumni. Next to the virtual site visit, the college provided a video of its facilities (e. g. seminar rooms, lecture halls, library) to give an impression of the campus to the expert panel.

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[1] For this purpose, ZOOM was used as technical platform, based on a contract between **EVALAG** and ZOOM for commissioned data processing in order to ensure that the conferences are carried out in conformity with European data protection law. Only authorised persons had access to the meeting sessions, no discussions during these video conferences were recorded.

After the site visit, the expert panel wrote the assessment report which was submitted to the college for correction of potential factual errors on 25 March 2025. The college sent a statement on this report (see Annex).

The following assessment report is structured along the six assessment criteria, which form the basis for the decision about the international programme accreditation by **EVALAG**. 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 from the self-assessment report of the college as well as the information acquired during the site visit. This forms the basis for the subsequent evaluation of the criterion. Finally, the experts provide their recommendations for further improvement.

4 Programme assessment

4.1 Programme Profile

The experts evaluate whether the objectives of each programme are in line with the profile and the strategic goals of the institution. Furthermore, they assess if the intended learning outcomes of the programmes are well defined, publicly accessible and whether they correspond to the type and level of qualification provided by the programme. They also consider whether the intended learning outcomes are based on academic or professional requirements, public needs and the demands of the labour market, and if they contribute to the employability of the graduates. The experts evaluate the relation of the programmes to research (procurement of scientific methods in theory and practice, research-based teaching). They assess whether the profile and objectives of the programmes comply with internationally accepted standards. The experts consider the international dimension of each programme and verify whether the qualification of the academic staff is adequate in terms of the profile and the objectives of the programmes.

4.1.1 Business Management (B. A.)

Current Situation

Business Management (BM) is a three-year (or six-semester) full-time Bachelor of Arts programme that is designed to prepare students for careers in the global business landscape. The programme aims to equip each student with the comprehensive understanding of management and business mechanisms that are in place in the contemporary business world and build knowledge, skills and competences needed for a career in local or international business or to continue with relevant postgraduate studies. Courses in this programme are aligned to the learning goals and aims of international education in the study field but have been adapted to fit the local and regional educational and labour market needs. All subjects are taught with focus on student-centred learning and with the aim of creating a proactive and problem-solving entrepreneurial mind-set with each student.

The Bachelor programme is furthermore designed to adhere to the Bologna process and shall encourage the student mobility and facilitate the credit transfer between educational institutions based on its programme structure and its courses that award ECTS points. A double degree with the Vilnius University of Applied Sciences (Lithuania), but also cooperations with other

international educational institutions, allow students to gain additional experiences from different educational systems and cultures and to enhance their employability in an international business world.

The study programme enables students to communicate in the international language of business, given that English is the only language of programme instruction and communication. With a double degree and student-centred learning model, English-language delivery, international staff and students, and lots of international opportunities, IBCM aims at providing a European-style learning environment and complying with international accepted standards.

According to the description by IBCM, the Business Management programme is in its scope focused on the strategic analysis of companies and their surrounding business environment. It incorporates the identification of forces from the macro and micro environment that influence businesses as well as the core competences of the companies that provide the basis for their competitive advantage. Special emphasis is given to the market, the principles of its functioning and the main factors affecting it. The communication, organisation and management modes as well as practices of companies are studied as important factors for their success in the market. The study programme is additionally supposed to enhance students' analytical thinking and to develop their capacity to find and apply solutions to real world business management problems. The program strives to educate students to independently and professionally perform duties related to business in the marketplace – not only in small and medium-sized businesses, but in particular within international business-to-business sales.

Programme elements are intended to give the students the professional and methodical competencies so that she or he can solve complex problems in practice within the profession from a well-founded theoretical background. In addition and according to IBCM, students learn throughout the programme to identify and to cover their own learning needs along with putting themselves in a position to enter into personal and complex cross-cultural relations while being flexible, commercially strong and goal-oriented – both in relation to customers and commercial partners, colleagues and managers.

Programme objectives and outcomes

According to the self-evaluation report by IBCM, the programme objectives for Business Management (B. A.) comprise the following aspects: To apply fundamental business management principles to effectively address challenges across diverse markets and to recognize the significance of cultural diversity and its impact on decision-making and business strategies in a global context. Besides, IBCM points out the intended development of advanced analytical skills to assess and solve complex business problems using evidence-based approaches and the anticipation and adaption to global economic and market shifts and to ensure business strategies that remain relevant and competitive. What is more, the Integration of innovative tools and technologies, such as digital platforms and data analysis, in order to optimize business operations and decision-making are another objective of the programme, same as enhancing the communication and leadership skills to manage cross-functional teams and to foster collaboration within international business environments.

According to IBCM, the students will have the following **knowledge and understanding** once they have completed the study programme: Describing

the core areas of business management and the related management and business principles, theories and models. Analysing and interpreting business data using evidence-based research techniques to support strategic and operational decision-making in a variety of domestic and international markets. Understanding business challenges in an international context and moderate the impact of cultural differences in the operation of international business. Comparing management approaches within the context of regulatory, ethical and legal environments that contribute to an organization's plans and processes. Building and managing interpersonal relationships and teams through effective communication, collaboration, negotiation, problem solving, and self-reflective practice.

On completion of this degree, IBCM expects the students to have gained the following **skills**: Applying relevant management concepts, systems and tools needed to obtain, evaluate and disseminate information for use in making business decisions. Conducting research to identify and analyse business needs and trends and make appropriate recommendations. Expressing ideas and arguments clearly and convincingly in oral and written communication underlying international context that includes sensitivity to foreign cultures. Effectively using and applying information systems to develop solutions in business settings. Demonstrating skills and awareness in the business area with respect to regulatory, ethical and legal aspects.

The following **competencies** are supposed by IBCM to have been acquired by graduates of the study programme. Being knowledgeable in the core areas of business management and possessing the capabilities to understand and manage a range of business functions and processes within organisations. Demonstrating profound analytical and critical thinking skills in the field of business management and being adept in developing evidence-based solutions to problems. Being well-prepared to act successfully in a global business environment. Recognizing issues and conflicts in the areas of ethics, sustainable development and social responsibility which can arise from economic and business activities. Appreciating the human diversity in organizations across values and cultures and effectively operating within an international business context.

Alignment of the programme with the institutional and the national strategy

IBCM points out that the Business Management (B. A.) programme supports the institutional strategic objectives by emphasizing employability, practical skills, and the cultivation of future leaders capable of addressing global challenges in international business. The programme structure reflects a commitment to meeting the needs of the local and regional business environments while adhering to internationally recognized standards. Additionally, the programme is aligned with the broader educational and economic strategies of Kosovo, particularly the *Kosovo Education Strategy* (2022-2026). The programme is designed to ensure that the students are well-prepared to meet the demands of the evolving global business landscape and incorporates mobile applications, smart technology, and interdisciplinary approaches. A core objective of this programme is to contribute to the professional and economic development of Kosovo and the wider region by equipping students with the skills necessary to engage with businesses in diverse markets. IBCM expects this to directly contribute to the local economy where there is a growing demand for professionals with business management knowledge and cross-cultural management capabilities.

Furthermore, this program is aligned with national development priorities of Kosovo, specifically in the areas of economic development, and digitalization. It is intended to contribute to the national goals for modernization in higher education, the cross-sector collaboration, and the advancement of knowledge transfer in key sectors such as business management, marketing, and digital innovation. By focusing on the internationalization of curricula and research, the programme moreover shall support the objectives of the *National Science Programme 2023-2028*, which prioritizes the economy, digitalization, and sustainable development.

Additionally, IBCM emphasizes that it is the only public higher education institution in Kosovo to offer interdisciplinary studies that are carried out entirely in English and by that, welcoming students from all communities in Mitrovica and the region. This approach is expected to improve economic opportunities and ease ethnic tensions.

The transformation to a Bachelor of Arts programme

IBCM explains that the decision to transform the *Professional Bachelor in International Sales and Marketing (ISM)* programme into a Bachelor of Arts (BA) in *Business Management (BM)* is rooted in the evolving needs of both the academic and professional side and a response to the following key factors: the alignment with market demands on an increasingly intertwined global market, the enhancement of academic rigor in exchange for a vocational focus, broader career opportunities for graduates, the conformance with Bologna Standards, the integration of stakeholder feedback, the attraction of International collaboration and research opportunities, the correspondence to qualification level and standards (European Qualifications Framework (EQF) Level 6).

Compliance and comparability with international standards and with international study programmes

IBCM states in the self-evaluation report that the Business Management (B. A.) programme adheres to internationally accepted standards and reflects practices endorsed by the *Association of European Business (AEB)*, the *European Business Organization (EBO)*, the *European Association for Business Development (EABC)*, and the *European Marketing and Management Association (EUMMAS)*.

In order to ensure the international comparability of programme, IBCM aligned its curriculum and objectives with those of established European universities offering similar programs (B. A. in Business Management at OTH University of Applied Sciences Regenburg (Germany), University of Greenwich (United Kingdom), Vilnius University of Applied Sciences (Lithuania), B. A. in Business Administration at the University of Barcelona (Spain) and the B. A. in International Business at Oxford Brookes University (United Kingdom)).

International dimension of the programme

The Bachelor study programme in Business Management has a workload of 180 ECTS. A double degree programme by IBCM and the Vilnius University of Applied Sciences (VIKO, Lithuania) is an option for the students. The awarding of the double degree is based on the *Law of Higher Education and Research of the Republic of Lithuania*. VIKO can award double degrees to graduates of the IBCM study programmes given that IBCM and VIKO study programmes have aligned learning outcomes and a similar credit point

value. At the same time of this accreditation procedure, IBCM is renewing the double degree agreement with VIKO for the next five years.

IBCM points out that international perspectives are integrated into the programme through exchange programs, guest lectures, and case studies from EU and business management contexts. This international dimension is supposed to equip the students with a broader understanding of global business management challenges and practices and to make them well-suited for international roles or collaboration within transnational institutions. International Cooperation is referred to as one of the main objectives of IBCM and represents one of the integral pillars of the strategy for its institutional development, as well as one of the main components of the origin of IBCM and identification. Accordingly, the internationalization activities and priorities of the college are found in the current professional, institutional, diverse, and quality composition of the institution, as well as in the diversity of the local, regional, and international cooperation, that ensures its continual development. They also comprise one of the key goals of internationalization strategy and cooperation priorities.

Based on the *IBCM Strategy for International Cooperation and Internationalization 2024-2028*, IBCM has identified several strategic priorities through which it aims at reinforcing the cooperation with its partners, establishing new corporations, and exploring new opportunities with different countries through joint engagements in international cooperation. The current internationalization positioning of IBCM includes agreements with higher education institutions from the Western Balkans and from EU-leading countries which have fostered student and staff mobility exchanges with *ERASMUS+*. Since 2015, the International Credit Mobility Project has been successfully implemented by IBCM and international partners from Denmark, Finland, Turkey, Lithuania, Portugal, Germany, Bulgaria, Slovenia, Austria, Poland, North Macedonia, Greece, and the United Kingdom. Currently IBCM has renewed and established new cooperation with 80 higher education institutions in Kosovo, the Western Balkans, the EU and the United States. IBCM is currently implementing 24 projects in total, with majority of them within the *Erasmus+* programme, but also other programs such as *EU Horizon*, *Jean Monnet*, *Fulbright* and a project with the Swiss Development Agency and the Government of Kosovo.

Staff qualification

IBCM states that the staff involved in the Business Management (B. A.) programme highly qualified and comprises lecturers with academic and professional experience in management, business, entrepreneurship, marketing, sales, economics or finance. Accordingly, the qualification of the faculty members align with the programme objectives and ensure that the students benefit from both theoretical expertise and practical insights. Faculty members actively engage in research, and by that, they support a research-based teaching environment that may enrich the learning experience of the students. The CVs of the academic staff of the program were shared with the expert group of this accreditation project.

Assessment

Programme profile and objectives

Based on the written documents provided by the college and on the discussion rounds during the site visit, the experts come to the conclusion that IBCM offers a high-quality education programme in Business Management

on the Bachelor level. The experts consider the objectives of the study programme to be in line with the profile and the strategic goals of IBCM and with national strategic objectives of Kosovo.

Learning outcomes

The experts appreciate the clear description on the intended learning outcomes and the distinction of knowledge, skills and competencies. Besides, the expert group considers the learning outcomes to be adequate for the type and the level of qualification of the study programme to be accredited. Furthermore, they recognize the comprehensive efforts by the college to align the programme profile and the intended learning outcomes to (inter)nationally recognized guidelines and to similar study programmes from other European countries.

Relation to academic and professional requirements and public needs

The experts acknowledge the high employability among the graduates of the study programme. This was confirmed by the experiences the alumni reported from their own entrance into the labour market. The experts also welcome the change from a Professional Bachelor to a Bachelor of Arts, which will make it easier for graduates to connect to other European countries both academically and professionally due to the increased orientation towards European requirements.

Relation between study and research

The experts could see from the curriculum and from the course descriptions that research methods are a relevant factor in the study programme. The thesis at the end of the study programme fulfils the standards of scientific work and of academic writing. During the site visit, the university representatives also explained that IBCM sees itself primarily as a teaching-oriented university and less as a research university. However, research results are included in teaching if this proves to be meaningful in terms of content. During the discussions with the students and alumni, the experts were convinced that the courses related to research methods are considered useful for scientific training.

International dimension

Due to the orientation of the study programme to international requirements and role models, the experts consider the international dimension to be one of the strengths of the study programme to be accredited. Besides, they support the efforts of the university to continue to expand its already extensive partner network. In addition, the expert group acknowledges that IBCM is not only oriented towards formal European standards but also draws on several and already established similar programmes from different countries as a source of inspiration for the design of its own study program. That being said, the experts have the impression that the students at IBCM would benefit from additional efforts by IBCM to enhance the participation in academic mobility programmes. Apart from new collaborations, the experts suggest in particular the creation of new mobility formats that should make it easier for students to benefit from stays abroad, but at the same time do not require the time and financial investment of an entire semester abroad. As examples, the experts refer to online formats and short-term forms of mobility such as summer schools, but also support for internships abroad that last several weeks instead of an entire semester.

Staff qualification (see also criterion 5)

According to the expert group, the academic and teaching staff involved in Business Management (B. A.) is adequately qualified with regard to the profile and the objectives of the study programme. However, the experts consider it advisable for IBCM to hire additional teaching staff as soon as possible. According to the experts, the current numerical level of staffing could lead to bottlenecks in the event of unforeseen and long-term absences of individual lecturers, which may have a detrimental effect on the teaching operations of all four study programmes that are assessed in the present accreditation procedure. The experts would therefore like to renew the recommendation already made during the site visit to hire additional teaching staff. However, they have heard the objection raised by the university representatives that IBCM, as a public institution, is dependent on the accreditation of its study programmes in order to apply for funding for additional teaching staff.

