

Evaluation Report External Expert Team UBT-College 2015

FINAL

Evaluation Report

by the team of experts,

assessing study programmes of UBT-College

in the process of accreditation and re-accreditation

and assessing the accreditation of the branch in Prizren

by the Kosovo Accreditation Agency

June, 12th 2015

Table of Content

1 Preamble	4
2 General Remarks	5
2.1 Vision, Mission and Strategy	5
2.2 Staff Meeting	5
2.3 Student Meeting	6
3 Programme Accreditation	8
3.1 BA Management, Business and Economics	8
3.1.1 Academic programmes and student management	8
3.1.2 Staff	14
3.1.3 Research and International Co-operation.....	14
3.1.4 Finances and Infrastructure/Space and Equipment	14
3.1.5 Quality Management	15
3.1.6 Branch of Prizren	15
Overall Recommendation	15
3.2 BA Nursing	16
3.2.1 Academic programmes and student management	16
3.2.2 Staff	19
3.2.3 Research and International Co-operation.....	19
3.2.4 Finances and Infrastructure/Space and Equipment	20
3.2.5 Quality Management	21
3.2.6 Overall Recommendation	21
3.3 BA Social Work	21
3.3.1 Preface.....	21
3.3.2 Academic programmes and student management	22
3.3.3 Staff	25
3.3.4 Research and International Co-operation.....	25
3.3.5 Finances and Infrastructure/Space and Equipment	25
3.3.6 Quality Management	26
3.3.7 Overall Recommendation	26
3.4 LLM International and European Business Law	26
3.4.1 Academic programmes and student management	26
3.4.2 Staff	27
3.4.3 Research and International Co-operation.....	27
3.4.4 Finances and Infrastructure/Space and Equipment	28

3.4.5 Quality Management	28
3.4.6 Overall Recommendation	28
4 Branch Accreditation of Prizren	29
4.1 Mission, Vision, Values and Objectives	29
4.2 Governance & Internationalisation	29
4.3 Finance	29
4.4 Development Plan	29
4.5 Quality Management	30
4.6 Programme Accreditation	30
4.6.1 Preliminary Remarks:	30
4.6.2 Bachelor of Science in Architecture	30
4.6.3 Bachelor of Science in Architecture	31
4.6.4 Bachelor of Arts in Management, Business and Economy	31
4.6.5 Bachelor of Laws (LLB)	31
4.6.6 Bachelor of Science in Computer Science and Engineering	32

1 Preamble

The Kosovo Accreditation Agency (KAA) is requested by the Minister of Education, Science and Technology of Kosovo to evaluate all private institutions of higher education which operate in Kosovo. According to this request it was decided that bachelor programmes and master programmes of UBT College (UBT) shall undergo a program accreditation (or re-accreditation, as appropriate) and branch accreditation of Prizren. In order to evaluate the study programmes the KAA established a team of experts. The following experts were appointed to the team:

- Dr. Peter Parycek/ Danube University Krems (AT)
- Prof. Dr. Monika Petermandl/ UAS Vienna (AT)
- Prof. Dr. Jadwiga Mirecka/ University of Krakow (PL)
- Prof. Dr. Johannes Falterbaum/ Cooperative State University Baden Wuertenberg (DE)
- Prof. Dr. Graham Orange/ Leeds Metropolitan University (UK)
- Prof. Dr. Joerg Becker/ University of Applied Sciences and Arts Dortmund (DE)
- Mr. Rok Primožič/ European Students Union (EU)

Prof. Dr. Monika Petermandl was asked to be chairman of the team.

According to the Kosovan assessment regulations a site-visit (SV) of UBT College by the team of experts is part of the evaluation process. Therefore a site-visit (SV) was organised by the KAA at UBT in Pristina and at the branch in Prizren for April 24th and 25th 2015.

