



## **IBCM Programme Handbook**

# **Public Administration and Welfare**

May 2020

## ***Program Overview***

<i>Name of the institution</i>	International Business College Mitrovica (IBC-M)
<i>Faculty/Department</i>	Department of Public Administration & Welfare
<i>Main Campus or Branch</i>	Riverside Campus
<i>The program applies to Branch</i>	No
<i>Name of the study program</i>	Public Administration & Welfare
<i>Specializations</i>	1. Public Administration 2. Social Work
<i>Person responsible</i>	Bujar Gallopeni, MSc. PhD cand.
<i>Accreditation/Reaccreditation</i>	(Re)accreditation
<i>NQF Qualification Level</i>	EQF/NQF Level 6
<i>Academic degree conferred</i>	Bachelor of Public Administration & Welfare: specialization: Public Administration  or Bachelor of Public Administration & Welfare: specialization: Social Work
<i>ECTS</i>	210
<i>Program profile (specialization)</i>	Public Administration Public Service Management
<i>Erasmus Code</i>	14.9
<i>Type of study</i>	Full-time
<i>Minimum duration of study</i>	3,5 years / 7 semesters

## Table of Contents

<b>1. Module overviews for the programmes</b>	<b>5</b>
<b>1.1 Bachelor Program in Public Administration &amp; Welfare: Public Administration specialization</b>	<b>5</b>
<b>1.2 Bachelor degree programme in Public Administration &amp; Welfare: Social Work specialization</b>	<b>7</b>
<b>2. Program profiles and Learning outcomes</b>	<b>9</b>
<b>2.1 Specialization in Public Administration</b>	<b>9</b>
<i>2.1.1 Introduction</i>	<i>9</i>
<i>2.1.2 Learning Outcomes</i>	<i>10</i>
<i>2.1.3 Labor market profile</i>	<i>12</i>
<b>2.2 Specialization in Social Work</b>	<b>12</b>
<i>2.2.1 Introduction</i>	<i>12</i>
<i>2.2.2 Learning Outcomes</i>	<i>15</i>
<i>2.2.3 Labor market profile</i>	<i>17</i>
<b>3. Pedagogical concept of the Public Administration and Welfare program</b>	<b>18</b>
<b>4. Degrees and double degrees</b>	<b>19</b>
<b>5. Summary of study, internship and examination regulations of the programs</b>	<b>19</b>
<b>5.1 Overview of examinations for Public Administration specialization</b>	<b>20</b>
<b>5.2 Overview of examinations for Social Work specialization</b>	<b>22</b>
<b>5.3 Grading scale</b>	<b>25</b>
<b>5.4. Semester Project: Project Retrospective Report</b>	<b>25</b>
<b>5.5. Semester Project evaluation</b>	<b>25</b>
<b>5.6. Double grading</b>	<b>26</b>
<b>5.7. Fraud in examinations and plagiarism</b>	<b>26</b>
<b>5.8. Appeal to examination result</b>	<b>26</b>
<b>6. Courses and syllabuses</b>	<b>27</b>
<b>6.1 The 1<sup>st</sup> semester</b>	<b>27</b>
<i>6.1.1 Syllabuses</i>	<i>27</i>
<i>6.1.2 The 1<sup>st</sup> semester project example</i>	<i>32</i>
<b>6.2 The 2<sup>nd</sup> semester syllabuses</b>	<b>34</b>
<b>6.3 Course syllabuses for Public Administration specialization</b>	<b>40</b>
<i>6.3.1 The 3<sup>rd</sup> semester syllabuses</i>	<i>40</i>
<i>6.3.2 The 4<sup>th</sup> semester syllabuses</i>	<i>45</i>
<i>6.3.3 The 5<sup>th</sup> semester syllabuses</i>	<i>50</i>
<i>6.3.4 The 6<sup>th</sup> semester syllabuses</i>	<i>56</i>
<i>6.3.5 The 7<sup>th</sup> semester syllabuses</i>	<i>57</i>
<b>6.4 Course syllabuses for Social Work specialization</b>	<b>57</b>
<i>6.4.1 The 3<sup>rd</sup> semester syllabuses</i>	<i>57</i>

6.4.2 <i>The 4<sup>th</sup> semester syllabuses</i>	62
6.4.3 <i>The 5<sup>th</sup> semester syllabuses</i>	66
6.4.4 <i>The 6<sup>th</sup> semester syllabuses</i>	70
6.4.5 <i>The 7<sup>th</sup> semester syllabuses</i>	75
<b>6.5 Syllabuses for elective courses</b>	<b>76</b>
6.5.1 <i>Overview of elective courses</i>	76
6.5.2 <i>Syllabuses of elective courses</i>	77

## 1. Module overviews for the programmes

### 1.1 Bachelor Program in Public Administration & Welfare: Public Administration specialization

Semester	Modules at UCL College	ECTS	Courses at IBC-M College	ECTS*	Lessons**
<b>1<sup>st</sup> semester</b>				<b>30</b>	
			Principles of Management	5	20
	Descriptive economics	10	Principles of Economics	5	20
	Organization and communication	10	Introduction to EU Studies	5	20
			Mathematics and Introductory Statistics	5	20
	Law	5	Professional Communication	5	20
	Scientific methodology	5	Academic English and Study Skills 1	5	20
<b>2<sup>nd</sup> semester</b>		<b>30</b>		<b>30</b>	
			Poverty and Social Inequality	4	16
	Socialization and learning	10	Human development	4	16
			Administrative and public sector legislation	6	24
	Organization and communication	5	Human Resource Management	4	16
	Macroeconomics	10	Human Rights and Administration	4	16
	Scientific methodology	5	Philosophy of science & applied research methodology	4	16
			<i>Elective course</i> Select one from the following: 1. Academic English and Study Skills 2 2. The policy of environmental protection management 3. Statistics and SPSS	4	16
<b>3<sup>rd</sup> semester</b>		<b>30</b>		<b>30</b>	
	Law	10	Public Policy development	5	20
	Quality assurance	10	Quality management and project evaluation	5	20
	Economics	5	Macroeconomics	4	16
			Principles of Innovation	4	16
	Organization and communication	5	Financial Statement and Analysis	4	16
			<i>2 x elective courses</i> Select two from the following: 1. Local governance 2. EU legislation and policy development 3. Work ethics in public administration 4. Public business and corporate law	8	32

<b>4<sup>th</sup> semester</b>		<b>30</b>		<b>30</b>	
			State organization	5	20
	Economics	10	Public budgeting	4	16
			Intercultural communication and PR	5	20
	Law	5	International law and international relations	4	16
	Innovation	10	Public finance management	4	16
	Interdisciplinary project	5	2 x <i>elective courses</i> Select two from the following: 1. Media, transition and society 2. Advocacy approaches and decision making 3. Youth, (un)employment, and social challenges 4. Gender studies	8	32
<b>5<sup>th</sup> semester</b>		<b>30</b>		<b>30</b>	
			Profession and organizational behavior	4	16
			Needs assessment and project cycle management	5	20
			Legal systems	5	20
			E-governance	4	16
			Non-profit sector and society	4	16
	Specialization	30	2 x <i>elective courses</i> Select two from the following: 1. Public business and corporate law 2. Conflict solving and mediation 3. Group Dynamics 4. Population and migration studies	8	32
<b>6<sup>th</sup> semester</b>		<b>30</b>		<b>30</b>	
	Internship	30	Internship	30	8**
<b>7<sup>th</sup> semester</b>		<b>30</b>		<b>30</b>	
	Specialization	10			
	Bachelor thesis project	20	Bachelor thesis project	30	8**
<b>Bachelor degree in Public Administration</b>		<b>210</b>		<b>210</b>	

\* 1 ECTS = 30 hours / 1 hour = 45 minutes.

\*\*1 ECTS = 4 lessons / 1 lesson = 90 minutes. Lessons are planned per course per semester.

\*\*\* For practical learning and thesis mentoring it is planned one consultation lesson/meeting per every two week, while the majority of workload of student is foreseen in organization practical learning and self-study.

## 1.2 Bachelor Programme in Public Administration & Welfare: Social Work specialization

Course	ECTS*	Lessons **
<b>Semester I</b>	<b>30</b>	
Principles of Management	5	20
Principles of Economics	5	20
Introduction to EU Studies	5	20
Mathematics and Introductory Statistics	5	20
Professional Communication	5	20
Academic English and Study Skills 1	5	20
<b>Semester II</b>	<b>30</b>	
Poverty and Social Inequality	4	16
Administrative and public sector legislation	5	20
Human Resource Management	4	16
Philosophy of science & applied research methodology	5	20
Human development	4	16
Human Rights and Administration	4	16
<i>Elective course</i> Select one from the following: 1. Academic English and Study Skills 2 2. The policy of environmental protection management 3. Statistics and SPSS	4	16
<b>Semester III</b>	<b>30</b>	
Introduction to Social Work: Theories and Analysis	4	16
Psychology/Development Psychology	5	20
Organization, Management and Delivery of Social Services	5	20
Sociology	4	16
Social Welfare and Social Security Policy	4	16
<i>2 x elective courses</i> Select two from the following: 1. Local governance 2. EU legislation and policy development 3. Work ethics in public administration 4. International Social Work and Cultural Diversity	8	32
<b>Semester IV</b>	<b>30</b>	
Social Psychology	4	16
Mental Health and Psychotherapeutic Interventions in Social Work	4	16
Social Work and Community Development	4	16
Principles and Practices of Counseling in Social Work	4	16
Social Work Practice I: Mental Health and Disability	6	8***
<i>2 x elective courses</i> Select two from the following: 1. Media, transition and society 2. Advocacy approaches and decision making 3. Youth, (un)employment, and social challenges 4. Gender studies	8	32

<b>Semester V</b>	<b>30</b>	
Case Management in Social Work practice	4	16
Social Anthropology	4	16
Ethics and Values in Social Work	4	16
Theories of Deviance, Delinquency and Substance Abuse	4	16
Social Work Practice II: Substance Abuse & Delinquency	6	8***
2 x <i>elective courses</i> Select two from the following: 1. Project Planning and Management 2. Conflict solving and mediation 3. Non-profit organizations 4. Organizational Behavior	8	32
<b>Semester VI</b>	<b>30</b>	
Integration and Inclusion: Refugees, Migrants and Minorities	4	16
Social Pedagogy and Child Care and Protection	4	16
Sociology of Family	4	16
Legislation in child protection, social care and family services	4	16
Social Work Practice III: Case Management with Children, Youth, Family and Elderly	6	8***
2 x <i>elective courses</i> Select two from the following: 1. <i>Couple/Family Therapy</i> 2. <i>Social work and education of people with special needs</i> 3. <i>Population and migration studies</i> 4. <i>Group Dynamics</i>	8	32
<b>Semester VII</b>	<b>30</b>	
Social Work Practice IV: Gender, Domestic Violence and Trafficking	10	8***
Bachelor thesis project	20	8***

\* 1 ECTS = 30 hours / 1 hour = 45 minutes.

\*\*1 ECTS = 4 lessons / 1 lesson = 90 minutes. Lessons are planned per course per semester.

\*\*\* For practical learning and thesis mentoring it is planned one consultation lesson/meeting per every two week, while the majority of workload of student is foreseen in organization practical learning and self-study.



## 2. Program profiles and Learning outcomes

Students of Public Administration & Welfare (PA&W) can choose between graduating with one of two specializations offered in this program: Public Administration, or Social Work. The first two semesters of studies are the same for both specializations, therefore students attend jointly the lectures. Starting from the 3<sup>rd</sup> semester, there is a divergence between the two tracks, with relevant profile specific courses and internship programs.

The program structure with specializations:

Bachelor in Public Administration & Welfare		
Specializations →	Public Administration	Social Work
Semester 7	BA thesis & internship	BA thesis
Semester 6	Courses & internship	Internship
Semester 5	Courses & internship	Courses
Semester 4	Courses & internship	Courses
Semester 3	Courses	Courses
Semester 2	Joint courses for two specializations	
Semester 1	Joint courses for two specializations	

### 2.1 Specialization in Public Administration

#### 2.1.1 Introduction

Public Administration prepares individuals to serve as managers in the executive arm of local and central government. It focuses on the systematic study of executive organization and management, including instruction in the roles, development and principles of public administration, the management of public policy, executive-legislative relations, public budgetary processes, financial management, administrative law, public personnel management, professional ethics and research methods.

Public Administration can be defined as the implementation of policies by civil servants within an official government's executive framework. Public administrators manage nearly every aspect of public service at the federal, state and local levels, offering the opportunity to help shape the future.

This specialization equips students with knowledge, competences and skills to meet the challenges of modern public administration and public management. The program curriculum assures that graduates have knowledge in a range of social, democratic and economic concepts, including state organization and policy development, poverty, poverty reduction, development, wealth, the welfare state, social exclusion/inclusion, community, and individual/group identity.

Students have knowledge of public management theory and its basic principles, such as public-private partnership, macroeconomics, and democratic norms and values. They are trained to plan and conduct research projects and evaluations. They know to decide on which methodology to use in a social context, so as to identify the needs of the population and which techniques are most effective when involving citizens in decision-making, taking a user-oriented approach to services and allowing citizens to raise their voices so as to maintain the highest values of the developed society.

Graduates of Public Administration specialization are capable of carrying out literature and documentation reviews on various topics related to the public sector at both the European Union and local level. They are trained to compare these findings, analyze them and use evidence-based data to suggest the best solutions for community development. They are trained to use existing databases (EUROSTAT, HFA, United Nations, and National Agency for Statistics). They are familiar with problem analysis tools (examples of which include stakeholder analysis, SWOT analysis, fishbone diagram, force field analysis) as well as with project cycle management.

Applying the IBCM motto, *From Theory to Practice*, graduates of the Public Administration specialization will have acquired practical experiences during a number of case studies and exercises as well as during mandatory field visits to public institutions such as the Kosovo Police, the office of the Organization for Security and Cooperation in Europe, the district government, and the municipality. Having enjoyed the interactive and communication-focused approach of IBCM, graduates are familiar with presentation and communication techniques and possess strong problem-solving skills.

After graduating with the Bachelor degree in Public Administration specialization, students are qualified to carry out complex, development-oriented administrative functions in the field of public services with a focus on services related to unemployment, social service, education and the health sector. They are familiar with administration theory and methodology. They possess knowledge and understanding of practice and applied theories and methods in the field of public services and they are able to reflect on the practice of their profession and the way in which theory and methods are applied. They are able to handle complex development-oriented situations in work or study contexts. They are able to engage independently in intra-professional and inter-professional cooperation, assume responsibility within the framework of professional ethics, identify their own learning needs and develop their own knowledge, skills and competencies in relation to the profession.

### **2.1.2 Learning Outcomes**

The learning outcomes of the Bachelor degree programme in Public Administration specialization are as follows:

#### **Knowledge**

The graduate will:

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

## **Skills**

The graduate will:

- be able to take an holistic view of the problems, resources and needs of citizens, and be able on this basis to plan and coordinate a coherent set of welfare measures and other services;
- be able to apply legislation concerning the public services, including making decisions within the legal framework;
- be able to describe, analyze and assess problems related to welfare administration with a view to drawing up, justifying and propagating model solutions to cooperative partners and users;
- be able to compare and assess various methods and tools and to select those analytic tools best suited to the task;
- be able to prepare materials using various methods of creating tables and graphic presentations, including calculating and critically evaluating index and key figures;
- be able to analyze the needs of individuals and groups for guidance;
- be able to develop, plan, carry out and assess guidance programmes aimed at different target groups;
- be able to carry out individual, group and collective activities on a professional basis;
- be able to identify and analyze conflicts and difficulties in cooperation, with a view to drawing up possible solutions and indicating a range of legal solutions;
- be able to analyze an organization with a view to selecting relevant strategies that can support the mission, vision and values of the workplace in question.

## Competencies

The graduate will:

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

### 2.1.3 Labor market profile

Graduates in the Public Administration specialization are the human resources of the future public administration, for all governmental layers and hierarchical positions from the top to the bottom. They will be the cornerstone of future society and the processes of community democratization and modernization, either working in public administration institutions and agencies, or in civil society organizations. The key graduate employment opportunities for this profile could be, but not limited to:

- Employee in public administration sector (local, central government), in different professional positions (education, social welfare, EU integration offices, etc);
- Project manager/coordinator/advisor/officer in NGOs / international organizations (community based organizations, think tanks, etc);
- Office administrators in private businesses / companies / SMEs;
- Entrepreneurs of social innovation enterprises (for-profit or non-for-profit organization);
- Advisors of thematic fields (based on specialization interests) - freelancer;

## 2.2 Specialization in Social Work

### 2.2.1 Introduction

In recent considerations for the development and consolidation of the social protection system, the Ministry of Labor and Social Welfare (MLSW) has re-organized the system of social work with legislation provisions, which treat the term of social worker as '*social and family service provider*' (Law no. 02 L-17 for Social and Family Services<sup>1</sup>). This fact has made MLSW to put licensing of social

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<sup>1</sup> <https://gzk.rks.gov.net/ActDocumentDetail.aspx?ActID=2447>

workers as its next priority, in order to fill the gap of the prepared human resources as a precondition for providing qualitative services to the people in need.

The General Social and Family Services Council (GSFSC) developed occupational standards for supporting on the job development of social care professionals, in the following professional categories:

- Professional of social work and counselling;
- Professional collaborator of social work;
- Manager of social welfare;
- Assistant of health and social care;

According to occupational standard for “Professional of Social Work and counselling”, the professionals should have minimum the following functions as part of their scope of work:

- Preparing the workplace;
- Managing the cases of social work;
- Provision of social and family services for all specified categories;
- Provision of social care services for residential care;
- Provision of daily social care services for children and adults;
- Provision of social home care services for families;
- Ensures safety at work and environment protection;

While the occupational standards for “Managers of Social Welfare”, the following main scope is required:

- Preparing the workplace
- Manages the staff of Government and Non-Governmental Providers for the provision of Social and Family Services;
- Plans and manages social and family services;
- Manages the budget and calculates financial costs for social and family services;
- Manages and monitors social and family services contracted by the public sector;
- Monitors, and enables inspection and evaluation of social and family services;
- Provides safety at work and environmental protection;

Nevertheless, these occupational standards were developed for supporting professional development of presently employed social care professionals, in the form of short to medium term certificate trainings at level 4 of European Qualifications Framework. As accordingly, GSFSC developed the LLL programs based on which social care providers are licensed.

The social work professionals are expected to provide services to a large number of social categories stipulated in the Law for Social and Family Care:

1. children without parental care
2. children with antisocial behavior
3. juvenile delinquency
4. disordered family relationships
5. advanced age (elderly)
6. physical illness or disability
7. mental disability

8. mental illness
9. vulnerability to exploitation or abuse
10. domestic violence
11. human trafficking
12. addiction to alcohol or drugs
13. natural or contrived disaster or emergency
14. or other cause that renders them in need

The national welfare policies call for a necessity to have qualified social workers in order to ensure the provision of qualitative services to the groups in need, in the domains of child, family and elderly care, social justice, social protection, adolescents and youth, domestic violence, mental health, and so on. These needs have also brought the MLSW to require through the legislation provisions/by-laws the certification of social service providers, including the social workers. The GSFSC at MLSW has defined the criteria for licensing the social service providers, which among others require them to have adequate professional qualification as well as to have accomplished the professional practice prior to their licensing.

In line with these needs, the overall objective of the study programme specialization in Social Work is to educate and qualify highly competent autonomous social work professionals, thus responding to institutional and social demands in Kosovo and in the region. At the basis of the Social Work profession lies the knowledge and understanding from the social sciences, psychology and law, which are to be integrated and used in practical social work. Equally important is the knowledge and understanding of different approaches in social work and the development of a conscious and reflective person with the ability to develop and to take the perspective of the service user / client.

This is expected to be achieved by:

- Providing a flexibly structured programme of study which is relevant to the needs of policy, service providers and users facilitating the professional development of the students and laying the foundations for a successful career in Social Work to the benefit of the society;
- Providing a flexible and accessible programme which produces highly competent professional social workers, who are flexible, can use their initiative and work in a range of settings;
- Providing a satisfying and stimulating programme for students in an atmosphere of high challenge and high support;
- Providing a fully integrated and up to date programme delivered in full and stimulating collaboration with agencies and service providers and users;
- Providing a transparent and coherent programme structure for students and partners to meet both workforce and student needs;
- Fully integrating academic theory with appropriate professional practice;
- Fostering the development of an enquiring, open-minded and creative attitude, which encourages lifelong learning and continuing professional development through the acquisition of key transferable skills;

The specialization in social work equips students with knowledge, competences and skills to meet the challenges of modern welfare state and social protection. The program curriculum assures that graduates have knowledge in a range of social, democratic and economic concepts, including welfare system organization and policy development, poverty, poverty reduction, development, wealth, the welfare state, social exclusion/inclusion, community development, and individual/group identity.

