

Decision of the FIBAA Accreditation Committee for Programmes



97th Meeting on 27 November, 2015

2nd Meeting on 28 May 2021 (Extension of accreditation by side 43)

Project Number: 14/117

**Higher Education Institution: Nehemiah Gateway University /Shkolla e Lartë
“Nehemiah”, Buçimas, Albania**

Study Programme: Leadership and Assessment in Education (M.Sc.)

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 7 (2) in conjunction with § 10 (1) in conjunction with § 10 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programmes”, the study programme is accredited with two conditions.

Period of Accreditation: November 27th, 2015 till the end of winter semester 2020/21

Preliminary extension of the accreditation to till the end of winter semester 2021/22

Conditions:

- The university proves the implementation of relative grading according to ECTS in their study and examination regulations and the diploma supplements.
- The programmes structure (semesters and ECTS-Points in total and per semester) is revised under consideration of the students’ double burden of working and studying at the same time (see chapter 3.2).

The condition is fulfilled.

FIBAA-Accreditation Committee for Programmes on 24 March 2017.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Nehemiah Gateway University / Shkolla e Lartë
„Nehemiah“, Buçimas, Albania

Master study programme:

Leadership and Assessment in Education

Qualification awarded on completion:

Master of Science (M.Sc.)

General Information on the study programme

Brief description of the study programme:

The Master programme “Leadership and assessment in Education” (M.Sc.) is a programme of further education for school teachers. The study programme supports the interface between a higher scientific educational approach and a practical experience. The subjects included in the curriculum enable the students to break with the traditional frontal teaching style and to implement modern teaching and learning methods as well as to extend their horizon related to the learning and research process. Altogether, the aim of the Master programme is to empower future leaders, school principals of N.G. partner schools in the field of education.

Type of study programme:

Master programme

Projected study time and number of ECTS points assigned to the study programme:

2 years, 120 ECTS

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

One at a time, 25

Programme cycle starts in:

summer semester

Initial start of the programme:

Summer semester 2012

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the programme “Leadership and Assessment in Education” (M.Sc.) was made between FIBAA and Nehemiah Gateway University on March 30th, 2015. On June, 19th, 2015, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

Prof. Dr. Vlado Dimovski

University of Ljubljana
Professor for Management and Organizational Theory

Prof. Volker Gehmlich

Osnabrück University of Applied Sciences
Professor for Business Administration and Business English

Prof. Dr. Brikena Kadzadej

University of Tirana
Head of the German department

Dr. Hans-Werner Franz

Board member of the Professional Association of German Sociologists
Managing Director von ESSI (European School of Social Innovation)

Ing. Thomas Auer B.A.

Bern University of Applied Sciences
Student of Wood Technologies (B.Sc.)
Former student of Business & Management (B.A.) at Management Center Innsbruck (MCI)

FIBAA project manager:
Ass.jur. Lars Weber

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on September 2nd/3rd, 2015 at the HEI's premises in Buçimas, Albania. On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on October 28th, 2015. The statement on the report was given up on November 10th, 2015, it has been taken into account in the report on hand.

Summary

The programme Leadership and assessment in Education (M.Sc.) offered by Nehemiah Gateway University fulfils with few exceptions the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 27th, 2015 and finishing at the end of winter semester 2020/21, under two conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the feasibility of study workload and the grading system according to ECTS. They recommend the accreditation on condition of meeting the following requirements:

- The university proves the implementation of relative grading according to ECTS in their study and examination regulations and the diploma supplements.
- The programmes structure (semesters and ECTS-Points in total and per semester) is revised under consideration of the students' double burden of working and studying at the same time (see chapter 3.2).

Proof of meeting the requirements is to be supplied by August 27th, 2016.

Furthermore, the quality requirement that has not been fulfilled – Internationality of the student body, see chapter 3.4 – is not an asterisk criterion, so that a further condition is not necessary. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:

- by not only asking the graduates for information on where they work but if their working position within the institution has changed, see chapter 1.1;
- by increasing its international activities in the Master programme by using the excellent international network of N.G. Group, see chapter 1.2;
- by revising the module name corresponding to its full content, see chapter 3.1;
- by repealing the regulation for extra costs regarding thesis topics, see chapter 3.1;
- by revising the wording of the module descriptions, see chapter 3.2;
- by placing strong emphasis on ensuring the necessary flow of information between the university and the part-time lecturers; see chapter 4.1;
- by continuing taking measures to provide barrier-free access in all the university's facilities, see chapter 4.4;
- by increasing the transparency of the quality assurance measures, see chapter 5;
- by using consistent terminology in relevant documents that provide information for students, see chapter 5.

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are many criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme on the job market for graduates („Employability“), see chapter 1.3;
- Integration of theory and practice, see chapter 3.1;
- Ethical aspects, see chapter 3.1;
- Internationality of faculty, see chapter 3.4;
- Student support by the faculty, see chapter 4.1;

- Process organisation and administrative support for students and faculty, see chapter 4.2;
- Information on activities during the academic year, see chapter 5.

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information on the Institution

Nehemiah Gateway University ("N.G. University") is a private institution of higher education located in Buçimas, in the District of Pogradec, Albania. The N.G. University was licensed pursuant in 2008 by the Council of Ministers of the Republic of Albania in accordance with the Albanian Constitution and Law "On Higher Education in the Republic of Albania".

The N.G. University forms part of the global work of the international aid organisation Nehemiah Gateway Group ("N.G. Group") with its Headquarters in Nuremberg, Germany. In Albania, the N.G. Group is represented by the Nehemiah Gateway Albania Foundation, which has been operational in Albania since 1992. From a legal perspective, N.G. University is a higher education institution of N.G. Albania and thus part of its legal and organisational structure. The mission statement of N.G. Group is "Helping and empowering people to sustainably shape and determine their own lives in dignity and independence".

The *raison d'être* of the N.G. University is the fulfilment of the strategy, aims and objectives of the N.G. Albania Group in the field of education through the experience gained in its elementary and secondary schools, a long-term investment in qualitative education in a holistic concept based on values. Therefore, the purpose of N.G. University was not only to replicate the success achieved in the Nehemia Schools, but was also to offer an opportunity to the graduating pupils for further education on the level of higher education. Hence, N.G. University closes the cycle of education from Kindergarten to University but also opens possibilities for the pupils and students to achieve their full potential.

The focus of the N.G. University is the development of the local region through the exposure of students to international business practices and experience; i.e. the qualification of leaders according to the example of West Europe, particularly Germany, the possibility of research and multiplication of education results.

N.G. University with its local and national commitment provides higher education to its students so that they can become successful professionals in their chosen fields and develop positive influences in their communities. N.G. University also has a global perspective. In the view of N.G. University the integration of Albania into the European Community is accompanied by enormous challenges. N.G. University believes that one of the best ways of integration is through education. Taking advantage of the Bologna Process within the European Union, N.G. University strives to include in its educational programmes European standards.

N.G. University has currently two faculties: the Faculty of Business and Technology (TEB) and the Faculty of Humanities (HUM). There are currently two study programs being offered under the respective faculties. The Bachelor programme in "Economy and Businesses" is offered by the TEB, whilst the Master programme at hand "Leadership and Assessment in Education" is offered by HUM.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The Master programme “Leadership and assessment in Education” is a programme of further education for school teachers. The study programme supports the interface between a higher scientific educational approach and a practical experience.

Since education in Albania traditionally has a more theoretical orientation and frontal teaching style, there is a great need for practical and interactive orientation within study programmes for teachers. The subjects included in the curriculum of the programme “Leadership and Assessment in Education” enable the students to break with the traditional frontal teaching style and to implement modern teaching and learning methods as well as to extend their horizon related to the learning and research process.

The graduates of the programme should be able to:

- manage an effective and efficient educational institution;
- integrate leadership strategies into team development;
- support and facilitate an atmosphere of trust and professionalism between staff and students;
- implement an appropriate way of communication that helps to develop an interactive relationship between school, pupils, teacher, parents, society and authorities;
- professionally develop and assess school curricula, as well as classroom management;
- offer professional teaching and learning methods in order to support and challenge every child and its individual potential;
- use different methods of evaluations;
- effectively manage the financial resources of the institution.

Altogether, the aim of the Master programme is to empower future leaders, school principals of N.G. partner schools in the field of education.

The first graduates of the programme “Leadership and Assessment in Education” graduated in October 2014. N.G. University has the structure and data on employment of the graduates. There are 16 graduates of the master study programme at N.G. University, of whom 14 graduates are employees at private or public schools in the district of Pogradec and 2 are employees at the Regional Educational Office.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group of school teachers and the targeted professional field of management of educational institutions. N.G. University embraces an academic proficiency, and a comprehensive improved employability for the teachers. In addition, the training of various social skills promotes clearly the development of an individual student’s personality. Also, the requirements of academic abilities and research skills on Master level are fulfilled in the view of the panel. The linking of theory and practice is clearly visible in the programmes objectives. The target group are teachers and until now all students enrolled in the programme were working in schools besides their studies Although N.G. University does not require work experience. The panel is convinced that the programme is appropriate for both

students groups (working or not working). But the panel notes that the connection between theory and practice could be even more intense if concurrent working would be required.

Regarding alumni studies the panel recommends not only to ask for information on where the graduates work but to find out if their working position within the institution had changed (career step).

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.1* Objectives of the study programme (Asterisk Criterion) | | | X | | |

1.2 International orientation of the study programme design (Asterisk Criterion)

The highly international nature of the institution is given by its integration into the N.G. Group and is part of the institutions identity. As an international aid organisation N.G. Group has partner organisations in Europe, Africa and South America. N.G. University strives therefore to expand its international network between institutions of higher education, especially in countries where the projects of N.G. Group are focused on. N.G. University has been working to open its doors for international students by offering exchange possibilities of students and lecturers as well as short time study trips to partner organisations in other countries. The university states that the fact that the institution strives for accreditation in European (FIBAA – programme accreditation) and U.S. (TRACS – institutional accreditation) accreditation agencies will support international students in their decision to study in Albania. The current study programme is held half in English and half in Albanian. As a small institution N.G. University is practising the functional concept of having guest lecturers. 70 % of the guest lecturers are from outside Albania (see chapter 3.4). Even the lecturers from Albania have graduated or have experiences in HEI outside Albania. Through the internationalisation of the teaching staff, N.G. University wants to ensure that the newest state of research from different countries is being taught.

Appraisal:

According to the university's position within the internationally orientated N.G. Group the programme design appropriately takes into account international aspects. Besides international content (see also chapter 3.4), study trips and exchange possibilities, the fact that the programme is held in Albanian as well as in English language promote the students abilities to work with international partners in an international context. Nonetheless, the panel recommends increasing its international activities in the Master programme by using the excellent international network of N.G. Group.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.2* International orientation of the study programme design (Asterisk Criterion) | | | X | | |

1.3 Positioning of the study programme

Until the early 90s, the Albanian education system has been politicised in the service of the former communist ideology. During the transition, the educational market was liberalised and now several private universities have emerged. Till August 2014 there were 59 HEI in Albania. Among them there were universities offering qualitative educational programmes and others with a bad reputation of corruption and lack of professionalism and quality. In 2014 the Ministry of Education and Sports in collaboration with other supervisory authorities undertook an evaluation process for all HEI in Albania. As a result of this process the licence for 18 HEI was revoked and 13 HEI were suspended. In contrast, N.G. University belonged to those HEI which closed the evaluation with good results.

The Master programme “Leadership and Assessment in Education” started for the first time in 2012 as a pilot course, where 16 students were enrolled. At this time the Ministry of Education and Sports issued a Regulation for the further qualification of Albanian teachers, where they obliged teachers to consider further qualification e.g. master studies. Many HEI who offer such further education for teachers are located in Tirana. The study programme at hand was thought to fill this gap in the market of higher education in Albania, especially for the region of Elbasan, Korça and Pogradec.

Furthermore, during and after communism learning was and still is a process of reproducing knowledge, even at higher education level. Aspects of critical and abstract thinking were excluded from the curricula. This is a tradition under which the educational system in Albania is still suffering. Therefore, in the study programme at hand modules of research methodology and critical thinking are key subjects included in the curriculum, in order to enable students to do scientific work. In the Albanian educational context these abilities are not explicitly required, especially at the graduate level.

Today, the employment sector in Albania has a growing demand for well-trained management staff, particularly people trained with hands-on practice. Professionalism and an excellent qualification for teachers are key requirements on the Albanian labour market. The current Albanian Government has defined as one of its priorities the reform of the educational and training system addressing labour market needs, the (re)training of jobseekers in order to get people into jobs and the modernisation of the public employment services and programmes. One of the goals in the national educational strategy is to provide a concept and model for planning, implementing and institutionalising a training programme for teachers and instructors. For this purpose a working group was composed, where national and international stakeholders from the private and public sector were included. N.G. University has been asked for collaboration in this topic from Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), since the Master study programme offered at N.G. University includes important elements of the reform project from the government. In this way, N.G. University has developed a study programme where the requirements and needs from the job market were considered.

In addition to that, N.G. University, seen as a European HEI which strives for international accreditation, has a very good reputation in the public administration and private sector in Albania. The graduates of the programme “Leadership and Assessment in Education” are enabled to work as teachers in public and private schools, as employees (instructors) in regional educational offices in Albania, leaders and/or managers in public services in the field of education.

As stated in the N.G. University’s Strategic Plan the university strives to implement its own education and training centre, which is expected to include the following:

- to be able to impart knowledge of:
 - N.G. specific values,

- N.G. “in search of excellence” NGO-understanding,
- N.G. know-how;
- to form character and personality;
- to give socially disadvantaged people and disabled people the same chance to study and to take care of their own life;
- to train specific know-how on how to run and manage an NGO;
- to teach cross cultural know-how and practice on how to live in a cross-cultural environment.

N.G. University strives to educate and train/coach young talented people (including disabled people) with the potential to become multipliers to develop the next generation of leaders for “Nehemiah Gateway”; to develop future leaders of other/partner NGO’s and prepare them for leadership positions in business and the public administration to influence the business world; to implement N.G. values and increase N.G. network globally. In the context of the “Leadership and Assessment in Education” programme, the opening of this study programme was only one step further towards the development of a teachers’ further training centre (Lehrerfortbildungszentrum) under the N.G. University.

Appraisal:

In the view of the panel the study programme’s position within the Albanian education market is plausible. The university focusses on attracting students who already work in schools and live in the region of Pogradec, Korça and Elbasan. Hence, there is no need for N.G. University to compete with bigger HEI in Tirana. Due to its quality standards N.G. University clearly sets itself apart from HEI with low standards or those who suffer from corruption. The internationality and the orientation of N.G. University towards the western European education systems are other aspects that foster the attractiveness of the institution and the programme within Albania.