According to the Code of Good Practice for site-visits, the Guidelines for experts (Academic Programmes and Institutional accreditation of branches) edited by the KAA, the team of experts delivers the following evaluation report. The evaluation report is based upon a Self-Evaluation Report (SER) including a staff list and their CVs of UBT and the final site-visit reports which have been delivered in the process of accreditation in 2012, 2013 and 2014, including numerous recommendations. The team of experts asked for additional documents. The requested documents were delivered within the agreed deadline.

The frame of reference for the evaluation report is international standards of comparable institutions of higher education (benchmarks) and the standards, edited by the KAA (10.2013).

This report will conclude with a number of recommendations concerning each of the course programmes proposed: they are the personal opinion of the authors and are formulated with the experiences mentioned above in mind. They reflect what the authors regard as good or standard practices in a number of mainly Western European education systems, without wanting to prejudice the different conditions of tertiary education in the Kosovo in any way. Therefore, the final decision on the University's application for accreditation/re-accreditation of the courses mentioned above will have to be made by the relevant authorities. In this context, the undersigned recognize the heritage of a very difficult period tertiary education in the Kosovo had to undergo in the 1990s and the "lost generation"; with its declaration of independence Kosovo should look to the future, and in tertiary education the future lies in the approximation of national standards to those generally prevalent in the European Union.

This report could not have been written without the support of the staff of the KAA in the first place, and also without a number of helpful face-to-face contacts at the University.

On 11th June 2015 the expert team received the **Comments to the Draft Evaluation Report given by College UBT**. The experts want to thank the College for their open reception of the assessments and recommendations offered and for their profound and relevant considerations and additional information.

2 General Remarks

2.1 Vision, Mission and Strategy

UBT College has been accredited by Kosovo Accreditation Agency (both institutional and programmes) first in 2009 and since then undergone several re-accreditations. Thus it is already established in the higher education scenery and society of the Kosovo.

Its vision and mission are roughly formulated in the first chapter of the Self Evaluation Report (SER), namely to "contribute to Kosovo's long-term economic and social development". This includes the focus on specific regions and their special needs and explains the strategy of UBT to establish branches in places outside of Pristina, in the given case in Prizren.

It has to be stressed that the College intends to develop its study programmes demand driven and that it has undertaken several relevant market analysis. This procedure is documented in the regulations for "Curriculum process and principles of curriculum development at UBT (SER pp 6-8).

The Evaluation Team (ET) appreciates that some overarching didactic goals have been formulated for the curriculum development, e.g. to "offer the students knowledge within their speciality as well as social competencies" and to "develop their readiness for life-long learning".

In connection with the application for the new branch in Pristina the Vision, Mission and Strategy of UBT is described in a more detailed way (SER pp 220-224). This document is structured in the "Mission Statement", "Vision Statement" and "Strategic Plan". The Strategic plan contains the objectives to be reached and the suitable strategies. This is assessed as a step into the right direction and brings necessary clarifications for relevant actions. Yet what is missing are some indicators which prove that the intended objectives have been achieved. In addition the process of continuous revision of the objectives and strategies should be considered.

Recommendations:

- The UBT College has made great progress in clarifying its Mission, Vision and Strategies. On this base it should consider indicators which prove the achievement of the objectives.
- In addition it should create regulation to continuously revise its objectives and strategies.

2.2 Staff Meeting

While the more detailed report on the staff is in the assessments for each programme, this chapter contains some general reflections and recommendations for the teaching staff at UBT. It seems that for a private college, UBT has a high number of full-time employed staff. However, it should be noted that these efforts should be continued as UBT is a higher education institution, which needs to combine teaching and research in order to offer quality programmes and good experience for students.

A large part of the full-time teaching staff holds BA or MA degrees. While that is adequate for the study programmes at hand, UBT should put more emphasis on attracting staff with PhD and allow current staff further academic development. It should also be stressed that adequate time and

possibilities for research of the teaching staff should be ensured. In higher education, teaching and research go hand in hand, so it is important that all staff has also a chance to conduct their research and should connect their teaching to research as well. This is even more important for the graduate programmes, where students are expected to already conduct their research at a high level.