### 2.2.2 Learning Outcomes

The learning outcomes of the Bachelor degree programme in Social Work specialization are as follows:

#### Knowledge:

The graduate should be able to demonstrate a: Specialized knowledge of a broad area and b: Some theoretical concepts and abstract thinking, with significant underpinning theory:

- *Specialized knowledge of the sciences underpinning social work, e.g.:*
  - o Social and behavioral sciences
    - Psychology / Development Psychology / Social Psychology
    - Sociology
    - Social Policy
    - Social Pedagogy
  - o Theory of knowledge (epistemology)
- *Knowledge of the systems and regulations relevant to social work e.g.:*
  - o The history and context of social work
  - o Social care systems and service providers
  - o Relevant legislation and regulations
  - o Child protection and welfare guidelines and duty of care
  - o Protection, care and welfare of vulnerable people
- *Understanding of the human, technical and environmental factors that relate to risk;*
- *Knowledge of general approaches to social work practices, planning and review, e.g.:*
  - o Assessment of social needs
  - o Provision of person-centered social care and help
  - o Roles of social work professionals
  - o Interdependencies with other professionals
  - o The supportive role of relationship in the service-users life
- *Grounding in human and children's rights and social justice discourse, e.g.:*
  - o Advocacy and empowerment in social work
  - o Principles of ethics
  - o Professional values and codes of practice
- *Understanding of how knowledge is created and changed within the field of social work*
- *Understanding of the vocabulary and style of discourse in social work*



- *Understanding of the principles and practice of group dynamics and interpersonal skills*

### **Skills:**

The graduate should be able to a: Demonstrate comprehensive range of specialized skills and tools and b: Formulate responses to well-defined abstract problems:

- *Thinking critically, analyze and solve problems using a range of specialized skills and tools, e.g.*
  - o Observe service-users methodically
  - o Maintain accountability to service-users and the service provider
  - o Operate in harmony with legitimate organizational culture and norms
  - o Enhance practice through reflection
  - o Recognize good / safe practice
  - o Protect and maintain confidentiality
- *Demonstrate essential social work / social care skills*
  - o Build and sustain appropriate relationships with service-users respecting the dignity of the person
  - o Work with families recognizing the importance of familiar kinship
  - o Respond in a creative and individualized manner to the service-user
  - o Separate private, personal and professional boundaries
- *Communicate effectively in the spoken and written word, e.g.:*
  - o Interact with openness and sensitivity and communicate effectively with others
  - o Present and defend an argument in the context of social work

### **Competencies:**

The graduate should be able to a: Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts; b: Exercise substantial personal autonomy and take responsibility for the work of others and/or for allocation of resources; form, and function within multiple complex and heterogeneous groups; c: Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs; d: Express an internalized personal world view, reflecting engagement with others:

- *Practice, under supervision, in a defined range of contexts in the field of social work;*
- *Transfer and apply theoretical concepts to a range of social work situations;*
- *Work within the boundaries of role competence, under supervision, and seek guidance when unsure how to intervene or act, e.g.:*
  - o Differentiate between satisfactory and unsatisfactory social work practice
  - o Demonstrate professional identity as an emerging social worker
  - o Develop capacity for undertaking responsible social work roles



- Recognize the roles of other professionals working with the service-user group
- Recognize emotional intensity of social work practice, its effects and the appropriate remedies
- *Participate with peers to engage with personal and professional issues to social work practice;*
- *Identify and report potential harm to service-users;*
- *Act responsibly and ethically in a practice context and in accordance with relevant legislations, regulations and legitimate policy and procedures;*
- *Reflect on personal practice, and recognize and address the limitations of one's own current knowledge, skills and competencies, e.g.:*
  - Demonstrate a capacity for independent, self-managed autonomous learning and take appropriate opportunities to enhance one's level of knowledge, skills, aptitude or competences by means of collaboration and self-study
- *Express a personalized professional identity reflecting engagement with others, e.g.:*
  - Develop knowledge of self (including one's personal attitudes)
  - Comprehend human diversity
  - Recognize the influence of well-being and background on personal practice
  - Express compassion

### 2.2.3 Labor market profile

The degree with specialization in Social Work is expected to lead to a work license after the students successfully graduate. The professional license is issued by the respective authorities in Kosovo, respectively by the General Social and Family Services Council, at MLSW. The graduates of Social Work specializations have a broad area of employability in the public and non-public sector institutions and organizations. They will be main catalyst of social protection policy measures, both in their development and implementation, working for and with governmental and nongovernmental institutions and organizations of social protection.

The graduate main employment opportunities for this profile could be, but not limited to:

- Social worker in Centers for Social Work (clinical social worker / mental health social worker, etc);
- Employee in public administration sector (local, central government), in different professional positions related to social and labor policies;
- Project manager/coordinator/advisor/officer in social work centers, NGOs / international organizations (community based organizations, think tanks, etc);
- Counselor working in community-based organizations (psycho-social support, human rights advice, case management, etc) which provide social care services to marginalized groups (people with special needs, child protection, rehabilitation of gender based violence victims, elderly care, etc).
- Entrepreneurs of social innovation enterprises (for-profit or non-for-profit organization) providing social care and community building services;
- Advisors of thematic fields (based on specialization interests) - freelancer;

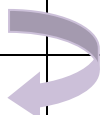
### 3. Pedagogical concept of the Public Administration and Welfare program

The pedagogical concept of this study programme was developed in a way to ensure the realization of the IBCM motto: *“From theory to practice”*. With this concept students gain both explicit and tacit knowledge through a combination of theory and practice. Explicit knowledge is the knowledge that is transferred and gained by articulation, can be explained in words and can be learned by listening and/or reading. Tacit knowledge is the knowledge that can be gained only through applying and practical involvement.

Thus, the pedagogical concept puts the students into four different aspects of learning: Conceptualization, Experimentation, Experience and Reflection. This is not a linear process. The students can have a combination of the different aspects at any time.

The pedagogical concept can be visualized as follows:

	Explicit knowledge	Tacit knowledge
Theory	Conceptualization	Experimentation
Practice	Reflection	Experience



Conceptualization (in-class learning) – is an aspect of learning, where theoretical a basis is created by transferring theoretical knowledge to students, which acquire it by reading or listening. Theoretical knowledge could be definitions, concepts, theories, models, rules, descriptions, etc.

**Conceptualization** at IBCM PA&W happens through:

- Lessons – Teacher lecturing;
- Students teaching – assigned students teaching other students (in groups);
- Exercises in every class – In general every class should have around 50% of exercise activities related to theories;
- Real life examples provided by students in every subject - students are tasked to find real life examples during the class (using all available resources, ex: Internet), related to the theories presented in class, and analyze them;
- Guest speakers – Speakers presenting their real life experiences and issues related to the theories;
- Field trips – Students are observing in real life situations related to theories.

**Experimentation** (in-lab learning) – is working with real life problems in a controlled environment without communicating with the outside world.

Experimentation at IBCM PA&W happens through:

- Real life cases in all teaching;
- Group work and individual oral presentations.

**Experience** (in-field learning) – is working with the theoretical knowledge in the real world environment.

Experience at IBCM PA&W happens through:

- Guest speakers presenting real life problems to be solved by students;
- Field work and research;
- Semester projects;
- Trial exams.

**Reflection** (competence gaining) – Means linking recent knowledge and experiences to earlier ones in order to promote a more complex and interrelated mental schema. It takes in consideration all the learning achieved through conceptualization, experimentation and experience and interrelates them. Reflection is the learning aspect where the student independently can solve real world problems related to the profession. This means that the student can understand and discuss why specific tools are relevant to solve a specific problem.

Experience at IBCM PA&W happens through:

- In-class reflection exercises;
- Pre-exam tutorials;
- Final Bachelor thesis.

The Public Administration AP programme uses mostly reflection, experimentation and experience as learning aspects for students, while the Public Services management Bachelors programme puts special emphasis on reflection, as the final goal of the learning process. The above-explained pedagogical concept is implemented using a combination of teaching/learning methods, such as problem-based learning, project-based learning, research-based learning, blended learning, reflective learning, and so on.

#### 4. Degrees and double degrees

The Bachelor degree in Public Administration & Welfare has a workload of 210 ECTS in both specializations. Students have the choice to complete their studies in any of the specializations they chose: Public Administration, or Social Work.

The degree with specialization in Public Administration It is double issued by the IBCM and the UCL University College in Denmark. The awarding of the double degree is based on the Danish act 684. The UCL University College can award double degrees to graduates of the IBCM under this specialization degree because, of the similarity of learning outcomes with the UCL Public Administration program. This double degree collaboration is set up in a specific agreement signed between both institutions.

#### 5. Summary of study, internship and examination regulations of the programs

The core assessment framework in the Public Administration & Welfare program includes final exams at course level, assessment of interdisciplinary

s at a few courses, and course assignments. Other assessment elements may be included by respective lecturers based on they teaching methodology as well as course requirements.

Final exams and interdisciplinary semester projects may take from 50-60% of overall course assessment. This remains to be decided by each lecturer respectively. The rest of the assessment can be covered by course assignments, and other tasks and works that lecturers may want to use in order to properly evaluate the achievement of the course learning outcomes.

Below is provided explanation of more detail assessment methodology for both specializations.

### 5.1 Overview of examinations for Public Administration specialization

#### Semester 1

Course	Main assessment form	Additional assessment	Grading
Principles of Management	Final examination week	Course assignment(s) per course (form: up to teacher)	Graded
Principles of Economics	Final examination week	Course assignment(s) per course (form: up to teacher)	Graded
Introduction to EU Studies	Final examination week	Course assignment(s) per course (form: up to teacher)	Graded
Mathematics and Introductory Statistics	During semester	Course assignment(s) per course (form: up to teacher)	Graded
Professional Communication	Final examination week	Course assignment(s) per course (form: up to teacher)	Graded
Academic English and Study Skills 1	Final examination week	Course assignment(s) per course (form: up to teacher)	Graded

#### Semester 2

Course	Main assessment form (50-60%)	Additional assessment	Grading
Poverty and Social Inequality	Interdisciplinary semester project Written project (weight: 1/2) and oral	Course assignment(s) per course (form: up to teacher)	Graded
Human development			
Administrative and			

public sector legislation	exam (weight: 1/2)	teacher)	
Human Rights and Administration			
Philosophy of science & applied research methodology			
Human Resource Management	Final exam		
Elective courses			

### Semester 3

Course	Main assessment form (50-60%)	Additional assessment	Grading
Public Policy development	Interdisciplinary semester project Written project (weight: 1/2) and oral exam (weight: 1/2)	Course assignment(s) per course (form: up to teacher)	Graded
Quality management and project evaluation			
Principles of Innovation			
Financial Statement and Analysis	Final exam		
Macroeconomics			
Elective courses			

### Semester 4

Course	Main assessment form (50-60%)	Additional assessment	Grading
State Organization	Interdisciplinary Semester Project Written project (weight: 1/2) and oral exam (weight: 1/2)	Course assignment(s) per course (form: up to lecturer)	Graded
Intercultural Communication and PR			
International law and international relations			
Public budgeting			
Public Finance Management	Final written exam		
Elective courses	Final exam		

### Semester 5

Course	Main assessment form (50-60%)	Additional assessment	Grading
Profession and organizational behavior	Interdisciplinary Semester Project Written project (weight: 1/2) and oral exam (weight: 1/2)	Course assignment(s) per course (form: up to lecturer)	Graded
Needs assessment and project cycle management			
Non-Profit Sector and society			
E-governance			
Legal systems			
Elective courses	Final exam		

### Semester 6

Course	Form	Grading
Internship	Internship report (consists of the report, "small project", evaluation form)	Pass/Fail

### Semester 7

Course	Form	Grading
Bachelor thesis project	Bachelor thesis Written part and Orla Defense	Graded

## 5.2 Overview of examinations for Social Work specialization

### Semester 1

Course	Main assessment form	Additional assessment	Grading
Principles of Management	Final examination week	Course assignment(s) per course (form: up to teacher)	Graded
Principles of Economics	Final examination week	Course assignment(s) per course (form: up to teacher)	Graded
Introduction to EU Studies	Final examination week	Course assignment(s) per course (form: up to teacher)	Graded
Mathematics and Introductory Statistics	During semester	Course assignment(s) per course (form: up to teacher)	Graded
Professional	Final examination week	Course assignment(s) per course (form: up to teacher)	Graded

Communication		teacher)	
Academic English and Study Skills 1	Final examination week	Course assignment(s) per course (form: up to teacher)	Graded

### Semester 2

Course	Main assessment form (50-60%)	Additional assessment	Grading
Poverty and Social Inequality	Interdisciplinary semester project Written project (weight: 1/2) and oral exam (weight: 1/2)	Course assignment(s) per course (form: up to teacher)	Graded
Human development			
Administrative and public sector legislation			
Human Rights and Administration			
Philosophy of science & applied research methodology			
Human Resource Management	Final exam		
Elective courses			

### Semester 3

Course	Main assessment form (50-60%)	Additional assessment	Grading
Introduction to Social Work: Theories and Analysis	Interdisciplinary semester project Written project (weight: 1/2) and oral exam (weight: 1/2)	Course assignment(s) per course (form: up to teacher)	Graded
Social Welfare and Social Security Policy			
Organization, management and Delivery of Social Services			
Sociology	Final exam		
Psychology/Development Psychology			
Elective courses			

### Semester 4

Course	Main assessment form (50-60%)	Additional assessment	Grading
Mental Health and Psychotherapeutic Interventions in Social Work	Interdisciplinary Semester Project Written project (weight: 1/2) and	Course assignment(s) per course (form:	Graded
Social Work and Community Development			

Principles and Practices of Counseling in Social Work	oral exam (weight: 1/2)	up to lecturer)	
Social Psychology	Final exam		
Elective courses			
Social Work Practice I: Mental Health and Disability	Internship report		Pass/fail

**Semester 5**

Course	Main assessment form (50-60%)	Additional assessment	Grading
Case Management in Social Work practice	Interdisciplinary Semester Project Written project (weight: 1/2) and oral exam (weight: 1/2)	Course assignment(s) per course (form: up to lecturer)	Graded
Ethics and Values in Social Work			
Theories of Deviance, Delinquency and Substance Abuse			
Social Anthropology			
Elective courses	Final exam		
Social Work Practice II: Substance Abuse & Delinquency	Internship report (consists of the report, "small project", evaluation form)		Pass/fail

**Semester 6**

Course	Main assessment form (50-60%)	Additional assessment	Grading
Integration and Inclusion: Refugees, Migrants and Minorities	Interdisciplinary Semester Project Written project (weight: 1/2) and oral exam (weight: 1/2)	Course assignment(s) per course (form: up to lecturer)	Graded
Social Pedagogy and Child Care and Protection			
Legislation in child protection, social and family services			
Sociology of Family			
Elective courses	Final exam		
Social Work Practice III: Case Management with Children, Youth, Family and Elderly	Internship report (consists of the report, "small project", evaluation form)		Pass/fail

**Semester 7**

Course	Form	Grading
Social Work Practice IV: Gender, Domestic Violence and Trafficking	Internship report (consists of the report, "small project", evaluation form)	Pass/fail
Bachelor thesis project	Bachelor thesis Written part and Orla Defense	Graded



### 5.3 Grading scale

The IBCM applies a 7-point grading scale. The best possible grade is 12, the worst possible grade is -3. The IBCM grading scale is as follows:

Performance	For a excellent performance	For a very good performance	For a good performance	For a fair performance	For an adequate performance	For an inadequate performance	
Grading percentage	> 95%	85%	75%	65%	55%	< 55%	No exam
Grade according to the ECTS grading system	A	B	C	D	E	Fx	F
IBCM grades	12	10	7	4	2	0	-3

### 5.4. Semester Project: Project Retrospective Report

As integral part of the Interdisciplinary semester project, students submit also a Project Retrospective Report, which is an individual written work submitted at the end of the semester project together with the group written work and before the oral defense. This is mandatory for all semesters except the 1<sup>st</sup> semester. Normally the report is with minimum of 750 words double spaces, depending on the semester and the complexity of the project.

### 5.5. Semester Project evaluation

The Interdisciplinary Semester Project will be evaluated based on written part as well as oral presentation. The written part will be graded as group written work with 30 % and Individual written work (Project Retrospective Report) with 20%. The total weights on written part are allocated to equal 50% of grade while the group oral presentation will be allocated to equal 50% of such grade for each student.

Semester project	Grade Weighting
Group written work (30%)	50%
Individual written work (Project Retrospective Report) (20%)	
Oral Defense	50%

## **5.6. Double grading**

Double grading degree is awarded only for Public Administration specialization. In order to award the double degree, a random and blind selection of Semester projects, internship reports, Bachelors thesis projects will be double graded by IBCM lecturer(s) and a key lecturer from the UCL University College. Semester projects, internship reports, Bachelor thesis, which are offered by the IBCM for the first time will be double graded by 100%. When the semester is conducted for the second time, the double grading is reduced to 25%. Starting with the third time that the semester is being conducted at the IBCM, only a selection of 10% of semester projects, internship reports, and Bachelors thesis projects are double graded. This is considered the minimum quality maintenance level for the double degree.

## **5.7. Fraud in examinations and plagiarism**

Attempt to influence examination results by using non-permitted aids or by fraud will lead to a failing of the respective examination. Permitted aids are specified at the exam paper of every individual exam. Fraud is indicated with the assessment fail in pass/fail exams.

Cases of fraud in examinations and plagiarism are generally referred to the academic council. A warning, issued by the academic council is documented in the relevant student file.

## **5.8. Appeal to examination result**

A student can appeal his/her examination result based on the Study Regulations, which are reviewed and published annually by the Academic Council and published on the IBCM website.

## 6. Courses and syllabuses

### 6.1 The 1<sup>st</sup> semester

The 1<sup>st</sup> semester is a common semester for the three study programmes: Marketing and Management, Public Administration and Environmental and Agricultural Management. The overall theme for the semester is “*The Organisation’s Strategic Situation*” seen from the following disciplinary perspectives:

- Principles of Management
- Principles of Economics
- Introduction to EU Studies
- Mathematics and Introductory Statistics
- Professional Communication
- Academic English and Study Skills 1

The learning outcome of the semester is documented through:

- i. Course written exams at the end of the semester covering the following subject areas:
  - Principles of Management
  - Principles of Economics
  - Introduction to EU Studies
  - Mathematics and Introductory Statistics
  - Professional Communication
  - Academic English and Study Skills 1
- ii. A multidisciplinary test (Project week) covering all subject areas;
- iii. Course, interdisciplinary written or oral assignments during the semester: the Course assignments may be written or / and oral. Usually the teachers who set the assignment define whether the assignment is both written and oral. The teachers also decide the weight of the different parts. Most projects are both written and oral and have an overall balance between the two parts. I.e. you cannot pass unless both parts of the project are satisfactory.

One lesson has a duration of 90 minutes. All courses described below must include casework based on examples from the Public Sector, the Business sector and the Agriculture/Environment sector thus giving the students the ability to use their knowledge, skills and competencies from all subject areas in different scenarios. This is also to emphasize that this is a common first semester for three spurs.

#### 6.1.1 Syllabuses

Principles of Economics			
Semester	Duration	Credit Points / lessons	Student Workload
1 <sup>st</sup> Semester	1 Semester	5 ECTS / 20 lessons	150 Hours
Requirements for Participation	Form of Examination		
None	Course Assignments (40%)		

End of Semester Exam (60%)
<b>Learning Outcomes</b>
<p><b>Course: Microeconomics</b></p> <p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- Pricing on the product and factor market, including producer and consumer surplus;</li> <li>- The significance of price and income elasticity;</li> <li>- Different market structures and their influence on efficiency;</li> <li>- Externalities and different market interventions;</li> <li>- The classic international trade theory.</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- Analysing the cost concepts (supply), marginal utility and demand;</li> <li>- Analysing the price mechanism in different market structures;</li> <li>- Analysing the effects of intervention in pricing;</li> <li>- Applying consumer and producer surplus to analyze the efficiency in society.</li> </ul> <p><b>The students shall acquire competencies in:</b></p> <ul style="list-style-type: none"> <li>- Placing any line of business in a market structure as well as assess the consequences in this connection;</li> <li>- Including price and income elasticity in a socio-economic analysis.</li> </ul>
<p><b>Course: Principles of Accounting</b></p> <p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- Basic accounting principles and legislation;</li> <li>- Basic accounting's main components: Result, capital, equity and accruals concept;</li> <li>- Basic principles of double entry bookkeeping;</li> <li>- The companies' supplementary reporting including balanced scorecards and green accounts;</li> <li>- Public account structure.</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- Analysing and assessing company/organization accounts in relation to profitability, cash generating ability, capital adjustment, financial position, liquidity and cash flow as well as stock related key figures;</li> <li>- Applying the basic principles of double bookkeeping.</li> </ul> <p><b>The student shall acquire competencies to:</b></p> <ul style="list-style-type: none"> <li>- Assessing which factors influence the company's/organization's costs and revenue;</li> <li>- Indicating where there may a basis for cost reduction in the value chain.</li> </ul>

<b>Introduction to EU Studies</b>			
<b>Semester</b>	<b>Duration</b>	<b>Credit Points / lessons</b>	<b>Student Workload</b>
1 <sup>st</sup> Semester	1 Semester	5 ECTS / 20 lessons	150 Hours
<b>Requirements for Participation</b>	<b>Form of Examination</b>		
None	Course Assignments (40%) End of Semester Exam (60%)		
<b>Learning Outcomes</b>			

**Course: Introduction to European Studies**

**The students shall have knowledge of:**

- the basic concepts of law, state and international organizations;
- the European Union's (EU) history;
- the institutions including their tasks and interdependences;
- the economic environment as well as the economic policies of the EU system;
- The Foreign Policy of the EU.

**The students shall have skills in:**

- Describing and presenting central elements of the EU institutions;
- Analyzing the interaction between the decision –making process and policy formulation within EU institutions.

**The students shall acquire competences in:**

- Understanding and discussing critically future developments, including political and economic challenges amongst the different member states and process of EU enlargement;
- Searching and identifying the EU legislation.

**Course: Public Sector in the Modern State**

An introduction to central concepts and problem areas in society and the public sector. The module includes a mix of different aspects of high relevance for the public sector.

**The students shall have knowledge of:**

- The societal and institutional background of the welfare state;
- Different welfare regimes;
- The structure of the public sector and the distribution of roles between state and municipalities;
- Legal framework for democratic decision-making processes in the public sector;
- the significance of globalization for development, including a sustainable environmental development of and diversity in the European societies;
- Various methods in social science.

**The students should have skills in:**

- Describing and presenting a societal problem to other students with methods of social science;
- Describing central elements of public services in public or private organizations;
- Distinguishing between the political and administrative level within the public administration.

**The students should develop competences in:**

- Identifying essential elements of the work and role of public servants;
- Planning and collecting primary data in a fieldwork.

Principles of Management			
Semester	Duration	Credit Points	Student Workload
1 <sup>st</sup> Semester	1 Semester	5	150 Hours
Requirements for Participation	Form of Examination		
None	Course Assignments (40%) End of Semester Exam (60%)		
Learning Outcomes			

**Organisational Studies**

**The students shall have knowledge of:**

- How human resources and competencies are thought of in organisations/businesses related to personal development;
- Identity and competence development.