The university has thoroughly analysed the job market and the conditions for teachers in Albania. Offering the study programme “Leadership and Assessment in Education” is fully in line with the requirements of the Albanian government for teachers who should add additional competencies to the regular teachers’ profiles. In the view of the panel the practice oriented study programme is comprehensively offering such additional competencies. Altogether, the future fields of employment for graduates are plausibly set forth.

The study programme’s qualification goals are in line with the HEI’s mission of educating potential leaders who consider the N.G. values. The study programme for teachers is convincingly integrated into the HEI’s overall strategic concept

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.3 | Positioning of the study programme | | | | | |
| 1.3.1 | Positioning of the study programme in the educational market | | | X | | |
| 1.3.2 | Positioning of the study programme on the job market for graduates („Employability“) | | X | | | |
| 1.3.3 | Positioning of the study programme within the overall strategic concept | | | X | | |

2. Admission

The Admission Procedure at the N.G. University includes four steps:

- Step 1: submission of a valid application;
- Step 2: taking of a test;
- Step 3: personal interview;
- Step 4: enrolment (registration).

Step 1: submission of a valid application:

Applications for admission to N.G. University shall be submitted via the online system of the university. An application contains the following documents:

- letter of motivation explaining why the applicant wishes to study the Master programme at N.G. University;
- Curriculum Vitae;
- Certified (notarised) copies of the following personal documents:
 - a copy of the Bachelor degree in education (diploma and transcript of grades); international applicants must submit notarised translations of their certificates;
 - proof of English language proficiency on level B2 (e.g. TOEFL or IELTS or other certification)
 - two letters of recommendation concerning the personal character and academic potential of the prospective student. The letters of recommendation have to be written by pedagogic or academic personnel of the school last visited and/or by the last employer;
 - a confirmation from a recognised doctor that the applicant does not suffer from infectious (transmittable) diseases at the time of application;
 - a personal written statement where the applicant agrees to abide by the N.G. University standards concerning academic honesty and personal conduct.

Step 2: taking of a test:

This test is an examination of the knowledge acquired in different subjects in the pre-university level, and/or general questions regarding the field of study the applicant wishes to pursue at N.G. University. Nehemiah school students who have successfully completed their high school requirements do not have to take this standardised test. The date, time and the place of the test will be announced through the internet or other print media not later than one month before the test date.

Step 3: personal interview:

The Admission Commission arranges an interview for those applicants who successfully pass the application and standardised test steps of the admissions process. The personal interview is an opportunity for the Admission Commission to get to know the applicant better. The interview enables the Commission to evaluate qualities that cannot be assessed in the application documents, such as the personality, personal opinions and communication skills of the applicant. It may last between 30 – 45 minutes. The aim is to insure that the study programme chosen by the applicant is suitable and that the applicant will be able to meet the academic requirements of the programme. Furthermore, the interview will be conducted in English language, in order to gain a direct impression on the language skills of the applicant.

Step 4: enrolment (registration):

The applicant will be officially notified about the final decision of the Admission Commission not later than three weeks after the interview has taken place. An applicant is officially enrolled as student when the study contract is signed and the tuition fees have been paid by the applicant.

According to the statutes of the institution, it is the responsibility of the Programme Director to advise interested students on the procedural and academic requirements for the Master programme. Since N.G. University is still a small institution individual meetings with prospective students are still doable. In addition to that, the Student Service Centre of the institution is at any time during the opening hours available (8:00 am – 5:00 pm) for prospective students and guests. The information related to the application procedure and the academic requirements to study at the Master programme is included in the catalogue of the institution and on the website. In addition, N.G. University provides applicants with printed documents needed for the application process.

In the first weeks of studies advisory meetings with the university staff and N.G. Albania are offered for different issues such as: information about the N.G. University and N.G. Albania, statutes and catalogue of the university, module description, exam and practical time regulation and instructions, etc. Furthermore, each student receives an individual email address which gives them the possibility to enter the intranet and find there relevant information for different modules or to communicate with academic staff and other students.

Appraisal:

The admission requirements are defined and comprehensible. They are fully in line with formal Albanian regulations for the entrance to Master programmes. Moreover, the test and the interview concerning the pre-university level of knowledge as well as the personality of the applicants guarantee that qualified students are admitted. Hence, the admission requirements are oriented towards the strategic goals of the study programme. The level of English language skills, which is needed to participate successfully in the English language courses on an advanced level and to work with English literature and course materials, is checked through the need of a certificate as well as during the interview by the faculty members. N.G. University points out that until now all applicants had sufficient knowledge due to the English courses and content in their completed Bachelor programmes. The panel found proof to that in the interview with the students during the site visit as well.

Even if until now all students have been working as teachers besides their Master studies there is no obligation of work experience. Regarding to this, the panel refers to chapter 1.1.

Applicants can directly turn to the Student Service Center for clarification of specific questions. A personal dialogue between applicants and the HEI is also provided by the Programme Director. The opening hours of the Student Service Center and the availability of the university's staff by telephone and via e-mail are aligned with the needs of prospective students.

The admission procedure is described and documented in binding regulations and accessible on-site (especially presented in the orientation week for new students) and on the university's web site. The admission decision is based on transparent criteria and the applicants are informed personally within a short period after taking the interview.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 2.1* | Admission requirements (Asterisk Criterion) | | | X | | |
| 2.2 | Counselling for prospective students | | | X | | |
| 2.3* | Selection procedure (if relevant) | | | X | | |
| 2.4(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | | | X |
| 2.5* | Ensuring foreign language proficiency (Asterisk Criterion) | | | X | | |
| 2.6* | Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | X | | |

3 Contents, structure and didactical concept of the programme

3.1 Contents

To achieve the programme's objectives the programme covers a broad spectrum of subjects, where concepts of assessment, curriculum development, communicative methodology, aspects of law and finance for educational institutions, leadership skills and abilities, concepts of inclusion, pedagogical and psychological aspects of learning, personality development, research methods and critical thinking are included and combined. Furthermore, international aspects, comparisons with systems and methods from other countries and a high amount of modules taught in English language are included in the programme.

At the beginning of the first semester introduction modules are held, in order to entrust the students with the key terminology in the subjects of the base concepts on assessment and the role of educational leaders etc. Combined with the theory the students have the possibility to apply their knowledge to practice and to reflect upon their professional experiences. So they are able to apply not only new teaching and learning methods and to improve their didactical skills, but also to assess their work under the new concepts they learn in class.

The module on research methodology is given in the first semester, in order to provide students with the methodological skills to do scientific work. After the first semester the students are lead to understand organisational behaviour and to apply managerial skills for public and private institutions of learning.

The module structure of the study programme is shown in the following illustration:

Sample Curriculum Overview

Master of Science "Leadership and Assessment in Education", 4 Semesters



| No. | Title of Module / Course Unit | Credit Points per Semester | | | | Workload | | Method of Teaching | Form and Duration of Examinations | Weight of exam related to final grade |
|-----------|---|----------------------------|----|----|----|----------------|------------------|-------------------------------|--|---------------------------------------|
| | | 1. | 2. | 3. | 4. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar* | | |
| M1 | Introduction | 12 | | | | 120 | 180 | | | 12 / 120 |
| M 1.1 | Introduction to Educational Leadership and Assessment | 6 | | | | 60 | 90 | L/S/Working Groups | Presentations / Projects / Term paper | |
| M 1.2 | Research Methods | 6 | | | | 60 | 90 | L/S/Working Groups | Presentation / Essay / Participation in the lesson | |
| M2 | Teaching and Learning | 22 | | | | 220 | 330 | | | 22 / 120 |
| M 2.1 | Modern Teaching and Learning Methods | 6 | | | | 60 | 90 | L/S/Working Groups | Presentation / Quiz / Term paper | |
| M 2.2 | Core-conditions and Core-abilities of Pedagogical Inclusion | | | 4 | | 40 | 60 | L/S/Working Groups | Quiz / Test / Case Studies | |
| M 2.3 | Personality Development | | 6 | | | 60 | 90 | L/S/Working Groups | Presentation / Test / Term paper | |
| M 2.4 | Educational Psychology | | 6 | | | 60 | 90 | L/S/Working Groups | Presentation / Term Paper | |
| M3 | Leadership and administration in Education | 28 | | | | 340 | 510 | | | 28 / 120 |
| M 3.1 | Educational Planning and Finance | | | 4 | | 40 | 60 | S/L | Test | |
| M 3.2 | Educational Legislation | | | 6 | | 60 | 90 | S/L | Test / Essay | |
| M 3.3 | Strategic Management | 6 | | | | 60 | 90 | L | Written test | |
| M 3.4 | Managing Educational Change | 6 | | | | 60 | 90 | S/L | Presentation / Essays | |
| M 3.5 | Critical Thinking | | 6 | | | 60 | 90 | S/L | Presentation / Project Work / Term paper | |

| | | | | | | | | | | |
|--------------|---|-----------|---|---|----|------------|------------|--------------------|--|-----------------|
| M4 | Organizational behavior | 20 | | | | 140 | 210 | | | 20 / 120 |
| M 4.1 | Professional Ethics | 4 | | | | 40 | 60 | L/S/Working Groups | Presentations/ Projects/Term paper | |
| M 4.2 | Gender Issues in Leadership and Education | 6 | | | | 60 | 90 | L/S/Working Groups | Presentation/ Term paper/ Participation in the lesson | |
| M 4.3 | Intercultural Communication & Conflicts' Resolution | | | 4 | | 40 | 60 | S/L | Presentation/ Projects/ Essay | |
| M 4.4 | Human Resource Management | | | 6 | | 60 | 90 | S/L | Presentation/ Term paper | |
| M5 | Assessment | 12 | | | | 120 | 180 | | | 12 / 120 |
| M 5.1 | Quality and Effectiveness in Educational Administration | | | 6 | | 60 | 90 | S/L | Projects/Term paper/Participation in the lesson | |
| M 5.2 | Assessment of Institutional Performance | | 6 | | | 60 | 90 | L/S/Working Groups | Presentation/ Test/Term paper | |
| I | Internship/research project | | | | 6 | | | | Project Work | 6 / 120 |
| M.Sc. | Master's Thesis | | | | 20 | | | | | 20 / 120 |

* As already mentioned in the self evaluation report, teaching sessions at N.G. University are a combination between lecture course, working groups and seminars.

| | | | | | | | | | | |
|--------------|-----------|-----------|-----------|-----------|------------|-------------|--|--|--|--|
| total | 40 | 24 | 30 | 26 | 940 | 1410 | | | | |
|--------------|-----------|-----------|-----------|-----------|------------|-------------|--|--|--|--|

This Master programme continues on the point where Albanian teachers find themselves in their working environment. They have already learned didactical methodologies and have wide knowledge on their teaching subject. But aspects of the assessing process, scientific work, aspects of gender oriented teaching and learning as well as psychological understanding for the pupils and the profession of teachers are still to be developed. According to this orientation the programme's description is "Leadership and assessment in Education". After finishing the programme the students are awarded with the degree "Master of Science" (M.Sc.).

In the Albanian educational system of higher education there are given only two types of Master degrees. The one type "Professional Master" lasts one year and aims to enable graduates to deepen and expand their knowledge related to certain professions. The other type "Master of Science" lasts two years and aims to enable students, in addition to the first degree, for an academic career.

The practical part of the study programme benefits from the fact that until now all the students are in a working relationship in schools (regarding the connection of studying and working see also chapter 1.1). As mentioned above, education in Albania traditionally includes a very strong theoretical orientation and frontal teaching style. N.G. University aims to break with this tradition and to offer practical and interactive orientation within the modules. Each module contains reflecting sessions and group work. In the module "Modern Teaching and Learning Methods" the students get to know a variety of interactive teaching methods. They have the possibility to apply the new concepts and methods in their daily work. The topic of the assignment was to develop a teaching hour according to the new ideas. In addition to that, an internship is included in the curriculum of the study programme. During the 4th semester, besides the Master thesis, the student will have to complete an internship and write a project work in an educational institution approved by N.G. University. Aim of that practical training is to utilise and develop the practical skills including the responsibilities of leaders of an educational institution as well as with the organisation, management and evaluation of educational institutions (e.g. evaluation of teaching and educational work; communication and cooperation with students, teachers, parents, and education authorities; curriculum development at the school level and beyond; managing school documentation such as plans and programs, class registers, special registry; etc). The internship carries 6 ECTS. At the end of the internship the students have to submit a written report. In addition to that, the students are being offered a study trip to Germany. During this study trip they have the possibility to visit different schools in Germany, e.g. Schondorf School, Franconian International School in Erlangen, or Evangelische Schule Berlin Zentrum.

Subjects of interculturalism, intercultural communication and conflict resolution or professional ethics are included in different subjects. The fact that both the academic supervisors, mentors and lecturers come from the area of public services, various universities or even companies, help the institution to ensure interdisciplinary thinking within the study programme. The lecturers emphasise in their lectures their respective skills and academic backgrounds. Educational Law, Human Resources Management, Gender Issues in Education, Personality Development and Strategic Planning are subjects included in the curriculum of the study programme. The concept of New Public Management and Budgeting enable students to change their perspective on the role and function of public institutions of learning. Interdisciplinary thinking is also provided in the programme through the internationality of the lecturers which outlines international aspects of educational issues and compare trends and effects with Albanian standards. Ethical aspects are for the Albanian context – especially for the educational context – key aspects. In the early 90's, after the Communistic regimes, when the country of Albania finally opened the doors, a shift in values happened. According to N.G. University, besides the non-existence of a quality health system and modern infrastructures, the moral climate was desperate and a huge gap existed

in the wall of the Albanian educational system which suffered from corruption and a lack of teachers whose teaching methods meet the needs of a modern society. N.G. University is committed to be a living example regarding the ethical and moral standard for life. As stated in the statute of the institution, students and professors are encouraged to follow the ethical values of N.G. University. As stated in the statute, students' handbook, in the catalogue and on the website of the institution the values of the institution are as follows:

- Forgiveness;
- Respect;
- Integrity;
- Honesty;
- Compassion;
- Inspiration.

The students are encouraged to sign the Code of Honour at the beginning of their studies. In addition to that the module "Professional Ethics" is included in the curriculum of the study program, which carries 4 ECTS.

There are two modules included in the programme „Leadership and Assessment in Education“ related to scientific practice. The module Research Methods is held in the first semester of the studies, in order to transmit the basics of scientific work for their further studies. For the final grade of one module there are a few assessment criteria considered e.g. presentation skills, essays, and a short written exam. However, during the studies the students are challenged to apply their knowledge in research methodology through all the other modules. Another module related to this topic is called Critical Thinking, which is held in the second semester of the studies. This course provides students with the basics of scientific theory and educational research methods, which gives them an insight in the nature of enquiry. Knowing the effects that ontological assumptions have upon epistemological assumptions and vice versa, and, in turn, on how those affects the selection of methodological tools will give them the opportunity to distinguish in their own scientific work between the right approaches.

