Continuous Professional Development Course of EQF level 5 on the "Evidence-based work" Competence

Training Programme

AGENDA		
30 November 2023	**Trainers:** Dardan Bekaj & Endrit Nimani	**Venue:** Heimerer College **Address:** Veranda D4, Entrance C and D, Str. Kalabri (Road to Veternik) Pristina, Kosovo
Time	**Topic**	**Room**
09:30 - 09:45	Welcome speeches and introductory remarks	Room 203
09:45- 10:15	Introduction to key concepts for project writing	Room 203
10:15 - 10:30	Coffee pause	Room 203
10:30 – 11:00	A case study of institutional processes for project writing and development	Room 203
11:00 – 12:00	**Lunch break**	
12:00 – 13:00	**Workshop**: Defining and outlining a project proposal	Room 304
13:00 – 14:00	Presentation of group work (Discussion and Q&A session)	Room 304
14:00 – 14:30	Reflection and ending note (Certification)	

Continuous Professional Development Course of EQF level 5 on the "Person-centredness and User-involvement" Competence

Training Programme

Date: 11.09.2024
Time: 10:00 AM - 4:00 PM
Location: Kolegji Heimerer
Teacher: Albane Isufi

10:00 AM – 10:15 AM: Welcome and Icebreaker
- Brief introductions of participants.
- Icebreaker activity to get participants thinking about the importance of person-centered care.
- Overview of the session's objectives and outcomes.

10:15 AM – 11:00 AM: What is Person-Centered Care?
- Definition and core principles of person-centredness.
- Historical development and evolution of the person-centred approach.
- The importance of seeing the person as an individual, not just as a patient or service user.
- Benefits of person-centered care for service users, carers, and professionals.

11:00 AM – 12:00 AM: Key Principles of Person-Centered Care
- Dignity and respect.
- Individualized care.
- Empowerment and choice.
- Holistic approach (considering physical, emotional, and social needs).
- Continuity and consistency of care.
- Participation and partnership.

12:00 PM - 1:00 PM: Lunch Break
1:00 PM - 1:30 PM: Practical Application: Case Studies and Group Work
- Participants will be divided into small groups to review case studies and identify how person-centered care principles can be applied in real-life scenarios.
- Group presentations and facilitated discussion on solutions.
- Role Play

1:30 PM - 2:00 Shared Decision-Making: A Collaborative Approach
- Introduction to shared decision-making models.

- Key skills for professionals in facilitating shared decision-making: communication, empathy, and information sharing.
- Tools and resources to support decision-making (e.g., decision aids, care planning templates).

2:00 PM - 2:45 PM: Barriers and Solutions to User Involvement (30 minutes)
- Common barriers to user involvement (e.g., power imbalances, time constraints, cultural factors).
- Strategies to overcome these barriers: creating a supportive environment, fostering trust, and encouraging open communication.

Coffee Break 2:45 PM- 3:00 PM

3:00 PM - 3:30 PM: Effective Communication in Person-Centered Care (30 minutes)
- The importance of active listening, empathy, and respect in communication.
- Non-verbal communication and its role in person-centered care.
- Building rapport and trust with service users.

3:30 PM – 4:00 PM: Closing and Reflection
- Final Thoughts
- Evaluation and Feedback

Continuous Professional Development Course of EQF level 6/7 on the "Innovation and Entreupernourship" Competence

Title	Applied Research Methods and Ethical Practices
Level of study	Not for credit/ professional development and adult learning
List of subjects and credits (ECTS or comparable credit system) for each of them	N/A
Estimated date of accreditation and accreditation body	N/A
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	2
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	Smart board Laptops and headsets

GENERAL INFORMATION

Course Unit Title	
Course Unit Code	
Type of Course Unit Core Studies	Workshop
Recommended Year of Study and Semester	n/a: workshop for researchers in the field and capstone students
Prerequisites and co-requisites	Some knowledge of English and Research Methods
Course credits	0

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WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes	**Participants will:** • Demonstrate knowledge of ethical research practices (IRB) and informed consent by applying/integrating ethical frameworks and considerations in discussions, activities, simulations, research methodology. • Demonstrate an understanding of research methodology (qualitative and quantitative). • Recognize the basis for specific ethical standards and criteria. • Recognize, understand and express assumptions and biases related to researcher's role related to research practices.
Competences	• ICT and Digital Competencies • Interdisciplinary Collaboration
Course Contents	• IRB ethical framework • Informed consent (CITI training) • Basic research methods
Course Material	• Research Methods for the Social Sciences: An Introduction • Ethical case studies • https://www.rit.edu/research/hsro/node/43
Items of Assessment	• Case study analysis chart • Role-playing/simulation activities
Student Workload in Hours	3 days

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	• Group discussions • Simulations • Case analysis
Work Placements	In person, Digital Centre, online, in the field

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	Participation in the workshop (discussions, activities, simulations, etc) demonstrates (language used, descriptions, risk assessments, justifications etc) application of ethical considerations; use and application of key terms; knowledge of key concepts; and knowledge of qualitative and quantitative research concepts/methods/practices.
Grading scale	N/A Certificate of completion

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Continuous Professional Development Course of EQF level 5 on the "Evidence-Informed Practice" Competence

Title	**Project Writing**
Level of study	Level 5
List of subjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	30 November 2023
Estimated starting date of the new programme	3rd semester (Second year) Potential 15 October 2023 – 15 January 2024
Number of students to be accepted in the first year/ second year	30-40 Heimerer College students + guest students and academic staff from UP, UKZ, UGJFA & RIT.
Number of teaching staff to be trained	2 trainers (Endrit Nimani & Dardan Bekaj)
Internship /placements (if applicable)	Heimerer college
List of equipment to be purchased for this course? (if applicable)	Laptops, Smart board, SPSS, open access through journals (Indexed in SCOPUS and WOS), flipcharts, markers…

GENERAL INFORMATION

Course Unit Title	**Project Writing**
Course Unit Code	n/a
Type of Course Unit Core Studies	Training
Recommended Year of Study and Semester	3rd semester (Second year) Potential 15 October 2023 – 15 January 2024)
Prerequisites and corequisites	English skills
Course credits	n/a

WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes	The student: - Understand the fundamentals of project writing and knows how to outline a project plan - Understanding the institutional processes for project development in higher education institutions; - Designs a project concept; - Understands the most common terminology in international project planning

Competences	- ICT and Digital Competence - Innovation and Entrepreneurship - Evidence Informed Practice
Course Contents	This training is an introduction to the basics of project writing and the key concepts necessary to develop the logical framework of a project proposal. Projects contain cultural, social, legislative / regulatory, infrastructural nuances, reporting, technological, etc. This training presents a platform, which contains several instructions and examples in the service of increasing the degree of successful development of projects. The approach used is focused on theoretical and practical aspects.
Course Material	- Pequegnat, W., Stover, E., & Boyce, C. A. (2011). How to write a successful research grant application. A guide for social and behavioral scientists. - Gitlin, L. N., Kolanowski, A., & Lyons, K. J. (2020). Successful grant writing: Strategies for health and human service professionals. Springer Publishing Company - DANIDA, & MASHT. (2011). Menaxhimi i Projekteve. Prishtine. Retrieved from http://masht.rks-gov.net/uploads/2015/11/menaxhimi-i-projekteve.pdf - Student-Run Interdisciplinary Allied Health Digital Practice Centre - Key concepts
Items of Assessment	Certification at the end of training.
Student Workload in Hours	**4 academic hours**
Assessment Criteria	n/a
Grading Scale	n/a

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	-Brainstorming and repetitionary -Evidence based learning -Research based learning -E- learning -Group working -Case study scenarios
Work Placements	Heimerer College (teaching rooms, library)

Continuous Professional Development Course of EQF level 6 on the "Person-centeredness and user-involvement" Competence

Title	Family and Rehabilitation
Level of study	Bachelor
List of subjects and credits (ECTS or comparable credit system) for each of them	5 ECTS
Estimated date of accreditation and accreditation body	n/a
Estimated starting date of the new programme	4th semester (second year) Potential 1 March 2023 – 30 May 2023
Number of students to be accepted in the first year/ second year	80 students in Bachelor - Speech therapy
Number of teaching staff to be trained	Florim Gallopeni (teacher), Erza Haxhi Jakupi (teacher) Florim.gallopeni@kolegji-heimerer.eu Erza.haxhijakupi@kolegji-heimerer.eu
Internship /placements (if applicable)	n/a
List of equipment to be purchased for this course? (if applicable)	Laptops, Smart board, flipcharts, markers

GENERAL INFORMATION

Course Unit Title	**Family and Rehabilitation**
Course Unit Code	n/a
Type of Course Unit Core Studies	Obligatory course
Recommended Year of Study and Semester	4th semester/summer semester/(second year)
Prerequisites and corequisites	English skills
Course credits	5

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WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes	After completing the course, the training will be prepared for: • Appropriate use of Literature: in the field of rehabilitation and knowledge of the basic concepts of rehabilitation • Assessment of clients with involvement of parents • Compilation of reports and communication of results to the family • Knowledge of the systemic approach • Compilation of the SMART goal setting plan • Understanding the condition of parents during the rehabilitation of children • Knowing how to refer • The importance of family involvement in rehabilitation.

Competences	Main Competences:
	  Person-centeredness and user-involvement
	  Other: Evidence-based practice, Interprofessional Work and ICT and Digital Skills

Course Contents	Students will be introduced to the introductory part of the parental assessment of the child's development status, decision-making methods will be shown. Communication of test results, instructions for further evaluation. Other studies on child development, early intervention, monitoring.
Course Material	• Bray, J. & Stanton, M. (2009). *Psikologjia e familjes.* The Wiley Blackwell. • Turnbull, A., Turnbull HR. (1996). *Families, profesionals,and exceptionality: a special partnership*. New York: Merrill, Prentice Hall. • Pinsof, W. M., & Lebow, J. L. (2005). *Family Psychology: The Art of the Science.* Oxford University Press. • Leyes. Y., Heinze, A., Kapperman, G. (1996). Stress and adaptation in families with visual disabilities. Families in society: *The journal of contemporary human services*, 77, 4, 240 -249. Gargiulo, RM. (1985). *Working with parents of exceptional children: A guide for professionals*. Houghton Mifflin Company , Boston.
Items of Assessment	Colloquium 1 30 % Colloquium 2 30 % Individual task 35% Group task 5%
Student Workload in Hours	2 hours lectures; 2 hour Theoretical/laboratory exercises; 3 Practical work; 3 hour Field exercises and 2 hours Final exam preparation per week

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	• Work in groups • Discussions • Giving duties (cooperation in related problems) • Learning based on stimulation • Lecture based learning
Work Placements	Heimerer College (teaching rooms, library,) Heimerer Therapeutic Center.