Recommendations

The college should further promote the participation of students in international mobility formats, for example by creating cooperations and mobility offers that do not require a one-semester stay abroad and through which more students could benefit from the international orientation.

The college should hire additional teaching staff in order to avoid shortages of personnel and to avoid possibly detrimental effects on the teaching activities.

4.1.2 Public Administration (B. A.)

Current Situation

Programme profile

Public Administration (B. A.) is a six-semester study programme that was designed to prepare the students for various tasks across the public sector and civil society sectors. The curriculum emphasizes both theoretical foundations and practical skills that is essential for effective governance, policy analysis, organizational management, and community engagement. The graduates are expected to be prepared for addressing the challenges of modern public administration and civil society management.

Programme objectives

The objectives outlined by IBCM for the study programme are the following:

- Developing competency in Public Administration: Equipping students with core competencies in governance, public policy analysis, and organizational management, by emphasizing both theoretical knowledge and practical applications.
- Promoting ethical leadership and accountability: Teaching strong ethical standards in managing public resources and fostering transparency and accountability across public sectors.
- Enhancing adaptability to global public service and community challenges: Preparing the graduates for dynamic and evolving international environments by exposing them to global public administration practices and standards as well as for the work with the community through civil society.

- Building research and analytical skills: Fostering research-based skills, particularly in data analysis, project management, and evaluation in order to enable evidence-based decision-making within the public sector and the civil-society sector.

According to IBCM, the students acquire the following **knowledge**:

1. Demonstrate a foundational understanding of public administration

    a. Explain core principles and theoretical frameworks in public governance, policy analysis, and organizational management.

    b. Identify and describe the functions of various public administration systems, emphasizing the application of theory in public service contexts.

2. Analyze ethical standards in public resource management

    a. Distinguish between ethical standards and accountability mechanisms across different public sectors.

    b. Evaluate the importance of transparency and accountability in fostering public trust, applying ethical frameworks to case studies.

3. Interpret global public service and civil-society practices

    a. Examine the impact of international standards and best practices on local public administration and civil society, demonstrating adaptability in understanding evolving global challenges.

    b. Compare global and local public service practices and explain how they influence policymaking and governance.

4. Apply research methodologies to public-sector and civil-society challenges

    a. Use foundational knowledge of quantitative and qualitative research to identify relevant methodologies for addressing public administration and civil society questions.

    b. Explain the role of data collection, analysis, and evidence-based research in supporting decision-making within public administration.

According to IBCM, the students acquire the following **skills**:

1. Develop and review public policies

    a. Create structured policy analyses and propose solutions addressing governance and organizational issues in public management.

    b. Critique existing policies by synthesizing information from diverse sources and drawing evidence-based conclusions.

2. Apply ethical frameworks to decision-making

    a. Implement ethical decision-making models and accountability practices when managing public and private resources.

    b. Justify decisions and actions by referencing ethical standards and demonstrating transparency in resource allocation.

3. Adapt global public-administration strategies to local contexts

   a. Employ strategies from international public service models to address local governance issues.

   b. Demonstrate adaptability by adjusting approaches based on cultural, social, and policy differences between global and local contexts.

4. Execute research and data analysis for evidence-based solutions

   a. Design and carry out research projects, applying suitable quantitative or qualitative methods to public sector inquiries.

   b. Synthesize data to create evidence-based recommendations that support policy and program evaluation.

According to IBCM, the students will acquire the following **competences**:

1. Strategically address complex public-sector and civil-society challenges

   a. Formulate strategic approaches integrating public management theory and practical application to address multi-dimensional public sector and civil society challenges.

   b. Design initiatives or programs that reflect comprehensive understanding and innovative thinking in solving public governance issues.

2. Exhibit ethical leadership in public service

   a. Model ethical leadership by fostering accountability, transparency, and a commitment to public interest.

   b. Assess the ethical dimensions of policies or organizational practices and advocate for decisions aligned with public service values.

3. Operate competently in international and multicultural environments

   a. Demonstrate proficiency in international public administration practices, adapting to diverse environments with cultural sensitivity.

   b. Evaluate and integrate global public administration trends and approaches, applying them in cross-cultural settings.

4. Implement evidence-based decision-making in policy and program development

   a. Use research findings and critical analysis to create policies or programs that address specific public sector issues.

   b. Design decision-making processes grounded in data-driven insights, ensuring policies are well-supported by empirical evidence.

Alignment with the institutional and the national strategy

According to the self-evaluation report, the programme Public Administration (B. A.) supports the strategic goals of IBCM by prioritizing the employability, the practical expertise, and the development of future leaders who are

supposed to serve the public sector and society afterwards. As additionally pointed out by IBCM, the alignment becomes evident through the integration of local and EU public service frameworks, reflecting the institutional mission to provide education that meets local needs while adhering to internationally recognized standards. The programme is also one of the original programmes at IBCM ever since the institution was founded in 2010 and has been accredited by **EVALAG** since 2013. For the current reaccreditation of the programme, IBCM has to take into consideration the new status of the college as a public institution with the securing of long-term funding. This included the transformation of the programme from a Professional Bachelor to a Bachelor of Arts as IBCM is moving from a more professional and vocational direction to a more academic and scientific approach. According to IBCM, this will allow the programme to stimulate and to cultivate the abilities critical thinking and of analysis while at the same time maintaining the practical application of knowledge and skills gained by creating problem-solving leaders for the public administration and society.

IBCM furthermore states that the programme embodies the institutional commitment to interdisciplinary education that is carried out entirely in English and that prepares students for roles in various public-sector contexts. For that, it integrates problem-based learning and practical experiences (such as internships) in order to ensure that graduates have both theoretical and practical knowledge. By incorporating international public administration frameworks and governance models, the programme also aligns with the institutional goals of internationalization and regional integration as well as with the positioning of graduates for roles across Kosovo, the Western Balkans, and beyond.

IBCM also describes the programme as supportive of the institutional efforts to modernize higher education by aligning with the *Kosovo Education Strategy* (2022-2026), the *Youth Employment Action Plan* (2018-2020), and the *State Strategy for Youth* (2024 – 2032). These strategies emphasize the importance of skills development, employability, and the promotion of sustainable and effective governance structures. The focus of IBCM on career guidance and partnerships with many industry partners and organizations ensures that the students enrolled in the programme have access to adequate work experience and employment opportunities.

Besides, the Public Administration (B. A.) programme addresses the priorities outlined in the *National Science Program* 2023-2028 and in particular the areas of society, education, economy, and digitization. By equipping students with the knowledge and skills needed for the modern public service and for civil society, the programme aims at contributing to the improvement of public administration practices in Kosovo.

The key areas of the alignment include:

- Society, Education, and Economy: The emphasis of the programme on governance, policy analysis, and public-sector leadership supports the modernization of public institutions and contributes to societal well-being. It also fosters collaboration between public institutions, businesses, and civil society.
- Digitization: Through courses on digital governance, e-governance, and sustainable public management, the programme aims at supporting the development of digital tools and strategies for public administration. As stated by IBCM, this aligns with national goals of

promoting digital transformation and sustainability in the public service and in society.

In order to address the demand for skilled public-sector professionals, the programme includes a mandatory twelve-week internship that provides hands-on experience in public administration or governance-related institutions. This practical component was integrated in the programme to align with national and institutional strategies of enhancing the professional readiness of graduates and contribute to the modernization of public service.

By integrating international frameworks and promoting cross-sector collaboration, the programme aims at ensuring that the students are prepared to tackle pressing governance issues such as the digital transformation, social inclusion, and sustainable development. According to IBCM, these objectives align with the priorities in improving institutional capacity and fostering inclusive growth in Kosovo.

The programme furthermore incorporates best practices and governance models from the European Union and by that prepares students to work effectively within the framework of the EU accession ambitions by Kosovo. Courses such as Introduction to EU Governance and Public-Private Partnerships reflect the focus of the programme on aligning local governance practices with European standards.

The programme also aims at enhancing its regional relevance by addressing the unique challenges of the Western Balkans, including administrative capacity building, inter-ethnic collaboration, and policy development. Through these efforts, the program aims at strengthening the regional capacity to integrate with EU institutions and processes.

The transformation to a Bachelor of Arts programme

IBCM explains that the transition of the Public Administration programme from a Professional Bachelor to a Bachelor of Arts (B. A.) represents a strategic response to evolving academic and professional landscapes. This change aligns with the institutional commitment to providing students with a broader and deeper educational experience that prepares them for the challenges of public and community service in a global environment.

According to IBCM, the transition towards a Bachelor of Arts (B. A.) ensures compliance with internationally recognized academic frameworks, particularly in the European Higher Education Area (EHEA). A Bachelor of Arts programme provides graduates with a degree classification that is widely recognized for its academic rigor and thereby enhances their mobility for further studies (e. g. Master programmes) and for their employment opportunities across Europe and beyond.

According to IBCM, the key factors driving the transition towards a Bachelor of Arts programme were the following: the broadening of academic foundations, the integration of interdisciplinary approaches, an enhanced focus on research and critical thinking, the preparation for dynamic career paths, the support for lifelong learning and the encouragement of students to pursue continuous professional development, the response to societal needs and to the growing demand for public-service professionals, the correspondence to qualification levels and standards (European Qualifications Framework, level 6), the relevance to labour market demands, and the academic research integration.

Compliance and comparability with international standards and international study programmes

According to the self-evaluation report, the design of the study programme adheres to internationally accepted standards and reflects practices that are endorsed by the *Network of Institutes and Schools of Public Administration in Central and Eastern Europe* (NISPAcee) and the *European Association for Public Administration Accreditation* (EAPAA). Comparisons that were conducted during the programme development aimed at ensuring the compliance with international expectations and at reinforcing the relevance and competitiveness of the programme.

The transition of the Public Administration programme to a Bachelor of Arts (B. A.) aimed at aligning it with comparable international programs and at enhancing its academic rigor and global recognition. IBCM refers to the following three study programmes from universities that were used for the comparison: the Bachelor of Arts in Public and Non-Profit Management at Frankfurt University of Applied Sciences, Germany, the Bachelor of Arts in International Public Management at Ludovika University of Public Service, Hungary, and the Bachelor Degree in Political Science and Public Management at the University of the Basque Country, Spain. By aligning with these established European programmes, IBCM aimed at ensuring the comparability in curriculum structure, academic standards, and professional outcomes for its own study programme and thereby at enhancing its credibility and appeal to prospective students and employers.

International dimension of the programme

IBCM explains that it integrates international perspectives into the programme through exchange programs, guest lectures, and case studies from public and societal contexts within the EU. This international dimension is supposed to equip graduates with a broader understanding of global public-sector challenges and practices and to prepare them for international roles or collaborations within transnational institutions. International cooperation is emphasized as one of the main objectives by IBCM and as one of the integral pillars of the strategy for institutional development. Accordingly, the activities and priorities in the context of internationalisation of the college can be found in the current professional, institutional, and quality composition of the institution, as well as in the diversity of the local, regional, and international cooperations. They also comprise one of the key goals of internationalisation strategy and cooperation priorities. Based on the *IBCM Strategy for International Cooperation and Internationalization* 2024-2028, IBCM has identified several strategic priorities through which it aims to strengthen the cooperation with our existing partners, to establish new corporations, and to explore new opportunities for cooperations with different countries through joint engagement in international cooperation.

The current internationalisation approach of IBCM includes agreements with HEIs from the Western Balkans and from EU countries, which have enabled student and staff mobility exchanges under *ERASMUS+*. Since 2015, the *International Credit Mobility Project* has been implemented by IBCM and international partners from Denmark,

Finland, Turkey, Lithuania, Portugal, Germany, Bulgaria, Slovenia, Austria, Poland, North Macedonia, Greece, and the United Kingdom. Currently IBCM has renewed and established new cooperation with 80 HEIs in Kosovo, the Western Balkans, the EU and the United States. IBCM is currently implementing 24 projects in total, with the majority of them within the *Erasmus+*

programme and a few within other programmes like *EU Horizon*, *Jean Monnet*, *Fulbright* and a project with the *Swiss Development Agency* and the Government of Kosovo. By 2028, IBCM aims at enhancing its global partnerships through bilateral agreements, regional cooperation networks and partnerships with stakeholders such as *Erasmus*, *Jean Monnet*, *Fulbright* as well as institutions and other partners from Kosovo.

IBCM furthermore elaborates in the self-evaluation report that it was able to create partnerships with the private sector (corporations, companies, businesses, associations). Accordingly, IBCM describes itself as currently serving as a bridge between theory and practice for its students and as a connection between education and the labour market.

Faculty qualifications

IBCM points out that the staff involved in the teaching of the Public Administration (B. A.) programme is highly qualified and consists of lecturers with academic and professional experience in public administration. Accordingly, their qualification and experience aligns with the programme objectives and helps with having the students benefitting from both theoretical expertise and practical insights. Moreover, the faculty members actively engage in relevant research which supports the creation of a research-based teaching environment that may additionally enrich the learning experience for the students. The CVs of the academic staff members for Public Administration (B. A.) was shared with the experts of this accreditation procedure.

Assessment

See assessment for Business Management (B. A.)

Recommendations

The college should further promote the participation of students in international mobility formats, for example by creating cooperations and mobility offers that do not require a one-semester stay abroad and through which more students could benefit from the international orientation.

The college should hire additional teaching staff in order to avoid shortages of personnel and to avoid possibly detrimental effects on the teaching activities.

4.1.3 Environmental Management and Technology (B. Sc.)

Current Situation

Programme profile

Environmental Management and Technology (B. Sc.) is a six-semester study programme with 180 ECTS credit points to be achieved by the students in order to graduate. With this programme, IBCM aims at providing a skill-set to the students that is supposed to prepare them for an employment in the environmental sector. Emphasis is placed on sustainable development and the application of integrated technologies. The programme combines lectures, fieldwork, laboratory sessions, internships, and the integration of Information Technology.

Programme objectives

According to IBCM, the **programme objectives** include the following:

- Applying advanced environmental technologies to address current challenges.
- Recognising the imperative for expanding expertise in environmental stewardship and practices.
- Enhancing problem-solving abilities through deep analyses in order to tackle environmental issues.
- Anticipating and adapting to the transformative potential of the Internet of Things (IoT) paradigm.
- Acquiring proficiency in integrating cutting-edge technologies like big data, robotics, digital technology, AI, and machine learning to optimise systems on environment and energy production sustainably.
- Managing information and the self-awareness to promote the effective utilisation of technology and natural resources and leveraging communication skills and business opportunities.

According to IBCM, on completion of this programme, the students will have **knowledge and understanding** of the:

- scientific, technological, social and economic factors that influence complex environmental situations
- principles of managing complex environmental problems using technological and biotechnological interventions
- principles and methods for assessing and evaluating environmental situations and environmental impacts
- core concepts on analyzing complex situations involving people, technologies and organizations.