N.G. University tries through, in addition to these two modules, individual coaching between students and guest lecturers or its staff to catch the students where they come from and to accompany them on their way to achieving the learning outcomes set by the institution. Therefore, the university offers extracurricular workshops in order to teach students how to write, to cite and to research. Currently N.G. University is working on the improvement of the document "How to write your thesis", which shall give a guideline for students in their writing process.

The students in the Master programme are tested on whether or not they achieve the intended learning outcomes of the programme through examinations during the programme. The used test formats of the examinations are among others: written exams (including computer-based exams), oral exam, seminar papers, oral presentation, term papers, quizzes (examination performance not graded), and project work and presentations. The Master thesis is a separate, individual and independent scientific work and it includes the written thesis and its final oral examination. It is aimed at assessing the ability of the student to address independently and according to scientifically accepted methods a given topic or problem in a subject area within a specified period of time. N.G. University offers a list of possible thesis topics for each cohort. Other topics suggested by the students are possible but must be accepted by the responsible mentor of the student. In this case an extra fee of 300.00 EUR has to be paid by the student.

Appraisal:

The curriculum adequately reflects the programme's objectives of further qualification for teachers through the achievement of competencies and skills in the field of leadership and assessment. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. Regarding the formulation of the learning outcomes see also chapter 3.2. Due to the low numbers of students enrolled in the programme it is understandable that the university currently does not offer electives in the Master programme. But the panel states that in case of rising numbers this should be rethought, so that additional competencies and skills according to individual preferences could be achieved by the students.

The module Strategic Management contains contents according to the module name but other contents as well (e.g. communication, project work, cultural management). In the view of the panel the module description "Strategic Management" does not entirely represent the variegated contents. Hence, the panel recommends revising the module name corresponding to its full content.

The programme's content is reflected in its description "Leadership and Assessment in Education". The degree "Master of Science" is in line with the length of the programme and, therefore, got the approval of the responsible Albanian ministry.

For the panel the link between theory and practice is an emphasis of the programme. Theoretical instruction and components related to the practical application in schools and in the field of education in general are clearly employed in combination to develop the students' skills. The programme's content also promotes interdisciplinary thinking. But in the view of the panel the linking between the different subjects could be presented clearer in the module descriptions. Ethical aspects are not only included in various subjects in the study programme.

The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives. Furthermore, N.G.'s vision and values, which strongly consider ethical behaviour, are visible within every part of the University and in the view of the panel not only accepted but lived by all university members.

Through the module Research Methods, and the included analytical methods (e.g. in the module Critical Thinking) the students acquire additional methodological competences and are enabled to do scientific work on the required Master level. The level of performance in examinations and the thesis are aligned with the learning outcomes of the module in terms of form and content. . The panel appreciates the guidelines for thesis writing that the university is about to introduce. At the on-site visit the panel had the opportunity to look at theses and examinations written by the students. Altogether the students have provided evidence that they are capable of doing academic work and that the learning outcomes are achieved in the programme. The suggestion of various thesis topics by the university could be seen as a service that can be used but does not have to be used by the students. But the panel likes to point out the importance giving the students the choice of defining their own thesis topic. The approval by the mentor is useful to guaranty certain standards for the thesis. But in the view of the panel the costs of 300.00 EUR for choosing a topic that's not on the list is unwarrantedly high. The panel strongly recommends repealing the regulation or at least reducing the amount. In its statement the university explained that the above mentioned costs are relatively low compared to other HEI. Furthermore, regarding the possible topics NGU will provide lists of the areas of every lecturers' expertise including broad thematic areas, which can serve as a basis for students to personally determine the thesis topic. The panel appreciates this approach.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|------------------------------|----------------------------|------------------------------------|------|
| 3.1 | Contents | | | | |
| 3.1.1* | Logic and conceptual coherence (Asterisk Criterion) | | | | |
| 3.1.2* | | | X | | |
| 3.1.3* | | X | | | |
| 3.1.4 | | | X | | |
| 3.1.5 | | X | | | |
| 3.1.6* | | | X | | |
| 3.1.7* | | | X | | |

3.2 Structure

| | |
|--|------------------|
| Projected study time | 2 years |
| Number of Credit Points (CP) | 120 |
| Workload per CP | 25 |
| Number of modules | 17 |
| Time required for processing the final thesis and awarded CP | 4 month, 20 ECTS |
| Number of contact hours | 940 |

The modules in the programme are credited with 6 or 4 ECTS. A course with 6 ECTS equates to approximately 150 work hours, which break down as follows:

- 60 classroom hours (6 hours per week, times 10 weeks = 60); no distinction between lectures, seminars, etc. since any classroom session are a combination of these elements. These are "contact" hours that the student has with the professor in the classroom.
- 90 outside-the-classroom work hours (approximately 1.8 hours of homework will be assigned for each classroom hour with the professor = $1.8 \times 5 \times 10 = 90$); each classroom session will end with the student being assigned "homework" (reading, projects, papers, presentations, problems, etc.) that must be completed by the next class session, by the end of the week, or by an exact date.

An internship, which carries 6 ECTS, is included in the curriculum of the study programme.

The ECTS are spread over the semesters as follows:

| 1 st semester | 2 nd semester | 3 rd semester | 4 th semester |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 40 ECTS | 24 ECTS | 30 ECTS | 26 ECTS |

All modules are described in module descriptions in a catalogue for the Master programme. The descriptions contain information on the following:

- the ECTS credits;
- the contact hours and self study hours;
- the lecturer(s),
- the teaching language;
- the objectives;
- the learning outcomes;
- information about the teaching methodology;
- the assessment of the module; and
- literature recommendations.

The University has implemented “Exam Regulations of the Nehemiah Gateway University”, where the procedure including the regulation of the study is described for the students. In addition, general information about N.G. university, further information on the admission process and information about the internship and projectwork are given in the documents “Executive Order Admission and Enrolment Procedures at N.G. University”, “Executive Order on the Internship and Project Work or the Master Study Programme” and the “Student Handbook of the Nehemiah Gateway University“. Albania has ratified and abides by the requirements of the Lisbon Recognition Convention. The Exam Regulations contain in Article 8 concrete instructions regarding the recognition of qualifications of higher education (incl. ECTS) obtained by applicants at another institution of higher education, based on the instructions of the Albanian Ministry of Education and Sports as well as on the requirements of the Lisbon Convention. Applicants who want transfer courses must submit the necessary information for the assessment of the application. The N.G. University will recognise courses (including examinations) completed at another institution of higher education when there are no substantial differences between the courses conducted at the other institution of higher education and the study program of the N.G. University for which recognition is sought. In the event of refusal of the recognition, the N.G. University has the burden of proof to show that the applicant does not fulfil the requirements for the recognition.

The modules are structured in teaching blocks in the afternoon and during the weekends. According to N.G. University, the university has a well-prepared framework for guiding and advising. From the first beginning the specifics of each phase are provided during the period of studies and their responsibilities and tasks, starting from admission process, continuing with the beginning of the programme, the modules, the internship, and ending with the preparation of the thesis. N.G. University’s structure for guiding and advising students in all cycles of the study consist in the system of coaching and mentoring. An academic advisor is assigned to the student, which must be consulted. Usually, this academic advisor will at the same time be the mentor of the student and will also be available for him during his practical training. This advisor leads the subject-related preparation and implementation in applied science and during the thesis.

N.G. Albania pays attention to gender equality and equal opportunities for employees. This is reflected also in N.G. University where women are strongly represented, both in management positions as well as among students. In the first study course “Leadership and Assessment in Education” 13 women and 3 men were enrolled. The current study course consists of 11 women and 2 men.

The study programme is open to students with special needs. In the Exam Regulations students with special needs are considered (“Compensation of disadvantages for students with specific learning difficulties”). Most buildings on the university’s campus are designed to be accessible to disabled people.

According to the Nehemiah Gateway philosophy, orphans and especially girls in the partner schools, for example Tanzania, Uganda, South Sudan, etc. should be given the opportunity to education. Based on this approach, there are many talented pupils of Nehemia and Amaro Tan School (a special school for Roma - and street children and children from poor family backgrounds in Albania) being supported. Most of them are from deprived backgrounds and out of education and knowledge. There are two financial aid opportunities for students enrolled at N.G. University:

1. STEP (Scholarship for Training and Education with Perspective): Through this programme talented students have the opportunity to apply for a scholarship.
2. The supportive program of the “Verein zur Förderung der Bildungseinrichtungen der N.G. Albania e.V.”: Through this programme students in financial need have the opportunity to apply for full or partly scholarship.

N.G. University does not discriminate on the basis of race, colour, religion, national or ethnic origin, sex and sexual orientation, disability or age, or on any other grounds as specified in Article 1 of the Albanian Law No.10221 of 04.02.2010 “On Protection against Discrimination” in all the programmes, activities, academic or non-academic services, policies or procedures of the university, including employment and admissions. Pursuant to the requirements of the above-cited law, N.G. University takes all necessary measures and actions to ensure elimination and prevention of all discriminatory actions or omissions in all matters pertaining to the programmes, activities, academic or non-academic services, policies or procedures of the university, including employment and admissions. Complaints regarding discrimination claims shall be filed with the Office for Complaints Resolution at the Human Resource Manager Office.

Appraisal:

The programme consists of modules and assigns ECTS-Points per module on the basis of the necessary student workload. The study programme is designed in a way that students’ mobility is ensured. An internship is part of the programme and integrated in such a way that ECTS-Points can be acquired. The module descriptions provide information of intended learning outcomes and further information (e.g. number of ECTS-Points, contact hours and self-study time, name of lecturer, assessment methods, etc.). The panel assesses the learning outcomes in the module descriptions as adequate for a Master degree programme. But besides well formulated module specific learning outcomes some of the modules contain additional rather programme related learning outcomes. Hence, the panel recommends revising the wording of the learning outcomes just in accordance with the module specific learning outcomes.

The exam regulations and additional executive orders for specific details are legally binding and contain all necessary rules including the admission requirements. They take into account the national Albanian requirements. The recognition of successful study periods at other HEIs is regulated in accordance with the Lisbon Convention. In the university’s diploma supplements there is no relative grading included. In order to improve transparency of performance levels, in addition to the national scale, HEI should use a grading scale as translation device into other grading systems. Therefore, relative ECTS grading (an ECTS grading table that provides a statistical distribution for each degree programme or group of homogenous programmes) needs to be implemented. The panel therefore recommends the accreditation of the programme under the **condition** that the university proves the

implementation of relative grading according to ECTS in their study and examination regulations and the diploma supplements.

Like already mentioned, Albania suffered from bad quality of study programmes of many HEI including a bad reputation of part-time study programmes in general. This led to the situation that only some HEI in Albania are allowed to offer part-time programmes. According to this, NGU got a licence from the Albanian Ministry for the programme at hand with a structure of four semesters and the possibility of receiving 120 ECTS-Points. Even if this goes against the fact that the students are working full-time as teachers in schools. Nonetheless the specific situation in Albania, the panel points out, that 60 ECTS-Points a year cannot be offered to the students of the Master programme “Leadership and Assessment in Education” when – until now – all students are working full time besides their studies. According to FIBAA Commission for Programmes the maximum of ECTS-Points that can be achieved besides full-time work are 45 ECTS-Points per year.

Another problem is the uneven distribution of ECTS-Points over the four semesters. In the first semester the students shall participate in 7 modules which are credited in total with 40 ECTS-Points. That would be even too much workload for a classical (not working) full-time student (30 ECTS-Point per semester). With regard to the above mentioned issue of working and studying at the same time the intended workload for the students – especially in the first semester – appears unrealistic and not compatible with the teacher’s job.

As consequence of the above mentioned concerns regarding the programme’s structure and ECTS-distribution the panel came to the conclusion that the programme is not feasible and the panel recommends the **condition** to revise the programmes structure (semesters and ECTS-Points in total and per semester) under consideration of the double burden of working and studying at the same time.

Regardless the structural issues there are other aspects like the guiding and advising system, from beginning of the studies until finishing by writing the final thesis, as well as the well organised admission procedure have positive impact on the study programme’s feasibility. Furthermore, regular module and workload evaluation takes place (see chapter 5).

The panel members came to the conclusion that gender equality and the implementation of general bans on discrimination are promoted clearly by the university. The aim of the principle is to create a learning and working environment that ensures equal opportunities for all students and employees of N.G. Within the principle one finds formulated social and ethical values regarding relations to fellow students, faculty and staff as well as compliance with established policies and procedures of the institution.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2 | Structure | | | | | |
| 3.2.1* | Modular structure of the study programme (Asterisk Criterion) | | | X | | |
| 3.2.2* | Study and exam regulations (Asterisk Criterion) | | | | condition | |
| 3.2.3* | Feasibility of study workload (Asterisk Criterion) | | | | condition | |
| 3.2.4 | Equality of opportunity | | | X | | |

3.3 Didactical concept

In the programme "Leadership and Assessment in Education", the focus is placed on communicative and interactive-oriented teaching methods and techniques where the learner stands with his interests, assets and needs at the centre of the instruction. Course contents are divided into modules. Each module represents a combination of various teaching methods and techniques, such as:

- case studies;
- self-study;
- presentations;
- reports;
- discussions;
- simulations;
- project work;
- group work;
- workshops.

The various and mostly dynamic organised modules, encourage and stipulate independent thinking and working, initiative and interactive collaboration. Factors such as small class sizes and practical nature of the course content play a positive role in relation to the learning orientation by using latest technologies and giving personal attention by the teachers throughout the semester. In this way N.G. University provides a framework of learning not only through the theoretical input within the modules, but also by giving the possibility of learning by doing. In addition to that, the students are expected to apply in their assignments beside theories and different approaches the practical elements e.g. to prepare a teaching session for their pupils in written form, where they consider different tools of teaching.

As already mentioned, since education in Albania traditionally has a more theoretical orientation and frontal teaching style, there is a great need for practical and interactive orientation within study programmes. This gap between the Albanian educational system and European educational standards is being addressed through the study programme.

The mode of distant learning is not foreseen in the Albanian Law on Education, therefore this topic is not applicable for N.G. University.

Course materials are compiled by the lecturer for the module in cooperation with the Programme Director. They are available to students in various forms: books are selected before the module starts in a certain place in the library (Semesterapparat), materials (working papers and/or slides) from the lecturer are always uploaded to the intranet. The module description for each module is sent to the students via email, in order to give them the opportunity to find the literature needed on time.

After the module ends, all the materials of each module are filed in the appropriate folder. In addition to that, N.G. University strives to expand the number of books and to have updated course books. Therefore, before the modules starts, the module description is sent to the guest lecturer, who has the opportunity to add/propose new literature to the existing one.

Regarding guest lecturing N.G. University organises every year so called "under the tree-meetings". People involved in the network of the N.G. Group (e.g. from mutual project work, other NGO, companies, HEI) visit the campus in Buçimas and present their work or projects to the students and discuss issues from various fields (e.g. culture, work, education, etc.). The N.G. University students and staff are free to join the meetings.