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	Under the 51%= 5 (fail) 51%-60% = 6 (sufficient level) 61%-70%= 7 (satisfactory level) 71%-80%= 8(good level) 81%-90%= 9(very good) 91%-100%= 10(excellent)
Grading scale	5-10

Continuous Professional Development Course of EQF level 6 on the "Interdisciplinary Collaboration" Competence

Title	Orientation to Multidisciplinary Approach
Level of study	Bachelor
List of subjects and credits (ECTS or comparable credit system) for each of them	3
Estimated date of accreditation and accreditation body	-
Estimated starting date of the new programme	-
Number of students to be accepted in the first year/ second year	80 Speech Therapy Students - 10 OT students
Number of teaching staff to be trained	1 Teacher / 1 Assistant
Internship /placements (if applicable)	-
List of equipment to be purchased for this course? (if applicable)	Laptops, Smart board, flipcharts, markers

GENERAL INFORMATION

Course Unit Title	Introduction to Multidisciplinary Approach
Course Unit Code	-
Type of Course Unit Core Studies	-
Recommended Year of Study and Semester	1st year/ 2nd semester?
Prerequisites and corequisites	English skills, fundamental of monodisciplinary work in speech therapy
Course credits	5

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WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes	After completing this course, students will be able to: • illustrate professional identity and its importance in team work. • critically describe the 8C's within teamwork (Cooperation, Coordination, Communication, Coaching, Cognition, Composition, Context and Culture) L3.t. 2.1 • describe definitions and models of team-working. • identify team members' individual characteristics, changing roles and responsibilities. • describe each stage of team development and what underlies Team Role behavior tabela (3.2 L2). • explain components of ICF, how it works and plan the work goals based on ICF.
Competences	• Recognize the health profession's multi-professional orientation. • Gain knowledge into the variety of expertise that supports efficient interprofessional collaborative teams. • Develop fundamental ideas for collaborative approach across all professions • Understand about the positive and negative effects of interactions and communication with patients, families, communities, and other health professions, • Research the recently developed idea of inter-professional ethics and professionalism as the foundation for interprofessional collaborative practice.
Course Contents	Through Multidisciplinary Approach students will gain competencies for teamwork, present their own profession to other health professionals, describe similarities and differences of these health professions, formulate inter-professional goals in working with patients based on ICF, present relevant specific information from SLT, OT to the other health-professions.
Course Material	• Belbin, R. M. (2012). *Team roles at work*. Routledge. • Academy of Medical Royal Colleges. (2020). Developing Professional Identity in Multi-Professional Teams • Salas, E., Rico, R., & Passmore, J. (2017). The psychology of teamwork and collaborative processes. *The Wiley Blackwell Handbook of the Psychology of Team Working and Collaborative Processes*, 1-11. • International Classification of Functioning, Disability, and Health: ICF. Geneva:World Health Organization, 2001.

	• Forman, D., Jones, M., & Thistlethwaite, J. (2020). *Sustainability and Interprofessional Collaboration*. Springer International Publishing.
Items of Assessment	Mid-term test (15 %) according Bloom Taxonomy through Moodle Written exam 55% according Bloom Taxonomy through Moodle Assignment 30 %
Student Workload in Hours	3 hours lectures; 1 hour exercises; 3 self-study; 1 hour assessment per week

HOW LEARNING / STUDYING IS CARRIED OUT
HOW LEARNING WILL BE ASSESSED

Assessment Criteria	Under the 51%= 5 (fail) 51%-60% = 6 (sufficient level) 61%-70%= 7 (satisfactory level) 71%-80%= 8(good level) 81%-90%= 9(very good) 91%-100%= 10(excellent)
Grading scale	5-10

Implementation, Planned Learning activities and Teaching Methods	-Brainstorming and repetitionary -Evidence based learning -Research based learning -Blended learning -Inputs and working groups with the information they have
Work Placements	Heimerer College (teaching rooms, library,) Heimerer Therapeutic Center.

Continuous Professional Development Course of EQF level 7on the "ICT and Digital" Competence

Title	Psychology of counseling
Level of study	7 Master degree
List of subjects and credits (ECTS or comparable credit system) for each of them	6 ECTS
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	15.11.2022
Number of students to be accepted in the first year/ second year	40
Number of teaching staff to be trained	3
Internship /placements (if applicable)	1
List of equipment to be purchased for this course? (if applicable)	This Way up E prime Virtual reality tool for psychotherapy; in person and in distance

GENERAL INFORMATION

Course Unit Title	Psychology of Counseling
Course Unit Code	no
Type of Course Unit Core Studies	no
Recommended Year of Study and Semester	third
Prerequisites and co-requisites	Fundamental knowledge about psychological theories and techniques
Course credits	5

Learning Outcomes	- Understand and demonstrate practically the theoretical concepts and approaches of main psychological theories; - Demonstrates the basic psychological theories techniques via digital platforms in counseling; - Analyzing the cultural, social, gender, social aspects in different counseling approaches, and how digitalization may affect these aspects and vice versa; - Analyzing and applying appropriate individual, group and couple counseling approaches, as well as counseling children, adolescents and elderly. - Analyzing the impact of technological issues in ethical, professional and legal counseling as well and how they are applied. - Demonstrating and applying the digital platforms in counseling.
Competences	- ICT and digital platforms in psychological approaches. - Communication via different psychological approaches in psychotherapy. - CBT, CCT, Psychoanalysis, Humanistic, Integrative approaches. - Digitalization and social / cultural context of counseling. - Counseling children, adolescents and elderly, traditional and digital approaches. - Group Counseling, family counseling, couple counseling. - Psychotherapy and technology / counseling in distance
Course Contents	- The Context of Counseling and Psychotherapy - Sociocultural Perspectives - Professional Issues - Theories and Approaches (analytical and CBT, Humanist, Constructivist, Integrative) - Diversity and Difference in Psychotherapy Lifespan Counseling: - Child counseling - Youth counseling - Counseling of elderly - Therapeutic Modalities: - Systemic family therapy - Group Therapy - Couple therapy - Technology and Therapy
Course Material	1. Didactic material and literature from Professor (in Albanian Language) 2. Feltham, C., Hanley, T., Winter, L. (2017). The Sage Handbook of Counseling and Psychotherapy 4-th edition. SAGE Publications Ltd. 1 Oliver's Yard. 55 City Road London EC1Y 1SP. 3. Gerald J. Mozdzierz (Author), Paul R. Peluso (Author), Joseph Lisiecki (2010). Principles of Counseling and Psychotherapy: Learning the 4. Essential Domains and Nonlinear Thinking of Master Practitioners 5. Sadock, Sadock. 2014. Traktati i plotë i psikiatrise.

	6. Neukrug, E. (2008). Theories of counseling and psychotherapy (In Progress). Belmont, CA: Brooks/Cole. Retrieve from Blackboard.		
Items of Assessment	Equipments,		
Student Workload in Hours		Activity Hours	Day / Week	Total

Student Workload in Hours		Activity Hours	Day / Week	Total
	Lecture	2	10	20
	Theoretical / laboratory exercises	1	10	10
	Practical work			
	Contacts with the teacher / consultations	1	10	10
	Field exercises			
	Colloquia, seminars	2	5	10
	Homework	2	10	20
	Student's own study time (in the library or at home)	3	15	45
	Final exam preparation			15
	Time spent on assessment (tests, quizzes, final exam)			10
	Projects, presentations, etc.	10		
	Total			150

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	• Lecture and discussion • Role playing • Brainstorm questions • Case studies • Laboratory practice • Evidence based learning • Simulation learning • Problem based learning
Work Placements	Halls

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	2 exams and application of equipments - 30%m (total 60%) Activity and engagements in lectures and exercises, Google classroom - 10% Assignments and seminars - 20%, Peer assessment 10 %
Grading scale	10 (A) - (EXCELLENT, from 91 to 100 points) 9 (B) - (VERY GOOD, from 81 to 90 points) 8 (C) - (GOOD, from 71 to 80 points)

	7 (D) - (SATISFACTORY, from 61 to 70 points)
	6 (E) - (ENOUGH, fulfillment of minimum criteria, from 51 to 60 points)
	5 (F, FX) - (non-fulfillment of minimum criteria, below 51 points

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Old Syllabus of the Continuous Professional Development Course of EQF level 7 on the "ICT" Competences

Module Title: Psychological Counseling
ECTS Credits: 5
Professor: PhD. Cand. Arben Hysenaj
Module Description:
The subject "Psychological Counseling" is designed to deepen the theoretical foundations of various counseling and psychotherapy theories. The similarities and variations between different approaches will be explored. Will cover theories by the oldest, traditional techniques by means of contemporary methods that begin to integrate greater awareness of their gender and ethnical influence. There will be an emphasis on approaches, which are most commonly used nowadays. The readings will be assigned to some of the lesser-known approaches, but they will not be discussed in the classroom. The class will emphasize on theoretical lectures and conceptualization of cases; the readings will address both, the theory, and the application.
Expected learning aims and outcomes:
This course ensures that students are capable of reaching a more sophisticated perspective in theory, and how they relate it to clients. Students will read and discuss some of the original writings of prominent theorists, as well as conceptualizing cases based on theories.
• Understand the theoretical concepts of counseling;   • Articulate theoretical perspectives for human development according to each of the discussed theories;   • Understand the key issues of each theoretical consultation perspective;   • Learn the main counseling techniques based on each theoretical perspective;   • Understand the therapeutic processes and counseling of psychological theories;   • The social, cultural, and spiritual issues related to each counseling theory are reviewed and analyzed;
Teaching and learning methods:
• Lectures   • Group-work   • Self-reflecting Exercises   • Case Study   The lecture will be interactive, including discussions, case studies, seminar papers or presentations. Students will have the opportunity to reflect on the content of the subject and discuss how the theoretical approaches are reflected in their practical work.
Evaluation Methods:
• Written Exam, Seminar work, attendance, presentation, case-study
Concretization means/IT:
LCD Projector, PowerPoint, Projector
Ratio between the theoretical and practical part of teaching:

Lecture	Seminars/Exercises	Self-study	Total hours
30	30	90	150

Recommended literature:

Gerald J. Mozdzierz (Author), Paul R. Peluso (Author), Joseph Lisiecki (2010). Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners
Neukrug, E. (2008). Theories of counseling and psychotherapy (In Progress). Belmont, CA: Brooks/Cole. Retrieve from Blackboard.
Sadock, Sadock. 2014. Traktati i plotë i psikiatrise.