**The students shall have skills in:**

- Finding and assessing the value of important players' experiences within organisational structures, management, motivation and company culture;
- Applying methods for the development of the personality;
- Describing how human resources can be utilized within an organisation.

**The students shall acquire competencies in:**

- Establishing relevant opportunities for action and solutions for new organisational, motivational and management structures in the company;
- Contributing actively in considerations of management and job development.

**Management Studies**

**The students shall have knowledge of:**

- The elements in the supply chain and their interrelationship;
- Strategic possibilities, creating value and core competencies within supply chain management;
- Concepts, theories and models concerning organisation structure, management processes, cooperation, management, the individual and motivation;
- Examples of best practice within public administration, business life and the agriculture and environmental area;
- Central concepts and theories related to the organisation.

**The students shall have skills in:**

- Analysing the supply chains as well as identifying their core strengths and weaknesses;
- Analysing the organisation's logistic structure and sub-elements, the creation of value through the supply chain and identification of core competencies;
- Analysing an organisation's set-up, structure, management levels, management structures, processes and culture and the significance in this connection on the company's strategy.

**The students shall acquire competencies in:**

- Assessing practical logistic problems and make relevant solution proposals to promote logistic efficiency and agility;
- Analysing and assessing the significance of the organisation's structure, processes and staff policy on the company's aims, strategy and positioning.

Effective Communication			
Semester	Duration	Credit Points / lessons	Student Workload
1 <sup>st</sup> Semester	1 Semester	5 ECTS / 20 lessons	150 Hours
Requirements for Participation	Form of Examination		
None	Group presentations, assignments, quizzes		
Learning Outcomes			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- Communication models and theories;</li> <li>- Internal and external communication problems;</li> <li>- Communication models and strategies, including verbal and non-verbal means;</li> <li>- Different organisational relevant written communication products and structures;</li> <li>- Strategies for meetings;</li> <li>- The principle rules within problem-oriented project work;</li> <li>- Different oral and written forms of communication;</li> <li>- The significance of communication, both internally in organisations and externally in relation to citizens and</li> </ul>			

customers.

**The students shall have skills in:**

- Applying the English language in a subject specific context, both in writing and orally;
- Applying relevant IT tools for communication, including working creatively with personal communication;
- Developing messages targeted at the target group, including aesthetic expressions;
- Studying academic material;
- Applying relevant communication competencies on the basis of description, analysis and evaluation of the concrete need for communication;
- Communicating the principles for both oral and written effective communication;
- Actively being part of knowledge sharing through relevant communication channels.

**The student shall acquire competencies in:**

- Participating in professional and interdisciplinary cooperation in English;
- Introducing messages in an effective and independent manner in English;
- Acquiring and applying communicative skills and new knowledge as regards to public administration, business life and the Agriculture and Environmental area;
- Effective and professional oral and written communication;
- Making suggestions for improvements of the internal and external communication of an organisation on the basis of self-developed communication analysis.

**Mathematics and Introductory Statistics**

Semester	Duration	Credit Points / lessons	Student Workload
1 <sup>st</sup> Semester	1 Semester	5 ECTS / 20 lessons	150 Hours
Requirements for Participation	Form of Examination		
None	Course Assignments (40%) End of Semester Exam (60%)		

**Learning Outcomes**

**The student shall have knowledge of:**

- Statistical models and concepts;
- Basic theory behind hypothesis tests;

**The student shall have skills in:**

- Processing a specific market analysis by the application of statistical tools;
- Applying statistical methods to describe and present problem issues in society;
- Applying statistical tools to search systematically for secondary statistics data;
- Applying IT tools in connection with the study (IMS);
- Making hypothesis tests and confidence intervals;
- Making tests for goodness of fit;
- Making/testing contingency tables.

**The students shall have competencies in:**

- Independently assessing a statistically treated market analysis;
- Creating relevant and informative tables and charts on the basis of collected information (e.g. statistics of absence or numbers for wage development);
- Seeking, finding and applying relevant secondary data related to the description of society / descriptive economics.

**Academic English and study skills 1**

Semester	Duration	Credit Points / lessons	Student Workload
1 <sup>st</sup> Semester	1 Semester	5 ECTS / 20 lessons	150 Hours
Requirements for Participation	Form of Examination		
None	Group presentations, assignments, quizzes		

**Learning Outcomes**

The student shall have knowledge of:

- understand different types and styles of academic writing;
- compose developed individual paragraphs and essays that use evidence, sources, and appropriate rhetorical modes to support topic sentences and thesis statements;
- demonstrate critical thinking and reading skills by writing expository paragraphs and essays in response to course readings;
- compose a multi-paragraph essay (of at least 500 words) that support and develop an effective thesis statement with specific supporting details and examples, and is coherently organized with a clear understanding of introductory, developmental, and concluding paragraphs;
- write varied sentences, using correct standard English, free from errors in mechanics, usage, grammar, and spelling;
- understand academic writing styles, such as APA style;

The students shall have skills in:

- analyze and reflect on different types and styles of academic writing;
- distinguish different parts of academic paper;

The student shall acquire competencies in:

- apply academic writing principles and rules in course assignments and projects;
- apply APA style rules and regulations to academic work during studies;

### 6.1.2 The 1<sup>st</sup> semester project example

- This assignment should be fulfilled by the entire project group;
- The result of this assignment will be a 15 page written paper and a presentation;
- Students can consult lecturers for questions at set times: please see the timetable for availability hours of the lecturers;
- NB: It is prohibited to contact the company for consultation.

#### Part 1: The written report

Taking your point of departure in publicly accessible material, please prepare a strategic analysis / situation analysis of the company G4S (<http://www.g4s.com>).

The analysis should be based on the company's current situation in relation to your subjects Effective Communication, Organisational and Management Studies, and Introductory Statistics. Emphasis should be placed on the *internal* situation of the company.

The written assignment should at least cover the following:

- *Effective Communication*  
An executive summary of approximately 1 page. The assignment also takes into account an assessment of each student's **personal development** in connection with writing the report. Each group member must write a memo addressed to the Effective Communication lecturer on their development during the process of completing the assignment – approximately a half A4. The memos should be placed together as an appendix to the project.
- *Organisational and Management Studies*



An overall assessment of the company that includes organisational structure, motivation, management, communication etc.

- *Introductory Statistics*

Turnover figures for G4S for the year 2004/08 appears in enclosure 1.

1) Calculate and show the statistics for the following:

- (a) The mean
- (b) The variance and the standard deviation
- (c) The median
- (d) The inter quartile range
- (e) Any other statistics that you know and deem relevant

Please comment on your findings.

In enclosure 1 you have the financial key figures for G4S for the years 2008 back to 2004.

2) Please make a graphic presentation of the following that fulfils the formal requirements for scientific presentation:

- Net turnover;
- Result for the operating profit;
- Equity (ultimo);
- Total balance (ultimo).

Please comment briefly on the graphs / figures.

**NB: Data for the Statistics questions are accessible as Excel files.**

**Formal requirements for the report:**

The following subjects should be represented in the report:

Effective Communication	approx. 6 pp.
Introductory Statistics	approx. 4 pp.
Principles of Management	approx. 4 pp.

Depending on the group's focus area, the amount of pages can differ.

A **log** should be recorded on a daily basis that documents the group work process. This log should appear as an appendix. The log template can be found on Blackboard

In the appendix there must also be a social contract containing the rules for the group's work including conflict handling. The social contract template can be found on Blackboard.

The number and length of appendices should be proportionate to the length of the paper.

## Part 2: Presentation of the report

The paper must be presented to the class in the form of a PowerPoint presentation.

The presentation must *not exceed 15 minutes*, following which the group will get 15 minutes (max.) feedback on the assignment as a whole.

Marks will not be awarded – the assignment will be assessed as pass or fail. All parts of the project must be approved before the project can pass.

## 6.2 The 2<sup>nd</sup> semester syllabuses

Poverty Reduction and Social Inequality			
Semester	Duration	Credit points / lessons	Student workload
2 <sup>nd</sup> semester	1 semester	4 ECTS / 16 lessons	120 time hours
Requirements for participation	Form of examination		
Successful completion of the 1 <sup>st</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
Learning outcomes			
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- The societal background to the Welfare State, the public sector and services.</li> <li>- Key concepts of social science with focus on the social exclusion/inclusion, vulnerable groups, and poverty</li> <li>- Methods in social sciences;</li> <li>- Conditions for democracy and the democratic decision-making processes</li> </ul> <p>The student shall have skills in:</p> <ul style="list-style-type: none"> <li>- Describing the conditions and problems in society using relevant concepts and points of reference</li> <li>- Using social research tools to describe and present societal problems</li> <li>- Searching systematically for secondary data – e.g. statistical data</li> </ul> <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> <li>- Seek, find and apply relevant secondary data to elucidate new topics and problems related to the description of society</li> <li>- Draw up relevant and informative tables and diagrams and present the information as a coherent whole</li> <li>- Keep abreast of significant developments in their field</li> <li>- Archive beginning competencies to work as a civil servant</li> </ul>			
Content of teaching			
<p>Social science has the following key elements:</p> <ul style="list-style-type: none"> <li>- Description of society</li> <li>- Interest, or powerful groups or groups of interest</li> <li>- Media and power</li> <li>- The roles of civil servants and politicians</li> <li>- Human rights and duties</li> </ul>			

<b>Suggested literature</b>
<ol style="list-style-type: none"> <li>1. Empowerment and poverty reduction, World Bank, Washington DC, 2012.</li> <li>2. Wil Hout - EU development policy and poverty reduction, 2007.</li> <li>3. Susan C. Mapp -Human Rights and Social Justice in a Global Perspective.</li> <li>4. Brian Lund, Understanding State Welfare - social justice and social exclusion. Sage 2002.</li> <li>5. Ian Smillie., Henri-Bernard Solignac Lecomte. What is the role for civil society in poverty reduction strategies. OECD.</li> <li>6. United Nations. Poverty reduction and good governance. Department of Economic and Social Affairs. 2005.</li> <li>7. International Labour Organisation. Decent work and poverty reduction in the global economy</li> <li>8. David Craig and Doug Porter. Development Beyond Neoliberalism? Governance, poverty reduction and political economy. Published 2006 by Routledge.</li> <li>9. - Hernando De Soto, The mystery of Capital, Why Capitalism triumphs in the West and Fails everywhere else.</li> </ol>

<b>Human Development</b>			
<b>Semester</b>	<b>Duration</b>	<b>Credit points / lessons</b>	<b>Student workload</b>
2 <sup>nd</sup> semester	1 semester	4 ECTS / 16 lessons	120 time hours
<b>Requirements for participation</b>	<b>Form of examination</b>		
Successful completion of the 1 <sup>st</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning outcomes</b>			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- The development and formation of the individual, from childhood to adult</li> <li>- Psychological, developmental and cultural problems in terms of how they affect individuals</li> <li>- Their personal development in terms of identity, skills and competencies</li> </ul> <p>The student shall have skills in:</p> <ul style="list-style-type: none"> <li>- Theoretical analyses from psychology and developmental theory</li> <li>- Using relevant theories concerning the individual</li> <li>- Using appropriate methods to identify an individual's resources, skills and competencies</li> </ul> <p>The student shall acquire the ability to:</p> <ul style="list-style-type: none"> <li>- Communicate effectively and professionally with regard to the psychological and social development of individuals and various cultural and individual backgrounds</li> </ul>			
<b>Content of teaching</b>			
<p>Individual socialization and learning has the following key-elements:</p> <ul style="list-style-type: none"> <li>- Human development</li> <li>- The concept of identity – including identity formation</li> <li>- Identity as understood in psychology, sociology and culture theory</li> <li>- Preserving, changing and developing identity</li> <li>- Social inheritance / socialization and integration</li> </ul>			
<b>Suggested literature</b>			
<ol style="list-style-type: none"> <li>1. UNDP, Human Development, 2019. (<a href="http://hdr.undp.org/sites/default/files/hdr2019.pdf">http://hdr.undp.org/sites/default/files/hdr2019.pdf</a>);</li> </ol>			

2. Michael A. Hogg & Graham M. Vaughan: Essentials of Social Psychology. Pearson Education Limited 2010.
3. Santrock, J. (2014) Life-span Development, 15th edition.

<b>Administrative and Public Sector Legislation</b>			
<b>Semester</b>	<b>Duration</b>	<b>Credit points / lessons</b>	<b>Student workload</b>
2 <sup>nd</sup> semester	1 semester	6 / 24 lessons	240 time hours
<b>Requirements for participation</b>	<b>Form of examination</b>		
Successful completion of the 2 <sup>nd</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning outcomes</b>			
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- Administrative legal sources and their interrelationships and relevant principles of interpretation</li> <li>- How to search legal source</li> <li>- The main rules of administrative law and principles</li> <li>- The consequences of breaking administrative procedure rules</li> <li>- The juridical framework for the organization and management of municipalities</li> <li>- The rules governing the authorized powers of municipalities, i.e., the principles governing the ability of municipalities to carry out tasks not regulated by law</li> <li>- The rights and obligations deriving from employment relationship</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- Analyzing and evaluating formal requirement in regard for a decision</li> <li>- Analyzing material requirements for the content of a decision</li> <li>- Analyzing the effects and consequences of breach of administrative law</li> <li>- Using legal methods to solve legal problems</li> <li>- Analyzing the juridical framework for the management of a local government by the council</li> <li>- Analyzing the rules governing the limits of the authorized powers of municipalities</li> <li>- Describing the consequences of flouting the provisions of Administrative Law</li> <li>- Applying juridical methods to the solution of juridical problems</li> </ul> <p>Students shall acquire competencies to:</p> <ul style="list-style-type: none"> <li>- Act within the legal framework for government and local authorities</li> <li>- Process independent administrative legal casework</li> <li>- Help with basic legal knowledge in interdisciplinary collaboration</li> <li>- Identify needs for updating knowledge on administrative procedure</li> <li>- Identify when other legal advisors should be involved</li> <li>- Act within the legally determined boundaries of the respective areas of competence of the State and local self government</li> <li>- Tackle case management in an independent manner, and correctly in terms of Administrative Law</li> <li>- Contribute basic legal knowledge to interdisciplinary cooperation</li> <li>- Identify their own needs in terms of updating knowledge</li> <li>- Judge in what situations other legal advisors should be called in</li> </ul>			
<b>Content of teaching</b>			
Administrative and Public Sector Legislation has the following key-elements:			

<ul style="list-style-type: none"> <li>- Public administration act and access to public records and data protection acts</li> <li>- Source criticism in legal studies</li> <li>- Information searching in legal studies</li> <li>- Principles of interpretation</li> <li>- Authorized powers of municipalities</li> <li>- Act concerning the government of municipalities</li> <li>- The commercial activities of municipalities, and rights and obligations on labour market</li> </ul>
<b>Suggested literature</b>
<ol style="list-style-type: none"> <li>1. Relevant Laws in Kosovo to be found on the official gazette web page at: <a href="https://gzk.rks-gov.net/">https://gzk.rks-gov.net/</a></li> <li>2. Rosenbloom, Kravchuk, Clerkin, “Public Administration - Understanding management, Politics and Law in public sector”, 2015</li> <li>3. Avni H. Alidemaj, “Profesionalisation of Civil Service in Kosovo - comparative aspects”, Lambert Academic Publishing, 2017.</li> </ol>

Human Resources Management			
Semester	Duration	Credit points / lessons	Student workload
2 <sup>nd</sup> semester	1 semester	4 ECTS / 16 lessons	120 time hours
Requirements for participation	Form of examination		
Successful completion of the 1 <sup>st</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
Learning outcomes			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- knowledge of theoretical models for development of staff</li> <li>- understand the basic theory and models in the area</li> <li>- have knowledge and understanding of different methods for recruiting staff</li> <li>- have a general and broad knowledge of the theories that can support around the development of its staff, including the development of skills</li> <li>- personal development, including self-management and stress management</li> <li>- personal Team Building</li> <li>- development of personal development plans</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- analyze and evaluate theoretical and practical issues related to planning and staff development, and make reasoned proposals for future developments</li> <li>- prepare proposals for the recruitment plan</li> <li>- develop strategies for motivating staff</li> <li>- have an understanding of mentoring and coaching's relevance to staff • prepare proposals for conflict management in the organization</li> <li>- to develop skills plans for staff, including self and stress management</li> <li>- able to apply the learned theory to specific staff development tasks</li> </ul>			

<p><b>The students shall have competencies in:</b></p> <ul style="list-style-type: none"> <li>- analyze and evaluate complex practical employee situations in an organization and provide reasoned proposals for staff policy, which promotes the organization's overall effectiveness</li> <li>- engage in consulting, disciplinary and interdisciplinary functions and relations that are relevant to the organization</li> <li>- be able to identify and develop personal network</li> <li>- be included in the daily work in an organization with independent responsibility at operational and middle management level</li> <li>- be able to identify own learning needs, so that necessary knowledge and skills continually evolving</li> </ul>
<b>Content of teaching</b>
<p>Definitions and concepts in HRM                  HRM cycle and planning                  Job needs analysis and assessment                  Staff recruitment and selection approaches                  Staff training and skills development                  Performance management                  Staff welfare</p>
<b>Suggested literature</b>
<p>1. Steen, L.S., Noe, R.A., Hollenbeck, J.R., Gerhart, B., Wright, P. (2009), Human Resource Management, 2nd edition;                  2. Boxall, P. F., &amp; Purcell, J. (2003). Strategy and human resource management;                  3. Frank J. Lady, and Jeffrey M. Conte (2010). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology (3rd edition). The McGraw-Hill Companies, Inc.</p>

Human Rights and Administration			
Semester	Duration	Credit points / lessons	Student workload
3 <sup>rd</sup> semester	1 semester	4 ECTS / 16 lessons	120 time hours
Requirements for participation	Form of examination		
None	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
Learning outcomes			
<p><b>Human Rights and Administration</b></p> <ul style="list-style-type: none"> <li>- This course aims to examine critically the relations between human rights as ethical and legal norms and public administrations in modern states as established political entities. After an introductory part exhibiting the origins and evolution of the idea of human rights and discussing alternative approaches, it will be focusing on the central problematic: the widespread phenomenon of the non-compliance of modern states to human rights norms. Then the most critical fundamental freedoms will be discussed and explained. Thorough the semester the following questions will be explored: what may be the reasons for what is called “the official disrespect for human rights”? Are there good reasons for the states under certain specific circumstances to suspend their declared compliance with human rights norms? While trying to answer these questions we will examine critically the situations which hamper the respect of human rights i.e. transition, emergency situations etc.</li> </ul>			

**Human Rights and Administration**

An introduction to central concepts and problem areas related to human rights and the public sector. The module includes a mix of different aspects of high relevance for the public sector.

**The students shall have knowledge of:**

- The philosophical, legal, and political concept of human rights;
- Different approaches to human rights and public administration;
- The structure of the public sector, mechanism for the implementation of human rights;
- International, regional, and local legal framework providing for human rights protection;
- Certain fundamental rights and freedoms affecting the work of public administration

**The students should have skills in:**

- Identifying and presenting a human rights related problem through legal analyses and public authorities responsibility;
- Describing key institution and mechanism for protecting human rights;
- Distinguishing between the political and administrative level, and the responsibility to protect human rights.