According to IBCM, on completion of this programme, the students will have acquired the following **skills**:

- assessing the technological, economic, social and additional factors that influence environmental management
- evaluating the scientific and engineering techniques and predict the effects of resource management activities on the environment
- applying systems, concepts and techniques to engage with complex environmental management problems
- comparing, contrasting and critically assessing different approaches and techniques for solving environmental management problems.

According to IBCM, on completion of this programme, the students will have acquired the following **competencies**:

- applying advanced environmental technologies to address pressing challenges
- developing practical skills in the use of integrating cutting-edge technologies like big data, robotics, digital technology, AI, and machine learning to understand, analyse and recommend improvements to a range of situations and systems involving environmental impacts
- developing appropriate models for assessing and evaluating environmental situations and environmental impacts.

According to IBCM, on completion of this programme, the students have the following **key skills**:

- using appropriate numerical and mathematical techniques
- learning and performing more effectively by reflecting on practice
- interpreting and critically analysing complex situations involving people, technologies and organisations.

Transformation to a Bachelor of Science Programme

In the self-evaluation report, IBCM explains that the decision to transform the Professional Bachelor in Environmental and Agricultural Management (EAM) program into a Bachelor of Science (B. Sc.) in Environmental Management and Technology (EMT) is rooted in the evolving needs of both the academic and professional landscapes. The key factor for this decision were the alignment with market demands, an enhanced academic rigor and scientific focus, broader career opportunities, conformance with Bologna standards, the integration of stakeholder feedback, the support for the regional development, the intensification and attraction of opportunities for international collaboration and research, the alignment with institutional and national strategies, the correspondence to qualification levels and standards (European Qualifications Framework, level 6), the relevance to labour market demands, and the integration of research.

Compliance with international standards and other programmes

In the self-evaluation report, IBCM points out that Environmental Management and Technology (B. Sc.) adheres to internationally accepted standards and to practices endorsed by the *Eionet Network and European Environmental Agency*, the *European Environmental Bureau* (EEB) and the *European Association of Environmental and Resource Economists* (EAERE). Comparisons that IBCM carried out when developing the programme focused on ensuring the compliance with international expectations and on reinforcing the relevance and competitiveness of the programme.

In order to ensure the international comparability of the Environmental Management and Technology (B. Sc.) programme, IBCM aligned its curriculum and objectives with established European universities offering similar programmes, such as an interdisciplinary programme at BOKU University (Austria), an Environmental Sciences (B. Sc.) programme at Wageningen University & Research (Netherlands), an Environmental Science and Technology (B. Sc.) programme at the Technical University of Berlin (Germany), and a B. Sc. programme on environmental sciences and management at Open University (United Kingdom).

International dimension of the programme

IBCM emphasizes that it integrates international perspectives into the programme through exchange programs, guest lectures, and case studies from environmental and technological contexts and from the EU. This international dimension is supposed to equip the students with a broader understanding of global public-sector challenges and practices and to prepare them for international roles or for the collaboration within transnational institutions. International cooperation is mentioned by IBCM as one of its main objectives and as one of the integral pillars of the strategy for institutional development.

Accordingly, the activities and priorities in the context of internationalisation of the college can be found in the current professional, institutional, and quality composition of the institution, as well as in the diversity of the local, regional, and international cooperations. They also comprise one of the key goals of internationalisation strategy and cooperation priorities. Based on the *IBCM Strategy for International Cooperation and Internationalization* 2024-2028, IBCM has identified several strategic priorities through which it aims to strengthen the cooperation with our existing partners, to establish

new corporations, and to explore new opportunities for cooperations with different countries through joint engagement in international cooperation.

The current internationalisation approach of IBCM includes agreements with HEIs from the Western Balkans and from EU countries, which have enabled student and staff mobility exchanges under *ERASMUS+*. Since 2015, the *International Credit Mobility Project* has been implemented by IBCM and international partners from Denmark, Finland, Turkey, Lithuania, Portugal, Germany, Bulgaria, Slovenia, Austria, Poland, North Macedonia, Greece, and the United Kingdom. Currently IBCM has renewed and established new cooperation with 80 HEIs in Kosovo, the Western Balkans, the EU and the United States. IBCM is currently implementing 24 projects in total, with the majority of them within the *Erasmus+* programme and a few within other programmes like *EU Horizon*, *Jean Monnet*, *Fulbright* and a project with the *Swiss Development Agency* and the Government of Kosovo. By 2028, IBCM aims at enhancing its global partnerships through bilateral agreements, regional cooperation networks and partnerships with stakeholders such as *Erasmus*, *Jean Monnet*, *Fulbright* as well as institutions and other partners from Kosovo.

Faculty qualifications

IBCM explains in the self-evaluation report that the academic staff members involved in teaching activities of the Environmental Management and Technology (B. Sc.) programme is highly qualified and consists of lecturers with substantial academic and professional experience in environment, technology and agribusiness. The qualification and experience of the faculty are described by IBCM to align with the programme objectives which helps the students benefit from both theoretical expertise and practical insights. Besides, faculty members actively engage in relevant research which additionally fosters the development of a research-based teaching environment that enriches student learning. The CVs of the academic staff members were shared by IBCM with the experts carrying out the accreditation of the programme.

Assessment

See assessment for Business Management (B. A.)

Recommendations

The college should further promote the participation of students in international mobility formats, for example by creating cooperations and mobility offers that do not require a one-semester stay abroad and through which more students could benefit from the international orientation.

The college should hire additional teaching staff in order to avoid shortages of personnel and to avoid possibly detrimental effects on the teaching activities.

4.1.4 International Management and Sustainability (M. Sc.)

Current Situation

Programme profile

International Management and Sustainability (M. Sc.) is a four-semester programme (120 ECTS credit points) and was developed by IBCM in order to

prepare the students for leadership tasks in business, environmental management and social management. The curriculum is described by IBCM as a combination of theoretical and practical skills, with a focus on sustainability, strategic decision-making and interdisciplinary problem-solving. The students choose one of three specialisations: Business Management, Environmental Management or Social Management. These specialisations were created to enable the students to adjust their studies to their interests and career objectives. IBCM expects the graduates to be able to address challenges in global and regional contexts, to develop innovative solutions and to conduct responsible leadership.

Programme objectives

In the self-evaluation report, IBCM outlines the following main objectives of the International Management and Sustainability (M. Sc.) programme:

- Developing globally competent leaders
- Addressing regional development challenges
- Promoting ethical and sustainable management practices
- Advancing knowledge in specialized fields of sustainability
- Enhancing research and innovation capacity

Moreover and according to IBCM, the students of the programme will:

- Develop a new type of interdisciplinary professional profile at a Western Balkans level, integrating expertise in business, environmental, and social management.
- Gain the knowledge and the skills to engage with international management practices and to foster sustainability across economic, environmental, and social domains.
- Acquire an understanding of how to manage a business while considering the implications of decisions on the environment and society, ensuring responsible and ethical management.
- Learn to connect environmental, social, and business management approaches to develop integrative, long-term solutions for challenges in local and international markets.
- Demonstrate ethical responsibility and an advanced understanding of the societal and environmental impact of professional management practices.
- Gain the ability to assess and analyse the business, environmental, and social contexts of local and international markets to create innovative and sustainable strategies.
- Build the capacity to design and implement social initiatives, policies, and programmes that contribute to social equity and cohesion in the Western Balkans and beyond.

Having completed the programme, IBCM expects the graduates to have acquired the following **knowledge and understanding**:

- Understand the key theories, principles, and concepts related to business, environmental, and social management, integrating both practical and conceptual knowledge
- Apply advanced qualitative and quantitative methods essential for effective decision-making in business, environmental, and social management
- Analyse and critically evaluate theoretical frameworks, reflecting on their practical applications within dynamic socio-economic contexts

- Integrate multidisciplinary knowledge to address complex management challenges, specializing in business, environmental sustainability, and social management practices
- Evaluate accountability and sustainability as key factors in corporate and organisational management, aligning with long-term development goals
- Engage with emerging research and development in business, environmental, and social management, demonstrating awareness of trends and innovations
- Demonstrate effective decision-making in management contexts, ensuring the efficient implementation of strategies
- Analyse global socio-economic and environmental challenges and develop solutions optimized for dynamic global environments
- Apply relevant theories and scientific methods to address practical issues in business, environmental management, and social management

According to IBCM, the graduates of the programme have acquired the following **skills and abilities**:

- Independently research, evaluate, and integrate complex information to propose solutions for socio-economic and environmental challenges
- Critically and creatively formulate relevant issues and actionable solutions within the scope of the programme and set timeframes
- Demonstrate proficiency in ethical, scientific, and social decision-making, integrating an awareness of the ethical dimensions of research and practice
- Lead and mobilize professional teams in solving managerial and sustainability challenges across diverse, international, and multicultural contexts
- Develop innovative responses to organizational and socio-economic challenges, even in unpredictable environments
- Initiate and implement effective change management strategies across organizational and socio-economic contexts
- Plan and execute significant development or research projects aligned with sustainable development goals
- Design and conduct a Master thesis research project in the fields of business, environmental management, or social management

The personal responsibilities and **competencies** taught in the programme according to IBCM are the following:

- Design and manage financial and budgeting strategies that support organisational growth in evolving environments
- Lead and mentor professional teams and enhance organisational performance through knowledge development and evaluation
- Address complex ethical and professional challenges and make judgments even in areas that are not covered by existing professional or ethical standards

Transformation to a Master of Science programme and adding the Social Management specialisation

According to the self-evaluation report, the transition of the International Management and Sustainability programme from a Professional Master to a Master of Science (M. Sc.) represents a strategic response by the college to evolving academic and professional landscapes. The reasons mentioned in particular for that adjustment are the alignment with academic and professional standards within the European Higher Education Area (EHEA), the addressing of labour market needs in Kosovo and the Western Balkans, the

strengthening of the international competitiveness and broader pathways for graduates, and the support of lifelong learning and innovation.

Adding the specialisation in Social Management is explained by IBCM with evolving societal needs for specialists to lead and to manage social initiatives and programmes in the region, the complementarity with existing specialisations that reflect other pillars of sustainable development (Business Management and Environmental Management). Furthermore, with the Social Management specialisation, IBCM aims at aligning to global trends and opportunities and at expanding the career opportunities for the graduates.

Compliance with international standards and with other programmes

IBCM explains that the International Management and Sustainability (M. Sc.) programme supports its strategic objectives by prioritizing employability, interdisciplinary expertise, and the training of future leaders who are capable of addressing complex challenges in the global business as well as in environmental and social sectors. The programme furthermore is supposed to reflect the institutional mission to offering education that meets local and regional needs while adhering to internationally recognized standards.

Besides, IBCM point out that the program embodies the institutional commitment to internationalisation and regional integration by offering courses entirely in English and by preparing students for leadership roles in various and multi-ethnic contexts.

In the self-evaluation report, IBCM outlines that the programme aligns with several strategic priorities of national and EU frameworks. These are the *Kosovo Education Strategy* (2022-2026), the *Kosovo State Strategy for Youth* (2024-2032), the *National Science Programme* (2023-2028), the *United Nations Sustainable Development Goals (SDGs)*, and the *EU Green Deal and Circular Economy Action Plan*.

Moreover, IBCM explains that the study programme and its three specialisations have been developed in compliance with the following EU standards and guidelines: *European Qualifications Framework (EQF,* level 7), the *European Standards and Guidelines for Quality Assurance (ESG)*, and the *Principles for Responsible Management Education (PRME)*.

As for the comparability to similar programmes in the EU, IBCM refers to the following programmes that were considered as benchmarks for their curricula and their structures: M. Sc. in Environmental Management and Policy at Lund University (Sweden), M. Sc. in International Management at the University of Cologne (Germany), M. Sc. in Social Policy and Social Management at the University of Helsinki (Finland), and M. Sc. in Sustainability Science and Policy at Maastricht University (Netherlands).

The three specialisations of the programme

IBCM explains that the Master of Science in International Management and Sustainability integrates three specialisations - Business Management, Environmental Management, and Social Management – in order to create a holistic program that addresses sustainability as its core concept. This approach was chosen to account for the interdependence of economic, environmental, and social systems in fostering a sustainable development at the local, regional, and global level.

The programme is designed to clarify the interconnectedness of the three specialisations to prepare the students for real-world challenges that require multidimensional solutions:

- Business Management equips students with the skills to drive economic growth and organisational efficiency while embedding sustainability into strategic decision-making processes.
- Environmental Management focuses on addressing ecological challenges and at ensuring that businesses and organizations operate within sustainable environmental limits.
- Social Management emphasizes the importance of equity, inclusivity, and societal well-being, ensuring that economic and environmental initiatives support social cohesion and development.

International dimension

IBCM emphasizes that it integrates international perspectives into the programme through exchange programs, guest lectures, and case studies from environmental and technological contexts and from the EU. This international dimension is supposed to equip the students with a broader understanding of global public-sector challenges and practices and to prepare them for international roles or for the collaboration within transnational institutions. International cooperation is mentioned by IBCM as one of its main objectives and as one of the integral pillars of the strategy for institutional development.

Accordingly, the activities and priorities in the context of internationalisation of the college can be found in the current professional, institutional, and quality composition of the institution, as well as in the diversity of the local, regional, and international cooperations. They also comprise one of the key goals of internationalisation strategy and cooperation priorities. Based on the *IBCM Strategy for International Cooperation and Internationalization* 2024-2028, IBCM has identified several strategic priorities through which it aims to strengthen the cooperation with our existing partners, to establish new corporations, and to explore new opportunities for cooperations with different countries through joint engagement in international cooperation.

The current internationalisation approach of IBCM includes agreements with HEIs from the Western Balkans and from EU countries, which have enabled student and staff mobility exchanges under *ERASMUS+*. Since 2015, the *International Credit Mobility Project* has been implemented by IBCM and international partners from Denmark, Finland, Turkey, Lithuania, Portugal, Germany, Bulgaria, Slovenia, Austria, Poland, North Macedonia, Greece, and the United Kingdom. Currently IBCM has renewed and established new cooperation with 80 HEIs in Kosovo, the Western Balkans, the EU and the United States. IBCM is currently implementing 24 projects in total, with the majority of them within the *Erasmus+* programme and a few within other programmes like *EU Horizon*, *Jean Monnet*, *Fulbright* and a project with the *Swiss Development Agency* and the Government of Kosovo. By 2028, IBCM aims at enhancing its global partnerships through bilateral agreements, regional cooperation networks and partnerships with stakeholders such as *Erasmus*, *Jean Monnet*, *Fulbright* as well as institutions and other partners from Kosovo.