However, it needs to be noted that according to the SER, UBT has developed strategies and policies for academic and professional development of the staff and polices to attract better qualified staff. It should also be noted that there are a number of experts that are part of the teaching staff at UBT that have held important positions in the professional world, which contributes to the quality of the teaching and learning process at UBT.

Recommendations:

- Continue supporting academic and professional development of the staff
- Continue implementing policies to attract better qualified staff
- Enable existing staff adequate time for research

2.3 Student Meeting

UBT has a relatively small number of students, with the majority of the students enrolled in the Management, Business and Economics, Computer Science and Engineering and Architecture and Spatial Planning programmes. The number of students has been rising steadily in the last years, with opening of new departments and courses, which poses a challenge. However, the new programmes seem to be well integrated in the UBT and the rise in student numbers was accompanied by new facilities as well. From the site visit, it could be surmised that the facilities and equipment are adequate for the before-mentioned number of students.

The students seemed satisfied with their choice of university, pointing out as biggest advantages interactive teaching methods and mobility options that UBT offers. Class sizes were described as appropriate, and it seems professors are available for students also outside of lectures. The online Moodle platform offers adequate information for students regarding the schedules of lectures, exams etc., and allows publishing of course materials, submitting assignments, discussion groups and similar features. It seemed that in general the students were satisfied with student services that UBT is providing.

It was pointed out that UBT uses interactive and modern teaching methods, which enable students to be more active in the teaching and learning process. While it was not possible to assess the whole extent of that, it should be noted that relatively small numbers of students in classes and adequate equipment in laboratories contribute to a better learning process of students and should be continued.

UBT, in collaboration with students, also offers a wide range of extra-curricular activities, which can enhance the student experience and enable learning also in different environment. It was not possible to assess what are the numbers of students that are involved in these activities, but this practice should also be continued.

The SER shows that the employment opportunities of the students are very high. UBT also regularly communicates with their Alumni, which should be noted as a good practice. Career office offers adequate support to students with their internship programmes.

Mobility opportunities were also pointed out as an important part of the students experience by both UBT staff and students. There are diverse options available, as a part of different bilateral agreements or projects, in which UBT is participating. It was also pointed out that a number of professors from foreign universities and teaching in English bring an additional international perspective to the programmes.

An important thing for student involvement is also the student feedback that allows continuous reflection and improvement of quality of the programmes and student experience. UBT conducts regular student surveys at the end of the course, which were in the past taken by around half of the students. UBT has improved that system so that now majority of the students fill in the survey and this effort should be continued. It should also be pointed out that mechanisms for collecting feedback from Alumni are in place and should be noted as an example of good practice. However, it would be recommended that students and Alumni are also included in the preparation of new programmes as they can add an additional perspective, especially on the teaching and learning process.

One thing to point out is a relatively small student pass-rate, which for some departments is below 50%. UBT has taken initiative to address this issue by introducing the tutor system, which has improved the rates, but these efforts would need to be continued and improved. Furthermore, the reasons for these rates would need to be analysed more closely and it would be recommended that this is done in cooperation with students.

It was also pointed out that finding adequate and cheap accommodation is a big challenge for students and it would be recommended that UBT tries to include within their facilities also student dormitories.

Recommendations:

- More closely monitor the progress of students throughout the academic year and continue to improve the tutor system with the aim of offering additional support for students that are shown to not cope with the workload.
- Continue improving the student feedback system, including also the monitoring of the workload of students in order to assure that the allocated workload for each course is respected.

3 Programme Accreditation

3.1 BA Management, Business and Economics

3.1.1 Academic programmes and student management

- Does the academic programme correspond to the institution's mission statement and principles of employability?

The programme offers basic knowledge, skills and competences related to the business field. The specializations which may be chosen as electives consider the actual needs of an economy in transition with a developing Finance, Banking and Insurance system, with changes in the Accounting, Auditing and Taxation systems and with many start-ups which need to compete in a growing market. Thus the programme clearly corresponds to the mission statement to "contribute to Kosovo's long-term economic and social development".

- Are the programme's quality, range and academic aims appropriate according to the academic degree?