**The students should develop competences in:**

- Identifying essential elements of the exercise of public authority and respect for human rights of the citizens
- Analyzing and providing solutions/legal advice to the human rights violations

**Suggested literature**

1. United Nation Human Rights Office of the High Commissioner: Good Governance and Human Rights <https://www.ohchr.org/EN/Issues/Development/GoodGovernance/Pages/GoodGovernanceIndex.aspx>
2. United Nation Human Rights Office of the High Commissioner: An Introduction to Human Rights, 2018
3. Wolfgang Benedek: Understanding Human Rights (Manual on Human Rights Education), Graz, 2012
4. Council of Europe - The Evolution of Human Rights: <https://www.coe.int/en/web/compass/the-evolution-of-human-rights>
5. Ombudsman Institution of Kosovo; official web page: <http://www.ombudspersonkosovo.org/>
6. Office of Prime minister, Office of Good Governance, human rights, equal opportunities and non-discrimination, (Office on Good Governance); official web page :<http://www.kryeministri-ks.net/?page=2,51>
7. Agency for Gender Equality; official webpage:<http://abgj.rks-gov.net/en-us/home.aspx>
8. Case studies, teaching materials and handouts to be prepared by the teacher

**Philosophy of Science & Applied Research Methodology**

Semester	Duration	Credit points / lessons	Student workload
4 <sup>th</sup> semester	1 semester	6 ECTS / lessons	180
<b>Requirements for participation</b>	<b>Form of examination</b>		
Successful completion of the 3 <sup>rd</sup> semester	Course assignment(s) Final written exam		

**Learning outcomes**

**The student shall have knowledge of:**

- The methodology of the social science and major approaches to the theory of knowledge
- Applied social research and understanding of social research at methodological, theoretical, and practical levels as applied to real settings.
- The different phases of problem-oriented project work

<p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>• Planning, conducting, and reporting empirical social research.</li> <li>• Understanding of social research at methodological, theoretical, and practical levels as applied to real settings by utilizing SPSS.</li> <li>• Applying qualitative and quantitative research methodologies, as a preparation for application in their own research work covering a wide range of topics.</li> <li>• Applied research data processing and analysis by utilizing SPSS (Statistical Package for Social Science)</li> <li>• Write up research reports/theses</li> <li>• Collecting, analyzing and report qualitative and quantitative data</li> <li>• Exploring issues concerning comparative and cross-national research, policy analysis and evaluation</li> <li>• Working independently to design and complete social research projects</li> <li>• Documenting and presenting the results</li> </ul> <p><b>The student shall acquire competencies to:</b></p> <ul style="list-style-type: none"> <li>• Assess the significance of various philosophical approaches to the social science</li> <li>• Work scientifically</li> <li>• Plan and carry out the problem project work on social science topics</li> <li>• Develop the research and employability skills required</li> <li>• Carryout a range of research and data collection and processing methods</li> <li>• Research real issues and experience in the research industry</li> </ul>
<b>Content of teaching</b>
<ul style="list-style-type: none"> <li>• Theory of knowledge, philosophy of science</li> <li>• Problem formulation and hypotheses</li> <li>• Social research design</li> <li>• Data collection methods in quantitative, qualitative, and/or mixed methods research</li> <li>• Development of research proposal</li> <li>• Data analysis in qualitative, quantitative, and/or mixed-methods research</li> <li>• Research reporting</li> </ul>
<b>Suggested literature</b>
<ol style="list-style-type: none"> <li>1. Denscombe, M: The Good Research Guide: For Small-Scale Social Research Projects, Open University Press, 2010.</li> <li>2. Guide to problem formulation -For research Projects within the social sciences; Ib Anderesen Samfundslitteratur Press.</li> <li>3. Field, Andy (2012), Discovering Statistics using SPSS, 4th edition.</li> <li>4. Dey, Ian (2005). Qualitative data analysis: A user friendly guide for social scientists.</li> <li>5. Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3: 77-101.</li> </ol>

### 6.3 Course syllabuses for Public Administration specialization

#### 6.3.1 The 3<sup>rd</sup> semester syllabuses

Public Policy Development			
Semester	Duration	Credit points	Student workload
3 <sup>rd</sup> semester	1 semester	5 ECTS / 20 lessons	150 time hours
Requirements for participation	Form of examination		
Successful completion of the 2 <sup>nd</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		



Learning outcomes
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- The societal and institutional backgrounds of the different organizational concepts in relation to the Welfare State, the public sector and services</li> <li>- The applied concepts on the conditions for democracy and the democratic decision-making processes</li> <li>- Concepts related to the structure of organizations and public institutions</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>- Distinguishing between the political and administrative levels of an administrative unit;</li> <li>- Understand how policy decisions influence development of the society;</li> <li>- Analyze different approaches in public policy development, both strategic policies and legislation;</li> </ul> <p><b>The student will also gain:</b></p> <ul style="list-style-type: none"> <li>- The competence to apply basic models of policy making in PA</li> <li>- The ability to keep abreast of significant developments in their field</li> <li>- The knowledge to begin work as a civil servant</li> </ul>
Content of teaching
<p>Organization and Public sector has the following key-elements:</p> <ul style="list-style-type: none"> <li>- The structure and dynamics of organizations</li> <li>- The culture of organizations</li> <li>- Democracy and the political framework</li> <li>- The roles of civil servants and politicians</li> <li>- Human rights and duties</li> </ul>
Suggested literature
<ol style="list-style-type: none"> <li>1. Engelman, Andrej (May 2012), "Strengthening of the European Integration Process and Structures"; Support to the European Integration Process in Kosovo, Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH.</li> <li>2. Kosovo Constitution, notably its Chapter IV (Articles 63 to 82),</li> <li>3. Law on Public Financial Management and Accountability (17 December 2003).</li> <li>4. Law No.03/L – 189 on the State Administration of Kosovo (16 September 2010).</li> <li>5. Regulation on RoP of Kosovo, No. 09/2011.</li> <li>6. Key laws and the Government Rules of Procedure (RoP) available at Kosovo Official Gazzete</li> </ol>

Quality Management and Project Evaluation			
Semester	Duration	Credit points / lessons	Student workload
3 <sup>rd</sup> semester	1 semester	5 ECTS / 20 lessons	150 time hours
Requirements for participation	Form of examination		
Successful completion of the 2 <sup>nd</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
Learning outcomes			

Students shall have knowledge of:

- Quality and quality assurance as concepts
- Quality and quality assurance in public service provision
- The process from the setting of goals to evaluation
- The significance of network theories for the implementation of visions and goals
- The theories concerning the professions and cooperation between different professions

Evaluation as the concept and stage in the programme/project cycle management students shall have skills in:

- Applying theories, concepts and methods concerning the interaction between citizens and public administration
- Assessing and analyzing the need to use different models of quality assurance and evaluation
- Assessing the influence of different segments of the population on the choice of goals and methods of evaluation
- Analyzing and evaluate effect measurements
- Applying methods for the implementation of visions and goals

Students shall have competencies to:

- Optimize the use of resources within a multi-faceted interconnected administration
- Act in the cross field of interactions between politicians, citizens and public administration and Assess the importance of this interaction for the quality of work done in the public sector
- Work analytically and have an overall grasp of complex situations
- Identify focus and problems in actual quality assurance and effect measurements
- Work analytically and have an overall grasp of complex situations
- Identify focus and problem areas in actual quality assurance and effect measurements

#### Content of teaching

Quality Assurance and Evaluation has the following key-elements:

- Quality assurance models
- Concepts and goals in quality assurance
- Quality assurance systems
- Quality assurance models in organizations
- Organizing approaches to quality improvement
- Quality development
- Quality assurance the political framework and the political system
- Forms of evaluation
- Different evaluation models
- Feedback from and the involvement of users
- The documentation of results
- Putting results into practice
- The context for evaluation and quality assurance
- The structure of public administration and The political framework
- The formulation of political goals
- The professions

#### Suggested literature

1. Juran, J.M., & A. Godfrey, A.B. (1999). Juran's Quality Handbook. 5th edition, McGraw-Hill New York San Francisco Washington, D.C.
2. Gaster, L. et al: Providing Quality in the Public Sector, Open University Press, 2003;
3. European Commission, Directorate-General for Employment, Social Affairs and Inclusion. Quality of Public Administration A Toolbox for Practitioners. European Commission, Directorate-General for Employment, Social Affairs and Inclusion, 2015: <http://ec.europa.eu/social/BlobServlet?docId=13803&langId=en>
4. UNDP (2009). Handbook on Planning, Monitoring and Evaluating for Development Results. United Nations Development Programme, New York, USA:  
<http://web.undp.org/evaluation/evaluations/handbook/english/documents/pme-handbook.pdf>
5. Suvedi, M. and Morford, S. (2003). Conducting Program and Project Evaluations. FORREX:  
[https://msu.edu/~suvedi/Resources/Documents/4\\_1\\_FS6.pdf](https://msu.edu/~suvedi/Resources/Documents/4_1_FS6.pdf)

6. Westat, J.F., Mark, M. & Rog, D.J. (2010). The 2010 User-Friendly Handbook for Project Evaluation. National Science Foundation.

Principles of Innovation			
Semester	Duration	Credit points / lessons	Student workload
3 <sup>rd</sup> semester	1 semester	4 ECTS / 16 lessons	120 time hours
Requirements for participation	Form of examination		
Successful completion of the 2 <sup>nd</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
Learning outcomes			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>- Innovation principles and basic terminology, typology of innovations, fundamental design concepts and issues</li> <li>- Innovation process</li> <li>- Service innovation, service design thinking</li> <li>- Organizational aspects of innovation</li> <li>- Systemic and analytical methods and techniques of innovation management</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>- Using process problem solving methodology: observation, definition, representation, ideation, evaluation and decision making while broadening their understanding of design innovation within the context of change</li> <li>- Explaining innovation context from strategic point of view</li> <li>- Applying some soft methods of innovation management</li> </ul> <p><b>The student shall acquire competencies to:</b></p> <ul style="list-style-type: none"> <li>- Explain specific innovation methods and techniques</li> <li>- Identify sources of innovations</li> <li>- Participate as a team member in innovation initiatives and processes</li> <li>- Describe principles of innovation implementation and management of innovation process in companies</li> <li>- Characterize the specifics of service innovation, process innovations and new product development</li> <li>- Plan a simple innovation project</li> </ul>			
Content of teaching			
<ul style="list-style-type: none"> <li>- Principles of innovation</li> <li>- The innovation process</li> <li>- Innovation processes</li> <li>- Innovative organizations</li> <li>- Innovative society</li> </ul>			
Suggested literature			
<ol style="list-style-type: none"> <li>1. Innovations in Governance and Public Administration: Replicating what works; Department of Economic and Social Affairs, United Nations New York, 2006</li> <li>2. Innovation, John Bessant, Essential Managers, DK Publishing</li> <li>3. Provided case studies and reading materials</li> </ol>			

<b>Financial Statement Analysis</b>			
<b>Semester</b>	<b>Duration</b>	<b>Credit Points / lessons</b>	<b>Student Workload</b>
3 <sup>rd</sup> Semester	1 Semester	4 ECTS / 16 lessons	90 Hours
<b>Requirements for Participation</b>	<b>Form of Examination</b>		
Successful completion of the 2 <sup>nd</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning Outcomes</b>			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> <li>• Companies'/organizations' market and cost components;</li> <li>• The company's/organizations' costs including fixed and variable costs as well as the cost driver concept;</li> <li>• The company's/organization's marketing mixes as basis of income;</li> <li>• Companies'/organizations' financial information systems and on this basis interpret information.</li> </ul> <p>The student shall have skills in:</p> <ul style="list-style-type: none"> <li>• Assessing different types of cost and their characteristics;</li> <li>• Analysing the contribution margin with a view to break-even analyses and financial management;</li> <li>• Communicating financial information and stating reasons for development, including sustainable tendencies to stakeholders.</li> </ul> <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> <li>• Assessing which factors influence the company's/organization's costs and revenue;</li> <li>• Analyzing the economic development, including sustainable environmental development of a company/organization in a structured manner with a view to finding opportunities for action.</li> </ul>			
<b>Content of teaching</b>			
<p>This course is designed to help you develop an understanding of the major financial statements and a working knowledge of several fundamental economic models while utilizing various tools of the financial statement analysis. In addition, the course will focus on applying theoretical economic concepts to practical economics problems in the real world. The primary aim of the course is to improve the ability to think like an economist. Thinking like an economist makes use of basic concepts like opportunity cost, rational choice, individual preferences, scarcity and marginal costs. Financial statement analysis is carried out to meet external reporting obligations and also for decision making purposes as they play a key role in setting the framework of managerial decisions.</p>			
<b>Suggested literature</b>			
<ol style="list-style-type: none"> <li>1. Lauritzen &amp; Krogager: Management accounting, financial measurement and planning - within a financial and marketing perspective, Volume 1, 2nd edition, Chapter 1, 2, 3.</li> <li>2. Other literature suggested by the lecturer</li> </ol>			

<b>Macroeconomics</b>			
<b>Semester</b>	<b>Duration</b>	<b>Credit points / lessons</b>	<b>Student workload</b>
3 <sup>rd</sup> semester	1 semester	4 ECTS / lessons	120 time hours
<b>Requirements for participation</b>	<b>Form of examination</b>		
Successful completion of the	Course assignment(s)		

2 <sup>nd</sup> semester	Final written exam
<b>Learning outcomes</b>	
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- The labor market including the demand and supply of labor,</li> <li>- The circular flow of income and the socio-economic relations,</li> <li>- Various types of financial policy,</li> <li>- Different causes for unemployment and inflation,</li> <li>- Interest and exchange rate formation,</li> <li>- The monetary cooperation within the EU.</li> </ul> <p>The student shall have skills in:</p> <ul style="list-style-type: none"> <li>- Analyzing wage formation on the labor market,</li> <li>- Applying the income formation models for analysis of the socio-economic contexts and cyclical fluctuations,</li> <li>- Analyzing and assessing the connection between unemployment and inflation,</li> <li>- Analyzing and assessing the reason for interest rate and exchange rate,</li> <li>- Analyzing the effects from various politico-economical interventions.</li> </ul> <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> <li>- Draw on the conditions and contexts of financial politics in their professional work</li> <li>- Form a clear picture of economic contexts and assess relevant possible solutions</li> <li>- Identify and describe the need for financial political interventions and to participate in inter professional cooperation concerning the consequences of such interventions</li> </ul>	
<b>Content of teaching</b>	
<p>Macroeconomics has the following key-elements:</p> <ul style="list-style-type: none"> <li>- The money flow, the generation of income and the national account</li> <li>- The job market, employment and productivity</li> <li>- Financial growth and sustainability</li> <li>- Macro-economic stabilization and distribution policies</li> <li>- Price formation, types of markets, utility and welfare theories</li> <li>- Allocation policy</li> <li>- Optimization and prioritization in economics</li> <li>- Local authority finances, including the basic principles for local authority equalization</li> </ul>	
<b>Suggested literature</b>	
<ol style="list-style-type: none"> <li>1. Sloman &amp; Garret: Essentials of Economics, 5th edition, Chapter 1, 6, 8, 9, 11, 12, 13, 14.</li> <li>2. Other literature suggested by the lecturer</li> </ol>	

### 6.3.2 The 4<sup>th</sup> semester syllabuses

State Organization			
Semester	Duration	Credit points / lessons	Student workload
4 <sup>th</sup> semester	1 semester	5 ECTS / 20 lessons	150 time hours
<b>Requirements for participation</b>	<b>Form of examination</b>		

Successful completion of the 3 <sup>rd</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)
<b>Learning outcomes</b>	
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- The organizational and juridical frameworks for the decision-making processes of state authorities</li> <li>- Basic human rights and freedoms</li> </ul> <p>The student shall have skills in:</p> <ul style="list-style-type: none"> <li>- Analyzing the interaction between the highest organs of the state (the parliament, the government and the courts)</li> </ul> <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> <li>- Act within the legally determined boundaries of the respective areas of competence of the State and the municipalities</li> <li>- Contribute basic legal knowledge to interdisciplinary cooperation</li> <li>- Identify their own needs in terms of updating knowledge; and</li> <li>- Judge in what situations other legal advisers should be called in</li> </ul>	
<b>Content of teaching</b>	
<p>Organizational and Legal Framework has the following key-elements:</p> <ul style="list-style-type: none"> <li>- An overview of the structure of the public sector</li> <li>- The construction and function of parliament</li> <li>- The construction and function of government</li> <li>- The construction and function of the judiciary</li> <li>- The ombudsperson</li> <li>- Mutual checks and balances, control with the parliament and control with the government</li> <li>- Regions and Municipalities</li> <li>- Rights of freedom and human rights</li> </ul> <p>Relevant laws:</p> <ul style="list-style-type: none"> <li>- Constitutional laws</li> <li>- Law on the state administration</li> <li>- Law on ombudsperson</li> <li>- The European convention of human rights</li> <li>- Laws on minority rights and equal rights e.g. Salamanca statement</li> </ul>	
<b>Suggested literature</b>	
<ol style="list-style-type: none"> <li>1. Sharon Hanson, 'Legal Method and Reasoning', Cavendish, 2010.</li> <li>2. Christoph Mollers, 'The three Branches – A Comparative Model of Separation of Powers', Oxford, 2013,</li> <li>3. David Harris, Michael O'Boyle, Edward Bates, Carla Buckley, 'Law of the European Convention on Human Rights', Oxford, 2018.</li> <li>4. Mark Weller, 'Contested Statehood: Kosovo's Struggle for Independence', Oxford, 2009.</li> <li>5. William A. Schabas, 'The European Convention on Human Rights: A Commentary', Oxford, 2016.</li> <li>6. Official Gazzete: <a href="http://qzk.rks-gov.net/">http://qzk.rks-gov.net/</a></li> <li>7. Case Law of the Constitutional Court of Kosovo;</li> <li>8. Case law of the European Court of Human Rights (ECHR)</li> </ol>	

<b>Public Budgeting</b>			
<b>Semester</b>	<b>Duration</b>	<b>Credit points / lessons</b>	<b>Student workload</b>
4 <sup>th</sup> semester	1 semester	4 ECTS / 16 lessons	120 time hours

Requirements for participation	Form of examination
Successful completion of the 3 <sup>rd</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)
Learning outcomes	
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- The logical construction and areas of application of public budgeting and control systems</li> <li>- The significance of the budget in public institutions</li> <li>- Basic budgetary control</li> </ul> <p>The student shall have skills in:</p> <ul style="list-style-type: none"> <li>- Understanding public budgeting</li> <li>- Seeing the differences and similarities between various budget formats</li> <li>- Describing the budgeting cycle</li> <li>- Understanding types of revenue in public budgeting</li> <li>- Contributing in practice to work processes connected with the drawing up a budget</li> <li>- Assessing the economic consequence of different parameter activities</li> <li>- Describing the initialization, running and closure of systems and the associated work processes</li> <li>- Using a system in practice</li> </ul> <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> <li>- Participate in the adoption and implementation of public budgets</li> </ul>	
Content of teaching	
<p>Budget and budget management (budget control) has the following key-elements:</p> <ul style="list-style-type: none"> <li>- Budgeting and control systems</li> <li>- Creating systems</li> <li>- Initialization</li> <li>- Running</li> <li>- Closing</li> </ul>	
Suggested literature	
<ol style="list-style-type: none"> <li>1. Douglas Morgan: Public Budgeting, 2002</li> <li>2. Public budgeting law, Official Gazzete: <a href="http://gzk.rks-gov.net/">http://gzk.rks-gov.net/</a></li> </ol>	

Intercultural Communication and PR			
Semester	Duration	Credit points / lessons	Student workload
4 <sup>th</sup> semester	1 semester	5 ECTS / 20 lessons	150 hours
Requirements for participation	Form of examination		
Successful completion of the 3 <sup>rd</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
Learning outcomes			

Students shall have knowledge of:

- Different forms of oral and written communication
- The central importance of communication both internally in the organization and externally in its contacts with citizens, etc.
- The importance of communication in case work and the exchange of information
- Intercultural concepts in communication within the organization and with citizens

Students shall have skills in:

- Using relevant communication skills based on the analysis, description and assessment of communication needs in the actual case
- Passing on the principles of governing effective written and oral communication
- Managing the cultural diversity communicating the public service provision

Students shall acquire competencies to:

- Communicate effectively and professionally
- Prepare analyses of communication and offering suggestions to improvements and changes
- Apply inter-culturally sensitive the best practice communication models in the local setting

#### Content of teaching

Communication has the following key-elements:

The general framework of communication  
 Oral and written communication  
 Communication in public sector  
 Strategic communication (Public relations)  
 Media and choice of media  
 Printed and digital communication  
 Presentation techniques  
 Negotiation techniques  
 Difficult conversation  
 Intercultural studies

#### Suggested literature

1. Martin, N. Judith & Nakayama K, Thomas (2010), Intercultural Communication in Contexts, McGraw-Hill, New York
2. Other literature suggested by the lecturer

### International law and international relations

Semester	Duration	Credit points / lessons	Student workload
4 <sup>th</sup> semester	1 semester	4 ECTS / 16 lessons	120 hours
Requirements for participation	Form of examination		
Successful completion of the 3 <sup>rd</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
Learning outcomes			



Students shall have knowledge of:

- Discuss and explain the different attitudes and theoretical analysis used in the field of international relations for the purpose of scientific interpretation of world political events.
- Describe the historical development of interstate relations and the place and role of the state in these reports;
- Describe the specific issues that are important in the study of interstate relations, national security, war, economic integration, trade etc;
- Describe the difference between national and transnational actors in the international arena;
- Make a distinction between three levels of analysis of the international system: the individual, national and systemic;
- Identify and discuss key issues related to international law, international economy, human rights, global environmental issues and economic relations between the north and south.
- Understand and explain the role of the law in the process of policy-international;

Students shall have skills in:

- Discuss the role of national power and diplomacy in international relations;
- Analyze the nature and development of international organizations;
- Recognize and utilize the resources of international law, as well as means for determining eligibility in the international arena;
- Assess issues and contexts regarding to international law and relations underpinnings;

Students shall acquire competencies to:

- Be able to recognize and understand specific aspects and / or specialized international law (such as the use of the military instrument of international law, the resolution of international disputes or succession to international law);
- Take advantage of the analytical skills, argumentative and creative through the analysis and discussion of cases and legal texts.
- Suggest decisions and advising in actions regarding compliance with international law;
- Engage in actions that require international collaboration and harmonization;

**Content of teaching**

- History and development of international law and international relations
- Legal acts of international law
- Approaches to international relations
- International institutions and actors
- Global welfare policies, such as war, global poverty, trade policy, environmental issues, human rights, terrorism, etc.
- Global distribution of wealth
- Balance of power

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1. Barry Buzan, "The Levels of Analysis Problem in IR Reconsidered." In Ken Booth and Steve Smith eds., International Relations Theory Today. London Polity Press, 1994.
2. Arnold Wolfers, "The Actors in International Politics, " in Wolfers, Discord and Collaboration. Baltimore: Johns Hopkins University Press, 1962. Chap. 1.
3. Antonio Cassese, International Law, 2nd ed., Oxford University Press, 2005.
4. Malcolm D. Evans (ed.), Blackstone's International Law Documents, 9th ed., Oxford University Press, 2009.
5. Adam Roberts and Richard Guelff (eds.), Documents on the Laws of War, 3rd ed., Oxford University Press, 2000.