Updated Syllabus of the Continuous Professional Development Course of EQF level 6 on the "Evidence Informed-Practice" Competence

Title	Research methods in nursing and academic writing
Level of study	Bachelor
List of subjects and credits (ECTS or comparable credit system) for each of them	Academic writing and research 3 ETC's
Estimated date of accreditation and accreditation body	n/a
Estimated starting date of the new programme	4 semester(second year) Potential 1 March 2023 – 30 May 2023
Number of students to be accepted in the first year/ second year	200 students in Bachelor- Nursing
Number of teaching staff to be trained	2 teachers and 1 assistant
Internship /placements (if applicable)	n/a
List of equipment to be purchased for this course? (if applicable)	Laptops, Smart board, NVIVO, Atlas, Maxqda, SPSS, R, STATA, open access through journals (Indexed in SCOPUS and WOS), flipcharts, markers…

GENERAL INFORMATION

Course Unit Title	Academic writing and Research
Course Unit Code	n/a
Type of Course Unit Core Studies	Obligatory course
Recommended Year of Study and Semester	4 semester/summer semester (second year)
Prerequisites and co-requisites	English skills, fundamental of nursing and EBP
Course credits	3

WHAT IS GOING TO BE LEARNED / STUDIED
● Understand Health Data Analytics, Decision Support and Public Health Monitoring
● Students can recognise opportunities to address needs that have not been

Learning Outcomes Competences met in the healthcare system
● Students can create an action plan, which identifies the priorities and milestones to achieve their goals.
● Students make a critical reading of a scientific article using the criteria of critical appraisal;
● Students identify the constituent parts of a scientific article;

Evidence informed Practice
ICT and Digital Competences
Innovation and Entrepreneurship

Course Contents	Independent approach to the relevant research literature. Familiarity with research strategies and relevant databases for health professionals. Familiarity with the structure, style and formal criteria of academic publications. Use of the citation rules. The lack of computer and software use for promotion of academic writing. Database search. critical examination of different ways of classifying nursing research; considers ethical dimensions of research; explores and critically analyzes the design of a research study with reference to a chosen subject area and preferred methodology.
Course Material	1. Uka, F. (2015). Shkrimi Akademik për shkencat sociale dhe shëndetësore. QEAP-HEIMERER. Prishtinë, 2015 2. Bob Matthews & Liz Ross. (2010). Metodat e hulumtimit. CDE. Tira në 3. Sopjani .I., Ramaj. A,. Prifti.V,. (2010) "Ndërgjegjësimi i Infermierëve dhe Mamive në fushën e kërkimitshkencor: Manual".
Items of Assessment	Mid-term test (15 %) according Bloom Taxonomy through Moodle Written exam 55% according Bloom Taxonomy through Moodle Assignment 30 %
Student Workload in Hours	**7 hours per week (3 ECT's = 90 hours)** (2 hours lectures; 1 hour exercises; 3 self-study; 1 hour assessment)

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	-Brainstorming and repetitionary -Evidence based learning -Research based learning -Blended learning -Inputs and working groups with the information's the got
Work Placements	Heimerer College (teaching rooms, library, Nursing lab) Health Care institutions of Kosovo.

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	5 (fail) 6 (sufficient level) 7 (satisfactory level) 8 (good level) 9 (very good) 10 (exellent)
Grading scale	5-10

Week	Topics
Week 1:	Module presentation Presentations of goals of module

Week	Topics
Week 2:	Definition of the research topic, research question, definition of the problem and hypotheses -I
Week 3:	Definition of the research topic, research question, definition of the problem and hypotheses -II
Week 4:	Structure e article
Week 5:	Literature review-the process of writing (the importance of critical thinking)
Week 6:	Paragraphs, citations and paraphrasing

Week 7:	Mid-term exam
Week 8:	References
Week 9:	Types of essays
Week 10:	Data collection and analysis
Week 11:	Presentation of data in the paper: Discussion
Week 12:	**The process of identifying the opportunities, addressing the needs in the healthcare system**
Week 13:	Overview and reflection on the module

Basic data of the subject matter	
Academic Unit:	**Heimerer College - Nursing**
Title of subject:	**Research methods in nursing and academic writing**
EQF Level:	**6**
Status of subject:	**Mandatory/Elective**
Year of studies:	**Second year**
Number of hours per week:	**1**
Credit ratings – ECTS:	**3**
Time/location:	*Heimerer College*
Subject Teacher:	**Liridon Kryeziu**
Exercise Assistant:	**Miradije Krasniqi**
Contact details:	**liridon.kryeziu@kolegji-heimerer.eu** **miradije.krasniqi@kolegji-heimerer.eu**
Description of the subject	Students possess various academic writing techniques, basic knowledge related to research, research preparation, collection and data processing. Fragments of research publications, independent access to relevant research literature. Knowledge of research strategies and data bases relevant to health professionals. Knowledge of the structure, style and formal criteria of academic publications. Reading and critical thinking, compiling of books, diploma papers, oral presentations and poster presentations. Use of quotation rules. Lack of computer and software for the promotion of writing and academic. Academic reading, citation rules, principles of good scientific practice, plagiarism.
Purposes of the subject:	The purpose of this module is to provide students with knowledge about academic writing, the nature and type of this writing, the structure of academic writing, the essets, diploma papers, references, plagiarism. With this knowledge obtained by students, they will be able to independently complete and make critical evaluations of all writings, especially writings of scientific character.
Expected learning results:	With this module students will be ready to receive basic knowledge of academic writing, the nature and structure of scientific writing, to evaluate, criticize, and be self-critical of writings of scientific and academic character.

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	Students will be willing and independent in the future for their scientific commitments, and will have the easier way to their scientific creativity.		

Contribution to student's load (which should correspond to the student's learning outcomes)			
Activity	**Hours**	**Day/week**	**Total**
Law	1	1 / 13	13
Theoretical/laboratory exercises			
Practical work			
Contact with the teacher/consultancy	2	5 days	20
Exercises in the teren			
Kollokviume, seminars	1	2	2
Homework			
Student's time of study (in the library or at home)	3	15 days	45
Final preparation for the exam			
Time spent in assessment (tests, quizzes, final exam)	2	4	8
Projects, presentations,etc.	1	2 days	2
Total			**90**

Teaching Methodology:	Lectures and Exercises: Blended Learning Interactive Methodology Group work Lectures will be model with students and follow the ERR model (evocation, understanding, reflection). By these methods students are invited and encouraged to be active in order to prepare for the process of learning and development of relevant skills. Students will be critical in the knowledge they have, debate in lectures, as well as critical, commentary and discussions about the work presented in the classroom either individually or grouply.
Methods of evaluation:	For students who participate in research groups: **70%** Work + **30%** Colocviums (**15%** each)
	For students who do not participate in research groups: **30%** Semester Tasks + **70%** Colcocviums (**35%** each)
	Clarification: If students miss more than 3 times in lectures, you are denied the right to assess/ grade with kollokvium. If students miss more than 3 times in exercise, they will have -10 points in the final assessment.
Literature	

Basic literature:	1. Uka. F. Academic writing for social and health sciences. Hey, hey, I'm a 20-year-20-year-20- 2015. 2. Bob Matthews & Liz Ross. (2010). Research methods. CDE. Tirana 3. Sopjani.I, Ramaj.A, Prifti.V, (2012). "Awareness of Nurses and Midwives in the field of scientific research: Manual", Text for students of the Faculty of Nursing. "ARTINI" Publishing House Pristina, ISBN 978-9951-8859-7-3.
Additional literature:	Burns, N. & Grove, S.K. (2011). Understanding Nursing Research, 4th edn. Philadelphia,: Elsevier.
Designed lesson plan:	
Week	**Topics**
Week one:	Module presentation Presentation of task module objectives
Week two:	How to define the question, the question, the definition of the problem and hypotheses
Third week:	Define the research topic, the research question, define the problem and hypotheses Segregation of students into groups
Week four:	Article structure (introduction, literature, methodology, discussion, work limitations, etc.)
Week five:	Literature Review - the writing process
Week six:	Paragraphs, quote and paraphrase
Week seven:	The first colocvium
Week eight:	References
Week nine:	Types of ess
Week ten:	Data Collection and Analysis
Week eleven:	Presentation of data in the work (linking findings to previous works)
Week tveleve:	Summary and reflection on the module
Week thirteen:	The Second Colcovium
Week fourteen:	
Week sixteen:	

Continuous Professional Development Course of EQF level 6 on the "Evidence-Informed Practice" Competence

Title	Evidence based practice
Level of study	Bachelor
List of subjects and credits (ECTS or comparable credit system) for each of them	3 ETC's
Estimated date of accreditation and accreditation body	until 2024
Estimated starting date of the new programme	3th semester (second year) October 10 until January 10, 2023
Number of students to be accepted in the first year/ second year	200 students in Bachelor- Nursing
Number of teaching staff to be trained	1 teaching staff
Internship /placements (if applicable)	n/a
List of equipment to be purchased for this course? (if applicable)	Laptops, Smart board, NVIVO, Atlas, Maxqda, SPSS, R, STATA, open access through journals (Indexed in SCOPUS and WOS), flipcharts, markers…

GENERAL INFORMATION

Course Unit Title	Evidence based practice
Course Unit Code	n/a
Type of Course Unit Core Studies	Obligatory course
Recommended Year of Study and Semester	3th semester/ winter semester (second year)
Prerequisites and co-requisites	English skills, fundamental of nursing and EBP
Course credits	3

WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes	• Students use Critical thinking on the topic presented • Students provide patient centered care • Students Improving quality of care through research • Student knows how analyzing information • Students evaluate the applicability of the sources • Students use research literature to make evidence-based decisions • Students combine evidence with own expertise and client's preferences
Competences	Evidence informed Practice ICT and Digital Competences Innovation and Entrepreneurship

Course Contents	This course will examine the concept of evidence based practice. Topics will include the history of Evidence Based Health Care and constructing a question (topic identification). Students will develop skills in searching for evidence and determining the quality of evidence using critical appraisal of literature.
Course Material	• Schmidt, N. and Brown, J. (2015). Evidence-based practice for nurses: Appraisal and application of research. (3rd ed.).Massachusetts:Jones and Bartlett Publishers, LLC.ISNB: 978-1449624071BN-13 • Pearcey P. Achieving research based nursing practice. Journal of advanced Nursing 1995;22:33-39 • Retsas A. Barriers to using research evidence in nursing practice. Journal of Advanced Nursing. 2000;31:599-606.
Items of Assessment	Mid-term test (15 %) according Bloom Taxonomy through Moodle Written exam 55% according Bloom Taxonomy through Moodle Assignment 30 %
Student Workload in Hours	**7 hours per week (3 ECT's = 90 hours)** (2 hours lectures; 1 hour exercises; 3 self-study; 1 hour assessment)

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	-Brainstorming and repetitionary -Evidence based learning -Research based learning -Blended learning -Inputs and working groups with the information's the got
Work Placements	Heimerer College (teaching rooms, library, Nursing lab) Health Care institutions of Kosovo.

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	5 (fail) 6 (sufficient level) 7 (satisfactory level) 8 (good level) 9 (very good) 10 (exellent)
Grading scale	5-10

Old Syllabus of the Continuous Professional Development Course of EQF level 6 on the "Evidence Informed-Practice" Competence

Module Title: EVIDENCE BASED ON NURSING PRACTICE
ECTS kred-it: 3
Profesor: MSc. Blertë Hyseni Phd cand./ MSc. Pierr Weber
Description of the module: Students will learn how to make a solution to problems in clinical practice and administrative matters that needs to be integrated by a systematic search and critical evaluation of the most important evidence, to answer clinical questions. Students will learn how to develop, implement and evaluate health care records to increase the performance of health workers and improve quality and patient safety. Work in multidisciplinary teams to improve patient and health outcomes in health care. Develop critical thinking to provide and evaluate evidence-based care and their impact on the outcomes of patients, population and health system. Gain knowledge of the methods of scientific research, analyses of results, the emergence of recommendations for improvement of the current situation.
Expected outcomes: At the end of the module students will be able to: • Develop the critical thinking • Know to apply the steps of the EBP • Compile the clinical question. • Recognize the methods of scientific research
Teaching and learning methods: • Lectures • Group work • Problem-based learning
Evaluation methods: **-** Written exam - Seminar

Teaching Methods /IT:
LCD Project ors, Power Point, Pointer

The relationship between theory and practice

Lectures	Seminar	Laboratory Work	Clinical pracitce	Individual student work	Total
15	30			45	90

Literature:

· Lobiondo-wood, G., & Haber, J. (2018). Nursing research: methods and critical appraisal for evidence-based practice, 9th ed. St. Louis: Elsevier.
· Polit, Denise F., Tatano Beck, C. (2017). Nursing research: generating and assessing evidence for nursing practice. Philadelphia [etc.]: Wolters Kluwer.
· Straus, S. E., Glasziou, P., Richardson, S. W., & Haynes, B. R. (2018). Evidence-based medicine, hoë to practice and teach EBM, 5th ed. Elsevier.
· Melnyk, B. M., & Fineout-Overholt. 2015. Evidence-based practice in nursing & healthcare: a guide to best practice. 3rd ed. Philadelphia: Wolters Kluwer Health.
· Higgins, J. P. T., Green, S. eds. 2011. Cochrane Handbook for Systematic Reviews of Interventions Version 5.1.0 [updated March 2011]. The Cochrane Collaboration. Available from http://handbook.cochrane.org.
· Polit, D. F. & Beck, C. T. (2018). Essentials of nursing research: appraising evidence for nursing practice, 9th ed. Philadelphia [etc.] : Lippincott Williams & Wilkins.
· CRD's guidance for undertaking reviews in health care. Centre for Reviews and Dissemination. https://www.york.ac.uk/media/crd/Systematic_Reviews.pdf

Continuous Professional Development Course of EQF level 7 on the "Innovation and Entreupernourship" Competence

UPDATE

What is new?: Elaboration of theoretical concepts on entrepreneurship with emphasis on the healthcare sector, Simulation of an analysis and market research in the Healthcare sector, How to start/establish an enterprise

Title	Entrepreneurship in health care
Level of study	Master
List of subjects and credits (ECTS or comparable credit system) for each of them	5 ECTS Entrepreneurship in Healthcare
Number of students to be accepted in the first year/ second year	50
Internship /placements (if applicable)	n/a
List of equipment to be purchased for this course? (if applicable)	Digital Platform Vr Ar

GENERAL INFORMATION

Course Unit Title	Entrepreneurship in Healthcare
Course Unit Code	
Type of Course Unit Core Studies	
Recommended Year of Study and Semester	Second semester
Prerequisites and co-requisites	Co-requisites: Leadership and Strategy module in the same semester
Course credits	5

WHAT IS GOING TO BE LEARNED / STUDIED

Learning Outcomes	• Evaluation of current issues, latest trends and emerging challenges in the healthcare system • Students can create an action plan, operationalize the action plans which identifies the priorities acO nd milestones to achieve their goals • Assess, reflect and evaluate the demographic data and the community needs providing solutions for specific problems encountered in clinical practice • Formulate business ideas, prepare a business plan etc - if so, then understanding the concept of profitable business, functions of entrepreneurship in practice • Enables students interested in creating new enterprises for it explores their entrepreneurial ability, to formulate ideas, prove the possibility, develop a

	business plan and demonstrate the depth of their knowledge preparing an executive summary.
Competences	ICT & Digital Competence, Innovation and entrepreneurship, User involvement and person-centeredness
	- Introduction to the syllabus: Entrepreneurship - the basic starting points of entrepreneurship, Theoretical concepts on the entrepreneur - Market analysis and research - ICT trends in healthcare - Innovation process - Life cycle of an enterprise - Entrepreneurial strategy and decision making - Health institutions / enterprises - Workshop - Exploring opportunities for new entrepreneurs in Kosovo - Entrepreneurial dynamics and Innovation - The benefits of having an entrepreneurial mindset in healthcare
	Donika Kërçini, Eda Luga (2009) Bazat e Biznesit, Tiranë 2. Gjuro Horvat& Zhelko Tintor (2008) Ndërmarrësia, Zagreb- Prishtinë 3. Emeric Solymossy & Safet Merovci, "Ndërmarrësia", Prishtinë, 2006. 4. Entrepreneurship in Healthcare, Ralf Wilden, Massimo Garbuio, Federica Angeli, Daniele Mascia Routledge, 2018 5. Healthcare Entrepreneurship, Pillay, Business Expert Press, 2013. 6. Entrepreneurship, Robert Hisrich, Michael Peters, Dean Shepherd, McGraw-Hill Education, 2016 7. Entrepreneurship: Theorie, Empirie, Politik,

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	Michael Fritsch, Springer Berlin Heidelberg,Springer, 2019 8. Public Policy and the Economics of Entrepreneurship, Douglas Holtz-Eakin, Harvey S. Rosen, The MIT Press, 2004 9. The economics of self-employment and entrepreneurship, Simon C. Parker, Cambridge, 2004 10. Entrepreneurship in Transition Economies: Diversity, Trends, and Perspectives, Arnis Sauka, Alexander Chepurenko (eds.).2017
Items of Assessment	The two regular exam deadlines apply: Exam 60% and seminar papers (20 + 20) 40% 1. Market analysis 2. Business plan
Student Workload in Hours	Lectures: 3 hours/week Exercises: 2hours/week Research: 30hours (total) Self-study: 60hours Assessment: 3 hours

HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning Activities and Teaching Methods	-Brainstorming and repetitionary and Teaching Methods
	  -Evidence based learning
	  -Research based learning
	  -Blended learning
	  -Inputs and working groups with the information's the got

Work Placements	Heimerer College (teaching rooms, library, Nursing lab) Health Care institutions of Kosovo.

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	5 (fail) 6 (sufficient level) 7 (satisfactory level) 8 (good level) 9 (very good) 10 (exellent)
Grading scale	5-10

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Old Syllabus of the Continuous Professional Development Course of EQF level 7 on the "Entrepreneruship and Innovation" Competences

Module Title: Entrepreneurship in health care
ECTS Credits: 5
EQF level: 7
Professor: PhD. Samir Lleshi / MSc. Shaqir Haliti
Course description: The main objective of the subject Entrepreneurship in health care is the correct meaning of the concept of entrepreneurship, the elements needed for a successful entrepreneurship, and the methods of transferring an idea to a business initiative. Some of the elements discussed are initial analysis and market research, marketing strategies, entrepreneurship accounting, and successful and sustainable management of the business.
Objective Learning Outcomes: • Students will be able to analyze different funding systems in the healthcare system; • Students will learn the importance of financial management as a leading instrument in health institutions; • They will also integrate managerial economy into their management concept and describe the economic risk in health care institutions and case management; • Students will conduct document analysis, identify multidisciplinary aspects in health care institutions; create an account for a health institution, reflect control systems, and develop a marketing strategy for healthcare institutions.
Learning and Teaching Methods: • Lectures • Group work • Critical thinking • Simulation based learning
Assessment Methods: Exam and Essay Passing criteria: 51% successful tasks in examination and essay, passed with the minimum grade E
Teaching tools/IT: LCD Projector, Power Point, Overhead Projector, student self-learning exercises (e-learning system); practical exercises and case studies analyze to themes of the module
Ratio between theoretical and practical part of the study in the module:

Lecture	Exercise	Individual student work	Workload
20	20	110	150

| **Literature:**
1. Donika Kërçini (2008) Sipërmarrja, Tiranë
2. Donika Kërçini, Eda Luga (2009) Bazat e Biznesit, Tiranë
3. Jeff Elton and Anne O' Riordan (2016) Healthcare Disrupted, next generation business models and strategies, Jon Wiley and Sons, New Jersey, USA
4. Jamison et al, Disease Control Priorities in Developing Countries, 2nd edition, The World Bank and Oxford University Press. |

5. Wolver, Health Care Administration: Managing Organized Delivery Systems, 5th Edition, Jones & Bartlett Publishers, 2010).