The following statements by the expert are based on the SER, additional documents with course descriptions (missing in the SER) and the Final Evaluation Report on the re-accreditation of the programme BA management, Business and Economics from the year 2012.

The Curriculum Overview (SER pp 22-26) gives a rough picture of the structure of the course. The semesters 1-4 contain the compulsory core courses, semester 5 offers just one compulsory course (Project Management) and the choice between 7 specializations (each with 4 compulsory courses if students have chosen a certain direction). Semester 6 is dedicated to the Bachelor Thesis and offers in addition a range of elective courses for each specialization.

It may be summarized that students don't have wide options for electives but have to make a clear choice concerning their specialization. Nevertheless the expert appreciates that this structure of the bachelor programme provides students with more concentrated knowledge, skills and competences in one field what may assure a certain expertise.

It is disappointing that the formal deficits having already been pointed out in the 2012 evaluation report are still existing in the SER 2014 (1st semester: "English 1", though there is no English 2, "Calculus" with 0 credits, being defined in the course description as "prerequisite for Mathematics", yet not being clarified if this course is compulsory for all students or only for those with lacks in Mathematics; 2nd and 3rd semester "Statistical Methods for Business I resp. II, not showing in the title the specific content; lack of time space for an Internship or for international mobility activity – the project in the 6th semester (6 ECTS) might (related to the Bachelor thesis) be used for this purpose.

The following statements are related to the obligatory *core courses*. (The 7 specializations will be discussed separately.) For all courses module descriptions have been available to the Expert. They cover a short Description of the content, the Learning outcomes, the Teaching/Learning methods, the Assessment methods, the Equipment, the Theoretical/practical ratio and the related Literature. This information has been a sufficient base for the assessment of the Expert.

The core courses represent the essential knowledge, skills and competences which a bachelor programme in Management, Business and Economics should offer.

The following points should be considered:

Semester 1: For “Mathematics” the Learning outcomes are missing

Semester 4: The course is concerned with the use of qualitative and quantitative methods. Both approaches play an important role in business research. It is not clear whether the two approaches are really balanced. While the course description seems to be focused more on quantitative research, the recommended literature is more directed to qualitative research.

The position of the course “Business Project” (SER pp-46-to 47) should be clarified: Is it offered in the 6th semester? Is it obligatory for every student? There are overlaps with the specialization “Management, Entrepreneurship and Innovation”. But consider the above mentioned recommendation of the Expert to use the course “Project” in the 6th semester for an internship (related to the Bachelor thesis).

Some of the literature recommendations should be updated, e.g. Introduction to ICT and Personal Productivity, Business Law, Organisational Behaviour and Leadership, Introduction to Human Resource Management, Research Methods, Strategic Management and Innovation, Project Management, Statistical Methods for Business II, International Trade ITR

As being mentioned above, in the 5th semester the students may elect one *specialization* (out of seven being listed in the SER (pp 24-26)). Each specialization covers 24 ECTS.

In the re-accreditation procedure of 2012 two specializations have been accredited: (1) Finance, Banking and Accounting (2) Marketing and Sales.

For the re-accreditation in 2015 UBT College applies for the accreditation of the following 7 specializations:

1. Finance, Banking and Insurance
2. Accounting, Auditing and Taxation
3. Marketing and Sales
4. Management, Entrepreneurship and Innovation
5. Operations Management
6. International Business
7. Tourism Management

This means that except for the specialization Marketing and Sales all other have been either separated and extended or are completely new specializations. Consequently these specializations have to be accredited for the first time.

The following comments will first deal with the earlier accredited specialization Marketing and Sales and go on with those to be accredited for the first time.

The *specialization “Marketing and Sales”* is based on the core course “Marketing” in the 3rd semester. Without any overlaps with this course the specialization deepens relevant knowledge, skills and competences into 4 directions: Marketing Research, Consumer Behaviour, Integrated

Marketing Communication, Sales and Sales Management. This programme represents the state of the art. It may be mentioned, that the common understanding of Integrated marketing Communication not only aims at the coordination of the external communication of an enterprise but also on the coordination of the internal and external communication (all persons of an enterprise communicate the same messages).