**Public Finance Management**

Semester	Duration	Credit points / lessons	Student workload
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4 <sup>th</sup> semester	1 semester	4 ECTS / 16 lessons	120 hours
<b>Requirements for participation</b>	<b>Form of examination</b>		
Successful completion of the 3 <sup>rd</sup> semester	Course assignment(s) Final written exam		
<b>Learning outcomes</b>			
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- The main components of the general model of accounting: results, assets, net worth and the accruals concept</li> <li>- The legal requirements concerning accounts, etc.</li> <li>- Principles of accounting relating to such forms of organization as joint ventures and limited liability companies</li> <li>- The specific legal requirements concerning accounting in public administration</li> <li>- The categorization of costs according to the contribution margin model and the analytic advantages of this model</li> <li>- The normal classification of costs in terms of direct, indirect, unit and general costs, as well as other normal ways of dividing costs</li> <li>- Capitalization methods and their significance in terms of assessing the profitability of an investment</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- Drawing up a chart of accounts and do bookkeeping and accounting</li> <li>- Carrying out financing and investment analyses</li> <li>- Contributing to a finance control operation</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- Analyzing and offer advice on different methods of bookkeeping</li> <li>- Assessing the usefulness of various methods in connection with financing and investment analyses</li> </ul>			
<b>Content of teaching</b>			
<p>Bookkeeping and Accounting has the following key-elements:</p> <ul style="list-style-type: none"> <li>- The general model of accounting and cost accounting</li> <li>- Results</li> <li>- Assets</li> <li>- Net Worth</li> <li>- Accruals Concept</li> <li>- Types of costs</li> <li>- Codification</li> <li>- National laws, executive orders, circulars and court decisions</li> <li>- International guidelines for accounting</li> </ul>			
<b>Suggested literature</b>			
<ol style="list-style-type: none"> <li>1. Bandy (2011): Financial Management and Accounting in Public Sector;</li> <li>2. Rosen, Gayer (2010): Public Finance;</li> <li>3. Bergman (2009): Public Sector Financial Management;</li> <li>4. Reed &amp; Swain (1997): Public Finance Administration;</li> <li>5. Public budgeting law, Official Gazzete: <a href="http://qzk.rks-gov.net/">http://qzk.rks-gov.net/</a></li> </ol>			

### 6.3.3 The 5<sup>th</sup> semester syllabuses

<b>Profession and organizational behavior</b>			
<b>Semester</b>	<b>Duration</b>	<b>Credit points / lessons</b>	<b>Student workload</b>
5 <sup>th</sup> semester	1 semester	4 ECTS / 16 lessons	120 hours
<b>Requirements for participation</b>	<b>Form of examination</b>		
Successful completion of the 4 <sup>th</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning outcomes</b>			
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- the organization, management and administration of the public services, that may have significance for professional practice and understanding of the welfare society ethical issues in cooperation with citizens;</li> <li>- understanding of theories, methods, tools and collaborative processes in organizational psychology perspective;</li> <li>- the societal and political frameworks for educational and vocational guidance;</li> <li>- the motivational factors and be able to reflect on their significance in terms of personnel management and staff recruitment;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- reflecting on the practice, objectives, target groups and cooperative processes connected with welfare provision;</li> <li>- analyzing an organization with a view to selecting relevant strategies that can support the mission, vision and values of the workplace in question;</li> <li>- identifying and analyze conflicts and difficulties in cooperation, with a view to drawing up possible solutions and indicating a range of legal solutions;</li> <li>- understanding and reflecting on the connection between staff administration and the work environment; and</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- be able to engage independently in intra-professional and inter-professional cooperation and assume responsibility within the framework of professional ethics;</li> <li>- be able to plan, carry out and assess guidance programmes aimed at different target groups;</li> <li>- be able elect relevant strategies that can support the mission, vision and values of the workplace.</li> </ul>			
<b>Content of teaching</b>			
<ul style="list-style-type: none"> <li>- Professions – concept</li> <li>- Organization – concepts, theories</li> <li>- Leadership – concept, theories</li> <li>- Change management</li> <li>- Team work and dynamics</li> <li>- Motivational concepts of staff</li> <li>- Organizational welfare – stress management</li> </ul>			
<b>Suggested literature</b>			
<ol style="list-style-type: none"> <li>1. Robbins, S. R. &amp; Judge, T. A. (2013). Organizational Behaviour, 15th Edition. Pearson Education Inc. Boston, USA.</li> <li>2. Frank J. Landy &amp; Jeffrey M. Conte. (2010). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. Third edition. John Wiley and Sons.</li> <li>3. Edwin A. Locke. (2009). The Blackwell Handbook of Principles of Organizational Behavior. Second edition. Wiley Ltd.</li> </ol>			

Needs Assessment and Project Cycle Management			
Semester	Duration	Credit points	Student workload
5 <sup>th</sup> semester	1 semester	5 ECTS / 20 lessons	150 hours
Requirements for participation	Form of examination		
Successful completion of the 4 <sup>th</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
Learning outcomes			
<p><b>The student shall have knowledge of:</b></p> <ul style="list-style-type: none"> <li>• The use of research-inspired principles, designs and data collection methods oriented towards stakeholders needs and finding solutions to key problems of the stakeholders</li> <li>• How project work can be practically applied to solve welfare and public service problems with the focus on project development and fundraising related to: The EU Accession, Enabling Business Environment and Public Administration Sector Reforms.</li> <li>• Project Cycle Management Methodology as a management tool, containing: <ul style="list-style-type: none"> <li>○ Log Frame matrix Approach;</li> <li>○ Knowledge of the cycle of operations and the involved decision-making processes</li> <li>○ Preparation of quality documents throughout the cycle of operations</li> <li>○ Documents that drive the decision-making processes (takes place at the end of each phase of the cycle of operations).</li> <li>○ Project monitoring &amp; evaluation tools</li> <li>○ The process of transforming a problematic situation into intervention logic</li> </ul> </li> <li>• Project design tools used by the most important donor agencies.</li> <li>• Different implementation phases of a project</li> <li>• Project monitoring and evaluation and evaluation indicators;</li> <li>• Project evaluation criteria</li> </ul> <p><b>The student shall have skills in:</b></p> <ul style="list-style-type: none"> <li>• To analyze the needs of various stakeholders</li> <li>• Selecting project concepts and analysis of its relevance and coherence;</li> <li>• Identifying the stakeholders involved in the project concept and selection of the target group</li> <li>• Using “Problem tree” Analysis, taking as a basis the core problem to be tackled and preparation of the objectives hierarchy</li> <li>• Designing and preparing the project’s Log Frame Matrix.</li> <li>• Designing and preparing Activities Schedule</li> <li>• Project budgeting</li> </ul> <p><b>The student shall acquire competencies to be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop, plan, implement, evaluate project and programme proposals</li> <li>• Actively work on project proposal and fundraising</li> <li>• Capable of analyzing all agents (stakeholders) involved in a certain project;</li> <li>• Understand ‘aid to thinking’ tools, particularly those oriented towards the characterization of problematic situations;</li> <li>• Prepare ‘problem trees’;</li> <li>• Transform problematic situations into a hierarchy of objectives</li> <li>• Perform ‘problem tree’ analysis</li> <li>• Work with decision makers involved in (international) development projects, specifically in the design and formulation of development projects as well as project or programme managers, team leaders, programme coordinators or senior project staff member for a government, NGO, educational institute, consultancy or private company involved in the implementation of development projects.</li> </ul>			
Content of teaching			

<ul style="list-style-type: none"> <li>• Stakeholders Needs assessment</li> <li>• Project Cycle Management</li> <li>• Problem analysis</li> <li>• Logical Framework – LOGFRAME</li> <li>• Fund raising</li> </ul>	<ul style="list-style-type: none"> <li>• Project planning and scheduling</li> <li>• Project implementation</li> <li>• Project control</li> <li>• Project Evaluation</li> <li>• Project Budgeting</li> </ul>
<b>Suggested literature</b>	
<ol style="list-style-type: none"> <li>1. Gido &amp; Clements. Successful Project management 4th Edition</li> <li>2. Project Cycle Management Guidelines, European Commission, 2004.</li> </ol>	

E-governance			
Semester	Duration	Credit points / lessons	Student workload
5 <sup>th</sup> semester	1 semester	4 ECTS / 16 lessons	120 hours
Requirements for participation	Form of examination		
Successful completion of the 4 <sup>th</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
Learning outcomes			
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- gain knowledge about architecture and function of complex system creation process in wide and dynamic area of e-Government.</li> <li>- outline the development and stages of e-government, and discuss political, economic, social and technological issues related with it;</li> <li>- understand the e-government developments in Kosovo;</li> <li>- describe major policy issues involving the Internet and e-government, including democracy, social equity, digital divide, and privacy and security issues;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- assess and analyze e-government and related issues in Kosovo case;</li> <li>- apply standards for developing effective government web sites and e-services;</li> <li>- distinguish and compare different tools and platforms that are applicable in the work of local and central governance;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- be able to undertake initiatives in regard to planning and implementing effectively policies using e-government tools and platforms;</li> <li>- be able to evaluate the impacts of the internet use on governmental processes, public organizations, public information and service delivery, and government-citizen interaction;</li> </ul>			
Content of teaching			
<ul style="list-style-type: none"> <li>- Introduction to e-governance concepts</li> <li>- Policy making and e-governance</li> <li>- Kosovo E-Governance Strategy</li> </ul>			

- Information systems and ICT tools used in e-governance
- E-governance, transparency, and accountability
- Security and data protection issues in e-governance
- Citizens and the use of e-governance services

**Suggested literature**

1. C.S.R. Prabhu (2012). E-Governance: Concepts and case studies. 2<sup>nd</sup> edition ([https://www.google.com/books/edition/E\\_GOVERNANCE/IW5NqT32xoC?hl=en&gbpv=1&printsec=frontcover](https://www.google.com/books/edition/E_GOVERNANCE/IW5NqT32xoC?hl=en&gbpv=1&printsec=frontcover))
2. E-Governance Strategy of Kosova (2009) (<https://map.rks-gov.net/desk/inc/media/7D2C521A-DBD2-4890-968A-472AEC772A85.pdf> )
3. Government of Kosovo (2013). Electronic Communication Sector Policy: Digital Agenda for Kosovo 2013-2020 ([http://www.mzhe-ks.net/repository/docs/Electronic\\_Communication\\_Sector\\_Policy\\_2013-2020.pdf](http://www.mzhe-ks.net/repository/docs/Electronic_Communication_Sector_Policy_2013-2020.pdf) )
4. Michiel Backus (2001). E-governance in Developing Countries (<http://www.bibalex.org/Search4Dev/files/288383/119334.pdf> )
5. RESPA (2015). E-Government Analysis: From E- to Open Government RESPA. Regional Comparative E-Government Study (<file:///C:/Users/bgall/Desktop/01%20e-Government%20Comparative%20Study.pdf> )

**Non-profit sector and society**

Semester	Duration	Credit points / lessons	Student workload
5 <sup>th</sup> semester	1 semester	4 ECTS / 16 lessons	120 hours
<b>Requirements for participation</b>	<b>Form of examination</b>		
Successful completion of the 4 <sup>th</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning outcomes</b>			
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- gain an understanding of the nature of the nonprofit sector, and distinguish it from the government (public) and business (for-profit) sectors in form and delivery systems;</li> <li>- explore the historical, theoretical, and legal perspectives on nonprofit organizations, as well as current trends and issues of consequence to nonprofit organizations;</li> <li>- gain an understanding of the organization of the nonprofit sector in Kosovo;</li> <li>- understand board governance and the varied roles of stakeholders in nonprofit organizations;</li> <li>- develop an understanding of management techniques and leadership skills for enhancing the effectiveness of nonprofit organizations;</li> <li>- understand the scope of function, role, social innovation dimensions of nonprofit organization;</li> <li>- gain an understanding of ethical issues and decisions in nonprofit management;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- distinguish and compare different statutes and scopes of nonprofit organizations;</li> <li>- analyze the contexts of operation of nonprofit organizations and reflects on their role into the societies they operate;</li> <li>- analyze the strategy and operation of nonprofit organizations</li> <li>- reflect on cooperation approaches of nonprofit organizations and public sector;</li> </ul>			

Students shall acquire the competencies to:

- assess organizational capacity of nonprofit organizations and make plans to enhance organizational performance;
- be able to undertake initiatives that lead to sustainability of nonprofit organizations;
- be able to take initiatives that enhance collaboration of nonprofit organizations with public organizations;
- be able to take initiatives that enhance collaboration of nonprofit organizations with community and citizens;

**Content of teaching**

- Introduction to nonprofit sector
- Legislation of nonprofit organizations in Kosovo
- Governance and management of nonprofit organizations
- Sustainability and fundraising strategy
- Nonprofit organizations and cooperation with public organizations
- Nonprofit organizations and cooperation with citizens
- Nonprofit organizations and community development
- Social innovation, social entrepreneurship and nonprofit organizations

**Suggested literature**

1. David W. Young. (2012). Management Control in Nonprofit Organizations. Ninth Edition
2. Malvern J. Gross, Jr., John H. McCarthy, and Nancy E. Shelmon. (2005). Financial and Accounting Guide for Not-for-Profit Organizations. Seventh Edition. John Wiley & Sons, Inc.  
<https://books.mec.biz/tmp/books/UMJNSZSPEGB2QJ45RC42.pdf>
3. Kosovo Legislation of freedom on association, Official Gazzete: <http://gzk.rks-gov.net/>

**Legal Systems**

Semester	Duration	Credit points / lessons	Student workload
5 <sup>th</sup> semester	1 semester	5 ECTS / 20 lessons	150 hours
<b>Requirements for participation</b>	<b>Form of examination</b>		
Successful completion of the 4 <sup>th</sup> semester	Course assignment(s) Final written exam		

**Learning outcomes**

Students shall have knowledge of:

- Legislative in the welfare area social services, health - and education sectors, including educational and vocational guidance; , employment, including following up those who are off work sick, the provision of flexible and sheltered employment and efforts to promote integration in employment, and to have a knowledge of continuing education,
- Knowledge to overview and understanding of the overall system in the allocation of welfare services in particular persons-allocation and measurement criteria of help
- Control the administrative process and thus have the legal basis for changing processes and in this connection to ensure that this happens in compliance with all rules.

Students shall have skills in:

- Understanding the role of authority in the public services area
- Orienting themselves in the most significant legislation in the welfare area and adjacent areas
- Applying the law in the welfare area, employment, social services, health - and education sectors, including educational

<p>and vocational guidance;</p> <ul style="list-style-type: none"> <li>- Using the methods to find solutions to various problems related to legislation.</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- Use legal methods in a single area and thus show an overview of welfare area specific legal sources and their application.</li> <li>- Provide solutions to the tasks that relate to the support, control and development of the procedural legislation. For example, preparation of standard letters, description of case management processes and clarification of the legal problems associated with them.</li> </ul>
<b>Content of teaching</b>
<p>Introduction to laws applicable and related to public sector management concerning welfare, overview of the main legal system for the organization of social welfare law services is. It also examines the main sources of law from a social justice perspective based on examples from social justice legislation.</p>
<b>Suggested literature</b>
<ol style="list-style-type: none"> <li>1. Relevant Laws to be found on the official gazette web page at: <a href="https://qzk.rks-gov.net/">https://qzk.rks-gov.net/</a></li> <li>2. Other relevant literature suggested by the lecturer</li> </ol>

### 6.3.4 The 6<sup>th</sup> semester syllabuses

Internship			
Semester	Duration	Credit points	Student workload
6 <sup>th</sup> semester	1 semester	30 ECTS / 8 consultation meetings	900 hours
Requirements for participation	Form of examination		
Successful completion of the 5 <sup>th</sup> semester	Internship report and small project		
Learning outcomes			
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- the particular field of practice and its institutional, economic and other relevant contexts;</li> <li>- the gained hands-on experience by taking part in getting actual jobs done.</li> </ul> <p>The student shall have skills in:</p> <ul style="list-style-type: none"> <li>- translating acquired knowledge to action in practice;</li> <li>- assessing theoretical and practical problems relevant to the actual internship; and,</li> <li>- applying relevant theories when carrying out tasks in the institution.</li> </ul> <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> <li>- understand their own professional role when carrying out actual tasks within the profession;</li> <li>- engage in intra-professional and inter-professional cooperation; and,</li> <li>- be firmly rooted in their own profession when working with other professions.</li> </ul>			



### 6.3.5 The 7<sup>th</sup> semester syllabuses

Bachelor Thesis Project			
Semester	Duration	Credit points	Student workload
7 <sup>th</sup> semester	1 semester	30 ECTS / 8 consultation meetings	900 hours
Requirements for participation	Form of examination		
Successful completion of the 6 <sup>th</sup> semester	<ul style="list-style-type: none"> <li>- Bachelor degree thesis (2/3)</li> <li>- Oral Bachelor thesis defense (1/3)</li> </ul>		
Learning outcomes			
<p>The aims of the bachelor thesis project are that students be able to combine theoretical, practical and development-oriented aspects of the degree programme. When approaching the bachelor thesis project, students chose a problem area they know from practice e.g. internship, students work or former placements and work with it, using scientific methods and experience from practice. The completion of the bachelor thesis project shall ensure that "The aim of the degree programme" is fulfilled and that students will be able, both in theory and in practice, to handle the complexity of tasks in public administration. Apart from the learning objectives of the programme, the learning objectives for the examination project are:</p> <p>The student must have knowledge of:</p> <ul style="list-style-type: none"> <li>- relevant theories within the chosen problem;</li> <li>- in detail, the phases and methods of project work;</li> <li>- independently to reflect on the importance of the choice of methods and project design; and,</li> <li>- independently to reflect on the relevance of diverse theories.</li> </ul> <p>The student must be able to:</p> <ul style="list-style-type: none"> <li>- apply relevant methods and tools to searching for, collecting and analyzing information;</li> <li>- justify their choice of theories, methods, etc. for the project;</li> <li>- work independently in a scientific and critical manner in the spirit of the ideals of objectivity and solid documentation that should guide such work; and,</li> <li>- independently to present their project work precisely and effectively.</li> </ul> <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> <li>- demonstrate through their bachelor thesis project that they have developed their knowledge and skills with regard to the chosen topic.</li> </ul>			

## 6.4 Course syllabuses for Social Work specialization

### 6.4.1 The 3<sup>rd</sup> semester syllabuses

Introduction to Social Work: Theories and Analysis				
Semester	Duration	ECTS	lessons	Student workload
3 <sup>rd</sup> semester	1 semester	4	16	120 hours

Requirements for participation	Form of examination
Successful completion of the 2 <sup>nd</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)
Learning outcomes	
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understanding of social work definitions, history and key concepts;</li> <li>- understanding of social work theory including its development and the underlying assumptions, values and ethics that guide practice;</li> <li>- recognizing what is meant by generalist social work practice, and have an understanding of its principal roles, functions and perspectives;</li> <li>- Demonstrating an understanding of the range of contexts in which social work is practiced;</li> <li>- Demonstrating an understanding of the relationship between societal challenges and public issues;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- Distinguishing between social work theories developed historically;</li> <li>- Comparing social welfare systems;</li> <li>- Analyzing the social welfare context in which they operate;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- Be able to undertake analysis of theories regarding social work practice;</li> <li>- Be able to reflect on relevant strategies to social work practice;</li> </ul>	
Content of teaching	
<ul style="list-style-type: none"> <li>- The history and the development of social work as a profession</li> <li>- Defining social work theoretical concepts</li> <li>- Scope of social work</li> <li>- Defining social problems and social needs</li> <li>- Social work values and ethics</li> <li>- Concepts of power, oppression, privilege, identity and social justice; understanding and develop</li> <li>- Concepts of social division, marginalized populations and social exclusion</li> <li>- Contexts of social work is delivery, including the voluntary, private and statutory sectors</li> <li>- Users of social care services</li> </ul>	
Suggested literature	
<ol style="list-style-type: none"> <li>1. KIRST-ASHMAN K. K. (2010), Introduction to Social Work &amp; Social Welfare: Critical Thinking Perspectives, 3rd edition</li> <li>2. Hepworth, D.H. &amp; Rooney, R.H &amp; Rooney, G. D. &amp; Strom-Gottfried, K. &amp; Larsen, J.A. (2010), Direct Social Work Practice: Theory and Skills, 8th edition</li> <li>3. Walsh, J. (2010), Theories of Social Work Practice, 2nd edition</li> <li>4. Trevithick, P. (2005), Social Work Skills: A Practice Handbook, 2nd edition</li> <li>5. Wilson, P.K. &amp; Ruch, G. &amp; Lymbery, M. &amp; Cooper, A. (2008), Social Work: An introduction to contemporary practice</li> <li>6. Colby, I.C. (2004), Comprehensive Handbook of Social Work and Social Welfare, Volume 4</li> </ol>	

Psychology / Development Psychology				
Semester	Duration	ECTS	lessons	Student workload
3 <sup>rd</sup> semester	1 semester	5	20	150 hours
Requirements for participation		Form of examination		

Successful completion of the 2 <sup>nd</sup> semester	Course assignment(s) Final written exam
<b>Learning outcomes</b>	
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understanding the history of development of psychology, and schools of psychology;</li> <li>- definitions of the psychology and key psychological concepts;</li> <li>- developing an understanding of the scientific method of inquiry and its role in the understanding of human behaviour;</li> <li>- the theoretical and historical context of the psychology of development;</li> <li>- knowledge of the key theories and concepts in developmental psychology</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- comparing and critically analyzing the major theoretical perspectives in the field of psychology;</li> <li>- distinguishing areas of developmental psychology;</li> <li>- assessing situations and circumstances that require attention of psychosocial support;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- be able to evaluate evidence relating to key debates in various areas of developmental psychology;</li> <li>- be able to recognize needs in child development stages;</li> <li>- be able to advise others in proper development needs;</li> </ul>	
<b>Content of teaching</b>	
<ul style="list-style-type: none"> <li>- Key concepts and definitions in psychology</li> <li>- Psychological study areas and schools</li> <li>- Definition of personality and personality theory</li> <li>- Biological processes (sensation, senses)</li> <li>- Cognitive processes (perception, thinking, learning)</li> <li>- Development of intelligence</li> <li>- Needs and motivation</li> <li>- Emotions and emotional regulation</li> <li>- Psychological development theory</li> <li>- Application of psychology</li> </ul>	
<b>Suggested literature</b>	
<ol style="list-style-type: none"> <li>1. Lilienfeld, S. O. &amp; Jay Lyn, S. &amp; Namy, L.L. &amp; Woolf, N.J. (2011), Psychology: From Inquiry to Understanding, 2nd edition</li> <li>2. Ross Vasta, Marshall M. Haith &amp; Scott A. Miller (1992). Child psychology and Modern Science, John Wiley Sons, Inc.</li> <li>3. Shaffer, D. R. &amp; Kipp, K. (2010), Developmental Psychology: Childhood and Adolescence, 8th Edition</li> </ol>	

<b>Organization, Management and Delivery of Social Services</b>				
Semester	Duration	ECTS	lessons	Student workload
3 <sup>rd</sup> semester	1 semester	5	20	150 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 2 <sup>nd</sup> semester		Course assignment(s)		

	Written interdisciplinary project (50%) and oral exam (50%)
<b>Learning outcomes</b>	
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- gain understanding of core theories, models and structure of service provider organizational settings;</li> <li>- understand the social services organization in Kosovo;</li> <li>- understand approaches of designing the social services;</li> <li>- understand managerial models and roles, especially in a multi-disciplinary team;</li> <li>- get basic knowledge and understanding of the social work organization environment;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- analyze social service context and design social service delivery;</li> <li>- apply approaches of social services delivery based on needs of target groups;</li> <li>- distinguish needs of different social groups in need of social services;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- be able to plan, carry out and assess approaches for delivering social services to different groups in need;</li> <li>- be able to guide and advise teams in better delivery of social services;</li> <li>- be able to structure social service activities on different organizational types and contexts;</li> </ul>	
<b>Content of teaching</b>	
<ul style="list-style-type: none"> <li>- Theory of social service systems</li> <li>- Approaches to design of social services</li> <li>- Social care organizations in Kosovo (public and private)</li> <li>- Legislation for social services</li> <li>- Society groups in need of social services</li> <li>- Assessment and evaluation methods of social services</li> </ul>	
<b>Suggested literature</b>	
<ol style="list-style-type: none"> <li>1. Hardina, D. &amp; Middleton, J. &amp; Montana, S. &amp; Simpson, R.A. (2007), An Empowering Approach to Managing Social Service Organizations</li> <li>2. Social care legislation in Kosovo. Official Gazzete: <a href="http://gzk.rks-gov.net/">http://gzk.rks-gov.net/</a></li> <li>3. Kosovo Social Welfare Sectoral Strategy 2018-2022</li> </ol>	

<b>Sociology</b>				
Semester	Duration	ECTS	lessons	Student workload
3 <sup>rd</sup> semester	1 semester	4	16	120 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 2 <sup>nd</sup> semester		Course assignment(s) Final written exam		
<b>Learning outcomes</b>				

Students shall have knowledge of:

- understand social concepts and theories;
- understand the structure and form of organization of society and its way of functioning;
- know the nature of social phenomena;
- explain developments, various phenomena and social processes as well as their relationships with the individuals, groups, structures and broader social institutions;

Students shall have skills in:

- compare social science concepts and phenomena;
- analyses social challenges in various contexts;
- identify society development needs and potentials;

Students shall acquire the competencies to:

- be able to assess social contexts and characteristics;
- explore various societal phenomena at various rroups and social categories;

**Content of teaching**

Introduction to sociology concepts and definitions  
 Theoretical perspectives in sociology  
 Social institutions, cultures, groups and individuals  
 Sociological themes: socialization, culture, religion, family, sexuality, stratification, social groups, mobility, race, ethnicity and politics

**Suggested literature**

1. Clifton D. Bryant and Dennis L. Peck. (2006). 21st Century Sociology: A Reference Handbook. SAGE Publications, Inc.
2. Hughes, Michael and Kroehler, Carolyn J. (2005) Sociology The Core. [7th. ed.] New York: McGraw - Hill.
3. Hughes, John & J. Martin, Peter & Sharrock, W.W. (1997) Understanding Classical Sociology. London: Sage.