Continuous Professional Development Course of EQF level 6 on the "Innovation and Entreupernourship" Competence

Title	Interprofesional cooperation
Level of study	Bachelor
List of subjects and credits (ECTS or comparable credit system) for each of them	6 ECTS
Estimated date of accreditation and accreditation body	n/a
Estimated starting date of the new programme	6 semester (third year) Potential 1 March 2023 – 30 May 2023
Number of students to be accepted in the first year/ second year	40 students in Bachelor - Speech therapy
Number of teaching staff to be trained	1 teacher, 1 assistant
Internship /placements (if applicable)	n/a
List of equipment to be purchased for this course? (if applicable)	Laptops, Smart board, flipcharts, markers

GENERAL INFORMATION

Course Unit Title	Interprofesional cooperation
Course Unit Code	n/a
Type of Course Unit Core Studies	Obligatory course
Recommended Year of Study and Semester	6 semester/summer semester (third year)
Prerequisites and corequisites	English skills, fundamental of monodisciplinary work in speech therapy
Course credits	6

Learning Outcomes	Upon complexion of this course the student: • will be able to describe the role and responsibility of his own and other professional disciplines. • will be able to recognize the various responsibilities for each profession within an interprofessional team (the expert role). • to explain the communication within an inter professional team (the communicator role). • to identify team roles, and take responsibility within a team (the team player role). • define working of the team (the manager role). • describe the client system within the inter professional team (the advocate role). • Ilustrate professional behavior to both enable and improve inter-professional teamwork (the professional role).
Competences	• Understand the multi professional approach in the health profession. - Develop awareness for the diversity of expertise that underpins effective interprofessional collaborative teams; • Acquire an exposure to the positive and negative experiences of interactions and communication with patients, families, communities, and other health professions and their impact. • Establish basic concepts of effective teamwork across professions, given an understanding of the impact of communication; Explore the emerging concept of inter-professional ethics and professionalism as an underpinning of interprofessional collaborative practice.
Course Contents	Interdisciplinary cooperation will provide students competencies for teamwork, present their own profession to other health professionals, describe similarities and differences of these health professions, formulate inter-professional goals in working with patients based on ICF, present relevant specific information from SLT, OT to the other health-professions.
Course Material	Kaba-Schönstein, L. & Kälble, K. (Hrsg.) (2004). Interdisziplinäre Kooperation im Gesundheitswesen. Eine Herausforderung für die Ausbildung in der Medizin, der sozialen Arbeit und der Pflege. Frankfurt am Main Memedi,B. (2016),Interprofessional Cooperation, Script for internal use, Kolegji Heimerer
Items of Assessment	Mid-term test (15 %) according Bloom Taxonomy through Moodle Written exam 55% according Bloom Taxonomy through Moodle Assignment 30 %
Student Workload in Hours	3 hours lectures; 1 hour exercises; 3 self-study; 1 hour assessment per week

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HOW LEARNING / STUDYING IS CARRIED OUT

Implementation, Planned Learning activities and Teaching Methods	- Brainstorming and repetitionary - Evidence based learning - Research based learning - Blended learning - Inputs and working groups with the information they have
Work Placements	Heimerer College (teaching rooms, library,) Heimerer Therapeutic Center.

HOW LEARNING WILL BE ASSESSED

Assessment Criteria	Under the 51%= 5 (fail) 51%-60% = 6 (sufficient level) 61%-70%= 7 (satisfactory level) 71%-80%= 8(good level) 81%-90%= 9(very good) 91%-100%= 10(excellent)
Grading scale	5-10

Old Syllabus of the Continuous Professional Development Course of EQF level 5 on the "Interdiscplinary Collabroation" Competence

Module: (S/O/P) Interprofessional cooperation
ECTS: 5
Professor: PhD. Bunjamin Memedi/MA. Blerta Krasniqi
Short content: Students will learn how to present their profession to other health professionals. Describe the similarities and differences of these professions. They form inter-professional work-oriented objectives with patients based on the ICF. They have special relevant information from Speech and Language Therapy and Occupational Therapy to other health professionals. Access to Work Therapy, Language Therapy and Speech Therapy and nurses. Clinical interpersonal compliance. Discussion of interprofessional cases based on ICF.
Goals and expected results The purpose of this course is to gain theoretical and practical knowledge and skills based on interprofessional cooperation. After passing the course, students will be trained to: • Proper use of Literature: in the field of interprofessional cooperation. • Defining the topic, tasks and goals of interprofessional cooperation. • Using modern terminology, definitions and classifications. • Understand the process of interprofessional cooperation.
Forms of teaching and learning • Lectures, • Working in groups, • Conversation, • Seminar work • Blended Learning • Giving duties (cooperation in related problems), • Learning based on stimulation. • MOODLE
Assessment methods and passing criteria • Success in the Colloquium will give you extra points towards the final exam. • Eligibility criterion 51%. • Completion of colloquium tasks successfully is assessed with a minimum grade E. • Written exam / Practical experience report (related to laboratory work).

Lecture / Seminar	Clinical Exercises / Clinical Practice	Self-Study	Total workload
30	30	90	150

Literature:

- Memedi, B, (2015). *Bashkëpunimi ndërprofesional-Leksione te zgjedhura (Skriptë e brendshme).* Prishtinë, Kolegji Heimerer.
- Kaba-Schönstein, L. & Kälble, K. (Hrsg.) (2004) Interdisziplinäre Kooperation im Gesundheitsëesen. Eine Herausforderung für die Ausbildung in der Medizin, der sozialen Arbeit und der Pflege. Frankfurt am Main: Mabuse.
- Kreyher, V.J. (Hrsg.) (2001) Handbuch Gesundheits- und Medizinmarketing. Chancen, Strategien und Erfolgsfaktoren. Heidelberg: R. v. Decker.
- Lutz, Luise (2011) Das Schëeigenverstehen: ÜberAphasie. Berlin, Heidelberg: Springer.

***Old Syllabus of the Continuous Professional Development Course of EQF level 6
on the "Innovation and Entrepreneurship " Competence***

SENIOR YEAR SEMESTER CAPSTONE PROJECT COURSE, CMDS-497 (Pre-
requisite: 4th year standing and within student's last academic year)

2015 Spring Instructor: Dr. B.H. Bowen January 2015 Email: bbowen@aukonline.org
Office hours: Mon/Weds 2:30-3:30pm

1. Capstone Project Course Goals

The senior capstone project will be a student's most important assignment during their RIT BS program. The project will involve innovative thinking through the integration of multidisciplinary perspectives. It will demonstrate personal abilities for executing a plan of action in order to effectively execute a student specified investigation, and to then write up a coherent and comprehensive analysis within a final report. The initial goal of the course is to identify a real world problem (related to each student's individual concentration areas) and plan an investigation reporting the results including a listing of the most essential recommendations. The project final report will meet a high standard of professional presentation. It will have significantly more substance and importance than a regular term paper. The
report (senior dissertation) can be an impressive future resource in each student's professional
portfolio. It will be suitable for showing to future employers and graduate schools.

2. Course Description

In the senior year of the RIT BS degree the experience from conducting a final year capstone project provides a student with important academic and professional training. Topics for investigation will come under various headings including economic growth, standards and regulation, health care, energy and environmental policies, educational priorities, public transport policy, taxation strategies, etc. The topic chosen by each student should be of real personal interest and related to their chosen concentration areas. The structure of the capstone project course requires students to attend small weekly seminar groups for stimulating discussion. Planning, investigation, consultation with appropriate experts, data analysis, meeting deadlines, and report writing are all significant aspects of this course. The majority of the course time will require individual study with investigative activities including data collection, interviews, and detailed analysis (minimum of 8 hours per week). Writing the final report will involve demonstrating a flow of well thought through issues. This is a very important aspect of the course.

3. Course Outcomes

The course requires synthesizing and applying knowledge across multiple disciplines. The capstone project challenges the student's personal time management and demonstrates their multidisciplinary skill set ability. Students will prepare a detailed work plan showing how they can select, articulate, resource, manage, and complete the capstone project. Students will use multiple methods and knowledge
gained from the BS Program to solve contemporary questions and issues. Students will develop a well
articulated, self-defined set of goals based on their professional concentrations and relating to
future professional career and or continued graduate-level academic studies. They will summarize the

literature reviews, networking, and other information sources. They will also demonstrate practical skills for appropriately playing the interviewee role in an interview or related scenarios. An annotated bibliography will be provided with the submission of the final full report.

4. Arrangement of Seminar Groups & Time Commitment

Each student on this course will be placed in a seminar group with a maximum of 10 students pe group. Each seminar group (normally groups in each section) will meet once each week for 75 minutes. Active participation is required from every student during each seminar.

> ➢ Each student is required to spend at least 8 hours per week on their senior year project. ➢

> A student will lose 1 participation point when seen with a laptop or phone during a seminar.

Starting in Week #2 each section will split into seminar groups. Each seminar group will meet at its own specified time (confirmed in Week #1). Unless otherwise informed all classes/meetings will take place in the seminar group setting for Weeks #2 to #17. Punctuality and weekly attendance is very important. Tardiness (more than 5 minutes late after scheduled starting time) and absence from any class will be penalized with 1 point being taken from the 10 points allocated for attendance and participation. Participation at each weekly seminar is an essential requirement of the course. Any planned absence from the course must be agreed with and confirmed by the instructor in writing more than 24 hours before the particular scheduled seminar. A student may have no more than three unexcused absences in a given course before their grade is affected. Each unexcused absence after three will lower the student's course grade by one letter grade.