Double degree

In the self-evaluation report, IBCM outlines that it currently is cooperating with Sapienza University in Rome in order to create a double degree for the International Management and Sustainability (M. Sc.) programme. Like that, the students may additionally gain a degree by Sapienza University. For the accreditation of the study programme, IBCM shared a letter of intent by both institutions with the expert group.

Faculty qualifications

IBCM explains in the self-evaluation report that the academic staff members involved in teaching activities of the Environmental Management and Technology (B. Sc.) programme is highly qualified and consists of lecturers with substantial academic and professional experience in environment, technology and agribusiness. The qualification and experience of the faculty are described by IBCM to align with the programme objectives which helps the students benefit from both theoretical expertise and practical insights. Besides, faculty members actively engage in relevant research which additionally fosters the development of a research-based teaching environment that enriches student learning. The CVs of the academic staff members were shared by IBCM with the experts carrying out the accreditation of the programme.

Assessment

See assessment for Business Management (B. A.)

Recommendations

The college should further promote the participation of students in international mobility formats, for example by creating cooperations and mobility offers that do not require a one-semester stay abroad and through which more students could benefit from the international orientation.

The college should hire additional teaching staff in order to avoid shortages of personnel and to avoid possibly detrimental effects on the teaching activities.

4.2 Curriculum

The second criterion concerns the curriculum as well as the teaching and learning methods. The expert group evaluates whether the curriculum of the programmes are adequately structured to achieve the intended learning outcomes and whether the curricula provide the necessary knowledge and methodological expertise of the relevant disciplines. The experts also evaluate the organisation of the learning process, especially regarding appropriate student-centred teaching and learning methods and encouragement of learners to play an active role. Furthermore, the expert group reviews whether the diversity of students and their needs are taken into account.

4.2.1 Business Management (B. A.)

Current status

Curriculum structure

The study programme Business Management (B. A.) is a three-year full-time programme with a total of 180 ECTS *(European Credit Transfer and Accumulation System)* credits. Each of the six semesters requires the attainment of 30 ECTS credits. The number of ECTS credits awarded for single courses ranges from four to six ECTS points while the internship and the Bachelor thesis equate to ten ECTS credits each.

For the accreditation of the study programme, IBCM provided a programme handbook to the experts so that they were able to look at the detailed descriptions of all the courses of the curriculum.

The first and the second semester are identical for all students enrolled in the programme. In the **first semester**, the students attend courses on the Principles of Management, the Principles of Economics, the Principles of Marketing, Business Communication, Mathematics and Academic English and Study Skills. The **second semester** consists of courses on Financial Accounting, the Principles of Entrepreneurship, Creativity and Innovation, Business Law and Ethics, Statistics and Research Methods, and Business English.

The **third semester** comprises four mandatory courses (Strategic Management, Financial Management, Introduction to Human Resource Management and Development, and Business Law and Ethics). Students opting for the **electives on International Business Management** continue their studies in the **third semester** with two out of four possible elective courses on Business Analysis, Operations Management, Sustainable Business, and Budgeting and Financial Forecasting. Students who choose the **electives on International Sales and Marketing** attend two out of the four following elective courses in their **third semester:** Strategic Marketing, Market Research, Sales Process & Customer Centricity, and Retail Management. The **fourth semester** covers International and Intercultural Management, Project Management, Supply Chain Management and Logistics, and a cross-disciplinary semester projects. Students opting for the **electives on International Business Management** continue their studies in the **fourth semester** with two out of four possible elective courses on Change Management, Organisational Behaviour, Business Ethics and Social Responsibility, and International Entrepreneurship. Students who choose the **electives on International Sales and Marketing** attend two out of the four following elective courses in their **fourth semester:** Advertising Techniques and Methods, Digital Marketing, Managing Sales and Customer Relationship, and International Trade.

The **fifth semester** is characterized by four mandatory courses (International Economics, E-Business, Managerial Accounting, and an interdisciplinary semester project). Students opting for the **electives on International Business Management** continue their studies in the **fifth semester** with two out of four possible elective courses on Business in Emerging Markets: Growth & Development, Careers and Professional Development, International Human Resources and Diversity Management, and Global Supply Chain Management. Students who choose the **electives on International Sales and Marketing** attend two out of the four following elective courses in their **fifth semester:** Personal Selling, B2B Sales and Marketing, Social Media Marketing, Consumer Behaviour.

In the **sixth semester**, students then take a mandatory course on Business Planning and select one from the following three possibly offered elective courses: Managing International Business Operations, Procurement Operations in B2B, and Digital Thinking and Innovation. Besides, they complete an internship and write a Bachelor thesis.

Detailed course descriptions are available in the programme handbook that IBCM shared with the expert group.

As for the requirements for an elective course to actually being offered, the study programme coordinators from IBCM stated during the site visit that a course does take place if at least five students sign up for it. Besides, IBCM indicates in the self-evaluation report that from the academic year 2025-26 – and hence, the implementation of the new study programmes – onwards,

IBCM will allow students to select elective courses from any department and thus broaden their academic interests based on their own preferences, meaning that elective courses of any programme are shared across students coming from all departments.

Furthermore, IBCM points out that the curriculum is structured to ensure that the students do not only gain an understanding of business management principles but also robust methodological skills. Early courses in mathematics, research methods and statistics are supposed to provide a solid analytical foundation and are intended to prepare the students to apply evidence-based decision-making throughout their studies. Advanced courses, such as Business Planning, Business Analysis, Project Management are designed to deepen these research capabilities and to equip the students with tools to critically analyse issues related to business management and to contribute to the knowledge base in the field. IBCM also emphasizes that the design of the curriculum pursued the objective of having a balance of theoretical learning and of practical applications through cross-disciplinary semester projects and internships.

Student-centred learning and diversity of needs

According to IBCM, the programme is designed to accommodate diverse learning needs and it actively encourages students to participate in their learning experience. A variety of student-centred teaching and learning methods (such as group projects, case studies, and semester projects) are supposed to allow the students to engage with the teaching contents both collaboratively and practically. The inclusion of elective courses is intended to enable the students to tailor their learning experience so that it gets aligned with their personal career aspirations and interests. Additionally, the requirements for the internship and the Bachelor thesis support experiential learning and by that shall enable the students to apply their knowledge in professional settings and encourage their self-directed study under faculty mentorship.

Assessment

Curriculum structure

According to the experts, the curriculum of the course is adequately and logically structured. They also come to the conclusion that the students have achieved the intended learning objectives when they successfully complete the study programme.

The experts see these conclusions confirmed as well after reviewing the detailed course descriptions in the programme handbook. However, they also found some peculiarities or minor inconsistencies in the course descriptions, which result in an overarching recommendation that IBCM should thoroughly review and revise the programme handbooks. An initial advice from the experts on how to create more transparency is aimed at supplementing the course codes in the module descriptions and indicating the course prerequisites for all courses. With regard to the latter, the experts have heard IBCM's objection that there have been no difficulties so far with students who want to attend a certain course from the curriculum too early – i.e. without the necessary prior knowledge from previous courses. In the interests of transparency for students and for external parties or stakeholders, the experts nevertheless consider it useful to clearly state what previous knowledge is required to complete a particular module.

Furthermore, the experts recommend that IBCM check the course descriptions for possible inconsistencies and remove them if necessary. This applies, for example, to the information on the examination format, which, according to the experts, is currently not always clear and unambiguous from the various categories of information within the individual course descriptions. Additionally, the experts recommend that IBCM review the teaching content of the modules to see whether there may be overlaps in content and thus redundancies with other courses in the same study programme. This impression arose for the experts, at least in individual cases, and remained even after a corresponding inquiry to the students and alumni. According to the experts, it is also appropriate to weigh up whether the reading materials could possibly be updated on a course-by-course basis.

When comparing the course descriptions between this Bachelor programme and the Master programme in International Management and Sustainability, which is also to be accredited – and which is a continuation of the three Bachelor degree programmes assessed – the experts found that some names of the courses do not differ clearly from each other across the two levels. Therefore, the experts advise IBCM to adapt the course names accordingly, for example by emphasizing the introductory character of Bachelor courses (e.g. "Introduction to...") and the advanced treatment of a given topic in Master courses (e.g. "Advanced..."). In the opinion of the experts, the differences in content should also be worked out more clearly in the course descriptions across both study programme levels. During the site visit, the programme coordinators impressively succeeded in highlighting these differences in content, for example by referring to the increased practical relevance in addressing certain topics in Master courses. According to the experts, this distinction should also be evident from the course descriptions for prospective students and external stakeholders. Accordingly, the experts' recommendation is to carefully review the programme handbook of the study programme and revise it in such a way that inconsistencies in the information are completely reduced. This revision process should aim to more transparency , a subject-specific up-to-dateness and a clearly discernible content compared to courses from the same study programme as well as at the Master level.

Another question, which was discussed several times during the site visit, relates to the actual freedom of choice of students with regard to the elective courses. In view of the comparatively small size of the college and the rather low number of students, the experts have doubts that the students will have a wide choice of elective courses with at least five registered students being required for an elective course to take place. In light of an actual elective course offer that is presumably reduced by this minimum requirement, the experts also consider the students' opportunities for individual specialisation to be reduced. At the same time, however, and bearing in mind the currently still rather small number of lecturers at IBCM, the experts can understand the limited capacities of the institution. It is also understandable for the experts that if there is a numerically low interest in certain elective courses, this course cannot come about. Nevertheless, the experts recommend that IBCM find ways to help students to refine their individual specialisation and thus, refine their profile on the labour market by increasing their freedom of choice in elective courses. One idea already put forward by the experts during the site visit is to offer individual elective courses only every two years instead of every year, so that students from different study cohorts can register for them. By that, one could increase the probability of this elective

course actually being offered. The openness to such measures has already been assured by the representatives from IBCM.

Organisation of students' learning experience

According to the experts, the diversity of teaching methods is beneficial for the organization of a learning experience that takes the diversity of students and their needs into account, employs appropriate student-centred teaching and learning methods and encourages students to take an active part in creating the learning process. The experts see the rather small size of the university as an advantage of IBCM, as it promotes informal exchange and the consideration for individual learning types among the students.

Recommendations

The college should carefully review the programme handbook of the study programme and revise it in such a way that inconsistencies in the information are completely reduced. This revision process should aim at more transparency, a subject-specific up-to-dateness and a clearly discernible content compared to courses from the same study programme as well as at the Master level.

The college should find ways to help students to refine their individual specialisation and thus, refine their profile on the labor market by increasing their freedom of choice with regard to elective courses actually taking place.

4.2.2 Public Administration (B. A.)

Current status

Curriculum structure

The curriculum as presented by IBCM foresees a duration of six semesters and 30 ECTS credit points to be achieved by the students in every semester. The **first semester** consists of six mandatory courses on the Introduction to Public Administration, the Introduction to the EU, Professional Communication, Organisational Behaviour, the Introduction to Mathematics and Statistics, and a course on Academic English. The **second semester** comprises five mandatory courses (Statistics, Quantitative Research Methods, Administrative and Public Sector Legislation, Human Development and a semester project) and one elective course which the students may choose from three possible courses (Digital Governance, Environmental Policy and Sustainability, Social Policy and Welfare Systems). The **third semester** follows the same pattern, with five mandatory courses (Public Policy Development and Analysis, Qualitative Research Methods, Human Rights and Administration, Organisation of Public Administration, and Local Governance) and one elective course to be chosen among four options (Crisis and Disaster Management, Ethics and Accountability, Public Business and Corporate Law, Contract Management, and Urban Governance and Development). The **fourth semester** comprises six mandatory courses: Public Finance Management, Human Resource Management, Intercultural Communication and PR, Comparative Public Management, Work Ethics in Public Service, and a college-wide semester project. In the **fifth semester**, the students attend four mandatory courses (Project Management, E-Governance, Non-Profit Sector and Society, and Gender Studies) and have to choose two out of five elective courses (Negotiation and Conflict Resolution, Public Sector Innovation, Financial Management and Budgeting, Public-Private Partnerships, and Advanced Research Methods in Public Administration). The programme ends

with the students attending two mandatory courses on Public Sector Leadership and on Innovation and Change Management and with them writing their Bachelor thesis and completing an internship in the **sixth semester**.

Detailed course descriptions are available in the programme handbook that IBCM shared with the expert group.

As for the requirements for an elective course to actually being offered, the study programme coordinators from IBCM stated during the site visit that a course does take place if at least five students sign up for it. Besides, IBCM indicates in the self-evaluation report that from the academic year 2025-26 – and hence, the implementation of the new study programmes – onwards, IBCM will allow students to select elective courses from any department and thus broaden their academic interests based on their own preferences, meaning that elective courses of any programme are shared across students coming from all departments.

Furthermore, IBCM points out that the curriculum is structured to ensure that the students do not only gain an understanding of public-service principles but also robust methodological skills. Early courses in quantitative research methods and statistics are supposed to provide a solid analytical foundation and are intended to prepare the students to apply evidence-based decision-making throughout their studies. Advanced courses, such as Innovation and Change Management and Public Sector Leadership are designed to deepen these analytical capabilities. IBCM also emphasizes that the design of the curriculum pursued the objective of having a balance of theoretical learning and of practical applications through college-wide semester projects and internships.

Student-centred learning and diversity of needs

According to IBCM, the programme is designed to accommodate diverse learning needs and it actively encourages students to participate in their learning experience. A variety of student-centred teaching and learning methods (such as group projects, case studies, and semester projects) are supposed to allow the students to engage with the teaching contents both collaboratively and practically. The inclusion of elective courses is intended to enable the students to tailor their learning experience so that it gets aligned with their personal career aspirations and interests. Additionally, the requirements for the internship and the Bachelor thesis support experiential learning and by that shall enable the students to apply their knowledge in professional settings and encourage their self-directed study under faculty mentorship.

Assessment

See assessment for Business Management (B. A.)

Recommendations

The college should carefully review the programme handbook of the study programme and revise it in such a way that inconsistencies in the information are completely reduced. This revision process should aim at more transparency, a subject-specific up-to-dateness and a clearly discernible content compared to courses from the same study programme as well as at the Master level.

The college should find ways to help students to refine their individual specialisation and thus, refine their profile on the labor market by increasing their freedom of choice with regard to elective courses actually taking place.