**Social Welfare and Social Security Policy**

Semester	Duration	ECTS	lessons	Student workload
3 <sup>rd</sup> semester	1 semester	4	16	120 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 2 <sup>nd</sup> semester		Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- knowledge of social security systems through Europe;</li> <li>- understand the policy and legislation in Kosovo regarding social protection;</li> <li>- recognize different schemes of social security support and needs of social categories;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- distinguish social security systems;</li> </ul>				

- compares social security system schemes and
- analyze needs of individuals and determine the social support program;
- assess the level of support appropriateness to the needs of beneficiaries;

Students shall acquire the competencies to:

- be able to plan a social support program
- advise beneficiaries on using adequate social support
- evaluate the appropriateness of social support programs and derive improvement suggestions;

**Content of teaching**

- Concepts and definitions of social security
- European social security systems
- Social protection policies in Kosovo
- Social protection legislation in Kosovo
- Social categories
- Approaches of applying social protection methods

**Suggested literature**

1. Joseph Matthews Attorney. (2020). Social Security, Medicare and Government Pensions: Get the Most Out of Your RETIREMENT & MEDICAL BENEFITS. Twenty Fifth Edition, ISBN-13: 978-1413327212.
2. Social security legislation in Kosovo. Official Gazzete: <http://gzk.rks-gov.net/>
3. European Commission. (2013).Your social security rights. [https://ec.europa.eu/employment\\_social/empl\\_portal/SSRinEU/Your%20social%20security%20rights%20in%20Germany\\_en.pdf](https://ec.europa.eu/employment_social/empl_portal/SSRinEU/Your%20social%20security%20rights%20in%20Germany_en.pdf)
4. International Labor Organization (2011). Social security for social justice and a fair globalization. ISBN 978-92-2-123118-9. [http://www.ilo.org/wcmsp5/groups/public/@ed\\_norm/@relconf/documents/meetingdocument/wcms\\_152819.pdf](http://www.ilo.org/wcmsp5/groups/public/@ed_norm/@relconf/documents/meetingdocument/wcms_152819.pdf)

**6.4.2 The 4<sup>th</sup> semester syllabuses**

Social Psychology				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 3 <sup>rd</sup> semester		Course assignment(s) Final written exam		
Learning outcomes				
Students shall have knowledge of: <ul style="list-style-type: none"> <li>- Gain knowledge and understanding of core theories and topics in social psychology (self, identity, social perception, social relations, attitudes, social behaviors, etc.);</li> <li>- Better understand the psychological processes involved in current key issues;</li> <li>- Relate experimental findings to everyday behavior;</li> </ul>				

<p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- Critically analyze the contexts in which the processes and notions of social psychology shape and are influenced;</li> <li>- Evaluate the way in which concepts are defined, measured;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- Apply insights from the academic study of social psychology to the way others seek to change our attitudes and behavior;</li> <li>- Be able to undertake interventions in specific social contexts circumstances;</li> </ul>
<b>Content of teaching</b>
<ul style="list-style-type: none"> <li>- Social Psychology definitions, notions and concepts</li> <li>- Self, identity and society</li> <li>- Social thinking, attitudes and prejudices</li> <li>- Persuasion, conformity and social change</li> <li>- People in groups and intergroup relations</li> <li>- Attraction and close relationships</li> <li>- Culture and communication</li> <li>- Methods in social psychology</li> </ul>
<b>Suggested literature</b>
<ol style="list-style-type: none"> <li>1. Kassin, S. &amp; Fein, S. &amp; Markus, H.R. (2010), Social Psychology, 8th edition</li> <li>2. Brown, R. &amp; Gaertner, S.L. (2003), Blackwell Handbook of Social Psychology: Intergroup Processes</li> <li>3. Fletcher, G.J. O. &amp; Clark, M.S. (2003), Blackwell Handbook of Social Psychology: Interpersonal Processes</li> <li>4. Tesser, A. &amp; Schwarz, N. (2001), Blackwell Handbook of Social Psychology: Intraindividual Processes</li> </ol>

<b>Mental Health and Psychotherapeutic Interventions in Social Work</b>				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 3 <sup>rd</sup> semester		Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understand the concept of mental health related to domains of social work practice;</li> <li>- know introductory information (definitions, descriptions, main symptoms) about major mental disorders;</li> <li>- know the definitions, main symptoms, biological information and main treatment approaches for mental disorders;</li> <li>- increase their awareness of their biases toward people with a mental illness, and be more willing to provide non-judgmental caregiving;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- know how to initiate and conduct conversations with a service user having a mental illness;</li> <li>- reflect on the importance of a service user cultural identity(ies) for mental health;</li> </ul> <p>Students shall acquire the competencies to:</p>				

<ul style="list-style-type: none"> <li>- be able to identify cases of mental disorders and refer for appropriate services;</li> <li>- apply appropriate methods and techniques of treatment applicable in mental health services;</li> <li>- provide specific caregiving for the special needs of mentally ill children, young people and older adults;</li> </ul>
<b>Content of teaching</b>
<ul style="list-style-type: none"> <li>- Mental health/clinical psychology definitions</li> <li>- Concepts and historical development of mental health</li> <li>- Introducing to research methods in clinical psychology/mental health</li> <li>- Mental health disorders</li> <li>- Psychological assessment, applicable methods and techniques;</li> <li>- Aa focus on treatment of mental health disorders, theoretical models/approaches</li> </ul>
<b>Suggested literature</b>
<ol style="list-style-type: none"> <li>1. Pritchard, C. (2006), Mental Health Social Work: Evidence-based practice</li> <li>2. Carr, A. (2006), Family Therapy: Concepts, Process and Practice, 2nd edition</li> <li>3. Holland, S. (2004), Child and family assessment in social work practice</li> <li>4. Ronen, T. &amp; Freeman, A. (2007), Cognitive Behaviour Therapy in Clinical Social Work Practice</li> </ol>

Social Work and Community Development				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 3 <sup>rd</sup> semester		Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- get an understanding of diverse communities locally or internationally;</li> <li>- understand different actors that are involved in community building;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- enhance students' skills in the areas of community building;</li> <li>- undertake community needs assessment and capacity mapping;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- mobilize actors and stakeholders in support of community and community needs;</li> <li>- become the core component of change in the essence of social work as a profession with international coherence and global reach;</li> </ul>				
<b>Content of teaching</b>				
<p>Introduction to community development                      Community development actors and stakeholders                      Assessment approaches in community needs and development                      Methods of working with and engaging community                      Evaluation of community building practices</p>				



<b>Suggested literature</b>
<p>1. Rhonda Phillips and Robert H. Pittman. (2009). An Introduction to Community Development. Taylor &amp; Francis or Routledge's</p> <p>2. Adolfo Cazorla &amp; James Midgley. (2012). Planning and community development: Case studies.  <a href="http://oa.upm.es/33823/7/Planning%20and%20Community%20Development.pdf">http://oa.upm.es/33823/7/Planning%20and%20Community%20Development.pdf</a></p> <p>3. Eade, D. (2000). Capacity Building: An Approach to People-Centered Development. OXFAM;</p>

<b>Principles and Practices of Counseling in Social Work</b>				
<b>Semester</b>	<b>Duration</b>	<b>ECTS</b>	<b>lessons</b>	<b>Student workload</b>
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 3 <sup>rd</sup> semester		Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- know counselling concepts</li> <li>- understand the different counselling techniques;</li> <li>- develop basic counselling skills, such as relationship establishment, active listening, empathy, etc;</li> <li>- understand the know-hows in use various counselling techniques in the counselling process with children, youth, families/couples, elderly, special needs, etc;</li> <li>- understand the counselling types, and counselling process phases;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- distinguishes different counselling techniques and selects them as accordingly to the needs of their use;</li> <li>- assesses the usability of different counselling approaches to different users of social care service;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- apply counselling techniques with beneficiaries of social care service;</li> <li>- evaluate the effectiveness of counselling techniques to different beneficiary needs;</li> <li>- undertake follow up efforts to enhance the quality of counselling services;</li> </ul>				
<b>Content of teaching</b>				
<p>Key concepts in social work counselling</p> <p>Effective communication techniques with social care clients</p> <p>Active listening technique</p> <p>Empathic communication</p> <p>Counselling approaches with different groups (children, adults, elderly, couples, family, etc)</p>				
<b>Suggested literature</b>				
<p>1. Seden, J. (2005), Counselling Skills in Social Work Practice, 2nd edition</p> <p>2. Miller, L. (2006), Counselling Skills for Social Work</p> <p>3. Sommers-Flanagan, J. &amp; Sommers-Flanagan, R. (2004), Counselling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques</p> <p>4. Knapp, S.E. (2008), School Counselling and School Social Work: Homework Planner</p>				

5. Onken, L.S. & Blaine, J.D. (1990), Psychotherapy and Counselling in the Treatment of Drug Abuse

Social Work Practice I: Mental Health and Disability				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	6	8 consultation meetings	180 hours
Requirements for participation		Form of examination		
Successful completion of the 3 <sup>rd</sup> semester		Internship report		
Learning outcomes				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understand the organizational environment where social services are provided;</li> <li>- the work nature directly with service users/clients;</li> <li>- the work nature with specific problems related to mental health and disability cases</li> <li>- the knowledge and application of different approaches working with such cases.</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- analyze beneficiary situation and suggest respective actions;</li> <li>- assess needs for support;</li> <li>- compare service provision approaches to select best support;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- counsel beneficiaries of social care services;</li> <li>- provide supporting plans and activities;</li> <li>- link with other professionals for referring the cases for treatment and counselling;</li> </ul>				
Suggested literature				
<ol style="list-style-type: none"> <li>1. Berlin, S. B.(2002), Clinical Social Work Practice: A Cognitive-integrative Perspective</li> <li>2. Ronen, T. &amp; Freeman, A. (2007), Cognitive Behaviour Therapy in Clinical Social Work Practice</li> <li>3. Hepworth, D.H. &amp; Rooney, R.H &amp; Rooney, G. D. &amp; Strom-Gottfried, K. &amp; Larsen, J.A. (2010), Direct Social Work Practice: Theory and Skills, 8th edition</li> </ol>				

### 6.4.3 The 5<sup>th</sup> semester syllabuses

Case Management in Social Work practice				
Semester	Duration	ECTS	lessons	Student workload
5 <sup>th</sup> semester	1 semester	4	16	120 hours
Requirements for participation		Form of examination		

Successful completion of the 4 <sup>th</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)
<b>Learning outcomes</b>	
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understand the organizational environment for social actions;</li> <li>- the structure and function of case management system;</li> <li>- how the case management system functions with different groups (children, families, elderly, etc);</li> <li>- the knowledge and application of different approaches working with such cases;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- analyze social care categories and case management methods;</li> <li>- estimate beneficiary type and needs, etc;</li> <li>- select appropriate case management approaches;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- use different case management approaches with different social care service beneficiaries;</li> <li>- evaluate the effectiveness of case management practice;</li> <li>- adapt and enhance case management methodology in changing contexts and needs;</li> </ul>	
<b>Content of teaching</b>	
<p>Case management approaches in social care services                      Referral mechanisms in Kosovo with different groups                      Case management with children                      Case management in social assistance                      Case management with families                      Case management with elderly                      The role of and responsibility of case manager                      Cooperation with other stakeholders in social care services</p>	
<b>Suggested literature</b>	
<ol style="list-style-type: none"> <li>1. Di Gursansky &amp; Harvey, J. &amp; Kennedy, R. (2003), Case Management: Policy, Practice and Professional Business</li> <li>2. Standard operating procedures in Kosovo (with children, elderly, social assistance, and other social categories)</li> </ol>	

<b>Social Anthropology</b>				
Semester	Duration	ECTS	lessons	Student workload
5 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 4 <sup>th</sup> semester		Course assignment(s) Final written exam		
<b>Learning outcomes</b>				

Students shall have knowledge of:

- understand major themes and topics in social anthropology, including race, cultural relativism, ethnographic methods, ethnocentrism, kinship, and many others;
- understand how anthropologists use the term “social”;
- recognize that he/she is also a product of his/her own social / culture;
- learn the cultural significance of food for health, identity, and globalization;

Students shall have skills in:

- compare different concept and notions of social anthropology;
- reflect on the development of social anthropology notions to different sociocultural contexts;
- distinguish understandings of these notions in different social groups;

Students shall acquire the competencies to:

- assess development of social anthropology notions in their working environment and socio-economic and cultural contexts they work;
- explain the assumptions of such development in the socio-cultural characteristics;

**Content of teaching**

Social anthropology definitions, notions and concepts  
 History of development of social anthropology  
 Theories and research in anthropology  
 Culture and its concepts  
 Race, ethnicity  
 Religion

**Suggested literature**

1. Joy Hendry. (2009).An Introduction to Social Anthropology: Other People’s Worlds. Palgrave, ISBN 978-1-349-27281-5
2. Epstein, A.L. (2017). The Craft of Social Anthropology. Routledge, New York, DOI: <https://doi.org/10.4324/9781315131528>

**Ethics and Values in Social Work**

Semester	Duration	ECTS	lessons	Student workload
5 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 4 <sup>th</sup> semester		Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understand the code of ethics in social work;</li> <li>- understand the values that promote the profession of social work;</li> <li>- understand the legislation in protection of personal information, and use in proper way;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- analyzes actions and behavior that contradicts principles and standards of work ethics;</li> </ul>				

- deals with appropriateness of professional conduct in exercising social work practice;

Students shall acquire the competencies to:

- develop competencies to apply ethical principles in solving ethical conflicts that can be met during the social work practice;
- apply ethical principles and values in the work with service users/clients;

**Content of teaching**

Kosovo legislation in protection of personal information;  
Ethical code of practice in social work, principles and standards

1. Barsky, A.E. (2010), Ethics and Values in Social Work: An Integrated Approach for a Comprehensive Curriculum
2. Barnard, A. & Horner, N. & Wild, J. (2008), The Value Base in Social Work and Social Care
3. NASW (2008), Code of Ethics
4. BASW (2002), The Code of Ethics for Social Work
5. Kosovo legislation for social care ethics. Official Gazzete: <http://gzk.rks-gov.net/>

**Theories of Deviance, Delinquency and Substance Abuse**

Semester	Duration	ECTS	lessons	Student workload
5 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 4 <sup>th</sup> semester		Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- gain knowledge about deviant behavior, delinquency and substance use;</li> <li>- understand social problems and dangers that can come from these groups;</li> <li>- gain knowledge of typologies / types of deviant behavior in society and types of drugs;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- analyze and compare the types of substance users</li> <li>- analyze and compare different behavior of social deviancy;</li> <li>- develop constructive debate on these social problems</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- provide counselling and services to persons with social deviance</li> <li>- apply methods to integrate these persons into society;</li> </ul>				
<b>Content of teaching</b>				
Introduction, definitions, concepts of social deviance Substance use and abuse Delinquency and adolescence				

<p>Concepts of juvenile justice                  Legislation on treatment of people with social deviance                  Social protection and correctional services for people with social deviance</p>
<b>Suggested literature</b>
<p>1. Clifton D. Bryant. (2012). The Routledge Handbook of Deviant Behavior. eBook ISBN: 9780203880548                  2. Wen-Hsu Lin - University of South Florida &amp; Richard Dembo - University of South Florida: “An Integrated Model of Juvenile Drug Use: A Cross-Demographic Groups Study”.                  3. Seth J. Schwartz, University of Miami: “Peers and delinquency”, 2012.</p>

Social Work Practice II: Substance Abuse & Delinquency				
Semester	Duration	ECTS	lessons	Student workload
5 <sup>th</sup> semester	1 semester	6	8 consultation meetings	180 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 4 <sup>th</sup> semester		Internship report		
Learning outcomes				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understand the organizational environment where social services are provided;</li> <li>- the work nature directly with service users/clients;</li> <li>- the work nature with specific problems related to cases with social deviance, such as delinquency, substance users (drugs, alcohol, etc);</li> <li>- the knowledge and application of different approaches working with such cases.</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- analyze beneficiary situation and suggest respective actions;</li> <li>- assess needs for support;</li> <li>- compare service provision approaches to select best support;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- counsel beneficiaries of social care services;</li> <li>- provide supporting plans and activities;</li> <li>- link with other professionals for referring the cases for treatment and counselling;</li> </ul>				
Suggested literature				
<p>1. Berlin, S. B.(2002), Clinical Social Work Practice: A Cognitive-integrative Perspective                  2. Ronen, T. &amp; Freeman, A. (2007), Cognitive Behaviour Therapy in Clinical Social Work Practice                  3. Hepworth, D.H. &amp; Rooney, R.H &amp; Rooney, G. D. &amp; Strom-Gottfried, K. &amp; Larsen, J.A. (2010), Direct Social Work Practice: Theory and Skills, 8th edition</p>				

**6.4.4 The 6<sup>th</sup> semester syllabuses**

Integration and Inclusion: Refugees, Migrants and Minorities				
Semester	Duration	ECTS	lessons	Student workload
6 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 5 <sup>th</sup> semester		Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
Learning outcomes				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understand an overview of current migration trends in Kosovo, region and beyond, including the reasons behind migration movements and government responses;</li> <li>- understand policy/program changes affecting immigrants and refugees and efforts to influence change;</li> <li>- understand the range and roles of service providers in Kosovo and wider who work with immigrants and refugees, etc;</li> <li>- increase knowledge of local, provincial and resources designed to assist immigrants and refugees;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- distinguish among different groups of migrants and refugees and critically understand systemic barriers and legal, political and social entitlements.</li> <li>- analyze settlement, adaptation and integration processes of immigrant and refugee children, youth, women, families, elders and persons with disabilities, and survivors of torture/trauma.</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- play the role of social worker to deal with migration issues;</li> <li>- address challenges and provide solutions in providing social work services to immigrants and asylum seekers;</li> </ul>				
Content of teaching				
Migration definitions, concepts and notions Migration legislation in Kosovo Theories of migration and movements and underpinning practice Services for migrants, refugees and asylum seekers Integration, reintegration and repatriation of immigrants, refugees and asylum seekers Referral system and approaches for migrants, refugees and asylum seekers				
Suggested literature				
<ol style="list-style-type: none"> <li>1. Maria Vlachou. (2012). The Inclusion of Migrants and Refugees: The Role of Cultural Organizations. ISBN: 978-989-20-7579-2 ( <a href="https://ec.europa.eu/programmes/creative-europe/project-result-content/6d5fdb95-53a0-4fe4-9107-19487dbb39c1/Access-Culture-migrants-refugees_low.pdf">https://ec.europa.eu/programmes/creative-europe/project-result-content/6d5fdb95-53a0-4fe4-9107-19487dbb39c1/Access-Culture-migrants-refugees_low.pdf</a> )</li> <li>2. UNHCR (2013). A New Beginning: Refugee Integration in Europe. <a href="https://www.unhcr.org/52403d389.pdf">https://www.unhcr.org/52403d389.pdf</a></li> <li>3. Kosovo legislation on migration and refugees. Official Gazzete: <a href="http://gzk.rks-gov.net/">http://gzk.rks-gov.net/</a></li> </ol>				