The specialization "*Finance, Banking and Insurance*" emanates from the splitting of the former (earlier accredited) specialization Finance, Banking and Accounting into two separate branches, one with the focus on financial issues, the other one on accounting. This separation was combined with an extension of each of the specializations. The expert appreciates this stronger focusing as result.

The enrichment of the specialization with insurance makes sense, as risk policy is closely related to financial strategies. The specialization is based on the course "Managerial Finance" in the 3rd semester. This course is theory based, and so are the courses of the specialization. They are more directed to macroeconomic understanding than to financial management within enterprises. It is recommended to strengthen the view on applied financial and risk management on the microeconomic level. This may happen by selected case studies.

Yet the expert understands that this specialization should open to graduates wider options either to work in bank and insurance companies or as financial managers of enterprises.

The specialization "*Accounting, Auditing and Taxation*" has also been deducted from the former specialization Finance, Banking and Accounting. The focus Accounting has been enriched by Auditing and Taxation issues what together makes a clear professional orientation.

This specialization is based on the courses "Introduction to Financial Accounting" in the 1st semester, "Managerial and Cost Accounting" in the 2nd semester and "International Accounting Standards and Reporting" in the 3rd semester. Thus the specialization has already a solid knowledge fundament. It deepens the understanding of specific accounting questions and of additional issues connected with accounting like taxation and auditing. Overlaps with the core courses have not been discovered.

In the course description for Tax Accounting the learning outcomes are missing.

Already in the re-accreditation 2012 the application for a specialization "Management and Entrepreneurship" has been submitted but not been recommended by the expert team. In the application for re-accreditation 2015 there is again an application for this specialization, now named "*Management, Entrepreneurship and Innovation*". As the author of this evaluation report agrees with the need for such a specialization, she has examined in detail the quality of the proposed courses.

The core courses of semesters 1-4 build the fundament for this specialization. Of special relevance is the course "Strategic management and Innovation" in the 4th semester. While this course gives a general view, the courses of the specialization deepen the theoretical base ("Contemporary Management") and focus on "SME Management" and the further development ("Entrepreneurship and Managing Innovation") as well starting-up businesses ("Opportunity Development/Business Planning"). There is a clear overlap of this course with the course "Business Project". As mentioned above the position in the curriculum of the latter course is not transparent for the evaluating expert. Is it a compulsory course in the 6th semester? The expert has recommended to give the 6 ECTS in the 6th semester for an internship (in Kosovo or abroad), connected to the bachelor thesis.

It will be necessary to make a clear decision concerning this question and to avoid overlap with the specialization “Management, Entrepreneurship and Innovation”.

Altogether may be stated that the specialization “Management, Entrepreneurship and Innovation” will enhance entrepreneurial leadership in general and give stimuli for the management of SMEs and start-ups. It should also be mentioned that UBT College prepares the establishment of Business Incubators both at the main campus in Pristina as at the new branch in Prizren.

The application for accreditation of the specialization “*Operations Management*” is being submitted for the first time in 2015.

Already In the 3rd semester a course “Operations Management” is offered. It contains many of the issues being planned for the specialization, like Supply Chain Management, Inventory Planning. It also includes a view on the special needs of service organizations. Therefore the 4 courses “Logistics Management”, “Inventory management”, “Supply Chain Management” and “Service Operations Management” just offer a more in-depth sight. The expert notices some overlaps, especially concerning the courses “Inventory Management” and “Supply chain Management”.

It is recommended first to sharpen the profile of the specialization and then to apply again for this specialization.

Already in 2012 there has been submitted the application for accreditation of the specialisation “*International Business*”. It has been rejected.

International business has its fundament in the curriculum with the courses “International Trade” and “International Accounting Standards and Reporting” (both in the 3rd semester). English as a prerequisite for international activities has been sufficiently considered. It might be appropriate to offer a second foreign language (e.g. as elective course in the 6th semester).