4.2.3 Environmental Management and Technology (B. Sc.)

Current status

Curriculum structure

The Environmental Management and Technology (B. Sc.) programme covers a duration of six semesters and 180 ECTS credit points to be achieved by graduates. Hence, each semester requires the students to gather 30 ECTS credit points. The **first semester** consists of six mandatory courses: Academic English 1, Introduction to IT, Mathematics, Sustainable Development, Principal of Environmental Management and Technology, and Science, Environment and Society. The **second semester** is characterized course-wise by five mandatory modules (Innovation Management, Environmental Economics, Academic English 2, Statistics and Research Methods, and Science, Technology and Society) and by one elective course to be chosen from the following options: Natural Disaster, Environmental Psychology, and Digital Computer Architecture. In the **third semester**, all students enrolled in the programme have to attend five courses on Natural Resource Management, Environmental Chemistry, Techno-Entrepreneurship and Biotechnology, Sustainable Water Management Technology, and Climate Change & Air Quality. Additionally, they have to choose one out of four electives (Digital Marketing, Industrial Training and Biotechnology, Introduction to Human Resource Management and Development, or Introduction to *Internet of Things*). The **fourth semester** requires the students to attend five mandatory courses (Clean Technology and Waste Management, Project Management, Environmental Law and Regulations, Agro-Economy, and a cross-disciplinary project) and one elective course from the following four options: Geographic Information Systems (GIS) and Remote Sensing, Landscape Management and Spatial Planning, Standardization, or Vegetation, Restoration and Biodiversity. The **fifth semester** comprises five mandatory courses (Integrated Rural Development, Fundamentals of Enegery, Soil pollution and remediation, Green Transition and Technology, and Nature Planning/Conservation/Restoration/Habitat Management) and one elective course from the following four options: Supply Chain Management and Logistics, Environmental Laboratory, Environmental Data and Computer Analysis, Environmental Crime). The programme is completed after the sixth semester with a course on Business Planning, the Bachelor thesis, and an internship being the mandatory elements for all students enrolled in the programme and one out of two possible elective courses (Renewable Energy or Environment and Health).

Detailed course descriptions are available in the programme handbook that IBCM shared with the expert group.

As for the requirements for an elective course to actually being offered, the study programme coordinators from IBCM stated during the site visit that a course does take place if at least five students sign up for it. Besides, IBCM indicates in the self-evaluation report that from the academic year 2025-26 – and hence, the implementation of the new study programmes – onwards, IBCM will allow students to select elective courses from any department and thus broaden their academic interests based on their own preferences, meaning that elective courses of any programme are shared across students coming from all departments.

Furthermore, IBCM points out that the curriculum is structured to ensure that the students do not only gain an understanding of public-service principles but also robust methodological skills. Early courses in research methods and statistics are supposed to provide a solid analytical foundation and are intended to prepare the students to apply evidence-based decision-making throughout their studies. Advanced courses, such as Environmental Science and Technology are designed to deepen these analytical capabilities. IBCM also emphasizes that the design of the curriculum pursued the objective of having a balance of theoretical learning and of practical applications through cross-disciplinary semester projects and internships.

Student-centred learning and diversity of needs

According to IBCM, the programme is designed to accommodate diverse learning needs and it actively encourages students to participate in their learning experience. A variety of student-centred teaching and learning methods (such as group projects, case studies, and semester projects) are supposed to allow the students to engage with the teaching contents both collaboratively and practically. The inclusion of elective courses is intended to enable the students to tailor their learning experience so that it gets aligned with their personal career aspirations and interests. Additionally, the requirements for the internship and the Bachelor thesis support experiential learning and by that shall enable the students to apply their knowledge in professional settings and encourage their self-directed study under faculty mentorship.

Assessment

See assessment for Business Management (B. A.)

Recommendations

The college should carefully review the programme handbook of the study programme and revise it in such a way that inconsistencies in the information are completely reduced. This revision process should aim at more transparency, a subject-specific up-to-dateness and a clearly discernible content compared to courses from the same study programme as well as at the Master level.

The college should find ways to help students to refine their individual specialisation and thus, refine their profile on the labor market by increasing their freedom of choice with regard to elective courses actually taking place.

4.2.4 International Management and Sustainability (M. Sc.)

Current status

Curriculum structure

The curriculum of the International Management and Sustainability (M. Sc.) programme consists of four semesters with 30 ECTS credit points to be gained each semester (120 ECTS credit points in total). The **first semester** has all students attend the same courses – regardless of the specialisation they choose later: Project Management, Research Methods in Management Sciences, Circular Economy and Sustainable Development, Financial Planning Management and Planning, Analysis and Evaluation of Public Policies for Sustainable Development, and the course Management, Leadership and Change. From the second semester onwards, the students choose one out of three possible specialisations and by that, varying curricula. In the **fourth**

semester, the students from all the specialisations write their thesis and attend a supplementary seminar.

Throughout their studies, students opting for the **Business Management specialisation** have to attend mandatory courses on Human Resource Management and Development, Business Economics, Ethics and Corporate Social Responsibility, and Entrepreneurship and Business Development, Digital Transformation and Innovation for Sustainability, and Business Analysis and have to choose from several possible elective courses (Strategic Thinking and Management, Global Supply Chain Management, Marketing in Global Environment, Managing Sales and Customer Relationships, and Sustainability, Work and Gender).

The students who choose the **Environmental Management specialisation** attend mandatory courses on Sustainable and Innovative Natural Resource Management, Energy Management and Eco-Sustainability, Climate Change Adaption and Mitigation, Modelling of Environmental Policies and Decision-Making Process, Digital Transformation and Innovation for Sustainability, and Strategic Leadership and Governance in Social Organisations. Besides, they have to choose from the following elective courses: Multifunctional Agriculture and Sustainable Development, Landscape Ecology and Management, Natural Disaster Risk Management, Life Cycle Assessment, or Sustainability, Work and Gender.

The **Social Management specialisation** requires the students to attend mandatory courses on Social Policies and Development, the Theoretical Foundation of Social Management, Social Work and Social Security Policy, Social Innovation and Social Enterprises, Digital Transformation and Innovation for Sustainability, and Strategic Leadership and Governance in Social Organisations. The offer of elective courses comprises Programme and Project Evaluation, Labour and Welfare Law of the European Union, Ethical Practices in Social Service Provision, Organisational Behaviour and Management in Social Context, and Sustainability, Work and Gender.

The five mandatory courses to be attended at Sapienza University in Rome for the **double degree** are New Public Governance and Co-Production for Sustainable Development, Digital Transformations for Local Green Transitions, Economics of Sustainability and Business Innovation, Sustainable Labour Markets and Welfare: Actors, Institutions, and Strategies, and Network Analysis for Sustainability Plans and Policies. Besides, they have to choose elective courses with an amount of 12 ECTS credit points at Sapienza University in the sixth semester next to writing their Master thesis and attending a workshop class on multilevel and multistakeholder governance of sustainability.

Detailed course descriptions are available in the programme handbook that IBCM shared with the expert group. In the follow-up of the site visit, IBCM additionally provided information on the courses to be completed at Sapienza University in Rome for the double degree.

As for the requirements for an elective course to actually being offered, the study programme coordinators from IBCM stated during the site visit that a course does take place if at least five students sign up for it. Besides, IBCM indicates in the self-evaluation report that from the academic year 2025-26 – and hence, the implementation of the new study programmes – onwards, IBCM will allow students to select elective courses from any department and thus broaden their academic interests based on their own preferences,

meaning that elective courses of any programme are shared across students coming from all departments.

Furthermore, IBCM points out that the curriculum is structured to ensure that the students do not only gain an understanding of public-service principles but also robust methodological skills. Early courses in research methods and statistics are supposed to provide a solid analytical foundation and are intended to prepare the students to apply evidence-based decision-making throughout their studies. Advanced courses, such as Environmental Science and Technology are designed to deepen these analytical capabilities. IBCM also emphasizes that the design of the curriculum pursued the objective of having a balance of theoretical learning and of practical applications through cross-disciplinary semester projects and internships.

Student-centred learning and diversity of needs

According to IBCM, the programme is designed to accommodate diverse learning needs and it actively encourages students to participate in their learning experience. A variety of student-centred teaching and learning methods (such as group projects, case studies, and semester projects) are supposed to allow the students to engage with the teaching contents both collaboratively and practically. These approaches are supposed to foster active participation and critical thinking.

From the second semester onwards, the programme offers a range of electives within the specialisations which are designed to allow the students to align their learning experience with personal career aspirations, professional interests, and emerging industry trends. The Master thesis in the final semester puts emphasis on experiential learning and independent research. Under faculty mentorship, students undertake individual research projects that integrate theoretical knowledge with practical applications and furthermore address real-world challenges in the field of their chosen specialisation.

Assessment

See assessment for Business Management (B. A.)

Recommendations

The college should carefully review the programme handbook of the study programme and revise it in such a way that inconsistencies in the information are completely reduced. This revision process should aim at more transparency, a subject-specific up-to-dateness and a clearly discernible content compared to courses from the same study programme as well as at the Master level.

The college should find ways to help students to refine their individual specialisation and thus, refine their profile on the labor market by increasing their freedom of choice with regard to elective courses actually taking place.

4.3 Student Assessment

The third criterion focuses on the organisation of student assessments. The expert group evaluates how the assessment of intended learning outcomes is organised and whether the amount and requirements of assessments are adequate. They also decide whether the requirements of the thesis reflect the level of the degree. Furthermore, the experts look at the transparency of

the assessment criteria and whether they are used in a consistent way. Further criteria deal with the qualifications of teaching staff undertaking assessments and examinations regulations and whether these provide clear and fair regulations for student absence, illness and other mitigating conditions.

Current status

Organisation of assessments

Each course of the four study programmes utilizes diverse assessment methods that are clearly aligned with the specific competencies the programme aims to develop. By that, the students' knowledge, their practical skills and their analytical capabilities are supposed to be comprehensively evaluated. The evaluation criteria and methods are outlined in the syllabuses of the courses as displayed in the programme handbooks that were made accessible to the experts in this accreditation procedure.

IBCM encourages its academic staff to pursue a practical assessment plan for each of their courses that is based on fit-for-purpose concept. Assessments must be in line with the methodologies and pedagogic approaches used for the courses in and outside of the classroom. All academic staff members are allowed – under the principle of academic freedom – to customize the assessment methods for their course prior to the beginning of the semester, but in close coordination with the management of the faculty and of the study programme.

There are a variety of different types of assessments that are used commonly at IBCM, such as:

- Final Exams – Comprehensive assessments administered at the end of a course to evaluate students' understanding of key concepts, theories, and applications covered during the semester. Final exams often include a mix of multiple-choice questions, short answers, and essay-style responses.
- Semester Projects – Extended assignments requiring students to apply course concepts to a real-world or simulated problem. These projects may involve research, practical application, or creative problem-solving and typically culminate in a written report and/or presentation.
- Case Studies – Analytical tasks for which students examine real-life or hypothetical scenarios related to the course topic. Students are expected to evaluate problems, propose solutions and justify their recommendations using evidence and theoretical frameworks.
- Research Papers – In-depth written assignments in which students investigate a specific topic, synthesize scholarly literature and present findings in a structured format, often adhering to academic citation standards.
- Presentations – Oral assessments in which students prepare and deliver content on a given topic. Presentations assess communication skills, understanding of the subject matter, and the ability to engage an audience.
- Quizzes and Short Tests – Brief assessments conducted during or after classes to evaluate students' comprehension of specific topics. Quizzes may be multiple-choice, short answer or problem-solving based and are designed to reinforce learning.
- Group Projects – Collaborative tasks for which students work in teams to complete a project, presentation, or report. Group projects assess teamwork, problem-solving and the ability to integrate diverse perspectives.

- Practical Assignments – Hands-on assessments for which students demonstrate skills or apply theoretical knowledge to solve problems or complete tasks, often in a lab, studio, or workshop, but also in a classroom setting.
- Role-Playing and Simulations – Interactive assessments for which students assume roles or participate in simulated scenarios to apply knowledge in practical, real-world contexts.
- Peer Reviews – Activities of students evaluating each other's work based on established criteria. Peer reviews promote collaborative learning, critical analysis and providing and receiving constructive feedback.
- Practical Exams – Performance-based assessments for which students demonstrate specific skills or competencies in a controlled environment. These exams are commonly used in technical or hands-on courses.
- Problem-Solving Exercises – Tasks requiring students to apply theoretical concepts to specific problems or scenarios. These exercises assess analytical and practical application skills.
- Midterm Assignments – Assessments conducted midway through the semester to gauge students' progress and understanding of the first half of the course content. Midterm exams often serve as a checkpoint for both students and instructors.

Alignment with intended learning outcomes

According to the self-evaluation report, the assessments in the study programmes to be accredited are carefully designed and scheduled to align directly with the learning objectives of each course. Core subjects incorporate both theoretical and practical assessments. Like that, IBCM wants to ensure that the students can apply key concepts and frameworks to real-world scenarios and to foster a deeper understanding of interdisciplinary challenges in business, environmental, and social management. Specialized courses emphasize applied learning through semester projects. These projects assess the students' ability to integrate cross-disciplinary knowledge, engage in collaborative problem-solving, and develop innovative solutions. The Master thesis requires the students to demonstrate their ability to conduct independent and in-depth research that addresses complex issues in their chosen specialisation.

The assessment structures are developed in close coordination with the faculty leadership. Regular meetings focus on aligning assessments with intended learning outcomes and adapting them to evolving academic and professional standards. To maintain consistency and quality, all new academic staff members are trained and supported by experienced faculty members and by the IBCM management.

Adequacy of assessment requirements

IBCM states that the requirements and the frequency of the assessments are structured to be rigorous yet manageable for the students. Core and advanced courses incorporate continuous assessments through various formats (e. g., exams, assignments, presentations) to provide ongoing feedback on student progress, with

summative assessments scheduled at the end of each course. The specific assessments for each course are based on the principles of academic freedom determined by the teaching staff in charge of the course in close coordination with the faculty and programme management. Details regarding those could be checked by the experts in the programme handbooks and syllabuses that IBCM provided for the accreditation procedure.

Thesis requirements and degree level reflection

The theses in both the three Bachelor programmes and in the Master programme represent the capstone of each programme and shall embody the high academic and professional standards expected at the Bachelor or Master level. This independent research project requires students to conduct original research within their chosen specialisation and to address a critical issue related to the thematic focus of their study programme. With the thesis, students demonstrate their ability to apply theoretical knowledge, engage in independent analysis and showcase advanced critical thinking skills. The thesis bridges the gap between academic study and real-world problem-solving, preparing students for leadership roles in the field of their studies or for further academic pursuits at the doctoral level. The students may choose the topic for their theses themselves and pursue their research interests if their suggested research question proves to be innovative and relevant.

The support and mentoring by faculty members are crucial for the process of writing the thesis and shall ensure that each thesis meets the academic rigor and standards required for a Bachelor or Master qualification. During the site visit, it was further explained that each academic staff member can supervise up to five Bachelor theses and up to three Bachelor theses. Regular feedback and guidance shall help enabling students to refine their research focus, methodology, and analytical approaches and lead to an impactful final thesis. The academic and administrative aspects of the theses are governed by institutional regulations at IBCM as outlined in the related Regulations that the experts could look into. These regulations have the objective to ensure clarity and consistency in expectations and procedures for all students. Further details on the structure, requirements, and assessment criteria of the theses are provided in the programme handbooks so that students have access to all necessary information to successfully complete this pivotal component of the programme.