5. Course Assignments

Each student will submit 10 coursework assignments: (1) Proposal Document, (2) Chaps 1-2, Background, (3) Chapter 3, Methodology, (4) Chapter 4, Results, (5) Chapter 5, Analysis, (6) Chapter 6, Discussion, (7) Chapter 7, Conclusions, recommendations, (8) Executive Summary, (9) Completed final report, and (10) Final power point presentation. Written assignments will be submitted in hard copy
during the early weeks of the course and in the final weeks of the course. Several weeks of personal investigatory work will take place between the two periods of the more intensive 'writing weeks'. Al assignments (written with 1.5 spacing) must be submitted on time at each weekly seminar, in hard copy. A cover page must be included with each assignment, showing: (a) project title, (b) student name and (c) date of submission. During the in-depth investigation period there will be informal project progress presentations. The course does not have a final examination.

6. Text

There is no specifically required text book for this course. The instructor will provide relevant handouts as necessary. All materials found by the student should be fully annotated in the final report, providing the name of author, date of publication, journal/source of publication.

7. Project Proposal (Submit in Week #3)

The proposal document is a 5 to 9page document (1.5 line spacing). It will include: · A cover page with project title, student name, date of submission [1 point] · (a) Problem Statement (clear and simple), &

(b) 2-3 Goals [3 points] · Background Summary (generalities and some specifics) [2 points] · Work Plan (detailing what is to be investigated, how it will be done) [3 points] · (a) References (at least 5), & (b) Names/contact info of 2-3 technical advisors [1 point]

The proposal document may be typically 5 to 9 pages in length but can be longer when including several tables and figures. Tables and figures should be included when possible in order to effectively illustrate and comprehensively describe the nature of the problem and to summarize the details of the work plan.

Throughout the course a student will repeatedly be asked to consider their problem statement and goals.

8. Project Final Report
The capstone project final report will be written up as each part of the project is completed. A full final version of the report will be submitted to the instructor (in hard copy) during the Week #16 seminar.

It is recommended that each student's project Executive Summary (one page only) is discussed in Week #13. Each final report should have a Table of Contents (listing page numbers for chapters, tables and figures). After the Table of Contents then there can be an Acknowledgements page followed by a List of Acronyms page and then the Executive Summary page (before Chapter 1). At the very end of the report, and before any Appendices, the References are all to be listed (each reference having been referred to in the text). Each chapter starts on a new page and is expected to be lucidly written showing a clear flow of logical thought in assessing the results and justifying the recommendations being made. Each chapter in the final report can typically be 5 to 7 pages long (longer when including tables and figures).

9. Course Instructor and Technical Advisers
The course instructor will provide weekly guidance and advice on each project. A student must identify and consult with two or three technical advisors. These advisors will be professional personnel who are currently actively involved in the stated problem area. Frequency of meeting with the advisors will depend on the needs of each student and the availability of their advisors. Grading of all assignments will be done by the course instructor.

10. Grading
Please carefully note the submission times and allocation of points for each assignment:

Course Assignments	Week	Points
(1) Proposal Document	3	10
(2) Chaps 1-2, Background, general, specific	5	10
(3) Chapter 3, Methodology, describe investigation	12	10

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(4) Chapter 4, Results, findings, graphs, charts, tables	12	10
(5) Chapter 5, Analysis, critiques, reliability, quality	13	10
(6) Chapter 6, Discussion, strengths, weaknesses, insights, discoveries	13	10
(7) Chapter 7, Conclusions, recommendations, manpower, costs	13	10
(8) Executive Summary, key recommendations, critical financials	14	5
(9) Completed final report, writing clarity, logically flow, grammar	16	5
(10) Completed final report, formatting, contents, chart numbering	16	5
(11) Final power point presentation	16-17	5
(12) Participation & attendance		10
Note: Week #12 there are no classes; Week #18 is Exams week Total		100

Course Grade	A	A-	B+	B	B-	C+	C	C-	D	F
Required Percentage	90.0	86.7	83.3	80.0	76.7	73.3	70.0	66.7	60.0	<60

UpdatedSyllabus of the Continuous Professional Development Course of EQF level 6 on the "Innovation and Entrepreneurship " Competence

Principles of Accounting/ Faculty of Economics

Prof. Ass. Dr. Arben Sahiti

Academic Unit	Faculty of Economics
Title of the course	Principles of Accounting
Level:	Bachelor
Course Status:	Mandatory
Year of studies:	1st year, 2nd semester
Number of hours per week:	3:2
ECTS:	7 ECTS
Time / location:	UKZ
Course Description	Accounting elaborates both theoretically and practically the general knowledge of the accounting system and the procedures for creating accounting information. Transaction registration forms, dual accounting application, generally accepted accounting principles and IAS application. Accounting reconciliation, completing the accounting cycle, elements of financial statements, recognition of income, expenses and balance sheet of goods and their registration.
Updated with new concepts	Beprog software: An accounting system is a set of records and the procedures and equipment used to perform the accounting functions. Manual systems consist of journals and ledgers on paper. Computerized accounting systems consist of accounting software, computer files, computers, and related peripheral equipment such as printers. Regardless of the system, the functions of accountants include: • observing, identifying, and measuring economic events; • recording, classifying, and summarizing measurements; and • reporting economic events and interpreting financial statements.

Learning Outcomes:	At the end of the lecture cycle of this course, students should be able to practically work on: • Create accounting information for making business decisions, • Recognize and record financial transactions and the compilation of financial statements and accompanying documents, • Recognize and account for entities' expenses, revenues and financial results, depending on the level of business, based on International Accounting Standards (IAS) and Kosovo Accounting Standards (KAS), • Deepening knowledge of the subject of financing the entity, preserving the entity's substance and reporting changes in equity, etc.
Carpe Diem process	**Blue print** https://docs.google.com/document/d/1FgI0YFdXAzWAYLiic8IMcm8fb3VXlKSi/edit **Storyboard,** https://docs.google.com/document/d/1QDL2Vd977atDzUrl1jbt4OGvqqPqU3lI/edit **Prototype**, https://docs.google.com/document/d/14v6HVguX0hvB9-HDVZbhx4elt5uJsVK0/edit
Competence:	**Competence: ICT & Digital Competence** **Competence: Innovation and entrepreneurship** Based on the program that UKZ purchased, students will be able to learn in practical way the most common concepts of accounting, in this regard, they will develop also two competences, which are innovative and digital skills, the functions of accountants include: • observing, identifying, and measuring economic events; • recording, classifying, and summarizing measurements; and • reporting economic events and interpreting financial statements.
Personal competencies	Students will be able to: ● assess and analyze accountability as a career choice ● design a successful commercialization strategy for their product or service, launch their product or service to the market fast and acquire customers

Piloting phase:	Winter Semester 2022/23
Number of students enrolled	Around 60 students
Old syllabus	See the link below: https://smu.uni-gjilan.net/PublicData
New syllabus	See below this document
Attendance lists	See below this document
Internal Evaluation	See the evaluation document from Quality Assurance Office
External evaluation	External evaluation form from International Relations Office This evaluation is composed for the project purposes only. It is not done yet.

Old Syllabus of the Continuous Professional Development Course of EQF level 6 on the "Innovation and Entrepreneurship " Competence

Basic data of the subject	
Academic Unit	Economy Faculty
Title of the course	Principles of Accounting
Level:	Bachelor
Course Status:	obligatory
Year of studies:	Year I, semester I
Number of hours per week:	**3:2**
ECTS:	**7**
Time / location:	**UKZ**
Lecturer:	**Prof.Ass.Dr. Arben Sahiti**
Contact details:	Arben.sahiti@uni-gjilan.net
Course description:	*Accounting elaborates both theoretically and practically the general knowledge of the accounting system and the procedures for creating accounting information. Transaction registration forms, dual accounting application, generally accepted accounting principles and IAS application. Accounting reconciliation, completing the accounting cycle, elements of financial statements, recognition of income, expenses and balance sheet of goods and their registration.*
Course goals:	*Acquiring new knowledge of theoretical and practical nature in the field of accounting. Providing real opportunities for creating a professional staff for applying the acquired accounting knowledge, for recognizing, processing, recording financial transactions with business entities in production and service activities, as well as creating financial statements and accompanying documents.*
Learning outcomes / Expected outcomes:	At the end of the lecture cycle of this course, students should be able to: 1. Create accounting information for making business decisions, 2. Recognize and record financial transactions and the compilation of financial statements and accompanying documents, 3. Recognize and account for entities' expenses, revenues and financial results, depending on the level of business, based on International Accounting Standards (IAS) and Kosovo Accounting Standards (KAS), 4. Deepening knowledge of the subject of financing the entity, preserving the entity's substance and reporting changes in equity, etc.

Contribution to student workload (must correspond to student learning outcomes) Theory / Practice Report	hour	Day / weeks Student workload at ETCS	Learning outcomes
Lectures	3	15 weeks = 45	1,2,4
Theoretical / laboratory exercises	2	15 weeks = 30	3,4
Contact with the teacher / consultation	2	15 weeks = 15	1,2,3,4
Colloquium, seminars	3	3 day = 9	1,2,3,4
Homework	1	3 day = 3	3,4
Practical work	/	/	/
Student self-study time (in library or at home)	4	15 weeks = 10	1,2,3,4
Final exam preparation	3	3 day = 9	1,2,3,4
Time spent in assessment (tests, quizzes, final exams)	4	4 day = 16	1,2,3,4
Projects, presentations, etc.	1	8 day = 8	1,2,3,4
Total:	**7 ECTS*25 =175 hour**		
Note: 1 ECTS credit = 25 hours commitment, e.g. if the course has 7 ECTS, the student loan must have a commitment of 175 hours per semester.			
Teaching methodology:	Lectures, discussions, exercises, consultations, freelance projects, homework, colloquia, exams etc.		

Assessment methods include: written exams; teamwork and engagement; individual work; as well as presentations.

