



Introductory Round

Introduce yourself with one thing that you find/ found positive in the Master programme and one thing which is/was

POSITIVE	CHALLENGING
One-health/public health is an important topic and the spirit of the project team is very motivating	Keeping the standard beyond the project (e.g. how to include study trips in the future?)
Study visit to Milan, lectures from different departments	
Good project implementation (team)	
Workshop to discuss feedback	
Study visit to Milan	
Food safety; study visit to Milan /visit at food factory	One topic was particularly difficult/challenging; maybe there should be two study trips to compare different systems
The Master fills the gap between work and theory	Maybe have a three semester-programme to fit in more practical work and research
Topic Food Safety	More practical work; maybe include a topic on heavy metal; field trip to a processing factory; maybe include research work
International staff contributed to the Master, sharing of experience between countries (Kosovo is a transitional state)	More connection with municipalities and industry; maybe extend programme for one or two more semesters
First time that we have an interdisciplinary Master	Should we move from a professional Master to a regular (longer) Master?

Major points of discussion:

- Professional Master vs regular Master
- How to include more practical work and general skills (e.g. problem solving)
- Teaching methodologies in adult education
- State of the art topics vs employability in Kosovo



Conclusions:

The professional Master (2 semesters) attracts participants from the working field (mature students with working experience) – a regular (4 semesters) may attract more students and younger students (e.g. bachelor graduates).

With a professional you would need to keep/include study trips (e.g. like the one to Uni Milan), field trips (e.g. to factories) and focus on teaching methods for adults (problem-based learning, case studies, groups projects etc.). In order to include more topics/subjects you need to stimulate more reading/self-studying for students at home in order to get down to the point (discussion, problem solving, learning how to learn) in class.

With a regular Master you could include more topics (because there is more time for contact hours) and include more research.

New teaching methods.... Require some extra time to prepare for it, e.g. preparing case-studies, questions and problems for group work etc. In general, participatory methods are also more time consuming in evaluation (than for example the assessment of a multiple-choice test). However, this is state-of-the-art in teaching adults (and regular students to a certain extent!) so it may well be worth investing the time for teaching staff to adapt to participatory methods in order to stay attractive for students in Kosovo.

In the end, not all that is needed or makes sense can be “squeezed” into one programme and not all what is required at the labour market can be taught at a university. Universities thus need to make an informed decision based on parameters such as: what resources (staff, labs etc.) do we have mid-term and long-term? Where do we want to go from a strategic point of view (e.g. orient towards applied sciences, producing more PhD graduates, enhance employability of graduates etc.)? what can we afford to offer?

Next steps:

Compare the feedback from two generations > ask participants what they think about professional vs regular Master, maybe also include a questions on which subjects to keep/merge etc.

Re-accreditation: revise the programme until mid-December 2017 and submit the accreditation docs by end of 2017.