Transparency and consistency of assessment criteria

As explained by IBCM in the self-evaluation report, all assessment criteria are explicitly stated at the beginning of each course to ensure transparency and consistency. Rubrics and grading guidelines are provided and outline the expectations for different performance levels. This transparency shall help students understand the standards required to achieve a certain grade and is pursued to foster a fair assessment environment. Regular faculty meetings and standardization sessions further ensure that assessment criteria are applied consistently across all courses and instructors.

Staff qualification for assessments

IBCM declares that assessments are conducted by qualified faculty members, all of whom hold expertise in their respective fields. The staff members responsible for teaching are trained in assessment methods and regularly participate in internal workshops to enhance the consistency and the reliability of the assessments. Additionally, IBCM refers to the staff members' academic and professional backgrounds in the relevant field that help guarantee that they have the knowledge required to evaluate complex assessments accurately and objectively and to ensure the alignment with the programme and the intended course outcomes.

All members of the academic staff are required to include their assessment for the courses as part of the course syllabuses which are also presented to

students during the first class of a semester to ensure fair, accountable and transparent practices within the courses.

Examination Regulations and Mitigating Conditions

IBCM states in the self-evaluation report that comprehensive examination regulations are in place to support a fair and equitable assessment process. These regulations outline policies for student absences, illness, and other mitigating circumstances, providing students, if appropriate, with clear options for rescheduling assessments or receiving extensions. The overall examination procedures and regulations are set in the programme handbooks and in additional study rules and regulations. In case of students not following the rules for examination and of any other misbehaviour, dispositions of regulations related to ethics, disciplinary measures and harassment are considered for application.

Grading scheme

The IBCM grading scale is based on the seven-point Danish grading system. The reason for that is that the study programmes at IBCM initially were aligned with study programmes from Danish higher education institutions and that IBCM has decided to maintain this grading scheme. The seven grades cover excellent, very good, good, fair, adequate and inadequate performances, with plagiarism being a seventh category. The ECTS grades A, B, C, D, E, F and Fx (the latter for plagiarism) translate into 12, 10, 7, 4, 2, 0 and -3 in the Danish grading system.

Assessment

Organisation of assessment

The assessments are organised in a transparent and clear way. The experts conclude that the responsibilities for the organisation of assessments are clearly defined and that students are sufficiently informed about the assessment methods in the syllabuses and at the beginning of each semester. The experts approve of the academic freedom of the lecturers when it comes to the exact design of assessments and the components thereof. Nevertheless, the experts once again take up their recommendation to revise the module descriptions of all reviewed study programmes. IBCM should make sure that the academic freedom of teachers is not overshadowed by sometimes contradictory information in the module descriptions. The experts had noticed occasional inconsistencies in the descriptions of examinations and their components in certain module descriptions. Therefore, they would like to specify their corresponding recommendation at this point once again to the effect that the descriptions of the examinations should be made as precise as possible – while preserving academic freedom – and that any inconsistencies should be removed.

Alignment with intended learning outcomes and adequacy of assessment requirements

After consultation with the students and graduates, the experts come to the conclusion that the number and requirements of the examinations are appropriate with regard to the achievement of the learning objectives.

Requirements of the thesis and degree level reflection

The requirements for the Bachelor and Master thesis are clearly described in the programme handbooks and in the related regulations. Besides, the

requirements adequately reflect the level of the degree to be obtained. During the site visit, the experts raised the question of whether the limited capacities of the individual lecturers in supervising Bachelor and Master theses might lead to the fact that the students' fundamental free choice of topics is restricted if the lecturer can no more supervise students in their desired subject area for their final thesis. However and according to the students and alumni, experience has shown that there are no bottlenecks in terms of thesis supervision capacities and that the students know that they can avoid them in any case by choosing their topic and thus their supervisor at an early stage.

Transparency and consistency of the assessment criteria

The experts were able to understand that the assessment criteria and further information on the examinations are regulated in a sufficiently transparent manner. For this conclusion, they rely on the explanation by IBCM, according to which the concrete examination details are announced to the students in good time as well as on the feedback from the students who accordingly feel well informed about the criteria for assessments. The experts consider the consistency of the evaluation criteria to be guaranteed by the application of the Danish Grading Scheme.

Adequate qualification of the staff undertaking assessments

The experts can see from the CVs and from the discussions during the site visit that the staff members are adequately qualified to undertake assessments in the study programmes. The experts also welcome the fact that newly hired teaching staff with examination responsibility will receive instruction on how to design and conduct the respective examinations in their courses.

Examination regulations

The experts could check that there are existing examination regulations for the study programmes.

Clear and fair regulations for student absence, illness and other mitigating conditions

Next to regulations on assessments, there are clear and objective regulations for student absence, illness and other mitigating conditions that students can rely on during their studies.

Recommendations

None.

4.4 Organisation of the Study Programmes

This criterion focuses on the implementation of the programmes. The expert group assesses the appropriateness of entry qualifications and the regulations for the recognition of qualifications (i.e., the Lisbon Convention). The experts check whether it is possible for students to achieve the intended learning outcomes with the given organisation of the study programmes. Furthermore, the experts analyse whether the college administration and the teaching staff take into account the diversity of students and their needs. The experts evaluate how the implementation of the programmes is managed (roles and responsibilities) and whether the workload of the programmes is adequate in the light of the intended learning outcomes and the

time frame. The organisation of the student life cycle (i.e., all organisational aspects as well as the relationships between the student and the institution from enrolment to graduation) are also part of this criterion. The experts review the care services and student advisory services as well as cooperation arrangements with internal and external partners (if applicable).

Current status

Entry qualifications and regulations for the recognition of qualifications

IBCM states that its entry qualifications are set to ensure students are well-prepared for the study programme they enrol in. Applicants for Bachelor programmes must hold a high-school diploma or an equivalent qualification that demonstrates foundational skills in communication, critical thinking, and basic mathematics. In addition, other entry criteria include entry exams in English Language, as well as in mathematics. Applicants for the Master programme must hold a Bachelor degree or an equivalent qualification that is relevant to the chosen specialisation and that demonstrating foundational skills in communication, critical thinking, and basic mathematics as well as a high level of English language proficiency. For students holding qualifications from other countries, the college follows the principles of the Lisbon Recognition Convention and assesses foreign qualifications transparently to facilitate entry for international students or those with non-traditional educational backgrounds.

IBCM also must comply with national requirement standards due to its newly acquired status as a public institution. This means that IBCM is audited for this process through the Ministry of Education to ensure fair, accountable and transparent procedures for the selection of students. In general, students must submit their application, pass an internally organized interview, and then students are benchmarked against one another based on the criteria for the call for enrolment of new students. Besides, IBCM has specific quotas for the entry of students coming from non-majority communities and for vulnerable groups.

Structured study process for learning outcomes achievement

In the self-evaluation report, IBCM explains that the organization of the study process is designed to support the achievement of intended learning outcomes. The curriculum is sequentially structured, with each semester building on knowledge and skills gained previously, guiding students towards increasingly complex concepts and professional applications. Course schedules, project deadlines, and assessment timings are carefully managed to provide a balanced workload, allowing students to engage deeply with the material without being overburdened. Semester projects and the thesis are also aligned to ensure that knowledge and skills gained can be applied to ensure that the theory to practice aspects of the curriculum are properly integrated.

Programme implementation management

IBCM states that it has clearly defined roles and responsibilities for the programme management. The programmes are overseen by a head of the programme who is responsible for the curriculum oversight, the scheduling, and compliance with institutional standards. Faculty members are responsible for delivering course content and providing mentorship. This management

structure is meant to foster consistent programme quality and the responsiveness to student needs.

IBCM has also created a Quality and Studies Commission that deals with other aspects of the creation and overseeing of programme implementation, and also plays a advisory role for programme management.

Workload management

The workload of each programme is designed by IBCM to be both challenging and manageable, while allowing students to complete their studies within the designated time frame. The credit distribution across courses and semesters is strategically planned to avoid high-intensity periods, with project work, exams, and assignments spaced to support sustained engagement and reduce stress. Each semester includes a blend of core subjects and electives, providing both structure and flexibility for students as they progress through their studies. Workload allocation is done accordingly to the ECTS system. Support for the students is mostly provided by the IBCM Student Services Office for administrative services and the programme management for academic advising.

Student advisory and support services

The student support services at IBCM are tailored to meet the needs of a diverse student body. The college provides academic advising, mental health counselling, career guidance, and workshops to support student well-being and success. Advisors are available to assist students with academic, personal or administrative concerns. Moreover, peer mentoring is offered to foster a collaborative and inclusive student community. These services shall enhance the student experience and provide a supportive foundation that helps all students toreach their full potential.

The main support services for students at IBCM are the Student Services, the Student Representative Council, the Alumni and Career Office, the IT Department and the International Office.

Support in the student life-cycle

According to IBCM, the Student Representative Council (SRC) plays an important role in enhancing the student life-cycle, acting as a bridge between the student body and the institution. Through its various initiatives and activities, the SRC additionally ensures that students are supported academically, socially and professionally throughout their studies at IBCM:

- Facilitating Student Integration and Engagement: The SRC actively supports new students during their transition to college life by organizing orientation sessions, campus tours, and welcome events. These activities help students familiarize themselves with the institution, its facilities, and its culture. By creating an inclusive environment, the SRC aims at ensuring that all students, including those from diverse ethnic and socio-economic backgrounds, feel welcomed and valued. The council also fosters student engagement through extracurricular activities, clubs, and events. These initiatives encourage students to build meaningful connections, develop interpersonal skills and enhance their sense of belonging within the IBCM community.

- Advocacy and Representation: The SRC serves as the voice of the student body, advocating for their needs and concerns to the college administration. Regular meetings between the SRC and the institutional leadership offer a platform for students to express their opinions on the academic programmes, campus policies, and overall student welfare. This collaborative approach ensures that student feedback is incorporated into decision-making processes, contributing to a more student-centered learning environment.
- Academic and Career Support: The SRC collaborates with the Career Centre to organize workshops, seminars and networking events that prepare students for the labour market. These include CV writing sessions, mock interviews and job fairs that connect students with potential employers. The council also supports peer-to-peer learning initiatives, such as study groups and mentoring programs, to enhance academic success and foster collaboration among students.
- Promoting Well-Being and Community Building: Recognizing the importance of student well-being, the SRC organizes activities that promote mental health, physical fitness, and social interaction. Events such as workshops, competitions, movie nights and cultural celebrations create a balanced and vibrant campus life. These initiatives shall contribute to students' overall well-being and encourage a healthy work-life balance.
- Supporting the Graduation Transition: As students approach the end of their studies, the SRC plays a key role in celebrating their achievements and preparing them for life beyond IBCM. By organizing graduation ceremonies, alumni networking events, and farewell activities, the council ensures that students feel supported and acknowledge as they transition to their next phase of life, whether it be entering the workforce or pursuing further education.

External and internal partnerships

The programmes actively collaborate with external partners, including private and public institutions, non-profit organizations, and international agencies to offer enriching learning experience to the students. These partnerships provide internship opportunities, guest lectures, and project-based learning experiences that connect theoretical knowledge to real-world applications. IBCM states that it continues to expand its network of partners from a variety of fields to ensure that the institution and its shareholders can benefit in many ways from these interactions.

Internally, cross-departmental collaboration ensures the program benefits from a multi-disciplinary perspective, enhancing the educational experience. These partnerships are carefully managed to provide mutual benefits to students, partners, and the institution alike.

Assessment

Entry qualifications and Regulations for the recognition of qualifications

According to the experts, the required qualifications and the regulations for entering the study programmes at IBCM are appropriate. All the relevant information is adequately made accessible for prospective students. Qualifications achieved at other higher-education institutions are recognized.

Organisation of the study process and management of the study programme

The experts agree that the study process is organised in a way that allows the programmes to be carried out so that the intended learning outcomes

will be achieved. Since IBCM refers to a gradual acquisition of knowledge and sequential courses that build on each other, the experts would like to take up their recommendation for the revision of the module handbooks and in particular encourage the continuous and clear naming of course prerequisites in the module descriptions. In the conversations with the programme coordinators, it became clear that there have been no difficulties with students who attended a certain course too early and without the necessary prior knowledge. In order to continuously ensure a comparable level of prior knowledge of all course participants and to create additional transparency for students and external parties, IBCM should nevertheless clearly define the course prerequisites in each module description.

Implementation of the programme (roles and responsibilities)

The roles and responsibilities for the implementation of the study programme are well-defined and transparent and comprehensible for the students and all employees of IBCM who are involved in the study programmes.

The workload of the programme

The experts assess the workload for the students of all four assessed study programmes as appropriate, as well as the number and density of examinations to be completed. For the latter, the experts refer in particular to corresponding feedback and impressions from conversations with current and former students.

Care services and student advisory services and organisation of the student life-cycle

The experts approve of the efforts by IBCM to guarantee an organisational relationship between the students and the college from the enrolment until the graduation. As for the experts, the number and thematic range of these offers seems to be comprehensive enough to help students with various problems they may face throughout their studies. This positive impression of support for students was confirmed in the discussions with student representatives of all four programmes. Students and graduates are therefore satisfied with the existing support services.

Cooperation with internal and external partners

To the experts, the cooperation with external partners seems to be well organized and to work without any problems. According to the experts and corresponding descriptions of the employees during the site visit, the internal cooperation with other departments is also purposefully regulated. The experts are sure that the informal communication channels of a comparatively small institution will also have a positive effect here.

Recommendations

None

4.5 Resources

At the core of this criterion are the appropriate resource endowment and the deployment in the involved faculties. The experts evaluate the existence of sustainable funding and financial management and whether the staff is adequately qualified and sufficient to ensure the intended learning outcomes. They review the HEI's strategies and processes for staff recruiting and staff development. The experts examine if the amount and quality of facilities and

equipment (library, laboratories, teaching rooms, IT equipment, etc.) allow the provision of each programme and if resources are appropriate in light of the programme objectives.

Current status

Financial management and funding

According to the self-evaluation report, IBCM may ensure long-term financial public funds as per the Kosovo Law on Budgetary Allocation to Public Institutions. The total available budget for IBCM is in line with the Budget Law of the Republic of Kosovo (Law nr. 08/L-260). The total amount allocated to IBCM for the fiscal year 2024 is € 2,130,223.78. Besides, IBCM presented a financial budgetary plan for the period of 2025-2028 with the increase of the academic and administrative staff from 55 full time staff to 89 full time staff until the end of 2028. Utilizing its existing status and financial sustainability, IBCM intends to enhance its governance structures and strengthen its statute functions following higher education legislation. In this context, IBCM will continue to develop its original mission while drawing on state budgetary support through a reformed funding formula as the best solution that ensures its long-term sustainability. As a higher education institution and fully funded by the government, IBCM points out that it seeks to further its aims in ways which benefit society on a national and regional scale by being an integrated institution that is known for high-quality teaching, learning and practices using international EU standards and unique inclusiveness.