Evaluation:	Rating in%	Final grade
• *Lecture attendance and activity 10%*	91-100	10 (ten) A
• *test / colloquium I 35%*		
• *- Tests / colloquium II 35%*	81-90	9 (nine) B
• *- Presentations-tasks 20%*		
• *Total: 100%*	71-80	8 (eight) C
- Remarks: Students have the opportunity to finalize their grades through K1 and K2, assignments and activities.	61-70	7 (seven) D
If students are not satisfied with the final grade, then they can pass the exam.	50-60	6 (six) E
	0-49	5 (five) F
	0-40	5 (five) Fx

Literature:	
Principal literature:	*Shefket Jakupi; Bedri Statovci, Parimet e Kontabilitetit, Prishtinë, 2020*
	Jakupi Shefket; "Bazat e kontabilitetit" , Prishtinë, 2014
Recommended Literature:	*A. Rrustem, Kontabiliteti Financiar, Prishtinë, 2010*
	A. Skender, Kontabiliteti Financiar, Pjesa e parë, Prishtinë 2012
	Dhamo M. Sotiraq, Parimet Bazë të Kontabilitetit, Tiranë, 2010
	Kontabiliteti Financiar Robert Ingram, Thomas Albright dhe Bruce Baldwin (teksti i përkthyer në shqip),edicioni i 5.

Teaching Plan	
Weeks	Lecture
First week:	Subject: Presentation of the syllabus
	Knowledge of accounting, organization and objectives
Second week:	Knowledge of business transactions, ethics and associations of accountants.

	Exercises: Concrete case reviews
Third week:	Introduction to accounting and business Exercises: Concrete case reviews
Fourth week:	Financial statements Exercises: Concrete case reviews
Fifth week:	Dual Accounting Equation Exercises: Concrete case reviews
Sixth week:	Analysis and recording of business transactions Exercises: Concrete case reviews
Seventh week:	Completing the accounting cycle Exercises: Concrete case reviews
Eighth week:	The first test (I)
Ninth week:	Inventory of goods Exercises: Concrete case reviews
Tenth week:	Applying methods for determining inventory cost Exercises: Concrete case reviews
Eleventh week:	Purchase of goods and services Exercises: Concrete case reviews
Twelfth week :	Sale of goods and services Exercises: Concrete case reviews
Thirteenth week :	Fixed assets
Fourteenth week :	Course Outline and Final Summary
Fifteenth week:	Second Test (II)

***Updated Syllabus of the Continuous Professional Development Course of EQF level 6
on the "Innovation and Entrepreneurship " Competence***

Entrepreneurship/ Faculty of Economics

Prof. Ass. Dr. Arben Sahiti

Academic Unit	Faculty of Economics
Title of the course	Entrepreneurship
Level:	Bachelor
Course Status:	Mandatory
Year of studies:	2nd year, 4th semester
Number of hours per week:	3:2
ECTS:	6 ECTS
Time / location:	UKZ
Course Description	Understanding basic concepts in the area of entrepreneurship, the role and importance of entrepreneurship for economic development.
	In this course, students also will develop personal creativity and entrepreneurial initiative; adopt the key steps in the elaboration of business ideas. In addition, students will understand the stages of the entrepreneurial process and the resources needed for the successful development of business ideas.
Updated with new concepts	**"Entrepreneurship competencies"** combine creativity, a sense of initiative, problem-solving and financial and technological knowledge. They can be developed through entrepreneurship education and training that focus on promoting an entrepreneurial mindset and behaviors. - Education and training institutions and higher education institutions are "**enriching their study programmes**" with dedicated courses on how to start a business, either as self standing modules or embedded into curricula.

	• Key priorities for public policy include "**introducing a progressive approach to entrepreneurship**" education over the student's lifetime; specialized entrepreneurship education training and support for teachers; and strengthened business start-up support in vocational and higher education institutions, including linkages between education institutions and existing business support organizations • Students' personal growth and "**development of skills to entrepreneurship**" are facilitated by culture, pedagogy and education. Visibility of the "entrepreneurship path" is seen across the curriculum and during education as a growing awareness of entrepreneurial skills and knowledge. Education and culture enable the widespread development of entrepreneurial mind-sets, which benefit individuals and society.
Learning Outcomes:	Understanding basic concepts in the area of entrepreneurship, the role and importance of entrepreneurship for economic development. • students also will develop personal creativity and entrepreneurial initiative; adopt the key steps in the elaboration of business ideas. • In addition, students will understand the stages of the entrepreneurial process and the resources needed for the successful development of business ideas.
Carpe Diem process	**Blue print** https://docs.google.com/document/d/1ejtXg3tEVtvpcBk2GX27gsVgwgJsmbOj/edit **Storyboard,** https://docs.google.com/document/d/1TQ68sQferk7i0i4r0wCzQRpqZv3KzoCI/edit **Prototype**, https://docs.google.com/document/d/1Qm5liBy03uXhaVMQUkj3tgWA_t4v2Btw/edit
Competence:	**Innovation and Entrepreneurship:** The course offers participants unparalleled value through: • constant interaction with real stakeholders in real-time; • working in interdisciplinary, in real and virtual environs;

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	• learning abroad in a multicultural environment; • knowledge transfers in daily mentoring by top experts; • gamifying the learning experience; • learning together with entrepreneurs; • imposed creativity for excellent time and resources management; • creating and exploiting an invaluable network of like-minded ambitious talents.

Personal competencies	Students will be able to:
	
	    ● assess and analyze entrepreneurship as a career choice
	
	    ● efficiently work in a complex environment of multicultural teams made up of interdisciplinary physical and virtual member profiles
	        • Workplace competencies
	Students will be able to:
	
	    ● apply creative thinking techniques in addressing their customers' - and any other - problem
	
	    ● plan and priorities work tasks to manage their people, time and resources and achieve the expected results
	        • Technical competencies
	Students will be able to:
	
	    ● develop a business idea into a comprehensive and highly scalable business model by applying customer development principles in a real-life exercise
	
	    ● design a successful commercialization strategy for their product or service, launch their product or service to the market fast and acquire customers

Piloting phase:	Summer Semester 2022/23
Number of students enrolled	Around 60 students
Old syllabus	See the link below: https://smu.uni-gjilan.net/PublicData
New syllabus	See below this document
Attendance lists	See below this document

Internal Evaluation	See the evaluation document from Quality Assurance Office
External evaluation	External evaluation form from International Relations Office

This evaluation is composed for the project purposes only. It is not done yet. |

Old Syllabus of the Continuous Professional Development Course of EQF level 6 on the "Innovation and Entrepreneurship " Competence

Basic data of the course	
Academic unit:	Economy Faculty
Subject title:	Entrepreneurship
Level:	Bachelor
Case Status:	election
Year of studies:	II year, IV semester
Number of hours per week:	2+1
Credit value – ECTS:	6
Time / location:	
Subject teacher:	
Contact details:	
Description of the subject	The subject of Entrepreneurship will be taught by providing students with the latest knowledge in the field of Entrepreneurship, by providing you with the literature and current problems that are encountered and debated in academic and practical life in this field, this knowledge is necessary for our students to be in flow with contemporary international business trends.
Aim of course	Through this subject, it is intended to provide students with basic knowledge on theoretical-scientific issues in the field of entrepreneurship. In short, the basic goals that are claimed to be achieved are: raising awareness of the entrepreneur; preparing students to more easily understand trends in entrepreneurship and its role in building a sustainable economy; raising students' knowledge on the skills and creativity of entrepreneurs and to apply the knowledge learned.
Learning outcomes:	After completing the course, students are expected to: 1. Establish their personal opinion regarding the importance of entrepreneurship using current entrepreneurship literature; 2. Are ready to draw up feasibility plans for their business ideas; 3. Develop a business plan; 4. To be able to analyze, compare different tools for analyzing the business environment from the context of business management.

Contribution to the student's workload (must correspond to the student's learning outcomes).			
Activity	Hours	Days/Week	Total
Lectures	2	14	28
Theoretical/laboratory exercises	1	14	14
Contacts with the teacher/consultations	1	10	10

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Colloquiums, seminars	1	2	2
Homework	1	10	10
Student's own study time (library/home)	2	30	60
Final exam preparation	2	10	20
Time spent on assessment (tests, final exam)	2	10	20
Projects, seminars, presentations, etc	2	8	16
TOTAL			**180**

Remarks: 1 ECTS / Credit = 30 teaching hours of commitment.
The subject has 6 ECTS/Credits, the student must commit 180 hours during the semester (180:30=6 ECTS)

Teaching methodology:	Teaching will be organized 2 (two) hours per week of lectures by the subject professor and 1 (one) hour of exercises, practical work. Presentation of the learning topic in PowerPoint. Repetition of the previous topic by the assigned group of students, analysis, research and individual and team exercises. Case study or task (for the exercise class) related to the taught topic.
Evaluation methods:	The first test is carried out with a one-hour written exam, after 50% of the course syllabus has been completed, and the second test after the material has been completed. The final exam is conducted with a 1-hour written exam in appropriate groups for the objective conditions of the exam. The results are announced to the students within 7-10 days from the day of the final exam. Students dissatisfied with the result have the right to appeal. First test: 45 points Second test: 45 points Activity & Follow-up: 10 points Final exam: 100 points. Point values: The exam has 100 points. 50-60 = 6; 61-70 = 7; 71-80 = 8; 81-90= 9; 91-100 = 10 Scores below 50 do not reach the passing grade.
Literature	
Basic Literature:	1. 1. Solymossy, E. & Merovci, E. (2006) "Entrepreneurship", Prishtina: University of Prishtina.

Additional literature:	1. Stokes, D. & Wilson, N. (2010). "Small Business Management and Entrepreneurship". 6th edition, Hampshire: Cengage Learning EMEA
	2. Greenberg, D., McKone-Sweet, K. & Wilson, H. James (2011). 'The New Entrepreneurial Leader: Developing Leaders Who Shape Social & Economic Opportunity', San Francisco: Berret-Koehler Publishers.
	3. Hisrich, R., Peters, M. & Shepherd, D. (2016). 'Entrepreneurship', 10th edition, New York: McGraw Hill Education.
	4. You can also use any book or scientific magazine related to the entrepreneur, which can be browsed online.