Appraisal:

The logic of the didactical concept is adequate to lead students to the final qualifications. It is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme and tailored to the specific courses. What is more, the combination of theory and practice, especially in project work, is used in many modules and is aimed at developing the students' practical skills. The panel appreciates these efforts of the university to develop the classical Albanian teaching methodology.

The panel members assessed the accompanying course materials during the on-site visit. The materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students via the university's intranet. They are user-friendly and encourage students to engage in further independent studies.

People from various fields are invited in the "under the tree-meetings" to contribute and give input and impulses from outside the university's everyday life. In the view of the panel this promotes the students' qualification process with their special experience.

Student assistants are currently not involved in teaching.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.3 Didactical concept | | | | | |
| 3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion) | | | X | | |
| 3.3.2* Course materials (Asterisk Criterion) | | | X | | |
| 3.3.3 Guest lecturers | | | X | | |
| 3.3.4 Lecturing tutors | | | | | X |

3.4 Internationality

The focus of the N.G. University is the economic development of the local region through the exposure of students to international business practices and experience; i.e. the qualification of leaders according to the example of West Europe, particularly Germany, the possibility of research and multiplication of education results. The international focus of the programme reflects in various international and intercultural aspects. This includes among others the modules:

- Introduction to Educational Leadership & Assessment;
- Educational Planning and Finance;
- Educational Legislation;
- Managing Educational Change;
- Gender Issues in Leadership and Education;
- Core-conditions and core-abilities of pedagogical inclusion.

The students at N.G. University benefit from the global operations and the network of the N.G. Group in Europe, Africa and Latin America. The network is a source for the university for part-time lecturers from other countries as well as guests for the "under the tree-meetings" in Buçimas which provide additional input from various areas and backgrounds. Currently 70 % of the guest lecturers are from outside Albania. The lecturers come from countries or studied and/or worked in countries such as:

- Germany;
- Macedonia;

- Russia;
- USA;
- Switzerland,
- Thailand;
- China.

Furthermore, all students of N.G. University are offered to participate in one study trip to Germany. In Germany the students visit schools and can interact with colleagues and pupils from Germany.

The current enrolled students of the Master study programme as well as the alumni are all Albanian, since the programme is specifically designed according to the educational system requirements of Albania. Furthermore, the fact that half of the programme is held in Albanian language limits the number of potential students from other countries.

From 17 modules the teaching language of 8 modules is English. The other 9 modules are partly held in English and partly in Albanian language. Via those modules the students enhance their English skills. This is very useful for them due to the fact that Master students in Albania will only receive a universities' degree when they prove their English level on C1 after their Master studies in an exam offered by independent agencies approved by the Albanian state. Nonetheless Despite this requirement English courses to achieve the level C1 cannot be part of Master courses. In addition the university offers English language courses besides the curricula of its programmes for students who are unsure about the sufficiency of their language skills.

Appraisal:

The international orientation of the programme is shown in the curriculum of the programme. The students benefit in their daily work from knowledge and skills they achieved via the comparison of different systems and methods in Albania and abroad. Internationality in the programme is supported by the international teaching/working background of the lecturers who incorporate their experiences into the courses. Furthermore, in the view of the panel the international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the N.G. University.

Currently there are no foreign students enrolled in the programme. This results from the character of the programme which is addressed to teachers who work in Albanian schools. Another obstacle for international students might be the teaching of some modules in Albanian language.

The proportion of English language modules is high (more than 50 % of the curriculum) and the required English language materials corresponds with the qualification objectives of the study programme. The panel appreciates that N.G. University clearly promotes the English language skills of its students which enables the students to prove the language level C1 after their studies at the external agencies. The panel likes to mention that it does not understand the purpose of the Albanian regulation to expect a language level as a requirement to receive a universities' degree, especially if the exam is not a university exam but operated by external agencies which must be paid by the students.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.4 | Internationality | | | | | |
| 3.4.1* | International contents and intercultural | | | X | | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| aspects (Asterisk Criterion) | | | | | |
| 3.4.2 Internationality of the student body | | | | X | |
| 3.4.3 Internationality of faculty | | X | | | |
| 3.4.4 Foreign language contents | | | X | | |

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

It is the aim of the leadership of N.G. University to ensure educational opportunities, where students can go through it without “blinkers”. In addition to that, N.G. University strives to enable students to critical thinking, which is only possible, when the students are able to reflect and consider situations and issues from different points of view. Therefore, N.G. University has included the module unit Organisational Behaviour in the curriculum, which includes the following modules:

- Professional Ethics, which carries 4 ECTS;
- Gender issues and leadership in education, which carries 6 ECTS;
- Intercultural communication and conflict resolution, which carries 4 ECTS;
- Human Resources Management, which carries 6 ECTS. In the first part of the module the focus lies on organisational theories and organisations themselves.

In addition to that, presentation skills are part of various modules where students need to present their project or group work.

Appraisal:

Through various methods the students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in the study programme. In the view of the panel these skills are key elements of the study programme’s profile. This is documented in the module descriptions and corresponds with the didactical concept of N.G. University (see chapter 3.3). The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.5* Multidisciplinary competences and skills (Asterisk Criterion) | | X | | | |

3.6 Skills for employment / Employability (Asterisk Criterion)

As already mentioned the Master programme “Leadership and Assessment in Education” was developed inter alia to respond to the requirements of the job market for teachers / instructors in Albania. These requirements, e.g. leadership and managerial skills for public institutions of learning, ethical aspects, communicative skills are considered and included in the curriculum. Through the multidisciplinary competencies, which the students gain during their studies, the graduates are enabled with the needed skills for the Albanian job market. In addition to that, the didactical concept gives the students the opportunity to transform classes in real learning session, where they can apply the knowledge they gain during teaching sessions into practice. According to N.G. University, through the process of learning by doing

and including the practical training in the curriculum, is ensured that the graduates are professionally qualified.

Appraisal:

All students in the Master programme already work and have shown their employability in their work as school teachers. The programme's aim is to increase the student's skills of their respective professional field. To reach this aim the programme has combined theoretical knowledge with practical application. Altogether, in the view of the panel the study programme enables the students to take a broader view and to use the skills acquired actively in new areas of work and develop them further.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.6* | Skills for employment / Employability (Asterisk Criterion) | | | X | | |

4 Academic environment and framework conditions

4.1 Faculty

Currently there are three full-time lecturers and 16 part-time lecturers (at N.G. University so called guest lecturers) from other HEI or the practice involved in the Master programme. All lecturers meet the requirements set by the Albanian Ministry of Education and Sports. Eligibility Criteria for Applicants for the position of (guest) lecturers are:

- Master's degree from a recognised institution of higher education in the subject area where the applicant might teach (a PhD or Doctoral degree is strongly preferred);
- at least 1 year of teaching and research experience;
- for candidates holding PhD or Doctoral degree the teaching and research experience criterion is not applicable;
- publications in scientific journals, posters, speeches in conferences and suchlike; (at least 2 for candidates with Master's degree and at least 4 for candidates with Doctoral degree);
- academic and scientific awards (if applicable).

Furthermore, lecturers must agree to respect and follow the mission statement of N.G. University and the Code of Conduct of for academic personnel of the N.G. University.

Eight lecturers hold PhD degrees (three of them are professor), the others a Master or Dipl. Ing. degree. The faculty, both full-time teachers and part-time lecturers, have almost invariably of many years of teaching experience. Many faculty members have practical business experience allowing for the synthesis of theory and practice.

The faculty members cooperate with each other and with the dean in the implementation of the programme as they coordinate the contents and learning targets. There are six meetings of staff members every year; four faculty meetings and two senior management meetings aimed at evaluation of the teaching process, students' performance and further improvement of the programme. In addition, there is a two-day event for all lecturers of the university once a year. The discussion results are developed and approved by the Faculty. As a result module descriptions are adjusted, new teaching methods are discussed and introduced and problems in cooperation between the students and faculty are solved. The lecturers are offered possibilities of further education (e.g. improve their didactical skills, participate in conferences, exchange possibilities, etc.). Using the university's network (especially with HEI in Germany) the lecturers with Master degrees are promoted to participate in PhD programmes.

The ratio instructor - student is at N.G. University at the moment 1:7. This is according to the requirements of the Albanian Ministry of Education and Sports, which expects a correlation of 1:20. In addition to that, each student receives in the last academic year a supervisor (for technical support) and at the beginning of studying a mentor (the scientific support) that is able to advise and help in all the theoretical and professional issues.

N.G. University has a well-prepared framework for guiding and advising students. The provided guiding starts with the admission process, continues with the beginning of the programme and ends with the thesis phase. All phases are explained from beginning and further clarification and advising are available during studies. N.G. University is engaged in information and orientation of the students through the different info packages, coaching and mentoring them. For each semester the students receive time schedules which include necessary information for each module. The academic advisor is assigned to the student, which must be consulted at least once a quarter. Usually, this academic advisor will at the same time be the mentor of the student and will also be available for the student during the practical training. This advisor will lead the subject-related preparation and implementation in

applied science and during the thesis. All students know the office hours of the institution. In addition to that, with the small number of students enrolled in the Master's course there are opportunities given to individual meetings.

Appraisal:

The structure and number of teaching staff correspond with the programme requirements and ensure that the students reach the intended qualification objectives. A list of all lecturers and of the university's full-time staff in general shows the availability of the required capacity to implement the programme. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. Nonetheless, in case that the number of students enrolled in the programme rises the panel recommends increasing the amount of full time lecturers involved in the programme as well.

According to the CVs the academic ability of the teaching staff is in line with the requirements of the Master programme for teaching. Besides, a high number of lecturers have long-year experience in teaching. The staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. Measures for the further qualification of the faculty members are implemented. The practical business experience of the faculty corresponds to the requirement of the programme too. In particular, the lecturers are closely linked with in the N.G. Group network and thereby with internationally acting companies.

Internal collaboration and coordination is ensured by the dean and can be seen in the meetings of the teaching staff. Nonetheless, in the view of the panel the fact that most faculty members come from abroad and are only present at the university for short time periods makes the internal cooperation more difficult than in other HEI. Hence, the panel recommends placing strong emphasis on ensuring the necessary flow of information between the university and the part-time lecturers.

As affirmed by students of the Master programme during the on-site visit, the counselling of students by teaching staff is intensive. Student support is an integral part of the services provided by the full-time and part-time faculty. The lecturers are available for the students outside specified office hours as well and e-mails are answered fairly quickly. Hence, the students are "fully content" with the support they receive by the faculty.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.1 Faculty | | | | | |
| 4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | X | | |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.4 Practical business experience of faculty | | | X | | |
| 4.1.5* Internal cooperation (Asterisk Criterion) | | | X | | |
| 4.1.6* Student support by the faculty (Asterisk Criterion) | | X | | | |
| 4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | | | X |

4.2 Programme management

The functions of the Programme Director are included in the Statute Catalogue and Faculty Handbook of the institution and is among others listed as follows:

- supervises the teaching programme prepared by each lecturer or group of lecturers and the administration staff;
- cooperates with enterprises involved in the programme;
- supervises the academic advice to the students with regard to their study programme;
- coordinates the guest lecturers involved in the programme;
- supports the students in finding enterprises for the practical training phases;
- organises the recruitment of new students;
- actively participates in the national and international accreditation processes;
- ensures the implementation of the curricula and module descriptions, including the monitoring of the targets.

The processes and procedures within the administration of N.G. University are described and uploaded on the intranet, which is accessible for all faculty members and students. Especially for N.G. University coordinated tasks and required support for students and teaching staff are in the annually updated Catalogue, the Student Handbook and Faculty Handbook of the Institution. N.G. University includes among others the following Services:

- Registrar and Students Service Center;
- Welcoming Service;
- Advising Service;
- Computer Services;
- Library Services;
- Examination Office;
- Counselling Service;
- Medical Service (In-house clinic; medical care, first aid, massage and physiotherapy).

The students have the possibility to access important documents through the website of the institution. The students receive in the first week of studies a comprehensive and detailed introduction to administrative structure, services, and academic issues. This is the feedback the students gave through the Incoming Freshman Survey, made in March 2015.

All administrative personnel has annual talks with the responsible person for HR. Aim of the meeting is defining current needs of the staff members to enhance their performances. If necessary N.G. University offers opportunities for participating in events (seminars, conferences) and for professional development (e.g.: IT or language courses)

Appraisal:

As the panel came to know, the Programme Director coordinates the activities of everyone involved in the Master programme and ensures that everything runs smoothly. Lecturers and students are supported by the administration during the entire study programme. Sufficient administrative staff is available and opportunities for continuous professional development of the administration staff are assured. In the view of the panel, the administrative staff acts as a service provider for students and faculty. Decision-making processes and responsibilities of the programme management and the administration staff are defined. The panel formed the view that the university management takes measures regarding the wellbeing of all university members that are clearly above average (e.g. the health care services).

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.2 | Programme management | | | | | |
| 4.2.1* | Programme Director (Asterisk Criterion) | | | X | | |
| 4.2.2 | Process organisation and administrative support for students and faculty | | X | | | |

4.3 Cooperation and partnerships

N.G. University cooperates with the following institutions:

- Europäische Akademie Berlin, Germany – The negotiations with the European Academy Berlin started in 2010. After a few common events, such as a EURO Symposium in 2011, where the development, importance and the strategic role of the Euro, especially for potential member countries in the EU, was the main topic, the agreement on cooperation has been signed in 2012.
- Berufsakademie Oldenburg, Germany – The first common summer school will take place in August 2015. This agreement of cooperation was signed in 2013.
- SRH Hochschule, Berlin, Germany – The cooperation agreement with SRH was signed in January 2013.
- University of Light, Bujumbura, Burundi – This cooperation agreement was signed in October 2013.
- Aleksander Xhuvani University of Elbasan, Albania – The cooperation agreement was signed in July 2012.
- Morthland College, Illinois, USA – The cooperation agreement was signed in June 2015.

Goal of the cooperation is the exchange of lecturers, students, teaching & learning materials, staff, etc, as well as joint research activities, and participation in seminars and academic meetings.

N.G. University benefits from the cooperation agreements of N.G. Group. With some of the business partners N.G. University has a close collaboration, where the students are welcome for the purpose of an internship: These are amongst others:

- Adidas AG, Herzogenaurach, Germany;
- Cip GmbH, Herzogenaurach, Germany;
- Dija Print Shop, Pogradec, Albania;
- Fani Construction, Pogradec, Albania;
- Herm. Fichtner Hof GmbH, Hof, Germany;
- Jomos Schuhe GmbH, Selbitz, Germany;
- Müller Fotosatz & Druck, Selbitz, Germany;
- Tempus Consulting, Giengen, Germany;
- Tirana Business Park, Albania;
- Ramboll Group A/S, Zürich, Switzerland;
- Market Garden van Oordt, Stäfa, Switzerland;
- German-Albanian Business Association, Berlin, Germany.