Staff

For the teaching tasks in the program Business Management (B. A.) there currently are eight permanent and full-time staff members, with two of them being Associate Professors and six of them being Assistant Professors.

Teaching in the program Public Administration (B. A.) is carried out by five permanent staff members dedicated to the running of the program, as well as several additional staff members covering several courses and aspects of the program if needed.

For the program Environmental Management and Technology (B. Sc.), there are 13 full-time professors, with three of them being Regular Professors, four of them being Assistant Professors and six of them being lecturers. Additionally, there are three part-time lecturers.

The program International Management and Sustainability (M. Sc.) has five permanent staff members in total that are responsible for teaching within the program, as well as several additional staff members covering several courses and aspects of the program if needed.

IBCM provided the CVs of the academic staff for the experts to look into their educational, academic and professional backgrounds.

Staff recruiting and staff development

IBCM developed a Regulation for Promotion of Academic Titles of academic staff which was made accessible to the experts. This regulation has been proposed and approved by the Academic Council. Based on the Law on Higher Education, IBCM assigned the following ranks to the staff: Regular professor (professor), Associate Professor, Assistant Professor, Teaching Assistant, Assistant for Scientific Research, Lecturers and Senior Lecturers.

The Regulations aim at outlining the procedures for issuing titles to the academic staff and at supporting their career promotion, in accordance with the IBCM Statute and the Higher Education Law. Staff members at IBCM are supported in attending scientific conferences and symposia, as well as publishing articles in top scientific journals and books.

In September 2023, IBCM announced the call for academic promotion which was open to all staff members. Considering the transition phase of IBCM's college status, the college management decided that the evaluation would be conducted externally by experts from the field and based on the published call for academic promotion. Universities cooperating with IBCM for this purpose, in accordance with IBCM's Academic Promotion Regulation, included the University of Zagreb (Croatia), University of National and World Economy (Bulgaria), and South East European University (North Macedonia). The next call for promotion was opened in July 2024 and the evaluation was conducted by IBCM staff members.

IBCM emphasizes in the self-evaluation report that it follows rigorous and transparent procedures for the search, hiring, and tenure of its academic and administrative staff. The recruitment process is conducted in line with Law on Higher Education, the Law on Public Servants and the Labor Law of the Republic of Kosovo, as well as the Statute of IBCM itself, which aims at ensuring that the institution attracts talented candidates from both Kosovo and abroad. Accordingly, the hiring process is competitive and merit-based, with clear criteria for selection that prioritize academic excellence, professional experience, and commitment to the institutional values of IBCM. Tenure procedures are also defined in advance and provide a structured pathway for academic staff to advance in their careers based on performance, research contributions, and teaching effectiveness.

These procedures are documented and communicated clearly to all staff which is supposed to ensure fairness and consistency in employment practices. Academic staff is recruited based on IBCM's needs among the faculties and for the study programmes and based on open competitive calls. The type of academic staff is elected based on the college statute and the regulation for academic promotion. All candidates that pass the first screening are invited for demonstration lessons.

The administrative staff members are recruited on the basis of the Law on Public Servants and the Labor Law of the Republic of Kosovo, as well as the Statute and Policy of IBCM. Vacancies are publicly announced through the national vacancy platform, the IBCM website, social media, and job platforms in Kosovo which is supposed to help ensuring that the institution attracts talented prospective employees from both Kosovo and abroad. The hiring process is competitive and merit-based, with clear selection criteria that prioritize academic and professional experience, as well as commitment to the institutional values of IBCM. The evaluation process consists of three stages: preliminary verification by the responsible unit to ensure candidates meet the general and specific criteria, a written examination, and a final interview conducted by a professional panel. All recruitment and selection phases are conducted by an officially nominated selection committee.

Based on the final results, the selection committee publishes the final decision on online platforms and communicates it transparently to all candidates through email. The administrative staff members can advance in their careers based on performance and contributions, academic achievements, and professional training.

Facilities and equipment

IBCM consists of two campuses: *IBCM Riverside Campus* (located in Mitrovica South Municipality) and *IBCM Riverview Campus* (located in Mitrovica North Municipality). Across these two campuses, IBCM provides a large auditorium which offers seats for around 250 persons and spacious and fully-equipped classrooms (with smart boards, whiteboards, projectors, and computers). Furthermore, there are two canteens, study and recreational space, two libraries, two IT labs, a research center, an environmental lab, an electronic lab, a center for phycology, a project office and a knowledge for transfer center, a career centre and the student service offices. The IT lab and the research center (Think Lab) located on the south campus have been equipped with state-of-the-art audio-visual equipment, including the latest projectors, PTZ cameras, stream decks, multiple displays, speakers, and microphones. Additionally, they feature the latest generation of desktop and all-in-one personal computers.

The campuses have Wi-Fi on site and the classrooms are fully heated/air-conditioned. Both campuses are used for IBCM activities as well as rented for the local and international community for various events, conferences, training, and office space.

IBCM provided a video of the campuses to the experts that gave them an impression of the facilities and equipment. Besides, **EVALAG** was present on campus to inspect the premises in person.

IBCM has libraries on both campuses which offer quiet surroundings for the students to read and to study. The libraries offer materials that are specifically related to the study programmes at IBCM as well as free reading books and materials to develop academic skills. The complete list of books was shared with the expert group. The library materials are systematically catalogued and inventoried for quick access, with all books equipped with tracking cards to streamline the borrowing process and enhance accountability. The libraries on both campuses are coordinated by the Officer for Library and Career. At the start of every academic year, the library collection is updated with new academic and general reading materials in response to faculty requests which are coordinated with the Deans of the departments and the Rector to align with evolving curriculum needs. Moreover, IBCM uses the JSTOR digital library of academic journals, books, and other published sources and is in the process of buying another online digital library to expand and give more action to staff and students.

IBCM is currently planning to expand its selection of the library collection in 2025 by having included the procurement of many new titles in its 2025 procurement plan, especially those that are relevant for the new study programs. This plan also includes the purchase of more *e-library* systems to enable students and staff a more digitized access to academic and research databases.

IBCM uses Google Classroom and Moodle as its virtual learning environment for accessing learning material and online resources, document sharing & collaboration, assignment and exam submissions, as well as overall communication between the lecturers and their students. Google Classroom is a free, web-based platform that integrates Google Workspace for Education with all Google services, including Google Docs, Google Meet, Gmail, and Google Calendar. It helps save time and paper, making it easy to create classes, distribute assignments, communicate, and stay organized. The

classroom is a free web-based platform that integrates Google Workspace-Apps for Education account with all Google Apps services, including Google Docs, Google Meet, Gmail, and Google Calendar.

The assignments and submitted papers by the students are checked through the online plagiarism checker *Grammarly* that IBCM has purchased. All work submitted by students is checked for plagiarism. Based on the current IBCM regulations, the upper allowed limit of the scores calculated by this software is 15%. Plagiarized assignments are marked with -3 grade (which is marked as Fail, according to IBCM Policy). IBCM employs a variety of platforms, including *Google Meet*, *Zoom*, and *Big Blue Button*, to facilitate virtual communication, conduct lectures, and hold meetings. These tools foster a seamless interaction and engagement among students and faculty and help create effective collaboration and learning experiences in a digital environment. In addition, IBCM uses *BlueJeans*, *Zoom* and *Google Meet* for the online communication, lectures and meetings.

The Knowledge Transfer and Innovation Center (KTIC) is another fundamental part of IBCM. The establishment of KTIC is described as a strategic move by IBCM but also as necessary for the institution to align with regional and international educational standards and to strengthen the ties with the community and industry. KTIC seeks to advance IBCM as an institution in terms of research excellence and its ability to contribute to the socio-economic development of communities in Mitrovica and Kosovo, focusing on inclusivity as being the only multi-ethnic institution in Kosovo and encouraging sustainable practices. KTIC addresses these expectations by bridging academia, business, and community, promoting research, innovation, entrepreneurship, and knowledge-sharing across sectors. It is also a platform for stakeholders to address local challenges, allowing IBCM to demonstrate its commitment to providing a practical setting for applied research, enabling students and IBCM faculties to work on real-world problems alongside IBCM experienced academic staff, industry experts, decision-makers and citizens.

The inclusion of four state-of-the-art laboratories (Electronics Lab, Chemistry Lab, Psychology Center Lab and ThinkLab) within IBCM and KTIC improves the mission of developing interdisciplinary learning, research, and innovation and its commitment to practical-based learning. The Electronics Lab serves as a hub for environmental monitoring and sustainable technology development. Students and faculties collaborate on projects related to renewable energy, sensor technology, microcontrollers, environmental management using drones, and the Internet of Things (IoT). The Chemistry Lab supports research efforts in chemical analysis, waste reduction, soil and water materials analysis, and environmental protection. With the ability to conduct hands-on experiments and studies on the equipment in the lab, students explore real-world applications, which makes it instrumental in expanding KTIC's capacity to address specific environmental challenges through research initiatives. The Center for Psychology Lab contributes to IBCM's and KTIC's goals of social cohesion and behavioral research through studies on community dynamics, social cohesion, and the psychological aspects of socio-technical systems. Psychology Lab supports KTIC's initiatives in community engagement and inclusivity and provides insights into the social impacts of KTIC's projects, helping the center design initiatives that effectively address social challenges in the region. Another important component of KTIC is the Entrepreneurship and Start-up Promotion, with an area called ThinkLab that is equipped with the latest configuration all-in-one desktops, with installed statistical software (Statistica by Statsoft)

and environmental air dispersion modeling software (AERMOD, SLAB VIEW and CALPUF VIEW) through which IBCM supports the research capacity ambitions of students and connects them with resources to develop and understand the analytical and computational skills that are required to tackle complex environmental issues. The ThinkLab enables students to gain hands-on experience in data analysis, predictive modeling, and scenario simulation and aims at helping them to address real-world challenges in air quality management, environmental impact assessment, and sustainable development practices.

Assessment

Financial management and funding

Judging from what the experts can see from the submitted documents and from the discussion rounds with the college management, the experts conclude that the financial management for all four study programmes is sustainably ensured. The financial resources are appropriate.

Staff

With regard to the number of professors and lecturers, the experts come to the conclusion that this is basically sufficient to ensure the operation of studies for all four programmes. However, the experts note that according to the module descriptions, individual courses currently do not have a permanently assigned lecturer and that an unforeseen long-term absence of lecturers is likely to pose problems for IBCM. The experts therefore recommend that IBCM increase the teaching staff. The experts understood that the institution itself has already recognised the usefulness of additional teaching staff and, as a public institution, is now dependent on the accreditation of the study programmes in order to receive funding for hiring new lecturers. However, the experts would like to once again underline the benefits and the relief of the existing staff through additionally hired lecturers.

Staff recruiting and staff development

The experts consider the level of qualification among the staff members to be adequate to ensure the intended learning outcomes. As for the staff recruitment process, the college referred to guidelines which were shared with the expert panel and which convinced them of the transparency and implementation of regulations related to recruitment.

Facilities and equipment

Having read the related descriptions from the self-evaluation report and having watched the footage from campus, the experts conclude that the amount and the quality of the facilities, the equipment and the other resources are adequate for reaching the objectives of the study programme. In addition, the experts could see in the discussions that the employees and students are satisfied with the resources provided by IBCM. For example, the students praised the uncomplicated access to reading materials and the fact that the college accommodates them in virtual meetings with the teaching staff, thus saving them the trip to the campus if they live further away and would only have to travel there for an individual meeting.

Recommendations

None

4.6 Quality Assurance

This criterion focuses on the internal and external mechanisms used by the institution to monitor and improve the quality of the study programmes: how the study programmes are designed and implemented and how their improvement is organised.

The experts evaluate the quality assurance concept of the programmes and what kind of quality assurance processes and instruments are implemented, which indicators are used for monitoring the achievement of the programme objectives. The experts look at how the institution and the staff responsible for the programmes collect, analyse and use relevant information about their activities. Moreover, the experts examine whether quality assurance is carried out regularly, systematically and effectively for quality enhancement and if quality feedback loops are closed. It is also evaluated how stakeholders (students, teachers, administration, employers) are involved in quality assurance and whether relevant information on the programmes for students and prospective students is provided.

Current status

Quality assurance concept of the study programmes

IBCM points out in its self-evaluation report that the design and the implementation of study programmes at IBCM is focused on providing students with up-to-date education that aligns with its institutional objectives and market needs. The study programmes are reviewed annually by the Study and Quality Committee and by the Academic Council. This review process incorporates feedback from multiple sources, including student course evaluations or alumni surveys, as well as the feedback from industry partners in order to make decisions on necessary updates or adjustments of the curriculum. Each programme must include a clear structure, defined learning outcomes, and a comprehensive approach to skills development. Faculty Deans, in collaboration with the Quality Assurance (QA) Office, oversee any curriculum modifications to ensure they are consistent with the overall QA framework and meet European Standards and Guidelines (ESG).

According to the self-evaluation report, IBCM has developed its QA concept in alignment with the Kosovo Accreditation Agency (KAA) and European Standards. This QA framework aims at ensuring that programme-specific QA efforts are integrated with the institutional system. The QA Office coordinates quality control across all programmes, collecting data to support a cohesive approach to quality improvement. The Vice-Rector for Quality Assurance oversees the institutional QA but also has to make sure that the quality policies established by the Academic Council align with broader institutional strategies. The QA policies of IBCM are outlined in the Quality Assurance Regulation, approved in May 2024, which governs all academic and administrative activities and aligns them with national and international standards.

Quality assurance processes and instruments and quality indicators

IBCM utilizes multiple QA processes and instruments to maintain high standards:

- Course and Lecturer Evaluations: Conducted each semester to gather student feedback on teaching quality, course relevance, and instructional effectiveness. This feedback is reviewed by the heads of the departments to ensure continuous improvement.
- Focus Groups: Held at the end of every semester, these sessions provide qualitative insights into teaching methods, curriculum effectiveness, and student satisfaction.
- Alumni and Employer Surveys: Administered annually to gather data on the impact of the programmes on graduate employability, skills relevance, and employer satisfaction. The results contribute to curriculum adjustments that reflect current industry demands.
- Complaint and Appeals Management: A formal process for handling complaints ensures transparency, fairness, and constructive resolution of issues.
- Attendance Monitoring: Regular attendance checks, coordinated with the Student Services Office to ensure that students meet program requirements and to support early interventions for students at risk.

Systematic and effective use of quality assurance

IBCM follows a quality assurance approach that includes the continuous monitoring and assessment of both academic and administrative processes. The QA Office conducts regular reviews, and the results are analysed by the Academic Council and the Study and Quality Committee. Findings are used to inform annual quality improvement plans so that identified gaps are addressed in a timely manner. This systematic approach is supposed to guarantee that all QA activities contribute to ongoing enhancements in teaching, learning, and institutional support services.