Designed lesson plan:	
Week	**The lecture that will take place**
First week:	Presentation of the syllabus
Second week:	Introduction - for the subject of entrepreneurship
Third week:	What is entrepreneurship and who is an entrepreneur? (pp. 3-15)
Fourth week:	Market analysis and research. (pp. 19-38)
Fifth week:	Feasibility (fruitfulness) study. (pp. 43-59)
Sixth week:	Entrepreneurial Idea Testing and Buyer Analysis (pp. 63-88)
Seventh week:	Business plan (pp. 93-116)
Eighth week:	The first colloquium
Week nine:	Business plan - continued (pp. 117-130 & pp. 145-159)
Tenth week:	Enterprise management (pp. 173-194)
Eleventh week:	Enterprise management - continued (pp. 194-206)
Week twelve:	International business (pp. 209-225)
Thirteenth week:	the Internet; Electronic commerce (pp. 225-246)
Week Fourteen:	Entrepreneurship exam (pp. 251-258)
The fifteenth week	The second colloquium
Academic policies and rules of conduct:	

• First of all, the student must be aware and respect the school institution and rules;
• Must respect the schedule of lectures, exercises and be attentive in class;
• Is obliged to keep calm and be a participant in the discussion;
• During the drafting of papers and projects, the student must adhere to the academic code and rules, and avoid copying in any case.

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Updated Syllabus of the Continuous Professional Development Course of EQF level 6 on the "Innovation and Entrepreneurship " Competence

Public Accounting/ Faculty of Economics

Prof. Ass. Dr. Arben Sahiti

Academic Unit	Faculty of Economics
Title of the course	Public Accounting
Level:	Bachelor
Course Status:	Elective
Year of studies:	3rd year, 6th semester
Number of hours per week:	3:2
ECTS:	6 ECTS
Time / location:	UKZ
Course Description	This course will introduce students to public accounting. The focus will be on how financial reporting of public sector entities is reported. Particular attention will be paid to the similarities and differences between the public and private sectors in terms of bookkeeping.
Updated with new concepts	Beprog software: An accounting system is a set of records and the procedures and equipment used to perform the accounting functions. Manual systems consist of journals and ledgers on paper. Computerized accounting systems consist of accounting software, computer files, computers, and related peripheral equipment such as printers. Regardless of the system, the functions of accountants include: - observing, identifying, and measuring economic events; - recording, classifying, and summarizing measurements; and - reporting economic events and interpreting financial statements.

Learning Outcomes:	• Students will be able to understand the basic principles on which public accounting develops and operates • Students will be able to prepare and interpret financial statements for public sector organizations
Carpe Diem process	**Blue print** https://docs.google.com/document/d/1Fgl0YFdXAzWAYLiic8IMcm8fb3VXlKSi/edit **Storyboard,** https://docs.google.com/document/d/1QDL2Vd977atDzUrl1jbt4OGvqqPqU3lI/edit **Prototype**, https://docs.google.com/document/d/14v6HVguX0hvB9-HDVZbhx4elt5uJsVK0/edit
Competence:	**Competence: ICT & Digital Competence** **Competence: Interdisciplinary Collaboration** Based on the program that UKZ purchased, students will be able to learn in practical way the most common concepts of public accounting, in this regard, they will develop also two competences, which are innovative and digital skills, the functions of accountants include: • observing, identifying, and measuring economic events; • recording, classifying, and summarizing measurements; and • reporting economic events and interpreting financial statements.
Personal competencies	Students will be able to: ● assess and analyze accountability as a career choice ● design a successful commercialization strategy for their product or service, launch their product or service to the market fast and acquire customers
Piloting phase:	Winter Semester 2022/23
Number of students enrolled	Around 60 students

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Old syllabus	See the link below: https://smu.uni-gjilan.net/PublicData
New syllabus	See below this document
Attendance lists	See below this document
Internal Evaluation	See the evaluation document from Quality Assurance Office
External evaluation	External evaluation form from International Relations Office This evaluation is composed for the project purposes only. It is not done yet.

New Syllabus of the Continuous Professional Development Course of EQF level 6 on the "Innovation and Entrepreneurship " Competence

Basic Course Data	
Academic unit:	**Economic Faculty**
Course title:	**Public Accounting**
Level:	**Bachelor**
Course status:	**Elective**
Year of studies:	**Year III, Semeser VI**
Number of hours per week	**2+2**
ECTS:	**6**
Time / location:	UKZ
Course lecturer:	
Contact details:	
Course description	Public sector accounting is a course on general theoretical and practical knowledge on public sector accounting, helping future staff to deepen practical knowledge on accounting management in enterprises of this sector, given the fact that the management of public sector bodies, especially the governing ones, due to the destination and variety of activity, is much more complex. This is justified by the fact that the public sector has as its primary function the provision of public goods and general services, such as public order, national defense, culture, education, science, social and economic assistance, health, etc.
Course objectives:	This course will introduce students to public unit accounting. . The focus will be on how to report the financial reporting of public sector entities. Special attention will be paid to the similarities and differences between the public and private sectors in terms of bookkeeping. It is estimated that with this part of accounting to be worked on in the second and third year, students will be prepared for other more advanced levels in the field of accounting.
Learning outcomes:	Students who will attend this course have prior knowledge of the basics of accounting, financial accounting and management (this also means the difference between the two sectors and their accounting). Upon completion of this course, students will be able to: • Understand the public sector and its characteristics; • Public sector accounting and its functioning through KFMIS, qualitative characteristics and basis of accounting used in the public sector, the

way of organization and functioning of the state treasury, familiarity with the financial statements of local and central level;
- Linking public accounting with the state budget;
- Public (government) asset accounting;
- Accounting of public revenues and public expenditures;
- Corrective actions.

Contribution to student workload			
(should correspond to the student's learning outcomes)			
Theory / practice ratio			
Lectures	3	15 weeks = 45	1,2,3,4,5,6
Theoretical / laboratory exercises	2	15 weeks = 30	1,2,3,4,5,6
Contacts with the lecturer / consultations	2	15 weeks = 30	1,2,3,4,5,6
Colloquium, seminar	3	3 days = 9	1,2,3,4,5,6
Homework	1	3 days = 3	1,2,3,4,5,6
Practical work	/	/	/
Student's own study time (in the library or at home)	4	10 weeks = 40	1,2,3,4,5,6
Final preparation for the exam	3	3 days = 9	1,2,3,4,5,6
Time spent on assessment (tests, quizzes, final exam)	4	4 days = 16	1,2,3,4,5,6
Projects, presentations, etc	1	8 days = 8	1,2,3,4,5,6
Total	**6 ECTS*25 =150 hours**		

Remarks: 1 ECTS / Credit = 25 teaching hours commitment.

The course has 6 ECTS / Student loan must have commitment during the semester 150 hours (150: 25 = 6 ECTS)

Teaching methodology:	Teaching will take place through lectures, practical assignments, individual and group interpretations, periodic self-assessments, etc. All this will be realized in the theoretical and practical aspect by presenting the materials in

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audio-visual form through electronic technology with Windows Office programs. In theoretical terms, general scientific knowledge based on contemporary literature will be provided. The practical part will be realized mainly through concrete examples from the literature and from the practical knowledge of private and public manufacturing enterprises and for-profit organizations. In this way, the creation of interactive professor-student and student-student relations will be aimed.

Assessment methods include: written exams; team work and engagements; individual work; as well as presentations.

			Assesment in %	Final Grade	
•	*Attendance and activities*	*10%*			
•	*Test/colloquiums I*	*35%*	91-100	10 (ten)	A
•	*Test / colloquiums II*	*35%*			
•	Presentation-homework	20%	81-90	9 (nine)	B
	Total:... ..100%		71-80	8 (eight)	C
Note: Students have the opportunity to finalize their grade through K1 and K2.			61-70	7 (seven)	D
If students are not satisfied with the final grade, then they can take the final exam which is calculated 100%.			50-60	6 (six)	E
			0-49	5 (five)	F
			0-40	5 (five)	FX

Literature	
Base literature:	Dr.Shefket Jakupi, Dr. E.Osmani, Dr.Ll.Hebibi "Budget Accounting, (For the public sector and NGOs), Ulcinj, 2015
Additional literature:	Dr.Nexhmie Berisaha-Vokshi, Public Sector Accounting, Prishtina 2013

Irena Bogdani, Public Accounting, Tirana, 2017

Dr. Nafi Polozhani, Public Accounting, Struga, 2016

Treasury manuals.

International accounting standards for the public sector.

Paul A. Copley, Essentials of Accounting for Governmental and Not-for-Profit Organizations, Tenth Edition |
| **Designed lesson plan:** | Week The lecture that will take |

Week 1	Introduction to the public sector; Course objective; Public sector and its units; Characteristics of the public sector and goals and objectives
Week 2	Public sector accounting; Purposes and qualitative characteristics of public sector accounting: Importance of accounting information for its users to public entities. Legal and administrative framework for financial reporting in the public sector. Basis of accounting for the public sector; Public sector accounting in Kosovo; Kosovo Financial Management Information System.

Week 3	Linking public accounting and the state budget. Elements of the state budget; Fiscal years; Budget policies and procedures.
Week 4	Public (government) property accounting; Definition of public property; Classification of public property; Asset registration, procedures.
Week 5	Discussion issues and examples related to accounting practice in the public sector.
Week 6	The first periodic evaluation of the subject
Week 7	Public (Government) Asset Accounting -Inventory of assets; Valuation of property; Depreciation of property; Asset revaluation; Alienation of property; Improving wealth.
Week 8	Public revenue accounting; Sources of public revenues and their types; Revenue collection; Cash collection in the form of cash; Revenue recording; Reconciliation of revenues.
Week 9	Public Revenue Accounting - Utilization of public revenues by organizations that collect public money; Money transfer; Withdrawals of public money; Dividend income
Week 10	Public expenditure accounting; Classification of public expenditures; Allocation of funds; Committed funds; Expenditures requiring procurement; Expenditures that do not require procurement.
Week 11	Public expenditure accounting; Initiation of expenditures; Receipt of goods, services; Execution of expenses; Certification (approval) of payments; Advance payments; Petty Cash; Illegal or erroneous payments; Contingencies.
Week 12	Regulatory actions
Week 13	Discussion issues and practical examples related to the realized teaching units.

Week 14	Second evaluation from the course
Week 15	Summary of final results from periodic evaluations

Academic Policy and Code of Conduct
The student is obliged to attend lectures and exercises. Plagiarism and copying in exams are punishable under the statute and other university regulations. The code of conduct applies to both students and teachers.