The 4 courses belonging to the specialization “International Business and Strategy”, “International Marketing Management”, “International Corporate Management” and “International Business in Emerging Markets” address important questions of business internationalization and are assessed as being profoundly necessary for the further development of the economy and the firms in the Kosovo.

Yet it has to be mentioned that 2 of the 4 foreseen academic teachers could not been found on the UBT staff list of KAA. Therefore the expert urgently recommends clarifying this before the start of the programme in autumn 2015.

The specialization “*Tourism and Hospitality Management*” is a completely new offer. It has no specific connection to one of the courses in the curriculum. It may be considered to offer relations to the tourism branch included in one or more of the core courses (just to give students a clearer choice when they elect their specialization). Nevertheless the core courses in the 1st to 4th semester build a satisfying general base for this specialization. It is supposed that tourism will have a high potential in the further development of the Kosovar economy.

The 4 courses “Tourism Management”, “Hospitality Management”, “Destination Management” and “Travel and Mobility Management” prepare a wide orientation of the tourism business. They may be deepened in a more specialized master programme. It should be considered (like mentioned above

for the specialization “International Business”) to offer a second foreign language as an elective course in the 6th semester.

Unfortunately only 1 of 4 foreseen academic teachers is on the staff list of KAA. There still seems to be a lack of appropriate academic staff for this specialization. Therefore the expert recommends first to handle this problem and to consider the above mentioned recommendations and then to apply again for this specialization.

The 6th semester is primary dedicated to the Bachelor Thesis, but offers in addition a seminar (3 ECTS), Electives (6 ECTS) and the Project (6 ECTS).

It is reckoned that the Seminar is planned as a supervision of the Bachelor Thesis, if not it should be used for this purpose.

Altogether the expert has got the impression that the Bachelor Thesis is well prepared by the courses “Research Methods” (3rd semester) and “Project Management” (5th semester). The regulations to the Bachelor Thesis (SER p 73) are transparent and adequate.

The “Project” should be combined with an internship and related to the issue of the Bachelor Thesis (as mentioned above).

There has been delivered by UBT College a list of the optional electives. It is not indicated how many ECTS each of the electives provides. The expert recommends giving students the opportunity to choose 2 different electives, which need not to be related to the chosen specialization. Foreign Language courses should also be offered as electives.

Recommendations:

- Correct the formal deficits in the curriculum overview
- Provide a 6 ECTS internship, e.g. in the 6th semester (maybe included in the course "Project")
- Clarify the position of the course "Business report" within the curriculum
- Update literature recommendations in the course descriptions
- Specialization Finance, Banking and Insurance: strengthen the view on applied financial and risk management on the microeconomic level. This may happen by selected case studies.
- Specialization Accounting, Auditing and Taxation: complete in the course description for Tax Accounting the learning outcomes
- Specialization Management, Entrepreneurship and Innovation: Avoid overlap of the course “Opportunity Development/Business Planning” with the course “Business Project”
Specialization
- Specialization International Business: consider offering courses in Foreign Languages as electives (e.g. in the 6th semester)
- 6th semester: use the seminar as supervision to the Bachelor Thesis
- Indicate the ECTS for the electives in the 6th semester
- Make it possible that students may choose 2 different electives in the 6th semester

Condition:

- Specialization International Business: Before the start of the Bachelor programme in autumn 2015 the staff situation for this Specialization has to be clarified in accordance with KAA

- Is the programme based on an overarching didactic concept that has been adequately communicated and adopted amongst the teaching staff?

Some didactic goals and methodical principles are included in the Mission Statement of UBT College. It is likely that these have been communicated amongst the teaching staff. The course descriptions show efforts to adopt active learning methods like group work and case studies, analyses, projects. In our talks with the teaching staff and the students the impression has been strengthened that learners' centred methods are being used.

- Does the academic degree correspond to international standards?

The programme corresponds to international standards of Bachelor degrees. What concerns learning contents, learning outcomes and assessment methods the curriculum is comparable to relevant Bachelor programmes familiar to the expert.