Closing quality feedback loops

IBCM is committed to provide a complete QA cycle, which includes gathering feedback, implementing improvements, and assessing outcomes. When feedback highlights an area for improvement, action plans are developed and executed, with follow-up assessments to evaluate their effectiveness. This approach ensures that issues are fully resolved and that the quality feedback loops are closed. In that regard, IBCM refers to the example that feedback from the employer surveys is used to adjust the curriculum to better meet industry needs, and the results of these adjustments are reviewed in subsequent survey cycles to confirm their impact.

Collection, analysis and use of relevant information

The Quality Assurance Office systematically collects and analyses data from evaluations, focus groups, and surveys. The study programme leaders utilize these information to make decisions on curriculum development, teaching methods, and student support. For example, feedback from focus groups is used to refine instructional strategies, while alumni survey results provide information on the relevance of a programme. Faculty Deans and department heads are in charge of analysing these information to make sure that adjustments align with both the programme objectives and the institutional Standards.

Stakeholder involvement in quality assurance

IBCM actively involves students, faculty, administrative staff, and industry partners in its QA processes. Students participate in evaluations and focus

groups and by that, provide input on course quality and campus services. Faculty members contribute to QA through regular committee meetings, while employers offer feedback on curriculum relevance via the Business Partner Survey. This inclusive approach ensures that all stakeholders are considered and allows for a comprehensive understanding of IBCM's performance and areas for improvement. Involving diverse stakeholders supports the institutional mission to provide industry-aligned education.

Availability of information on the study programmes for students and prospective students

IBCM points out that it is dedicated to provide transparent information for both current and prospective students on the study programmes. Detailed descriptions of the study programmes, the course contents, and the learning outcomes are readily accessible through the official channels. Additionally, information on QA policies and procedures is available to students and is supposed to help them understand the institutional commitment to maintaining its standards. Regular updates on programme changes, QA activities, and accreditation statuses are communicated to students through the website and other institutional publications.

Assessment

Quality assurance concept of the study programme

The expert panel could see that IBCM has established a functional quality assurance system and developed formalised processes to ensure and improve the quality of teaching, research and related areas on a regular, systematic and effective basis. There are clear processes defined by the college on the design and the implementation of study programmes. Besides, due to the involvement of multiple bodies of the college administration, the experts conclude that the quality feedback loops are closed. Overall, the experts are convinced that the quality assurance concept helps ensuring that the learning outcomes of the study programme are achieved.

Quality assurance processes and instruments and quality indicators

IBCM uses a sufficiently wide range of instruments to assess the level of quality in the study programmes. For that, it collects data from multiple member groups of the college as well as from employers and carries out in-depth analyses to identify potential needs for action with regard to the quality assurance in the study programmes. The experts also highlight the informal ways of obtaining feedback, which were explained by the programme coordinators during the site visit. The experts believe that like that, IBCM can take advantage of its comparatively small size and obtain additional valuable information from stakeholders.

Involvement of stakeholders

The stakeholders (i. e. students, teachers, the college administration and employers from the labour market) are involved in the quality assurance procedures. The acquisition of informal feedback also comes into play in the exchange with external stakeholders, as was shown during the site visit. The experts welcome this openness to feedback from various stakeholders. They are convinced that the recognizably high employability of IBCM graduates is related, among other things, to this willingness to adapt to feedback.

Recommendations

None

5 Final assessment

The experts conclude that the four assessed study programmes "Business Management" (B.A.), "Public Administration" (B.A.), "Environmental Management and Technology" (B.Sc.) and "International Management and Sustainability" (M.Sc.) meet the assessment standards that **EVALAG** uses for international programme accreditations and therefore they recommend the accreditation of all four study programmes without conditions.

The experts would like to particularly emphasize the high employability of the graduates of all four study programmes, as it became apparent from the programme-specific documents as well as during the site visit. According to the experts, the open-door policy at the college and the informal communication channels across all college groups should also be mentioned positively. In view of the comparatively small size of the institution, this allows internal processes to be accelerated and the feeling of connection to the college is strengthened among the staff and the students. The high level of motivation among the IBCM representatives, with whom the experts were able to speak during the interview rounds, additionally reflects these positive impressions.

The main recommendation that the experts give to IBCM is a careful review and revision of the programme handbooks of all four study programmes, with the aim of reducing inconsistencies and a lack of information in some course descriptions. This includes strengthening transparency and the provision of additional useful information in the course descriptions, checking the course materials for their topicality and, in particular, including a comprehensible demarcation between courses at the Bachelor and the Master level that is also comprehensible to external parties. Besides, the experts suggest that IBCM aims at further enhancing the participation of the students in international mobility programs, for instance by creating more possibilities for short-term stays abroad or by offering more online formats to be carried out with partner institutions from other countries. Since the curricula of the study programmes are characterized by various elective courses to choose from, the experts also advise IBCM to ensure that all elective options are actually open to students so that they can sharpen their academic and professional profile according to their individual interests. In previous practice, it still seems to be the case that the students' freedom of choice in the electives is restricted by the minimum number of five students needed for a course to take place. In this context, the increase in teaching staff also recommended by the experts could be helpful as well, which IBCM should be able to do after the accreditation of the study programmes since such a successful peer-review will make the college eligible for additional public funding, according to IBCM.

Due to the already mentioned high motivation of the college representatives and the recognizable openness within IBCM to advice from outside, the experts are convinced that IBCM will use the findings sensibly for selective adjustments of the study programmes in the interest of the students.

Assessment grades for all four study programmes:

No	Assessment criteria	Assessment
1	Programme profile	A
2	Curriculum	A
3	Student assessment	A
4	Organisation of the study programme	A
5	Resources	A
6	Quality assurance	A

Assessment levels

Level	Assessment	Description
A	**Passed.**	The programme fulfils or exceeds all criteria. All activities are in line with the profile and objectives of the programme and provided at a high academic level.
B	**Passed subject to conditions**	The programme does not fulfil some relevant criteria. However, the institution should be able to remedy the shortcomings within nine months after the assessment.
C	**Suspension of the accreditation procedure**	The programme does not fulfil relevant criteria, but it is likely, that it will be able to remedy the shortcomings within 18 months after the assessment. The HEI may apply for a resumption of the accreditation procedure.
D	**Failed**	The programme does not fulfil relevant criteria, and is not expected to be able to meet all assessment criteria within 18 months' time.

6 Accreditation Recommendation of the Expert Group to the EVA-LAG Accreditation Commission

According to the expert group, the study programmes "Business Management" (B.A.), "Public Administration" (B.A.), "Environmental Management and Technology" (B.Sc.) and "International Management and Sustainability" (M.Sc.) meet **EVALAG**'s criteria for international programme accreditations. Therefore, the expert group recommends "Business Management" (B.A.), "Public Administration" (B.A.), "Environmental Management and Technology" (B.Sc.) and "International Management and Sustainability" (M.Sc.) for accreditation and recommends awarding the **EVALAG** label for international programme accreditation.

The expert group recommends IBCM to consider and implement the recommendations (R) in this report to further improve the study programme. **Each of the following recommendations refers to all four study programmes**.

Programme profile

R 1   The college should further promote the participation of students in international mobility formats, for example by creating cooperations and mobility offers that do not require a one-semester stay abroad and through which more students could benefit from the international orientation.

R 2   The college should hire additional teaching staff in order to avoid shortages of personnel and to avoid possibly detrimental effects on the teaching activities.

Curriculum

R 3   The college should carefully review the programme handbook of the study programme and revise it in such a way that inconsistencies in the information are completely reduced. This revision process should aim at more transparency, a subject-specific up-to-dateness and a clearly discernible content compared to courses from the same study programme as well as at the Master level.

R 4   The college should find ways to help students to refine their individual specialisation and thus, refine their profile on the labor market by increasing their freedom of choice with regard to elective courses actually taking place.

Student assessment

No recommendations.

Organisation of the study programme

No recommendations.

Resources

No recommendations

Quality assurance

No recommendations.

7 Accreditation Decision of the Accreditation Commission

In its meeting on 15 May 2025, the EVALAG Accreditation Commission unanimously decided to accredit the study programmes "Business Management" (B.A., capacity for 100 students every year), "Public Administration" (B.A., capacity for 60 students every year), "Environmental Management and Technology" (B.Sc., capacity for 60 students every year) and "International Management and Sustainability" (M.Sc., capacity for 90 students every year) at the Public International Business College Mitrovica (IBCM) until 30 September 2031 with the recommendations (R) mentioned in chapter 6.

8 Annex

8.1 Assessment Criteria for International Programme Accreditation

The accreditation criteria used by the **EVALAG** international programme accreditation have been put into effect by the **EVALAG** Foundation Board. They refer to the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and include an analysis of Part 1 of the ESG.

1.   **Programme profile**

Profile and objectives of the programme

The expert team checks

1.   whether the objectives of the programme are in line with the profile and the strategic goals of the institution
2.   whether the intended learning outcomes of the programme are well defined and publicly accessible
3.   whether the intended learning outcomes correspond to the type and level of qualification provided by the programme
4.   whether the intended learning outcomes are based on academic or professional requirements (standards), public needs and the demands of the labour market and contribute to the employability of the graduates
5.   whether the (academic) study programme is related to research (procurement of scientific methods in theory and practice, research based teaching)
6.   whether the profile and objectives of the programme comply with internationally accepted standards
7.   the international dimension of the programme
8.   whether the qualification of the academic staff is adequate with regard to profile and objectives of the programme.

2.   **Curriculum**

Curriculum and teaching and learning methods

The expert team checks

1.   whether the curriculum of the programme is adequately structured to achieve the intended learning outcomes
2.   whether the curriculum provides the necessary knowledge and methodological expertise of the relevant discipline(s)
3.   whether the learning experience is organised in a way that takes the diversity of students and their needs into account, employs appropriate student-centred teaching and learning methods and encourages students to take an active role in creating the learning process.

3. **Student assessment**

Organisation of student assessments

The expert team checks

1. how the assessment of intended learning outcomes is organised
2. whether the amount and requirements of assessments are adequate with regard to the intended learning outcomes
3. whether the requirements of the thesis reflect the level of the degree
4. whether the assessment criteria are transparent and used in an consistent way
5. whether the staff undertaking assessments is adequately qualified
6. whether examination regulations exist and
7. whether they provide clear and fair regulations for student absence, illness and other mitigating conditions.

4. **Organisation of the study programme**

Implementation of the programme

The expert team checks

1. the appropriateness of entry qualifications
2. the regulations for the recognition of qualifications (i.e. Lisbon Convention)
3. whether the organisation of the study process allows the programme to be carried out in such a way that the intended learning outcomes will be achieved and whether the organisation of the study process also takes the diversity of students and their needs into account
4. how the implementation of the programme is managed (roles and responsibilities)
5. whether the workload of the programme is adequate with respect to the necessity to reach the intended learning outcomes in the scheduled time frame
6. how the student life cycle is organised (i. e. all (organisational) relationships between the student and the institution from enrolment to graduation)
7. whether the care services and student advisory services are suitable
8. in case of a cooperation with internal and external partners: how the cooperation is organised.

5. **Resources**

Deployment of resources (finances, personnel, facilities) to sustain HEI programmes

The expert team checks

1. the sustainability of funding and financial management
2. whether the number and qualification of academic staff (full-time and part-time) is adequate to ensure intended learning outcomes

3.   which strategies and processes for the staff recruiting and staff development are used

4.   whether amount and quality of facilities and equipment allow the provision of the programme (library, laboratories, teaching rooms, IT equipment)

5.   whether the amount and quality of the resources provided are adequate to reach the objectives of the programme.

6.   **Quality assurance**

Internal and external quality assurance of the programme

The expert team checks

1.   how study programmes are designed and implemented and how their improvement is organised

2.   whether a quality assurance concept of the programme is available and how it is connected to the quality assurance system of the institution

3.   what kind of quality assurance processes and instruments for programmes are implemented

4.   whether quality assurance is regularly, systematically and effectively used for quality enhancement

5.   whether quality feedback loops are closed

6.   how the persons responsible for the programme systematically collect, analyse and use relevant information

7.   how stakeholders (students, teachers, administration, employers) are involved in quality assurance)

8.   whether relevant programme information for students and prospective students is provided.

8.2 European Standards and Guidelines for Quality Assurance in the European Higher Education Area

For the 2015 version, see
https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/

8.3: Statement by IBCM

"We would like to convey our sincere gratitude for the partnership developed between our institution and EVALAG throughout this and previous accreditation processes. The staff at EVALAG provided invaluable guidance and advice during the preparatory phase leading up to the evaluation reports, thus playing a critical role in enhancing the overall evaluation's clarity and effectiveness. Communication throughout was always timely, courteous, and geared towards the achievement of well-defined goals aimed at enhancing our academic programs and institutional practices.

The accreditation visit was carried out with a high level of meticulousness, objectivity, and insight, reflecting a deep understanding of our operational environment and educational context. Based on the questions and observations put forward in evaluation reports, we reviewed every aspect with a thorough inquiry, providing detailed and holistic answers in a standalone document. The input derived has a strong benefit in guiding our ongoing improvement and strategic development. We are truly grateful for the suggestions put forward and are committed to their implementation through coordinated planning designed to ensure ongoing quality improvement." (Sent via email on 29 April 2025)

8.4: Site visit schedule

Friday, 07 February 2025

Time slot	Topic / Group to be interviewed
14:00-15:00	Management of IBCM and QA on the level of the study programmes
15:00 – 15:15	Break
15:15 – 16:30	Teaching staff and academic staff from the four study programmes to be accredited **(Part 1: Focus on "Public Administration", B.A. and on "Business Management", B.A.)**
16:30 – 16:45	Break
16:45 -17:30	Students and alumni from the study programmes to be accredited **(Part 1: Focus on "Public Administration", B.A. and on "Business Management", B.A.)**

Monday, 10 February 2025

Time slot	Topic / Group to be interviewed
15:00 – 15:30	Resources (library, facilities etc.): Presentation of IBCM regarding lecture halls, seminar rooms, library etc. and discussion of questions and remarks by the experts

Tuesday, 11 February 2025

Time slot	Topic / Group to be interviewed
14:00-15:15	Teaching staff and academic staff from the four study programmes to be accredited **(Part 2: Focus on "Environmental Management and Technology", B.Sc. and on "International Management and Sustainability", M.Sc.)**
15:15 – 15:30	Break
15:30 – 16:15	Students and alumni from the study programmes to be accredited **(Part 2: Focus on "Environmental Management and Technology", B.Sc. and on "International Management and Sustainability", M.Sc.)**
16:15 – 17:15	Short break and then internal discussion among the experts and EVALAG
17:15 – 17:45	Final meeting with IBCM