Appraisal:

Cooperation with HEI and business partners with effects on the programme are described and actively pursued. Results are, among others, activities such as internships, lecturer and student exchanges and invitations of guest lecturers for the “under the tree-meetings” (see chapter 3.3). Overall, the cooperation has impact on the programme and is able to promote the development of the students’ skills regularly.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.3 Cooperation and partnerships | | | | | |
| 4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) | | | X | | |
| 4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | | X | | |

4.4 Facilities and equipment

Several classrooms are in the educational institutions of the N.G. Albania. There are class rooms, auditoriums and meeting halls on 333,52 m². All buildings are planned according to European standards by a German Architect. The bright classrooms are technologically equipped with whiteboard, projector and Smart Board equipment. The material used for the walls is gypsum, which reduces the noise. The building is all covered with Styrofoam and there are vacuum windows in order to prevent the temperature fluctuations.

The equipment and technology made available to staff and students is as follows:

- number of PC per students: 17;
- number of PC furnished labs per students: 1:2;
- number of PC for academic staff: 1:1;
- number of PC for administration: 1:1;
- number of printers for each one: 3:50 (for staff and students);
- number of photocopying machines for each one: 2:50 (for staff and students);
- number of head projectors: 1:40 (for staff and students);
- number of video-projectors: 5:40 (for staff and students);
- number of scanners: 2:40 (for staff and students).

The Media Office of N.G. University is available from Monday to Friday from 8:00 a.m. - 5:00 p.m. to the students and staff. The content of the intranet and its subdivision is explained to all new students. Free Wi-Fi is available to the students in all classrooms and university buildings.

The library is in the further expansion. Currently 9,000 physical books from different areas are available. It is a central concern of the university to offer quality and not only quantity. Therefore, the university seeks to build a broad and purchase a range of traditional and digital collections. For the study programme "Leadership and Assessment in Education" except the physical books, there are online resources and databases available as well. Moreover, The N.G. University works to offer to student’s online access to the Bavarian State Library, especially on the education branch. The university promotes the physical expansion of the library with the latest titles and presents an annual budget of 6,000 euros. The library is open all year round from Monday to Friday between 8:00 a.m. - 7:45 p.m. / Saturday from 10:00 a.m. - 5:00 p.m. and is managed by two employees, who are able to manage the

demand of and to support students as well as faculty staff. After the office time learning resources available at the library can be checked through the website of N.G. University. The library is located in the middle of the campus, where the big meeting room is located as well. In the draft budget of the University of the future development of the library is supported for the next several years.

Appraisal:

In the view of the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the Master programme, even taking into account the resource needs of other study programmes. The buildings of the university are fully equipped with modern information technology. Access to the internet through laptops via wireless LAN is provided free of charge. The area of N.G. in Buçimas is almost barrier free. In one of the university's buildings an elevator does not yet exist. Hence, the panel recommends continuing taking measures to provide barrier free access in all the university's facilities.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.4 | Facilities and equipment | | | | | |
| 4.4.1* | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | | X | | |
| 4.4.2* | Access to literature (Asterisk Criterion) | | | X | | |

4.4 Additional services

Career services are provided through N.G. Albania. Several workshops are offered annually, where all students are welcome to participate. In 2015 there were two workshops organised in order to offer students the possibility to analyse their strengths and talents. In cooperation with xpend, an international company, N.G. Albania established a framework for students to develop themselves toward their full potential. The first graduates of the programme "Leadership and Assessment in Education" graduated in October 2014. N.G. University has the structure and data on employment of the graduates. There are 16 graduates of the master study program at N.G. University, who are organised within the overall Alumni Association. There is a cooperation between the Alumni Association and the Students Service Centre, which help to plan and organise common activities. Common activities provide contact between enrolled students and graduates with the opportunity for the students to benefit from the experience of the alumni.

Appraisal:

Career counselling is offered to the students and graduates to promote their employability. Sufficient resources are provided by N.G. Albania. An alumni organisation has been set up with the aim of developing an alumni network.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.5 | Additional services | | | | | |
| 4.5.1 | Career counselling and placement service | | | X | | |
| 4.5.2 | Alumni Activities | | | X | | |

4.6 Financing of the study programme (Asterisk Criterion)

The N.G. University forms part of the global work of Nehemiah Gateway Group. In Albania, the N.G. Group is represented by the Nehemiah Gateway Albania Foundation, which has been operational in Albania since 1992. Thus, the N.G. University is financed by the N.G. Group through the operations of the N.G. Albania. The university is financed primarily by the tuition fees of the students and contributions from outside sources, such as NGO's, and private individuals. The expenses for (foreign) part-time lecturers, as well as for the field trips abroad are covered by N.G. Group donations. All other expenses incurred in Albania are covered by donations from N.G. Albania (e.g. expenses for domestic lecturers and local operating costs). The N.G. Group has a long time strategic plan where it has formulated its aims; including the offer of education from Kindergarten until higher education on universities level. Each year, the University budget is proposed by the N.G. Senior Management Team, which must be approved by the Supervisory Board of N.G. University. All projects of N.G. Albania, including N.G. University, receive their own approved budget and during the year they monitor the income and expenditures. In any time they receive budget reports, for example planned budget vs. actual budget, in order to monitor and analyse the financial position. In this way projects can control and improve their implementation. The Finance Chief Officer is an employee of N.G. Albania. The financial services as well as the human resources management are provided by N.G. Albania. Further financial and personnel support for N.G. University is mainly provided by the network of the non-profit organisation N.G. Group. Tuition fee payments must be made prior to the beginning of each quarter. The tuition fees for the Master programme are 15.000 Albanian Lek per month (~ 105 EUR).

Appraisal:

The programme finances itself through tuition fees and an annual budget provided by N.G. Group, which cover the running costs of all activities. N.G. Group guarantees the financing of the university in its strategic plan and bears for the financial risks. Within the limits of a review process and with regard to financial stability of the HEI in recent years and the existing reserve fund by N.G. Group, the panel concludes that financial stability is ensured for the current programme cycle and the entire accreditation period.

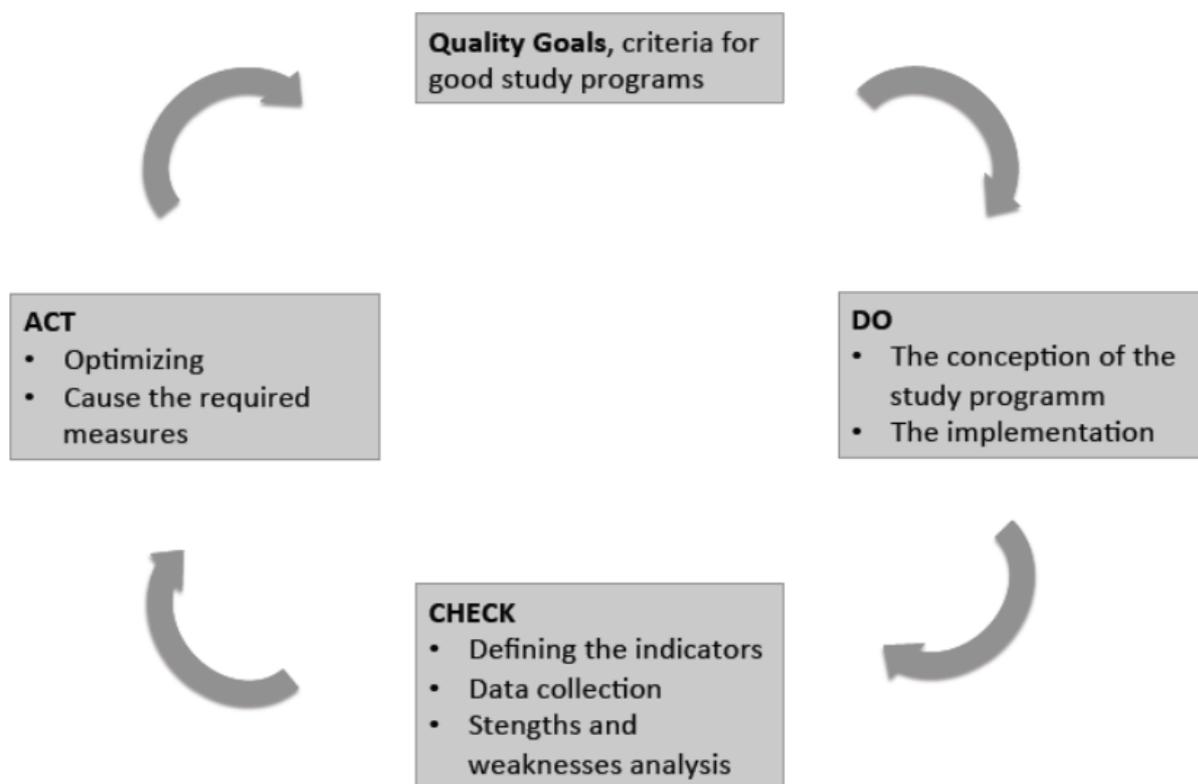
| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.6* | Financing of the study programme (Asterisk Criterion) | | | X | | |

5 Quality assurance and documentation

N.G. University has developed and is implementing an Assessment Plan for the field of quality assurance. In the Assessment Plan are included aspects such as:

- evaluation of the study programmes;
- evaluation of employees;
- evaluation of the university's services;
- evaluation of the policies and publications;
- evaluation of the financial operations;
- evaluation of the facilities.

All members of the university are informed with regard to the Assessment Plan. The document has been uploaded to the Intranet of N.G. Group and is published on the website of the institution. The following illustration shows the status quo of the implemented PDCA-cycle:



As stated in the Assessment Plan the goals for evaluation processes are among others:

- monitoring of the existing structures and procedural methods as well as identifying room for Improvement;
- implementing the systematic application of quality assurance measures, which strives to create a long-run culture of quality at N.G. University;
- the regular check of internal and external communication especially according to the PDCA cycle;
- checking the existing regulations and policies for the level of implementation;
- receiving feedback from students, lecturers, etc. via evaluation and giving recommendations to the programme management;
- strengthening the dialogue between the university administration and the faculties.

Currently the Faculty of Humanities has already analysed the data from the first master's course. Based on the data related to the workload of the students, their feedback for each module and their input through the Students Council as well as on the comparison of the curriculum of the study programme, the curriculum was updated by considering the input mentioned above.

The feedback from the students is an important source of input at N.G. University. The students are involved in the evaluation process in different stages of the process. All lectures at N.G. University are evaluated via a standardised online survey. This survey consists of 2/3 closed and 1/3 open questions. The teaching staff may, until cancelled, add subject specific questions to the survey. Lecture evaluations are conducted at the end of the modules. The head of the project "Quality Management" at N.G. University collects the data for further analysis. The results of the surveys will be sent to the Programme Director and to the teachers if requested by them. The survey consists of the following elements:

- the organisation of the module;
- the engagement of the lecturer and the students;
- the requirements and workload;
- the facilities;
- the learning achievement and the overall satisfaction.

In addition, that the students are invited to participate in the First-Year Students Surveys. Through this survey the academic and administrative employee of the N.G. University will be evaluated. Furthermore the students have the opportunity to participate at the faculty and university level through the Students Council. In this way the feedback from the students is ensured. All the data collected from these surveys is being analysed and discussed within the faculty meeting. In addition to that, in case of substantial change proposals the results are being discussed during the Senior Management Team.

Giving Feedback to the surrounding conditions of the study programmes as well as reviewing the curricula of the study programmes is part of faculty meetings and will take place every three years. Proposal for curriculum changes are discussed and reflected within the Senior Management Team.

As stated in the Assessment Plan evaluation by third parties had been applied in 2015. As a part of the programme evaluation the following tools were designed:

- asking companies to participate in surveys regarding the student's performance during their internship;
- undertaking alumni surveys to evaluate the outcomes of the programmes (alumni surveys will be send at the latest two years after graduation, which can be repeated every two years).

The information on the programme is given primarily in the Catalogue, in the Statutes and in the Examination Regulations, but also documented on the intranet and on the university's website. The various activities that take place during the academic year are archived and documented by the media office of the N.G. Albania in the form of photos and videos. The main activities of N.G. University and N.G. Albania are published in the annually report and presented at least once a year to the public in the capital Tirana and in the town of Pogradec.

It is a tradition since 2008 that the university informs its stakeholders about the activities in cooperation with the Embassy of the Federal Republic of Germany in Tirana. Each year in spring there is held an annual report presentation for selected personalities from politics, business and civil society.

During the academic year the students are being informed via email. In addition to that, an information board is placed at the entry of N.G. University, where the flyers for different

activities are put out. Furthermore the course representatives or the Students Council help the Students Service Centre to inform the students about the activities, which are held during the academic calendar.

Appraisal:

N.G. University has implemented an Assessment Plan which contains different instruments of quality assurance. The quality assurance of the university is following the PDCA-cycle. Several evaluation processes are carried out by the university. But in the view of the panel the documentation of the processes could be improved. The collaboration of all participants seems effective. But with a view from outside the responsibilities and processes are not always clear. Hence, the panel recommends increasing the transparency of the quality assurance measures.

Evaluation by the students is carried out on a regular basis and in accordance with a described procedure. The questionnaire which is used for evaluation of the modules covers the key aspects of the programme. A detailed question aims to check if the actual workload of the students corresponds to the estimated workload.

Quality control by the faculty is carried out on a regular basis as well and resulting discussions lead to the development of teaching methods and module content. Third parties like companies who offered internships as well as graduates from the university's study programmes are involved in evaluations.

The study programme's content, curriculum and examination scheme have been suitably documented and published. However, the panel mentioned that the wording within the university's documents is unclear or at least not uniform. The expressions "module" and "course" and "course unit" (a few modules put together under one generic term; e.g. Organisational Behaviour) are used mistakable. This effects the ECTS-Points as well (e.g. from the curriculum it appears that the programme contains "only" 5 modules which are all credited with at least 12 ECTS-points which provides a distorted picture of the programme. Hence, the panel recommends revising the wording by using consistent terminology in relevant documents that provide information for students.

Also, the activities which take place during the academic year are continuously documented and published in annual reports. Network communication such as the annual event in Tirana is actively maintained.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | X | | |
| 5.2 | Instruments of quality assurance | | | | | |
| 5.2.1 | Evaluation by students | | | X | | |
| 5.2.2 | Evaluation by faculty | | | X | | |
| 5.2.3 | External evaluation by alumni, employers and third parties | | | X | | |
| 5.3 | Programme documentation | | | | | |
| 5.3.1* | Programme description (Asterisk Criterion) | | | X | | |
| 5.3.2 | Information on activities during the academic year | | X | | | |

Quality profile

HEI: Nehemiah Gateway University

Master programme: Leadership and Assessment in Education (M.Sc.)