Social Pedagogy and Child Care and Protection				
Semester	Duration	ECTS	lessons	Student workload
6 <sup>th</sup> semester	1 semester	4	16	120 hours

Requirements for participation	Form of examination
Successful completion of the 5 <sup>th</sup> semester	Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)
Learning outcomes	
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understand how society principles work in child's education welfare and protection;</li> <li>- gain knowledge of the social protection system for children;</li> <li>- gain practical and research knowledge on childcare education and child protection;</li> <li>- understand the society changes and the course of development at family, school, and community in general;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- analyze childcare needs and approaches to support development;</li> <li>- reflect on the role of education, and upbringing for proper child development;</li> <li>- analyze and estimate risks factors of child development</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- advise community in need on undertaking certain steps for child development and protection measures;</li> <li>- liaise with family and other child protection service providers to ensure best intervention for child development;</li> <li>- plays the role of child protection case manager in certain cases of child protection;</li> </ul>	
Content of teaching	
<p>Social pedagogy concepts and definitions                      Child protection systems and theory                      Child protection system in Kosovo                      Approaches and practices to child care, foster care / child custody                      Social work and child protection</p>	
Suggested literature	
<ol style="list-style-type: none"> <li>1. Jan Storø (2013). Practical social pedagogy: Theories, values and tools for working with children and young people. First edition, Bristol University Press, Policy Press. DOI: 10.2307/j.ctt1t89gms</li> <li>2. Jacob Kornbeck, Niels Rosendal Jensen. (2009). The Diversity of Social Pedagogy in Europe.</li> <li>3. Kraus &amp; Hoferková (2016). The Relationship of Social Pedagogy and Social Work. Volume 4, Issue 1, pp. 57–71, ISSN 1805-8825   doi:10.7441/soced.2016.04.01.04</li> </ol>	

Sociology of Family				
Semester	Duration	ECTS	lessons	Student workload
6 <sup>th</sup> semester	1 semester	4	16	120 hours
Requirements for participation		Form of examination		
Successful completion of the 5 <sup>th</sup> semester		Course assignment(s) Final written exam		
Learning outcomes				



Students shall have knowledge of:

- critically assess literature on family studies;
- understand concepts and definitions of family sociology;
- recognize, define, and understand theoretical and methodological approaches to studying diverse families from a sociological perspective;

Students shall have skills in:

- identify problems and frame research questions related to the study of the family;
- reflect on families sociologically from a cross-cultural perspective;

Students shall acquire the competencies to:

- apply course concepts to your own life experiences;
- increase ability to work productively as a part of a 'research' group;
- demonstrate recognition and openness regarding diversity in family formation;

**Content of teaching**

Principles of family sociology  
 History of sociological development of family  
 Family, functions, structure  
 Family unity and family life cycle, relationships in the family  
 Parenting and upbringing  
 Marriage, divorce  
 Family behavior and socialization

**Suggested literature**

1. Ron J. Hammond (2010). Sociology of the Family. <http://pinxit.com/iframe-6/page108/downloads-4/files/Sociology-of-the-family.pdf.pdf>
2. Jacqueline Scott, Judith Treas, and Martin Richards (2014). The Blackwell Companion to the Sociology of Families. Blackwell Publishing Ltd
3. Val Gillies (2003). Family and Intimate Relationships: A Review of the Sociological Research. <http://www1.lsbu.ac.uk/ahs/downloads/families/familieswp2.pdf>

**Legislation in child protection, social care and family services**

Semester	Duration	ECTS	lessons	Student workload
6 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 5 <sup>th</sup> semester		Course assignment(s) Written interdisciplinary project (50%) and oral exam (50%)		
<b>Learning outcomes</b>				

Students shall have knowledge of:

- understand legislation in Kosovo that regulate issues of social protection (children, family, and social services);
- gain insights of institutions and their responsibilities for social protection;

Students shall have skills in:

- differentiate the legal provisions for different categories of social protection system;
- analyze implementation aspects of legislation in power;

Students shall acquire the competencies to:

- undertake initiatives for implementation of legislation in power;
- evaluate the implementation aspect of legal regulatory system in child protection;

**Content of teaching**

Constitution of Kosova / social welfare and protection chapters  
 Law on child protection  
 Law on family and social services  
 Law on Social Assistance Scheme  
 Law on Disability Pensions  
 Law on pre-university education  
 Law on the Protection and Promotion of the Rights of Communities and their Members in Kosovo  
 Other relevant legislation

**Suggested literature**

Relevant remarked legislation. Official Gazzete: <http://gzk.rks-gov.net/>

**Social Work Practice III: Case Management with Children, Youth, Family and Elderly**

Semester	Duration	ECTS	lessons	Student workload
6 <sup>th</sup> semester	1 semester	6	8 consultation meetings	180 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 5 <sup>th</sup> semester		Internship report		
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understand the organizational environment where social services are provided;</li> <li>- the work nature directly with service users/clients;</li> <li>- the work nature with specific problems related to cases with children, adolescents/youth, family, elderly, etc;</li> <li>- the knowledge and application of different case management approaches working with such cases.</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- analyze beneficiary situation and suggest respective actions;</li> <li>- assess needs for support;</li> <li>- compare service provision approaches to select best support;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- manage cases during the provision of social services;</li> </ul>				

<ul style="list-style-type: none"> <li>- counsel beneficiaries of social care services;</li> <li>- provide supporting plans and activities;</li> <li>- link with other professionals for referring the cases for treatment and counselling;</li> </ul>
<b>Suggested literature</b>
<ol style="list-style-type: none"> <li>1. Di Gursansky &amp; Harvey, J. &amp; Kennedy, R. (2003), Case Management: Policy, Practice and Professional Business</li> <li>2. Petr, C.G. (2003), Social Work with Children and their Families: Pragmatic Foundations, 2<sup>nd</sup> edition</li> <li>3. Askeland, L. (2006), Children and Youth in Adoption, Orphanages, and Foster Care</li> <li>4. Tanner, D. &amp; Harris, J. (2008), Working with Older People</li> </ol>

### 6.4.5 The 7<sup>th</sup> semester syllabuses

Social Work Practice IV: Gender, Domestic Violence and Trafficking				
Semester	Duration	ECTS	lessons	Student workload
7 <sup>th</sup> semester	1 semester	6	8 consultation meetings	180 hours
<b>Requirements for participation</b>		<b>Form of examination</b>		
Successful completion of the 6 <sup>th</sup> semester		Internship report		
Learning outcomes				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understand the organizational environment where social services are provided for cases of domestic violence, and trafficking;</li> <li>- the work nature directly with service users/clients;</li> <li>- the work nature with specific problems related to cases with gender based violence victims;</li> <li>- the knowledge and application of different case management approaches working with such cases.</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- analyze beneficiary situation and suggest respective actions;</li> <li>- assess needs for support;</li> <li>- compare service provision approaches to select best support;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- manage cases during the provision of social services;</li> <li>- counsel beneficiaries of social care services;</li> <li>- provide supporting plans and activities;</li> <li>- link with other professionals for referring the cases for treatment and counselling;</li> </ul>				
Suggested literature				
<ol style="list-style-type: none"> <li>1. Merrick, D. (2006), Social Work and Child Abuse, 2nd edition</li> <li>2. McClennen, J. C. (2010), Social Work and Family Violence Theories, Assessment, and Intervention</li> <li>3. Williams, B. (2002), Reparation and Victim-Focused Social Work</li> <li>4. Askeland, L. (2006), Children and Youth in Adoption, Orphanages, and Foster Care: A Historical Handbook and Guide</li> <li>5. Carr, A. (2005), Family Therapy: Concepts, Process and Practice, 2nd edition</li> </ol>				

Bachelor thesis project				
Semester	Duration	ECTS	lessons	Student workload
7 <sup>th</sup> semester	1 semester	20	8 consultation meetings	600 hours
Requirements for participation		Form of examination		
Successful completion of the 6 <sup>th</sup> semester		Bachelor degree thesis (2/3) Oral Bachelor thesis defense (1/3)		
Learning outcomes				
<p>The aims of the bachelor thesis project are that students be able to combine theoretical, practical and development-oriented aspects of the degree programme. When approaching the bachelor thesis project, students chose a problem area they know from practice e.g. internship, students work or former placements and work with it, using scientific methods and experience from practice. The completion of the bachelor thesis project shall ensure that "The aim of the degree programme" is fulfilled and that students will be able, both in theory and in practice, to handle the complexity of tasks in public administration. Apart from the learning objectives of the programme, the learning objectives for the examination project are:</p> <p>The student must have knowledge of:</p> <ul style="list-style-type: none"> <li>- relevant theories within the chosen problem;</li> <li>- in detail, the phases and methods of project work;</li> <li>- independently to reflect on the importance of the choice of methods and project design; and,</li> <li>- independently to reflect on the relevance of diverse theories.</li> </ul> <p>The student must be able to:</p> <ul style="list-style-type: none"> <li>- apply relevant methods and tools to searching for, collecting and analyzing information;</li> <li>- justify their choice of theories, methods, etc. for the project;</li> <li>- work independently in a scientific and critical manner in the spirit of the ideals of objectivity and solid documentation that should guide such work; and,</li> <li>- independently to present their project work precisely and effectively.</li> </ul> <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> <li>- demonstrate through their bachelor thesis project that they have developed their knowledge and skills with regard to the chosen topic.</li> </ul>				

## 6.5 Syllabuses for elective courses

### 6.5.1 Overview of elective courses

Elective courses			
No.	Course	ECTS	Lessons
1	International Social Work and Cultural Diversity	4	16
2	Statistics and SPSS	4	16
3	Advocacy approaches and decision making	4	16
4	Group Dynamics	4	16

5	Project Planning and Management	4	16
6	Couple/Family Therapy	4	16
7	Organizational Behavior	4	16
8	Media, transition and society	4	16
9	Population and migration studies	4	16
10	Social stratification	4	16
11	Youth, (un)employment, and social challenges	4	16
12	Gender studies	4	16
13	Social work and education of people with special needs	4	16
14	Non-profit organizations	4	16
15	The policy of environmental protection management	4	16
16	Local governance	4	16
17	EU legislation and policy development	4	16
18	Work ethics in public administration	4	16
19	Public business and corporate law	4	16
20	Conflict solving and mediation	4	16
21	Academic English and Study Skills 2	4	16

### 6.5.2 Syllabuses of elective courses

International Social Work and Cultural Diversity				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Form of examination</b>				
Course assignment(s) Final exam				
<b>Learning outcomes</b>				
Students shall have knowledge of: <ul style="list-style-type: none"> <li>- develop an understanding of the history of the development of international social work;</li> <li>- develop a global perspective and understanding of the human condition and human behavior in a global era;</li> <li>- identify methods to infuse global perspectives into social work practice;</li> <li>- understand and learn methods to influence global welfare policy;</li> <li>- learn global models for ethnic and diversity conflict and implications for populations at risk;</li> <li>- develop an understanding of global social and economic issues;</li> </ul>				

Students shall have skills in:

- reflect on the different systems of the social welfare;
- examine the application of social work values and ethics in international situations;

Students shall acquire the competencies to:

- identify and apply informational tools for international social research;
- adapt international practices to local context application;

**Content of teaching**

- Global history of social welfare developments
- International standards for social work practice
- Global development goals and actors for welfare
- International social development perspectives
- European welfare systems
- Global challenges for social work practice

**Suggested literature**

1. Lynne M. Healy and Rosemary J. Link. (2011). Handbook of International Social Work: Human Rights, Development, and the Global Profession. DOI:10.1093/acprof:oso/9780195333619.001.0001
2. David Drucker (2003).International Social Work. DOI: 10.1177/0020872803046001596 (<https://www.ifsw.org/wp-content/uploads/2018/12/68-Drucker-D.-2003.-Whither-International-Social-Work.-A-Reflection.-International-Social-Work-46-1-53-81.pdf> )
3. Richard J. Estes (2010). United States-Based Conceptualization of International Social Work Education. [http://repository.upenn.edu/spp\\_papers/181](http://repository.upenn.edu/spp_papers/181)

**Statistics and SPSS**

Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours

**Form of examination**

Course assignment(s)  
Final exam

**Learning outcomes**

Students shall have knowledge of:

- understand application of statistical analysis using SPSS software;
- know how to develop an SPSS databases, creating variables, codes;
- learn how do different analysis (descriptive and inferential) with SPSS;
- learn to create tables, graphs and charts with SPSS;

Students shall have skills in:

- analyze menu of SPSS software and use different analytical tools to perform statistical analysis;
- distinguish the difference of using SPSS with other systems, particularly excel;

Students shall acquire the competencies to:

- be able to create SPSS databases based on given research contexts and requirements;

- undertake different statistical techniques of descriptive statistics;
- undertake different statistical techniques of descriptive statistics;
- uses tables and charts to present different findings;

**Content of teaching**

**Introduction to SPSS**

- Summary of variables and level of measurements
- Creating a database
- Encryption and data entry, missing data management techniques
- Data transformation

**Descriptive data analysis with SPSS**

- Frequency, mean, mode, media, standard deviation
- Exploring data with graphs

**Correlational and experimental methods of study with SPSS**

- Validity and security of tests
- Hi square (categorical data)
- Correlation analysis
- Regression analysis

**Comparative analysis with SPSS**

- Comparison of two averages (T-test)
- Comparison of three or more averages (ANOVA)
- Repeated measurement analysis (ANOVA for repeated measurement analysis)
- Non-parametric tests

**Suggested literature**

Field, Andy (2012), Discovering Statistics using SPSS, 4th edition.

**Advocacy approaches and decision making**

Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours

**Form of examination**

Course assignment(s)  
Final exam

**Learning outcomes**

Students shall have knowledge of:

- understand professional values and ethical positions within, as well as between systems, which may appear to be incompatible with political roles and strategies and develop skills to bridge these incompatibilities in order to affect change;
- learn effective advocacy and lobbying approaches in public policy change;
- identify and utilize methods and skills, which develop and sustain interorganizational networks;
- identify institutional and community practices that disempower, and develop strategies to challenge them;

Students shall have skills in:

- demonstrate advocacy skills, such as testifying, lobbying, and providing staff support for public interest, constituency and/or grassroots community groups;
- demonstrate how to share empowerment theory and practice with constituencies who are unfamiliar or inclined to oppose

such;

Students shall acquire the competencies to:

- undertake initiatives to influence policy change and improvement at national and local governments, and relevant other stakeholders;
- apply analytical methods to understand the dimensions of power and decision-making at the community, local and national levels;

**Content of teaching**

Principles of advocacy  
 Advocacy vs lobbying  
 Advocacy models and approaches (campaigns and initiatives)  
 Advocacy and decision making in public administration  
 Decision making models and planning in advocacy

**Suggested literature**

1. Huub Sloot and Mariken Gaanderse (2010). Guidelines on lobby and advocacy. [http://www.e-alliance.ch/fileadmin/user\\_upload/docs/Advocacy\\_Capacity/2011/8\\_ICCO\\_Guidelines\\_on\\_Lobby\\_and\\_Advocacy\\_2010.pdf](http://www.e-alliance.ch/fileadmin/user_upload/docs/Advocacy_Capacity/2011/8_ICCO_Guidelines_on_Lobby_and_Advocacy_2010.pdf)
2. UNICEF (2009). Advocacy Toolkit. [https://www.unicef.org/evaluation/files/Advocacy\\_Toolkit.pdf](https://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf)
3. Eóin Young & Lisa Quinn (2012). Making research evidence matter: A Guide to Policy Advocacy in Transition Countries. Open Society Foundation. [https://advocacyguide.icpolicyadvocacy.org/sites/icpa-book.local/files/Policy\\_Advocacy\\_Guidebook\\_2012.pdf](https://advocacyguide.icpolicyadvocacy.org/sites/icpa-book.local/files/Policy_Advocacy_Guidebook_2012.pdf)

**Group dynamics**

Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours

**Form of examination**

Course assignment(s)  
 Final exam

**Learning outcomes**

Students shall have knowledge of:

- define a group vs team;
- explain the major theories of group development;
- describe methods for identifying group problems and appropriate strategies for their resolution;
- describe the interpersonal and their own intrapersonal reactions within the context of the group.

Students shall have skills in:

- identify issues in group dynamics such as group norms, structures, leadership, authority, membership, cultural sensitivity, and ethics;
- analyze and compare different group and team formations and functions, based on theoretical models of group development;

Students shall acquire the competencies to:

- demonstrate effective communication and decision making skills in small group settings;



- apply group formation and development principles as being part of and managing groups/teams;
<b>Content of teaching</b>
Groups/teams concepts and definitions Group forming and development theory Measuring performance in teams Group effectiveness Groups and teams in organizations
<b>Suggested literature</b>
1. Corey, M.S., Corey, G., & Corey, C. (2010). Groups: Process and practice (8thed.). Belmont, CA: Thomson Brooks/Cole. 2. Frank J. Lady, and Jeffrey M. Conte (). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology (3rd edition). The McGraw-Hill Companies, Inc.

<b>Couple/Family Therapy</b>				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Form of examination</b>				
Course assignment(s) Final exam				
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- develop a basic theoretical understanding of the principles of family therapy including evidence based principles of family therapy;</li> <li>- understand different approaches and obstacles in therapy with families and couples;</li> <li>- recognize the professional ideas and practices that shape the family therapy profession;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- reflect on the basic relational stances including curiosity, self-reflection, and collaboration;</li> <li>- explore the personal and familial story in social and historical context;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- address the ethical, professional, and socioeconomic and political contexts in which the practice of family therapy exists;</li> <li>- facilitate therapeutic counselling discussions with family/couple cases;</li> </ul>				
<b>Content of teaching</b>				
Foundations of couple and family counseling/Therapy Family therapy approaches (structural / strategic focused / solutions focused, etc) Family therapy with different problems (divorced, re-married, other situations) Planning and structuring family therapy Ethics and Professional Issues in Couple and Family Counseling				

<b>Suggested literature</b>
<p>1. Carr, Alan (2006), Family Therapy: Concepts, Process and Practice, 2nd edition</p> <p>2. Smith-Acuna, S. (2011). Systems Theory in Action: Applications to Individual, Couples, and Family Therapy. ISBN 978-0-470-47582-9.</p> <p>3. Butler, I. and Roberts, G., ( 2004), Social Work with Children and Families: Getting into Practice, 2nd edition</p> <p>4. Patterson, J., Lee Williams, L. Grauf-Grounds, C., Charnow, L. (2009). Essential Skills in Family Therapy: From the First Interview to Termination. ISBN: 978-1-60623-305-4</p> <p>5. Walsh, W.M. &amp; McGraw, J.A. (2002). Essentials of Family Therapy: A Structured Summary of Nine Approaches (Second Edition). ISBN 0-89108-297-2</p>

<b>Organizational Behavior</b>				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Form of examination</b>				
<p>Course assignment(s)</p> <p>Final exam</p>				
<b>Learning outcomes</b>				
<p>The student shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- Understand theoretical aspects of organizational behaviour;</li> <li>- Reflect on the approaches of organizational change and development;</li> <li>- Understand the role of individuals and groups in an organization,</li> <li>- Understand the organizational dynamics, climate and culture;</li> </ul> <p>The student shall have skills in:</p> <ul style="list-style-type: none"> <li>- Identifying and assessing cultural symbols and their consequences in practice;</li> <li>- Understanding the consequences of culture in a business/communicative context;</li> <li>- Using English in writing and orally with consideration for the various cultural contexts;</li> <li>- Cooperating across cultures;</li> <li>- Analysis and assessment of organisational problems related to company culture.</li> </ul> <p>The student shall acquire competencies to:</p> <ul style="list-style-type: none"> <li>- Produce receiver-oriented messages in English, both in writing and orally;</li> <li>- Defining, analysing and assessing company culture and the significance on the company's strategy and competitiveness</li> </ul>				
<b>Content of teaching</b>				
<p>Levels of behavior within organizations: individual, group, and organizational</p> <p>The implications of personalities, emotions, and values within organizations</p> <p>How decisions are taken within organizations</p> <p>Strategies and techniques aimed to motivate employees</p> <p>Importance of communication at individual, group, and organizational level</p> <p>Implication of culture in the communication process</p> <p>Importance of power, politics, and change for organizations</p>				
<b>Suggested literature</b>				

1. Shaiahan, S. and Shalahan, U. (2004), Organization Behavior
2. Jex, S. M. (2002), Organizational Psychology: A Scientist-Practitioner Approach
3. Schneider, B. and Smith, D. B. (2004), Personality and Organizations
4. Frank J. Lady, and Jeffrey M. Conte (). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology (3rd edition). The McGraw-Hill Companies, Inc.

<b>Media, transition and society</b>				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Form of examination</b>				
Course assignment(s) Final exam				
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- gain knowledge of the media, their types and their influence in the transition period;</li> <li>- develop knowledge regarding the code of ethics and respect for human rights;</li> <li>- develop knowledge related to different media systems and the need to utilize for promotion and PR;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- develop skills related to development of news and information;</li> <li>- analyze different media content on how to promote work and organization development;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- develop different media content on how to promote work and organization development;</li> <li>- compose media network on organizational promotion and information;</li> <li>- apply ethical principles and norms on dealing with media and information;</li> </ul>				
<b>Content of teaching</b>				
Definitions, concepts about media Types of media and their influence Relation between mass communication and sociology of communication Transition, politics and media Investigative journalism and journalistic ethics Censorship and types of censorship Matrix system and the media in times of globalization Evolving basic concepts between the media, and sociology of mass communications The discourse on the importance and role of the media today as the fourth power				
<b>Suggested literature</b>				
<ol style="list-style-type: none"> <li>1. Katrin Voltmer (2013). The Media in Transitional Democracies. ISBN: 978-0-745-64459-2</li> <li>2. Michael O'Shaughnessy, Jane Stadler, and Sarah Casey. (2016). Media and Society. Sixth Edition, ISBN: 9780195597240</li> <li>3. Mark Poepsel. Media, Society, Culture and You: An Introductory Mass Communication Text.  <a href="http://solr.bccampus.ca:8001/bcc/file/8f2a750a-728d-496a-89c3-6f53dce9a783/1/Media-Society-Culture-and-You-1539701744.pdf">http://solr.bccampus.ca:8001/bcc/file/8f2a750a-728d-496a-89c3-6f53dce9a783/1/Media-Society-Culture-and-You-1539701744.pdf</a> </li> </ol>				

Population and migration studies				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Form of examination</b>				
Course assignment(s) Final exam				
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- develop an understanding about the trends and issues emerging in the context of migration</li> <li>- understand and critically review theories of migration within their respective disciplines and within the interdisciplinary field of migration studies;</li> <li>- formulate advanced research questions regarding migration and development;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- recognize that migration as a multifaceted phenomenon shaping the lives of immigrant families, nonmigrants in the country of origin, and the native-born population in the destination country</li> <li>- identify and critically reflect upon issues, theories and the politics of migration and development: causes, interrelationships, and possible policy interventions;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- assess how social, economic, and political circumstances influence decisions to migrate as well as the socioeconomic integration and cultural assimilation of immigrants</li> <li>- undertake measures to deal with migration cases under certain legislative system in place;</li> </ul>				
<b>Content of teaching</b>				
Migration concepts, definitions Theories of migration and development Migration and development globally Root causes and latest trends of migration and displacement Illegal and controlled migration The politics of migration				
<ol style="list-style-type: none"> <li>1. White, Michael J. (2016). International Handbook of Migration and Population Distribution. ISBN 978-94-017-7282-2</li> <li>2. UNFPA &amp; IOM. International Migration and Development: Contributions and Recommendations of the International System. <a href="https://publications.iom.int/system/files/pdf/ceb_gmg_web.pdf">https://publications.iom.int/system/files/pdf/ceb_gmg_web.pdf</a></li> <li>3. OECD (2019). International Migration and Displacement Trends and Policies Report to the G20. <a href="https://www.oecd.org/migration/mig/G20-migration-and-displacement-trends-and-policies-report-2019.pdf">https://www.oecd.org/migration/mig/G20-migration-and-displacement-trends-and-policies-report-2019.pdf</a></li> </ol>				

Social stratification				
Semester	Duration	ECTS	lessons	Student workload

4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Form of examination</b>				
Course assignment(s) Final exam				
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- Knowledge of social stratification and its types;</li> <li>- Evolving knowledge about social inequalities in the past and the present;</li> <li>- Types of social inequalities in modern time;</li> <li>- Developing knowledge about social mobility and the consequences of migration as a result of social change;</li> <li>- Develop knowledge of students regarding social inequalities in Kosovo.</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- developing students skills associated with analysis about social inequalities, prejudices and stereotypes in the society;</li> <li>- reflect on the social context and on the different cases dealing with social inequalities;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- address social inequalities in different social stratification;</li> <li>- assess cases impacted by social inequality and undertake measures to provide solutions in the context circumstances;</li> </ul>				
<b>Content of teaching</b>				
<p>Concepts and definitions about social stratification                  The basic systems of social stratification (slavery, caste, feudal strata and classes) – historical developments                  Theories of social stratification                  Social inequalities and their forms today;                  Kosovo and social inequalities.</p>				
<b>Suggested literature</b>				
<ol style="list-style-type: none"> <li>1. Kasturi Dasgupta. (2015). Introducing Social Stratification: The Causes and Consequences of Inequality. ISBN: 978-1-62637-183-5</li> <li>2. Bryan S. Turner . The Sociology of Social Stratification, Chapter 12. In: Classical Sociology. DOI: <a href="http://dx.doi.org/10.4135/9781446219485.n12">http://dx.doi.org/10.4135/9781446219485.n12</a></li> <li>3. Chapter 8 Social Stratification. <a href="https://2012books.lardbucket.org/pdfs/sociology-comprehensive-edition/s11-social-stratification.pdf">https://2012books.lardbucket.org/pdfs/sociology-comprehensive-edition/s11-social-stratification.pdf</a></li> </ol>				

<b>Youth, (un)employment, and social challenges</b>				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Form of examination</b>				
Course assignment(s) Final exam				
<b>Learning outcomes</b>				

Students shall have knowledge of:

- get knowledge of employment and unemployment trends globally and in Kosovo and region;
- understand the policies and legislation about labor market;
- learn about social categories and groups mostly affected by unemployment;
- understand the key concepts of employment and employability, and skills development;

Students shall have skills in:

- compare different systems about successful labor markets;
- analyze weaknesses of labor market trends in Kosovo and the region;
- reflect on the measures that need to be undertaken to improve the situation;

Students shall acquire the competencies to:

- undertake labor market analysis and assessments on identification of challenges;
- propose measures to enhance youth employment and employability;

**Content of teaching**

Introduction to key concepts and definitions of labor market, (un)employment and employability;  
 Labor market policies, trends and analysis  
 Social categories affected by unemployment  
 Causes and consequences of unemployment, particularly among youth  
 Unemployment by economic sectors and social categories

**Suggested literature**

1. European Union (2018). Youth unemployment and the integration of young people into the labour market. [https://www.eca.europa.eu/sites/cc/Lists/CCDocuments/CC\\_AUDIT\\_COMPENDIUM/CC-AUDIT\\_COMPENDIUM\\_EN.pdf](https://www.eca.europa.eu/sites/cc/Lists/CCDocuments/CC_AUDIT_COMPENDIUM/CC-AUDIT_COMPENDIUM_EN.pdf)
2. World Bank Group (2018). Western Balkans Labor Market Trends. <https://wiiw.ac.at/western-balkans-labor-market-trends-2018-dlp-5169.pdf>

**Gender studies**

Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours

**Form of examination**

Course assignment(s)  
 Final exam

**Learning outcomes**

Students shall have knowledge of:

- develop students' knowledge regarding gender perspective in society;
- explore students' knowledge about the disputes, communications in society about sex, gender and sexual orientation;
- develop knowledge about the social and cultural differences in different countries and cultures;
- knowledge about research on the perceptions of citizens on gender and sexual orientation;

Students shall have skills in:

- critically analyze social trends in gender-based discrimination and promotion of equalities;

- identify and compare factors that influence gender discrimination and inequalities;
- research and explore trends in Kosovo's and regional social contexts on gender issues;

Students shall acquire the competencies to:

- apply methods and techniques to examine gender issues trends;
- conclude and recommend actions towards gender equality;
- suggest measures that will enhance the gender equality dimension;

**Content of teaching**

Theories of gender studies  
 Sex and sexual orientation  
 The types of sexual orientations and knowledge about them  
 Feminist movements and human rights  
 Gender stereotypes and prejudices  
 Sexual harassment and its forms  
 Sex and religion

**Suggested literature**

1. Miliann Kang, Donovan Lessard, Laura Heston, and Sonny Nordmarken. (2017). Introduction to Women, Gender, Sexuality Studies. ISBN 13: 9781945764028
2. Diane Richardson & Victoria Robinson. (2015). Introducing Gender and Women's Studies. Palgrave, ISBN: 978-0-23054-300-3
3. Healey, J. F. (2003). "Race, Ethnicity, Gender and Class: the Sociology of Group Conflict and Change".

**Social work and education of people with special needs**

Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours

**Form of examination**

Course assignment(s)  
 Final exam

**Learning outcomes**

Students shall have knowledge of:

- gain knowledge inclusive education principles and system;
- get an understanding about the educational needs of people with special needs;
- gain knowledge and understanding about learning difficulties and their characteristics;
- understand the school inclusive education and collaboration with social care and welfare stakeholders;

Students shall have skills in:

- distinguish between different educational and learning needs of children/people with special needs;
- recognize all relevant actors in the community, school, local and central authorities, that support inclusive education measures;

Students shall acquire the competencies to:

- assess needs for people with special needs, and suggest measures to support them;
- support individual plan for supporting educational development of children/people with special needs;

Content of teaching
History of development of inclusive education International principles and practices of inclusive education Education inclusive system in Kosovo, legislation and policies Assessing and transforming school to an inclusive school Children and people with learning difficulties Individual Plan for supporting learning and development Stakeholders of inclusive education
Suggested literature
1. Council of Europe (2003). Rehabilitation and integration of people with disabilities: policy and legislation. ISBN 92-871-5122-9, 7 <sup>th</sup> edition. <a href="https://rm.coe.int/16805a2a15">https://rm.coe.int/16805a2a15</a> 2. European Agency for Development in Special Needs Education (2009). Multicultural diversity and special needs education. <a href="https://www.european-agency.org/sites/default/files/multicultural-diversity-and-special-needs-education%20Multicultural-Diversity-EN.pdf">https://www.european-agency.org/sites/default/files/multicultural-diversity-and-special-needs-education Multicultural-Diversity-EN.pdf</a> 3. ERAC (2018). Enhancing inclusive education for all in Kosovo: Promoting Inclusive Education and Diversity in all Schools in Kosovo. <a href="http://www.ecmikosovo.org/uploads/00001.%20Enhancing%20Access%20to%20Education%20ENG.pdf">http://www.ecmikosovo.org/uploads/00001.%20Enhancing Access to Education ENG.pdf</a> 4. Naser Zabeli & Lulavere Behluli (2014). Index for Inclusion: Facts and opinions. <a href="https://kosovo.savethechildren.net/sites/kosovo.savethechildren.net/files/library/Index%20for%20Inclusion%20ENG.pdf">https://kosovo.savethechildren.net/sites/kosovo.savethechildren.net/files/library/Index%20for%20Inclusion%20ENG.pdf</a>

The policy of environmental protection management				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
Form of examination				
Course assignment(s) Final exam				
Learning outcomes				
Students shall have knowledge of: - understand environmental issues in general; - Improve awareness about environmental issues and remedial measures with a social aspect; - understand the importance and the role of agribusiness economy and its importance to international trade.  Students shall have skills in: - develop the linkages between human activities and living and nonliving g systems; - analyze the role of agriculture in economy and environment.  Students shall have competencies to: - independently and in collaboration with other handle practical dissemination tasks within environmental protection; - execute these tasks on human values and environmental needs; - propose the different kinds of environmental protection measures.				
Content of teaching				
Sustainable development, Environment and Natural resources Evolution and crucial changes in the environment				



Global environmental problems, environmental ethics  
 Environmental policy and environmental protection  
 Energy and energy sources, problems and solution  
 Environmental pollutions (soil, water, air, waste management, etc)

**Suggested literature**

1. Børge Klemmensen, Sofie Pedersen, Kasper R. Dirckinck-Holmfeld, Anneli Marklund, and Lars Rydén. (2007). Environmental Policy: Legal and Economic Instruments. The Baltic University Press. ISBN 91-975526-0-7 (<http://www.diva-portal.se/smash/get/diva2:604251/FULLTEXT01.pdf> )
2. Paul R. Portney (2016). Public Policies for Environmental Protection. Routledge, London. eBook: ISBN9781315651477
3. Kosovo Environmental Protection legislation and policies.

**Local governance**

Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Form of examination</b>				
Course assignment(s) Final exam				
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- identify the basic organizational and management structures in local governments;</li> <li>- understand the primary responsibilities of various local governmental units;</li> <li>- acquire a greater appreciation of the relationship of local governments to state and regional governments;</li> <li>- understand the nature and impact of regional and state mandates on local governments; and,</li> <li>- know the importance of state financial assistance to local governments;</li> <li>- recognize the primary sources of revenue, important local government taxes, and general budget procedures that must be followed by the local governments;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- analyze the challenges in local government and reflect on initiatives ahead;</li> <li>- appreciate the differences in the organization, structure, and responsibilities in Kosovo's local governments to those in selected other states;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- formulate opinions about the need for local government reform, consolidation, and the problems and opportunities for local government collaboration and shared services;</li> <li>- evaluate different aspects of functionality of local governance, and suggest measures for improvement;</li> </ul>				
<b>Content of teaching</b>				
Introduction to local governance models and theory Local governments in the intergovernmental systems, state and regional mandates Legislation and policy framework for local governance State financial assistance to local governance Local governance policy making and transparency Local government mandate and services				

<b>Suggested literature</b>
<ol style="list-style-type: none"> <li>1. European Commission (2007). Supporting Decentralization and Local Governance in Third Countries. <a href="http://www.eeas.europa.eu/archives/delegations/swaziland/documents/eu_swaziland/supporting_decentralisation_and_local_governance_in_third_countries_january_2007.pdf">http://www.eeas.europa.eu/archives/delegations/swaziland/documents/eu_swaziland/supporting_decentralisation_and_local_governance_in_third_countries_january_2007.pdf</a></li> <li>2. Government of Kosovo. Self Governance Strategy of Kosovo 2016-2020. <a href="https://mapl.rks-gov.net/wp-content/uploads/2017/10/Strategija_liber_tri-gjuhe_finale-2016-1.pdf">https://mapl.rks-gov.net/wp-content/uploads/2017/10/Strategija_liber_tri-gjuhe_finale-2016-1.pdf</a> / Manual of the strategy: <a href="https://mapl.rks-gov.net/wp-content/uploads/2017/10/Strategia_3-gjuh%C3%AB-finale-1.pdf">https://mapl.rks-gov.net/wp-content/uploads/2017/10/Strategia_3-gjuh%C3%AB-finale-1.pdf</a> / Strategy Action Plan: <a href="http://kryeministri-ks.net/wp-content/uploads/docs/ACTION_PLAN_STRATEGY_ON_LOCAL_SELF-GOVERNMENT_2016_-_2026_Eng.pdf">http://kryeministri-ks.net/wp-content/uploads/docs/ACTION_PLAN_STRATEGY_ON_LOCAL_SELF-GOVERNMENT_2016_-_2026_Eng.pdf</a></li> <li>3. Kosovo legislation in local governance. Official Gazzete: <a href="http://gzk.rks-gov.net/">http://gzk.rks-gov.net/</a></li> <li>4. UN. Local Governance and Decentralization. <a href="https://www.shareweb.ch/site/DDLGN/Documents/UN_Local%20Governance%20and%20Decentralisation%2C%202009.pdf">https://www.shareweb.ch/site/DDLGN/Documents/UN_Local%20Governance%20and%20Decentralisation%2C%202009.pdf</a></li> </ol>

<b>EU legislation and policy development</b>				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Form of examination</b>				
Course assignment(s) Final exam				
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- Understand, analyze and assess the developments, actors, institutions and challenges of policy-making in general, and European integration in particular;</li> <li>- acquire a solid understanding of the EU institutions, decision-making, policies and theoretical approaches.</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- get exposure to some of the more frequently cited literature on the EU;</li> <li>- view this course as an initial step towards developing the knowledge base and analytical skills needed for a sophisticated understanding of the EU;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- apply the concepts of European integration and policymaking to current events;</li> <li>- use the tools provided in the political science and economics to critically analyze and evaluate the development, current events and challenges in public sector and administration work;</li> </ul>				
<b>Content of teaching</b>				
The European Union structure and functions The operation of the EU as a political system The process of EU policy-making EU policy implementation programs and instruments the European integration process and the Western Balkans The EU's role in the world				
<b>Suggested literature</b>				

1. Centre for European Studies (2013). EU Policies: An Overview – From decision-making to implementation. <https://www.martenscentre.eu/sites/default/files/publication-files/eu-policies-overview-decision-making-implementation.pdf>
2. European Commission (2017). Quality of Public Administration: A Toolbox for Practitioners. doi:10.2767/879305
3. Josephine Steiner and Lorna Woods (2009). EU Law. 10<sup>th</sup> edition, Oxford University Press. [https://cms.uni-konstanz.de/fileadmin/archive/soz-eul/fileadmin/soziologie/fg-wiss/Books/Steiner\\_Woods\\_EULaw\\_Part1.pdf](https://cms.uni-konstanz.de/fileadmin/archive/soz-eul/fileadmin/soziologie/fg-wiss/Books/Steiner_Woods_EULaw_Part1.pdf)

<b>Work ethics in public administration</b>				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
Form of examination				
Course assignment(s) Final exam				
Learning outcomes				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- enhance understanding of the moral foundations of public service;</li> <li>- examine the relationship between democratic values and the practice of public administration, including issues of accountability and responsiveness;</li> <li>- develop an awareness of specific ethical issues and problems within non-profit agencies and the field of public administration;</li> <li>- understand the values at play in the relationship between administrators and citizens;</li> <li>- develop a practical understanding of the constraints on and expectations of public servants;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- demonstrate an awareness of ethical issues in public and nonprofit organizations, and how to use ethical reasoning to formulate decisions and promote positive organizational and professional trust;</li> <li>- develop skills in managing ethics within public organizations;</li> <li>- build the capacity for ethical decision-making;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- be able to analyze case scenarios in public administration ethics and suggest measures for improvement;</li> <li>- be able to conduct research on ethical issues in public administration;</li> <li>- learn to apply ethical reasoning to the consideration of public policy issues</li> <li>- be able to explain their personal and professional ethics;</li> </ul>				
Content of teaching				
Concepts and definitions of work ethics in public administration; Principles and values of work ethics; Public administration code of conduct; Conflict of interest at work; Ethical behavior in organizations;				
Suggested literature				
<ol style="list-style-type: none"> <li>1. Patrick J. Sheeran (1993). Ethics in Public Administration: A philosophical approach. ISBN: 0-275-94311-9</li> <li>2. Alan Lawton, Julie Rayner and Karin Lasthuizen. (2013). Ethics and Management in the Public Sector. ISBN: 978-0-</li> </ol>				

203-09412-9

- Government of Kosovo (2015). Kosovo Code of Conduct for Civil Servants. <https://gzk.rks.gov.net/ActDocumentDetail.aspx?ActID=10764>

Public business and corporate law				
Semester	Duration	ECTS	lessons	Student workload
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Form of examination</b>				
Course assignment(s) Final exam				
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- gain knowledge on key concepts of corporate law, and its applicability in public and private sectors;</li> <li>- identify the essential elements of the legal system, including the main sources of law</li> <li>- recognize the appropriate legal rules relating to the law of obligations</li> <li>- describe and explain how companies are managed, administered and regulated;</li> <li>- demonstrate an understanding of corporate fraudulent and criminal behavior;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- distinguish between alternative forms and constitutions of business organizations;</li> <li>- recognize and compare types of capital and the financing of companies;</li> <li>- recognize and analyze the legal implications relating to insolvency law;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- explain and apply the corporate law dispositions relating to employment relationships;</li> <li>- evaluate different cases of applicability of corporate law and suggest measures as accordingly;</li> </ul>				
<b>Content of teaching</b>				
<p>Corporate governance systems                      Corporate regulation (legislation, public policy, non-mandatory and mandatory regulation, large and small companies)                      Company formation (effects of incorporation, limited liability, disregard of corporate personality)                      Shares and venture capital (capital formation, venture capital, investments, etc.)                      Shareholders (shareholders' rights, duties of controlling shareholders, general duties, minority protection)                      Shareholders' agreements (binding effect in law, different variants)                      Directors and managers (definitions, duties, and liabilities)                      Corporate transactions (legal capacity, authority of directors and managers, third party protection)                      Capital (dividends, repurchases etc., capital protection)                      Mergers and Acquisitions (valuation, agreements, cross border transactions)                      Corporate group law (regulatory models, group interest, impact of corporate group law rules)                      Auditors (independence, duties, and liabilities)</p>				
<b>Suggested literature</b>				
<ol style="list-style-type: none"> <li>Don Mayer, Daniel M. Warner, George J. Siedel, Jethro K. Lieberman, and Alyssa Rose Martina. (2012). The Law, Corporate Finance, and Management. <a href="https://2012books.lardbucket.org/pdfs/the-law-corporate-finance-and-management.pdf">https://2012books.lardbucket.org/pdfs/the-law-corporate-finance-and-management.pdf</a></li> <li>Trygve Ben Holland, and Visar Hoxha (2013). Kosovo Company Law: A Legal Commentary. ISBN-10: 9783861941194</li> </ol>				

3. Law on Business Organizations. <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2744>

<b>Conflict solving and mediation</b>				
<b>Semester</b>	<b>Duration</b>	<b>ECTS</b>	<b>lessons</b>	<b>Student workload</b>
4 <sup>th</sup> semester	1 semester	4	16	120 hours
<b>Form of examination</b>				
Course assignment(s) Final exam				
<b>Learning outcomes</b>				
<p>Students shall have knowledge of:</p> <ul style="list-style-type: none"> <li>- understand the dynamics of conflict and its resolution;</li> <li>- understand the causes and factors that could lead to conflict escalation;</li> <li>- get familiar with different processes of negotiation, mediation, facilitation, and consensus building;</li> <li>- gain practice necessary to resolve various types of conflicts such as interpersonal, family, organizational, and international mediation;</li> </ul> <p>Students shall have skills in:</p> <ul style="list-style-type: none"> <li>- develop effective communication skills necessary for resolving conflicts;</li> <li>- reflect on the effectiveness of conflict resolution styles and techniques;</li> <li>- analyze and assess workplace situations and observe conflict factors that may appear;</li> </ul> <p>Students shall acquire the competencies to:</p> <ul style="list-style-type: none"> <li>- be able to analyze different scenarios of conflict in the workplace;</li> <li>- be able to evaluate different applications of conflict resolution techniques;</li> <li>- use the conflict solving techniques and tools to mitigate conflicts in the workplace, etc;</li> </ul>				
<b>Content of teaching</b>				
Introduction to conflict management concepts and definitions The Nature of conflict and conflict causes Perspectives on conflict sources and styles Effective communication skills Negotiation Mediation Dispute solution through arbitration and litigation				
<b>Suggested Literature</b>				
<ol style="list-style-type: none"> <li>1. Ho-Won Jeong (2009). Conflict Management and Resolution: An introduction. Routledge ,Taylor &amp; Francis e-Library. ISBN13: 978-0-203-86497-5</li> <li>2. Christopher W. Moore (2014). The Mediation Process: Practical Strategies for Resolving Conflict, 4th Edition. ISBN: 978-1-118-30430-3</li> </ol>				