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1 Objectives | | | | | |
| 1.1* Objectives of the study programme (Asterisk Criterion) | | | X | | |
| 1.2* International orientation of the study programme design (Asterisk Criterion) | | | X | | |
| 1.3 Positioning of the study programme | | | | | |
| 1.3.1 Positioning of the study programme in the educational market | | | X | | |
| 1.3.2 Positioning of the study programme on the job market for graduates („Employability“) | | X | | | |
| 1.3.3 Positioning of the study programme within the HEI's overall strategic concept | | | X | | |
| 2 Admission | | | | | |
| 2.1* Admission requirements (Asterisk Criterion) | | | X | | |
| 2.2 Counselling for prospective students | | | X | | |
| 2.3* Selection procedure (if relevant) | | | X | | |
| 2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | | | X |
| 2.5* Ensuring foreign language proficiency (Asterisk Criterion) | | | X | | |
| 2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | X | | |
| 3. Contents, structure and didactical concept | | | | | |
| 3.1 Contents | | | | | |
| 3.1.1* Logic and conceptual coherence (Asterisk Criterion) | | | X | | |
| 3.1.2* Rationale for degree and programme name (Asterisk Criterion) | | | X | | |
| 3.1.3* Integration of theory and practice (Asterisk Criterion) | | X | | | |
| 3.1.4 Interdisciplinary thinking | | | X | | |
| 3.1.5 Ethical aspects | | X | | | |
| 3.1.6* Methods and scientific practice (Asterisk Criterion) | | | X | | |
| 3.1.7* Examination and final thesis (Asterisk Criterion) | | | X | | |
| 3.2 Structure | | | | | |
| 3.2.1* Modular structure of the study programme (Asterisk Criterion) | | | X | | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2.2* Study and exam regulations (Asterisk Criterion) | | | | condition | |
| 3.2.3* Feasibility of study workload (Asterisk Criterion) | | | | condition | |
| 3.2.4 Equality of opportunity | | | X | | |
| 3.3 Didactical concept | | | | | |
| 3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion) | | | X | | |
| 3.3.2* Course materials (Asterisk Criterion) | | | X | | |
| 3.3.3 Guest lecturers | | | X | | |
| 3.3.4 Lecturing tutors | | | | | X |
| 3.4 Internationality | | | | | |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion) | | | X | | |
| 3.4.2 Internationality of the student body | | | | X | |
| 3.4.3 Internationality of faculty | | X | | | |
| 3.4.4 Foreign language contents | | | X | | |
| 3.5* Multidisciplinary competences and skills (Asterisk Criterion) | | | X | | |
| 3.6* Skills for employment / Employability (Asterisk Criterion) | | | X | | |
| 4. Academic environment and framework conditions | | | | | |
| 4.1 Faculty | | | | | |
| 4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | X | | |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.4 Practical business experience of faculty | | | X | | |
| 4.1.5* Internal cooperation (Asterisk Criterion) | | | X | | |
| 4.1.6* Student support by the faculty (Asterisk Criterion) | | X | | | |
| 4.1.7(Student support in distance learning *) (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | | | X |
| 4.2 Programme management | | | | | |
| 4.2.1* Programme Director (Asterisk Criterion) | | | X | | |
| 4.2.2 Process organisation and administrative support for students and faculty | | X | | | |
| 4.3 Cooperation and partnerships | | | | | |
| 4.3.1(Cooperation with HEIs and other *) academic institutions or networks | | | X | | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|--|------------------------------|----------------------------|------------------------------------|------|
| (Asterisk Criterion for cooperation programmes) | | | | | |
| 4.3.2(*) | | | X | | |
| Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | | | | |
| 4.4 | Facilities and equipment | | | | |
| 4.4.1* | | | X | | |
| Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | | | | |
| 4.4.2* | | | X | | |
| Access to literature (Asterisk Criterion) | | | | | |
| 4.5 | Additional services | | | | |
| 4.5.1 | | | X | | |
| Career counselling and placement service | | | | | |
| 4.5.2 | | | X | | |
| Alumni Activities | | | | | |
| 4.6* | | | X | | |
| Financing of the study programme (Asterisk Criterion) | | | | | |
| 5 | Quality assurance and documentation | | | | |
| 5.1* | | | X | | |
| Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | | | |
| 5.2 | Instruments of quality assurance | | | | |
| 5.2.1 | | | X | | |
| Evaluation by students | | | | | |
| 5.2.2 | | | X | | |
| Evaluation by faculty | | | | | |
| 5.2.3 | | | X | | |
| External evaluation by alumni, employers and third parties | | | | | |
| 5.3 | Programme documentation | | | | |
| 5.3.1* | | | X | | |
| Programme description (Asterisk Criterion) | | | | | |
| 5.3.2 | | X | | | |
| Information on activities during the academic year | | | | | |

Decision of the FIBAA Accreditation and Certification Committee



2nd Meeting on 28 May 2021

PROGRAMME ACCREDITATION

| | |
|--------------------------------------|--|
| Project Number: | 20/101 |
| Higher Education Institution: | Nehemiah Gateway University (NG) / Shkolla e Lartë „Nehemiah“ |
| Location | Buçimas, Albania |
| Study Programme: | Old title: Leadership and Assessment in Education (M.Sc.) New title: Management with Specialization (M.Sc.) - in Education - in Business |
| Type of Accreditation | Extension accreditation: <ul style="list-style-type: none">• new programme title “Management M.Sc.”, “with Specialization in Education” and “with Specialization in Business”• adjustment of the curriculum content with regard to core subjects of the business field and to two new specializations |

The FIBAA Accreditation and Certification Committee has taken the following decisions:

The existing accreditation of the study programme is extended by

- the new programme title “Management M.Sc.”, “with Specialization in Education” and “with Specialization in Business” and
- the adjustment of the curriculum content with regard to core subjects of the business field and to two new specializations

in accordance with § 7 (2) in conjunction with § 10 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””.

The FIBAA Accreditation and Certification Committee has taken into account that the Nehemiah Gateway University (NG) has followed the panel’s recommendation and that the Supervisory Board of the NG has submitted a signed decision to adjust the title as follows:

“Management (M.Sc.)” in case of specialization in Business

“Management in Education (M.Sc.)” in case of specialization in Education

Thus, once the new title has been implemented, the FIBAA Accreditation and Certification Committee accepts the new title as accredited.

Accreditation Period of Accreditation: November 27th, 2015 until the end of winter semester 2021/22.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

Nehemiah Gateway University / Shkolla e Lartë
„Nehemiah“, Buçimas, Albania (NG)

Master study programme:

Old title: Leadership and Assessment in Education

New title: Management with Specialization

- in Education

- in Business

Qualification awarded on completion:

Master of Science (M.Sc.)

General Information on the study programme

Brief description of the study programme:

The aim of the Master programme “Management” (M.Sc.) with Specialization in Education / in Business is to empower future leaders, school principals of NG partner schools as well as business leaders (StartUps, Small Medium Enterprises and/or big companies) to enable graduates to handle open and complex business/education situations that provide space for self-organised and confident acting.

Type of study programme:

Master programme

Projected study time and number of ECTS credits assigned to the study programme:

2,5 years, 120 ECTS credits

Mode of study:

full-time / extra-professional¹

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

15 students per year

Programme cycle starts in:

winter semester

Initial start of the programme:

June 2012

Type of accreditation:

Extension accreditation:

1. New programme title “Management M.Sc.”, “with Specialization in Education” and “with Specialization in Business”
2. Adjustment of the curriculum content with regard to core subjects of the business field and to two new specializations

¹ Studying alongside a job

Procedure

A contract for the initial accreditation of the programme “Leadership and Assessment in Education” (M.Sc.) was made between FIBAA and Nehemiah Gateway University on March 30th, 2015. The programme was accredited with two conditions by the FIBAA Accreditation Commission for Programmes starting on November 27th, 2015 until the end of winter semester 2020/21. The accreditation period has been extended for one year until winter semester 2021/2022. The conditions have been fulfilled.

A contract for the extension accreditation (1. New programme title “Management M.Sc.”, “with Specialization in Education” and “with Specialization in Business”; 2. Adjustment of the curriculum content with regard to core subjects of the business field and to two new specializations) was made between FIBAA and Nehemiah Gateway University on October 20th, 2020. On February, 13th, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme’s changes and further documents in order to prove that the criteria for accreditation are met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

Prof. Dr. Sabine Haller

Berlin School of Economics and Law, University of Applied Sciences
Professor for Business Administration of Service Companies

Prof. Dr. Vlado Dimovski

University of Ljubljana
Professor for Management and Organizational Theory

FIBAA project manager:
Dilan Hatun

The assessment was carried out in a written procedure.

The assessment report based on this was delivered to the HEI for comment on April 22, 2021. The statement on the report was provided on April 30, 2021. It has been taken into account in the report on hand.

Summary

The adjustment of the curriculum content with regard to core subjects of the business field and to two new specializations, and the new programme title “Management M.Sc.” “with Specialization in Education” and “with Specialization in Business” fulfil without exceptions the FIBAA quality requirements for Master programmes. The accreditation can be extended.

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Programme Description and Appraisal in Detail

3. Objectives

3.1 Objectives of the study programme (Asterisk-Criterion)

Nehemiah Gateway University (hereinafter “NG University” or “University”) is a private institution of higher education (HEI) located in Bucimas, in the District of Pogradec, Albania. NG University forms part of the global work of Nehemiah Gateway Team (hereinafter “NG Team”) with its offices in Nuremberg, Germany. The concept of studies is to bridge between theoretical scientific work and practical training within an industry or company or educational institution. In Albania NG Team is represented by the Nehemiah Gateway Albania Foundation (hereinafter “NG Albania”), which has been operational in Albania since 1992. NG Albania started first with elementary and secondary education. Therefore, NG University was not only to replicate the success achieved at Nehemia Schools, but was also to offer an opportunity to the graduating students for further education both locally and in Europe as well as globally (cf. self-evaluation report p. 3).

The educational environment, structural and institutional frame conditions in Albania has changed rapidly in recent years. In order to adapt to these developments in Albania as well as to ensure the further development of the study programme, some changes are considered in the Master's programme.

Since the academic year 2015-2016 there has been a decrease in the number of students in higher education in Albania. Thus, the number of students in 2015-2016 was 148,277 and in 2019-2020 130,264. 113,277 of the 130,264 students are enrolled in state universities and 25,766 students in private universities. Albania has 26 private higher education institutions and 15 public institutions. In this context, however, despite the declining number of students in higher education, an inflation of university degrees can be observed at the same time. Many students complete two or three Masters degrees in order to increase their chances on the job market. Even though the number of students is generally declining in Albania, the business administration subjects do not seem to be affected. The number of students in these subjects has increased slightly (cf. self-evaluation report p. 5).

Another important reason for the proposed changes in the study programme is the further development of the public educational institutions. New Public Management Reforms in public administration and especially in educational institutions have now also arrived in Albania. In this context, these reforms have radically contributed to the redefinition of organizations in the public sector. Knowledge of organizational development, change management, but also the handling of human resources play an important role in the area of responsibility of a principal or head of department. The market developments of recent years have been taken into account in the further development of the study programme (cf. self-evaluation report pp. 5-6).

The aim of the modified study programme “Management”, “with Specialization in Education or Business” is to empower future leaders, school principals of NG partner schools as well as business leaders (StartUps, Small Medium Enterprises and/or big companies) and to enable graduates to handle open and complex situations that provide space for self-organized and confident acting.

The study programme supports the interface between a higher scientific educational approach and a practical experience. The cooperation of the NG University with international partner schools, universities and other institutions guarantees the direct implementation under local conditions (cf. self-evaluation report p. 10).

The programme objectives (PO) of the study programme are as follows (cf. self-evaluation report pp. 10-11):

- PO 1 To lead staff toward a value-based vision & mission of the organization/institution and its implementation
- PO 2 To integrate leadership strategies targeting team development
- PO 3 To manage an effective and efficient organization/institution
- PO 4 To support and facilitate an atmosphere of trust and professionalism within the organization/institution at all dimensions
- PO 5 To acknowledge students with different evaluation approaches and methods
- PO 6 To support them to effectively manage the financial resources of the institution
- PO 7 To enable them to organize structures and procedures of organizations/institutions according to the available resources and abilities
- PO 8 To sensitize them for the legal obligations of organizations/institutions

Specialization in Education

- To develop effective skills for communicating with and nurturing good relationships between the school, administrators, teachers, parents, communities, and authorities
- To acquire professional skills in curriculum development and assessment
- To communicate professional teaching and learning methods that support and challenge children and encourage their individual potential

Specialization in Business

- To develop quality leadership skills, in order to influence change
- To gain valuable insight on how effective leaders motivate their teams
- To develop an understanding of the complexity of the business world as well as of internal and external factors, which influence a business
- To become skilled in leading different parts of a business to work effectively together

Further information can be found in the main report (initial accreditation report).

Appraisal:

The panel understands that environmental changes can provoke the review and redevelopment of study programmes as life cycles of study programmes get shorter and the permanent effort for a competitive advantage gets more important in a constantly changing environment. Therefore, the panel welcomes the University's efforts and formed the view that the changes within the programme are comprehensive and thoroughly reflected.

The qualification objectives of the new designed programme are clearly formulated and both specializations fit well into the overall objectives of the study programme.

Given the changing environment and increased competition on the market, the panel recommends a continuous monitoring of the strategic orientation of the programme since Business programmes and schools constantly adapt to the changes in the environment. The panel recommends considering higher level of inclusion of the stakeholders in the development of the programme, higher responsiveness to the digital and environmental changes as well as further inclusion of the international elements in the programme.

Regarding the number of students, in the panel’s view, for example recruitment centres (either in-house or pooling with other similar institutions) could be helpful, broadening the base of possible applicants.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.1* | Objectives of the study programme (Asterisk Criterion) | | | X | | |

5 Contents, structure and didactical concept of the programme

3.1 Contents

The programme objectives and the curriculum have been revised in such a way that the degree programme also allows training according to focus areas (Specialization) in addition to its core content. The curriculum is structured in that way that the student is led step by step from the simple to the complex, from the general to the specific subjects. Compared to the first curriculum there are small adjustments in the design of the modules as well as in the naming of the modules and subjects.

The reviewed curriculum of the study programme includes five modules. Three modules are related to the core curriculum, one of the five modules serves for the specialization on the appropriate field (Education or Business) and the last module contains the final requirements such as the internship and the master thesis.

The module structure of the study programme is shown in the following illustration:

Table 1: Module structure of the study programme

| | |
|--|--|
| Module A: Professional and Research Orientation - 30 ECTS | |
| Introduction to Leadership (6 ECTS) | |
| Governance & Organizational Development (6 ECTS) | |
| Academic Writing & Rhetoric (6 ECTS) | |
| Research Methods (6 ECTS) | |
| Critical Thinking (6 ECTS) | |
| Module B: Leading and Managing – 34 ECTS | |
| Organizational Communication & Conflict Resolution (4 ECTS) | |
| Professional Ethics (6 ECTS) | |
| Human Resources (4 ECTS) | |
| Change Management (6 ECTS) | |
| Strategic Management (6 ECTS) | |
| Organizational Behavior & Planning (4 ECTS) | |
| Planning & Finance (4 ECTS) | |
| Module C: Organizational Effectiveness – 10 ECTS | |
| Organizational / Institutional Performance (6 ECTS) | |
| Performance Management (4 ECTS) | |
| Specialization – 20 ECTS | |
| In Education | In Business |
| Curriculum Development (4 ECTS) | International Business (4 ECTS) |
| Educational Psychology (4 ECTS) | Controlling & Accounting (4 ECTS) |
| Students Assessment (4 ECTS) | Entrepreneurship (4 ECTS) |
| Teaching & Learning (4 ECTS) | Marketing (4 ECTS) |
| Legal environment of EDU institutions (4 ECTS) | Legal environment of businesses (4 ECTS) |
| Internship (6 ECTS) | |
| Master Thesis (20 ECTS) | |
| TOTAL ECTS 120 | |

The title of the module Introduction was changed to Professional and Research Orientation. The subjects included in this module were Research Methods and Introduction to Leadership & Assessment. After the review of the curriculum, based also in the evaluation reports for the study program, there was a need in enhancing the research orientation of the students. For this reason the subject Critical Thinking was added to the Professional and Research Orientation module. Part of this module are also two other subjects: Academic Writing & Rhetoric as well as Governance & Organizational Development. In total the introduction module, which provides a professional and research orientation, was extended to five subjects and includes 30 ECTS credits.

Table 2: Module "Professional and Research orientation"

Old Curriculum: Introduction

| Module | Subject |
|--------------|--|
| Introduction | Introduction to Educ. Leadership and Assessment (6 ECTS) |
| | Research Methods (6 ECTS) |

Reviewed Curriculum: Professional and Research Orientation

| Module | Subject | |
|--|--|----------|
| Module A: Professional and Research Orientation 30 ECTS | Introduction to Leadership (6 ECTS) | Adjusted |
| | Governance & Organizational Development (6 ECTS) | New |
| | Academic Writing & Rhetoric (6 ECTS) | New |
| | Research Methods (6 ECTS) | Existing |
| | Critical Thinking (6 ECTS) | Existing |

The other adjustments are related to the module "Leadership and Administration in Education". The basic assumptions for the changes introduced are that educational institutions, in addition to their educational mission, are basically also organizations that need to be managed in their contextual conditions. Thus, this module was merged with the module "Organizational Behavior" and is named "Leading and Managing". The subject related strongly to educational institutions e.g. legal issues in education was moved to the module of Specialization. Subjects with a strong organizational relation are still included in the module, but with an updated title. The subject of gender issues and leadership in education was removed, since parts of it are included in "Strategic Management", "Organizational Communication" and "Human Resource Management".

Table 3: Module "Leading and Managing"

Old Curriculum: Leadership and Administration in Education and Organizational Behavior

| Module | Subject | |
|--|--|----------------|
| Leadership and Administration in Education | Educational Planning and Finance (4 ECTS) | |
| | Educational Legislation (6 ECTS) | Specialization |
| | Strategic Management (6 ECTS) | |
| | Managing Educational Change (6 ECTS) | |
| | Critical Thinking (6 ECTS) | Module A |
| Organizational Behavior | Professional Ethics (4 ECTS) | |
| | Gender Issues & Leadership in Education (6 ECTS) | Removed |
| | Intercultural Communication & Conflicts' Resolution (4 ECTS) | |
| | Human Resource Management (6 ECTS) | |

Reviewed Curriculum: Leading and Managing

| | | |
|--|---|----------|
| Module B: Leading and Managing 34 ECTS | Organizational Communication & Conflict Resolution (4 ECTS) | Existing |
| | Professional Ethics (6 ECTS) | Existing |
| | Human Resources (4 ECTS) | Existing |
| | Change Management (6 ECTS) | Adjusted |
| | Strategic Management (6 ECTS) | Existing |
| | Organizational Behavior & Planning (4 ECTS) | New |
| | Planning & Finance (4 ECTS) | Adjusted |

The module Assessment was renamed in Organizational Effectiveness. The aim of this module was to enable students to evaluate the effectiveness of their organizations. According to this purpose there was also a need to update the name of the subjects.

Table 4: Module "Organizational Effectiveness"

Old Curriculum: Assessment

| | |
|------------|--|
| Assessment | Quality and Effectiveness in Educational Administration (6 ECTS) |
| | Assessment of Institutional Performance (6 ECTS) |

Reviewed Curriculum: Organizational Effectiveness

| | | |
|---|---|----------|
| Module C: | Organizational / Institutional Performance (6 ECTS) | Adjusted |
| Organizational Effectiveness 10 ECTS | Performance Management (4 ECTS) | Adjusted |

There are three subjects included in the MSc study programme related to the scientific orientation. The subject "Research Methods" is held in the first or second semester of the studies, which provides an introduction to a range of qualitative and quantitative research methods and outlines the different epistemological and ideological foundations of contrasting research paradigms. Other subjects related to this topic such as "Critical Thinking" and "Academic Writing & Rhetoric" are taught alternately also during the first and the second semester of the studies. These courses provide students with the basics of scientific theory and research methods, which gives them an insight in the nature of enquiry.

The practical part of the study programme is given not only by the fact that all students are in a working relationship. Education in Albania traditionally includes a very strong theoretical orientation and frontal teaching style. NG University aims to break with this tradition and to offer practical and interactive orientation within the modules. Each module contains reflecting sessions and group work. In the modules of the core curriculum the students are introduced to a variety of interactive teaching methods. They have the possibility to apply the new concepts and methods in their daily work. The topics of assignments mostly require application of the gained knowledge in the respective field of work.

The Core Values are implemented in the educational programmes in specific modules, where the exploration / analysis of values is not only theoretical, but where the consequences of ethical or unethical behavior from the personal to the organizational and societal level are discussed and reflected upon.

Further information can be found in the main report (initial accreditation report).

Appraisal:

In the opinion of the panel members, the content adjustments in the modified study programme with two specialisations are comprehensible and plausible and fit coherently into the overall curriculum.

Apart from the thesis module and the internship there is a total of six modules that are kept from the existing programme. The programme consists of five main areas called Professional and Research Orientation. Additionally, students can choose between two specializations: Education and Business (each 20 ECTS credits). The individual modules within each area are well reflected and composed. The main areas of business studies (if taking the business specialization) are covered. There are modules covering the aspects of Strategic Management, Human Resources, Organizational Behaviour, Leadership, Accounting, Finance, Planning and Control, Entrepreneurship and Change Management, extended by Ethics and Legal Aspects. The only aspect the panel is missing is Operations Management or Supply Chain Management. In the panel's view these are nowadays modules with growing importance in most curricula. Therefore, it recommends revising if it should be included in the curriculum. As part of the University's statement on the report, NG indicated that it will follow this recommendation. It has provided an adjusted curriculum with restructured ECTS credits (see Annex). The re-arrangement of ECTS and the addition of the new course "Operations Management" will be implemented after formal approval by the Supervisory Board. The panel welcomes this decision.

The panel members appreciate the implementation of courses that are related to Scientific Practice such as "Academic Writing & Rhetoric", "Research Methods" and "Critical Thinking". These courses help students to develop the mandatory skills of academic work. Therefore, the introduction of/respective the keeping of these modules is reasoned and is appreciated

by the panel. Modules to strengthen academic skills of students are vital to help writing adequate papers and the thesis.

Overall, the composition of modules is justified and takes into account the most important aspects of business studies (except Operations Management/Supply Chain Management). Surrounding aspects like ethical and legal issues are integrated.

If students choose the specialization of Education, they have to take the following modules with a total of 20 ECTS credits: Curriculum development, Educational Psychology, Students Assessment, Teaching & Learning and Legal Aspects. These modules were accredited by FIBAA and are not further assessed by the panel.

The panel also reflected on the issue whether the new title of the programme is justified. In the panel's view a specialization mentioned in the title of the diploma is generally accepted if the specialization area covers at least one third of total number of credits. In this case students are awarded in total 120 ECTS credits within the programme. Thus, within the specialization they should achieve at least 40 ECTS to justify a specialized title within the diploma.

For students being awarded the title Management with Specialization in Business this restriction is fulfilled as they achieve 46 ECTS credits in the area of business from Modules A, B and C, additionally 20 ECTS credits within the specialization. Writing their thesis within this subject gives an additional 20 ECTS credits. In total they can achieve 86 ECTS credits.

Students who aim for a title Management with Specialization in Education earn 20 ECTS credits within the specialization and an additional 20 ECTS credits for the thesis module. As long as they write their thesis in the area of education the specialized title is justified. To fulfil the above mentioned requirement the panel therefore recommends NG University to make it mandatory for students with a specialization in education to write the thesis in the area of education. As part of the University's statement on the report, NG University has provided adjusted module descriptions for the Master Thesis, which include the information that the area of the master thesis should be in accordance with the focus chosen for the study programme, respectively either in Education or Business. The reviewed module descriptions will be implemented after formal approval by the Supervisory Board. The panel welcomes this adjustment.

Furthermore, the panel formed the view that the title "Management with Specialization in Business" shows redundancies and is very unusual. Management in general covers the area of business including NPOs and Public Institutions. Therefore the assessor recommends issuing a general diploma Master of Science in Management. Only students choosing the specialization of education could then receive a diploma stating the specialization: Master of Science in Management with Specialization in Education. Thus, the NG University would open the path to offer additional specializations in the future (e.g. hospitality industry, healthcare management). Modules A, B, and C would remain the same, only specialization courses vary. The panel also recommends reviewing whether having the word "specialization" in the title is necessary. For example, it would be also feasible to entitle it Management in Education, or similar. As part of the University's statement on the report, NG University agrees in naming the study programme 'Management' and for the specialisation in Education, the title of the study programme will be 'Management in Education'. Upon formal approval by the Supervisory Board the title of the reviewed study programme will be updated also on the website and all official documents of NG University. The panel welcomes this adjustment.

In all other respects, the evaluation corresponds to that in the main report.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.1 Contents | | | | | |
| 3.1.1* Logic and conceptual coherence (Asterisk Criterion) | | | X | | |
| 3.1.2* Rationale for degree and programme name (Asterisk Criterion) | | | X | | |
| 3.1.3* Integration of theory and practice (Asterisk Criterion) | | | X | | |
| 3.1.4 Interdisciplinary thinking | | | X | | |
| 3.1.5 Ethical aspects | | | X | | |
| 3.1.6* Methods and scientific practice (Asterisk Criterion) | | | X | | |
| 3.1.7* Examination and final thesis (Asterisk Criterion) | | | X | | |

5.2 Structure

| | |
|--|-----------------------------|
| Projected study time | 2,5 years |
| Number of Credit Points (CP) | 120 |
| Workload per CP | 25-30 |
| Number of modules | 5 (19 courses) + Internship |
| Time required for processing the final thesis and awarded CP | 4 months, 20 ECTS credits |
| Number of contact hours | 1020 |

One ECTS credit is about 25 - 30 hours of student work. A course with 6 ECTS credits equates to approximately 150 work hours, which break down as follows:

- 60 classroom hours (6 hours per week, times 10 weeks = 60)

No distinction between lectures, seminars, etc. since any classroom session (under the NG teaching philosophy) can and will be a combination of these elements. These are "contact" hours that the student has with the professor in the classroom.

- 90 outside-the-classroom work hours (Approximately 1.8 hours of homework will be assigned for each classroom hour with the professor = $1.8 \times 5 \times 10 = 90$)

Under NG teaching philosophy, each classroom session will end with the student being assigned "homework" (reading, projects, papers, presentations, etc.) that must be completed by the next class session, by the end of the week, or by an exact date.

NG University has developed an Exam Regulation, where the procedure including the regulation of the study is described comprehensive for the students. In the Exam Regulation is included the grading policy of the institution. Some parts of the regulation are included in the Catalog and the Student's Handbook of NG University. Albania has ratified and abides by the requirements of the Lisbon Recognition Convention. HEI in Albania must respect the requirements of this Convention in their decisions for the recognition of ECTS credits earned abroad by students. The Exam Regulation of NG University contains in Article 8 concrete instructions regarding the recognition of qualifications of higher education (incl. ECTS) obtained by applicants at another institution of higher education, based on the instructions of

the Albanian Ministry of Education and Sports as well as on the requirements of the Lisbon Convention.

The study programme is designed to be studied extra-professional. The modules are structured in teaching blocks in the afternoon and during the weekends. For the first semester the students gain 22 ECTS credits, in the second semester 24 ECTS credits, in the third semester the students gain 24 ECTS credits and in the fourth semester the students gain 23 ECTS credits. Since the last accreditation NG University has adjusted the workload for the students per semester (this was a condition). Thus, NG University added a fifth semester with 27 ECTS credits. During the last semester the students have the opportunity to write their master thesis as well as to attend only one module. At the end of the studies the master programme is awarded with 120 ECTS credits. The calculation of the workload is made by considering the availability of the students, who are all working at different organizations / institutions around Pogradec. During the summer semester the students have four to six weeks holidays between the modules.

The curriculum and the duration of the study programme is included in the Catalog of NG University. At each orientation week before the students start with their studies, the students are informed that the study programme lasts five semesters. However, students are given the opportunity to finish their studies within four semesters. The last update of the Catalog of NG University was finalised in October 2020.

Table 5: Study course plan

| 1st academic year | | | | |
|-------------------|---|---|--|-----------------------------|
| Core Curriculum | 1st Semester | ECTS | 2nd Semester | ECTS |
| | | Introduction to Leadership & Assessment | 6 | Academic Writing & Rhetoric |
| | Governance & Organizational Development | 6 | Critical Thinking | 6 |
| | Organizational Communication | 4 | Change Management | 6 |
| | Research Methods | 6 | Organizational / Institutional Performance | 6 |
| | Total | 22 | Total | 24 |
| 2nd academic year | | | | |
| Core Curriculum | 3rd Semester | ECTS | 4th Semester | ECTS |
| | | Professional Ethics | 6 | Human Resources |
| | Strategic Management | 6 | Organizational Behavior & Planning | 4 |
| | Performance Management | 4 | Planning & Finance | 4 |
| | | | Internship | 3 |
| Specialization | Educational Psychology / Controlling & Accounting | 4 | Curriculum Development / Intern. Business | 4 |
| | Legal Environment (EDU / BUS) | 4 | Students Assessment / Entrepreneurship | 4 |
| | Total | 24 | Total | 23 |
| 3rd academic year | | | | |
| Core Curriculum | 5th Semester | | | ECTS |
| | | Internship | | |
| | Master Thesis | | | 20 |
| Specialization | Teaching and Learning / Marketing | | | 4 |
| | Total | | | 27 |

The grading system for rewarding and evaluating academic progress was reviewed and updated in 2018. After the first phase of assessment the University has noticed that the

grading policy did not include a fair sharing of the points and did not refer to student's achievements, respectively to already defined learning outcomes (cf. self-evaluation report p. 28). The updated grading policy is published in the Exam Regulation and is designed to provide incentives, to reward achievement and to assist in identifying student problems (cf. Exam Regulation p. 23). The grading system of the institution is included in the Catalog and Student Handbook and is in compliance with the Albanian norms on Higher Education (cf. Catalog p. 26).

Table 6: Grading System

| Description | American system (Intermediate grades included) | German System (Intermediate grades included) | Albanian Grading system | Percentage 100-point-scale |
|--|--|--|----------------------------|-------------------------------|
| A (EXCELLENT - outstanding performance with only minor errors) | A (Excellent) | 1 (Sehr Gut) (1.0 – 1.3) | 10 | 100 – 94 |
| B (VERY GOOD - above the average standard but with some errors) | B (Very Good) | 2 (Gut) (1.4 – 2.4) | 9 | 93 – 85 |
| C (GOOD - generally sound work with a number of notable errors) | C (Good Average) | 3 (Befriedigend) (2.5 – 3.0) | 8 | 84 – 76 |
| C (GOOD - generally sound work with a number of notable errors) | C (Good Average) | 3 (Befriedigend) (3.0 – 3.4) | 7 | 75 – 67 |
| D (SATISFACTORY - fair but with significant shortcomings) | D (Satisfactory) | 4 (Ausreichend) (3.5 – 4.0) | 6 | 66 – 58 |
| D (SATISFACTORY - fair but with significant shortcomings) | D (Sufficient) | 4 (Ausreichend) (4.1 – 4.4) | 5 | 57 – 51 |
| FX (FAIL - Some more work required before credit can be awarded) | F (Insufficient, Fail) | 5 (Mangelhaft) (4.5 – 6.0) | 4 | ≤ 50 |

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload.

The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements.

In all other respects, the evaluation corresponds to that in the main report.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2 | Structure | | | | |
| 3.2.1* | | | X | | |
| 3.2.2* | | | X | | |
| 3.2.3* | | | X | | |
| 3.2.4 | | | X | | |

3.3 Didactical concept

In the MSc "Management, with Specialization in Education, or Business", the focus is placed on communicative and interactive-oriented teaching methods and techniques, in which the role of the teacher is transferred. Thus the learner stands with his interests, assets and needs at the centre of the instruction (cf. self-evaluation report p. 46).

Course contents are in this programme divided into modules. Each module represents a combination of various teaching methods and techniques, such as:

- Case studies
- Self-study
- Presentation
- Reports
- Discussion
- Simulations
- Project work
- Group work
- Workshop

The various and mostly dynamic organized modules, encourage and stipulate independent thinking and working, initiative and interactive collaboration. Factors such as small class sizes and practical nature of the course content play a positive role in relation to the learning orientation by using latest technologies and giving personal attention by the teachers throughout the semester. In this way NG University provides a framework of learning not only through the theoretical input within the modules, but also by giving the possibility of learning by doing. In addition to that, students are expected to apply in their assignments beside theories and different approaches the practical elements e.g. to prepare a teaching session for their pupils in written form, or to develop marketing strategies or business models, where they consider different tools of teaching (cf. self-evaluation report p. 46).

The mode of distance learning is not foreseen in the Albanian Law on Education, therefore this topic is not applicable for NG University. However, due to the pandemic situation worldwide, some scope for actions opened up. NG University is organizing teaching sessions mostly online via zoom. Learning materials are available for students on the campus management software, populi.

Populi is a web-based management software for HEIs used by the whole university. It includes academics, admissions, billing, people, reporting, library, and many other options. Integrated email function and calendar provide students and staff with an easy tool to communicate. Furthermore, in populi all the tools are integrated in one and connected to each other. Each student and faculty receives access to populi upon enrolment. The sharing of learning materials, submission of assignments etc. is facilitated by the application of populi. Furthermore, students have the opportunity to contact lecturers and share questions or case studies also with each other. Course materials are compiled by the lecturer for the module in cooperation with the programme director. They are available to students in various forms: books are selected before the module starts in a certain place in the library (Semesterapparat), materials (working papers and/or slides) from the lecturer are uploaded to populi. The module description for each module is uploaded on populi, in order to give them the opportunity to find the literature needed on time. However, the literature and slides are accessible to students through the upload function on populi.

Appraisal:

The logic of the didactical concept is adequate to lead students to the final qualifications; it is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme and tailored to the specific modules.

In all other respects, the evaluation corresponds to that in the main report.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.3 Didactical concept | | | | | |
| 3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion) | | | X | | |
| 3.3.2* Course materials (Asterisk Criterion) | | | X | | |
| 3.3.3 Guest lecturers | | | X | | |
| 3.3.4 Lecturing tutors | | | | | X |

4 Academic environment and framework conditions

4.1 Faculty

In the current master programme there are teaching three lecturers holding a professoral degree, six lecturers holding a doctoral degree and six lecturers holding a master's degree. Currently there are six full-time and three part-time employees at NG University. In addition, NG University has a tool of national and international guest lecturers, who are invited to teach on a regular basis (see table 8).

Table 7: Instructors in the Curriculum

| Curriculum | 1st Semester | 2nd Semester | 3rd Semester | 4th Semester | 5th Semester | ECTS | Lecturer |
|--|--------------|--------------|--------------|--------------|--------------|------|---------------------------------|
| Module A: Introduction | | | | | | 30 | |
| Introduction to Leadership & Assessment | x | | | | | 6 | Dr. Roy Atwood, Dr. Dorian Leka |
| Governance & Organizational Development | x | | | | | 6 | Dr. Roy Atwood |
| Academic Writing & Rhetoric | | x | | | | 6 | Prof. Dr. Bardhyl Musai |
| Research Methods | x | | | | | 6 | Dr. Nikolai Bunzmann |
| Critical Thinking | | x | | | | 6 | Prof. Dr. Ema Kristo |
| Module B: Leading and Managing | | | | | | 34 | |
| Organizational Communication & Conflict Resolution | x | | | | | 4 | Dr. Roy Atwood, Donika Nasto |
| Professional Ethics | | | x | | | 6 | Dr. Ahmed Bugre |
| Human Resources | | | | x | | 4 | Dr. Michael Savvas |
| Change Management | | x | | | | 6 | Prof. Dr. Bardhyl Musai |
| Strategic Management | | | x | | | 6 | Prof. Dr. Werner Esser |
| Organizational Behavior & Planning | | | | x | | 4 | David Fagan, Dr. Renato Preza |
| Module C: Performance Management | | | | | | 10 | |
| Organizational / Institutional Performance | | x | | | | 6 | Dr. Roy Atwood |
| Performance Management | | | x | | | 4 | Dr. Peter Makiriyado |
| Planning & Finance | | | | x | | 4 | Dr. Peter Makiriyado |
| Module D: Specialization | | | | | | 20 | |
| In Education D 1 | | | | | | 4 | |
| Curriculum Development | | | x | | | 4 | Prof. Dr. Werner Esser |
| Educational Psychology | | | x | | | 4 | Prof. Dr. Werner Esser |
| Students Assessment | | | x | | | 4 | Dr. Roy Atwood |
| Teaching & Learning | | | | | x | 4 | Dr. Rezarta Reimann |
| Legal environment of EDU institutions | | | | x | | 4 | Dr. Dorian Leka |
| In Business D 2 | | | | | | 4 | |
| International Business | | | x | | | 4 | Lefter Roko |
| Controlling & Accounting | | | x | | | 4 | Lefter Roko |
| Entrepreneurship | | | x | | | 4 | Dr. Peter Makiriyado |
| Marketing | | | | | x | 4 | Prof. Dr. Ulli Arnold |
| Legal environment of businesses | | | | x | | | Dr. Elis Tarelli |
| Closure Request | | | | | | 26 | |
| Internship | x | x | x | x | | 6 | Head of Department |
| Master Thesis | | | | | x | 20 | Mentor, Academic Supervisor |

Many subjects are covered by specialists and experts from the respective professional fields, e.g.:

- Matthias Malessa – Chief Human Resources at adidas Group
- Paul Donders – Executive Director of xpand Netherlands and International
- Dr. Roy Atwood – Commissioner for many years in the US accreditation agency TRACS
- Barbara von Schnurbein – Coach and Trainer for stakeholders in schools

Table 8: Guest lecturers

| Lecturer Name | Areas of Research |
|--|---|
| Prof. Dr. Dr. h.c. <u>Ulli Arnold</u> | Business Administration, Production Management, Management and Marketing of Non-Profit Organizations, International Marketing |
| Prof. Dr. <u>Werner Esser</u> | Pedagogy, School Development, Organizational Development and Processes, Support of highly talented pupils, Strategic Management in Educational Institutions |
| Assoc. Prof. Dr. <u>Ema Kristo</u> | Research Methods, Critical Thinking |
| Dr. <u>Thomas Queisser</u> | Marketing, Business Administration |
| Dr. iur. <u>Elis Tarelli</u> | Contract Law, Company and Labor Law |
| Dr. <u>Michael Savvas</u> | Human Resources Management |
| Dr. <u>Eduart Little</u> | Management Accounting |
| Dr. <u>George Sturm</u> | Statistics and probability Biostatistics and mathematics Research Methods Computer technology Research in electronics manufacturing Quality Control |
| <u>Michelle Mann, CPA</u> | Financial Accounting |
| <u>Matthias Malessa, Dipl.-Volkswirt</u> | Human Resources, Leadership |
| <u>Paul Donders, Dipl.-Ing. (FH) Architektur</u> | Leadership |
| <u>Arlinda Merdani, M.A.</u> | Academic Writing, International Development |
| <u>Barbara Freifrau von Schnurbein, M.A.</u> | Education and Learning |
| <u>Donika Nasto, M.A.</u> | Intercultural Communication & Conflict Resolution |
| <u>Lefter Rroko, M.A.</u> | Industrial Accounting |
| Dr. phil. <u>Irmela Tarelli</u> | (Education, Teaching and Learning) |
| Dr. rer. nat. <u>Rezarta Reimann</u> | (Education, Pedagogy and Didactic) |

The guest lecturers meet the requirements set by the Albanian Ministry of Education academic scientific. The requirements of NG University on the qualifications of teaching are mentioned in the Catalog of NG University. The majority of the lecturers have a PhD degree. In some cases, M.A. or Dipl. Ing. that are on the way to PhD and are also qualified by many years of experience in various fields.

The ratio instructor - student is at NG University at the moment 1:7 and 1:10. This is according to the requirements of the Albanian Ministry of Education, which expects a correlation of 1:20. In addition to that, each student receives in the last academic year a supervisor (for technical support) and at the beginning of studying a mentor (the scientific support) that are employees of NG University and are able to advise and help in all the theoretical and professional issues.

An academic advisor is assigned to the student, which must be consulted at least once a quarter. Usually, this academic advisor will at the same time be the mentor of the student and will also be available for him during his practical training. This advisor will lead the subject-related preparation and implementation in applied science and during the thesis. All students know the office hours of the institution. In addition to that, with the small number of students enrolled at the master's course there are opportunities given to individual meetings. The Student Service Centre is another drop-in centre, where the students are expected to go in case counselling/support is needed.

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's

composition, consisting of full-time and part-time as well as guest lecturers, guarantees that both the academic standards and the requirements of professional practice are satisfied.

In all other respects, the evaluation corresponds to that in the main report.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.1 Faculty | | | | | |
| 4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | X | | |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.4 Practical business experience of faculty | | | X | | |
| 4.1.5* Internal cooperation (Asterisk Criterion) | | | X | | |
| 4.1.6* Student support by the faculty (Asterisk Criterion) | | | X | | |
| 4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | | | X |

Annex

Curriculum Review: Rearrangement of ECTS and addition of 'Operations Management'

In Modules A, B and C all subjects will include, instead of 4 and 6 ECTS (see chapter 3.1.) uniformly 5 ECTS each (chart 2, marked in blue).

With the adjustment of ECTS for each subject of the modules A, B and C into 5 ECTS for each, additional 4 ECTS could be gained. These 4 ECTS can be attributed to the subject 'Operations Management', which would be subordinated to the specialization Business. The aim of NG University on the long-term is the adjustment of ECTS-distribution in the curriculum, where each course carries 5 ECTS. In order to fulfil the recommendations of the assessment panel, and to emphasize the importance of the module, 1 additional ECTS will be taken from the Internship and will be added to the module 'Operations Management' (4 ECTS from the Modules A, B and C plus 1 additional ECTS from the Internship, 5 ECTS). Also for the specialization in Education the focus of study is expanded by the course 'Pedagogical Inclusion' (5 ECTS). This course was part of the previous curriculum as accredited by FIBAA on November 2015 (97th Meeting of the Accreditation Committee, Project Number 14/117). The edited version of the curriculum would look as follows:

| |
|--|
| Module A: Professional and Research Orientation - 25 ECTS |
| Introduction to Leadership (5 ECTS) |
| Governance & Organizational Development (5 ECTS) |
| Academic Writing & Rhetoric (5 ECTS) |
| Research Methods (5 ECTS) |
| Critical Thinking (5 ECTS) |

| |
|---|
| Module B: Leading and Managing – 35 ECTS |
| Organizational Communication & Conflict Resolution (5 ECTS) |
| Professional Ethics (5 ECTS) |
| Human Resources (5 ECTS) |
| Change Management (5 ECTS) |
| Strategic Management (5 ECTS) |
| Organizational Behavior & Planning (5 ECTS) |
| Planning & Finance (5 ECTS) |

| |
|---|
| Module C: Organizational Effectiveness – 10 ECTS |
| Organizational / Institutional Performance (5 ECTS) |
| Performance Management (5 ECTS) |

| | |
|---|-----------------------------------|
| Module D: Specialization – 25 ECTS | |
| Education | Business |
| Curriculum Development (4 ECTS) | International Business (4 ECTS) |
| Educational Psychology (4 ECTS) | Controlling & Accounting (4 ECTS) |
| Students Assessment (4 ECTS) | Entrepreneurship (4 ECTS) |

| | |
|--|--|
| Teaching & Learning (4 ECTS) | Marketing (4 ECTS) |
| Legal environment of EDU institutions (4 ECTS) | Legal environment of businesses (4 ECTS) |
| Pedagogical Inclusion (5 ECTS) | Operations Management (5 ECTS) |

| |
|-------------------------|
| Internship (5 ECTS) |
| Master Thesis (20 ECTS) |
| TOTAL ECTS 120 |

Chart 2: ECTS Adjustments and Addition of 'Operations Management'