- Does the structure of the programme give sufficient opportunity for independent study, reflection and analysis? (e.g., what is the proportion of independent study time compared to online/distance teaching and classroom units?)

From 1st to 3rd semester 22 classroom hours per week are planned, in the 4th semester only 16 (what is not comprehensible), in the 5th semester 18. For the 6th semester the classroom hours per week are not indicated. In any case there is enough opportunity for independent study, reflection and analysis.

- Is the allocation of ECTS appropriate and comprehensible?

Fulfilled

- Is the workload required for the academic programme manageable for students?

Fulfilled

- Are the teaching methods and content of teaching units sufficient for the successful achievement of the programme's goals and outcomes (competences and qualifications, knowledge and skills)?

Fulfilled

- Is the overlap of academic content between the various curricula comprehensible and transparent?

See above under 1

- How do the admission criteria and admission procedures measure up to international standards?

Per study year 200 study places are available. The expert regrets that she could not find any information to the admission procedure.

- Is the ratio of the academic/artistic staff and the students appropriate?

What concerns the Bachelor programme "Management, Business and Economics" UBT College has contracted a sufficient number of permanent teaching staff. The ration academic staff/students is appropriate.

3.1.2 Staff

- Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?

UBT College has compared to other private colleges a very high proportion of permanent academic staff. This is also true for the Bachelor programme "Management, Business and Economics" (14 full-time, 7 part-time). This is being assessed as appropriate.

- Do the academic staff demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria?

What concerns the academic level, only 4 staff members of the Bachelor programme have a Doctor degree, 15 a Master degree. Some more efforts should be made towards staff development.

Recommendation: -

- Support staff development, esp. doctoral or PhD studies

3.1.3 Research and International Co-operation

- Is the teaching staff involved in research activities inside or outside the institution, and do these research activities have a knock-on effect on teaching/course contents?

UBT College has started International Conferences on "Business, Technology and Innovation". The proceedings from the conference in 2014 have been available to the expert. Among the authors are also 2 staff persons who also teach in the bachelor programme. These are promising steps.

- Is the extent and the quality of international cooperation in research and teaching adequate? In the SER a list of international cooperation in research and teaching is included. It proves a big number of co-operations, among others in involvement in Tempus Programmes and Erasmus Mundus programmes.

- Are students involved in research and cooperation projects?

The students are involved with their Bachelor thesis; some of them took part in mobility projects.

3.1.4 Finances and Infrastructure/Space and Equipment

- Does the institution have an adequate budget plan?

Not relevant for the programme evaluation

- Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?

The infrastructure for the Bachelor programme "Management, Business and Economics" is adequate.

3.1.5 Quality Management

- Are the institution's programmes assessed regularly within the context of internal evaluation processes?

The quality management is well organized

3.1.6 Branch of Prizren

The expert supports to offer in the Branch in Prizren the programme "BA Management, Business and Economics"

Recommendation:

To start with the three specializations:

- Finance, Banking and Insurance
- Marketing and Sales
- Management, Entrepreneurship and Innovation

Overall Recommendation

The expert recommends the *Re-Accreditation* of the programme BA Management, Business and Economics for 3 years.

This includes the *accreditation of the specializations* (in the 5th semester):

Main Campus in Pristina:

- Finance, Banking and Insurance
- Accounting, Auditing and Taxation
- Marketing and Sales
- Management, Entrepreneurship and Innovation
- International Business (under the condition that the academic staff situation has been clarified before the start of the programme)

Branch in Pristina:

- Finance, Banking and Insurance
- Marketing and Sales
- Management, Entrepreneurship and Innovation

The expert recommends *not accrediting the specializations* (in the 5th semester)

- Operations Management
- Tourism and Hospitality Management

The experts ask UBT College to consider all the mentioned recommendations

3.2 BA Nursing

3.2.1 Academic programmes and student management

The mission of the institution, as deduced from the Overview of UBT, is so broad, that can accommodate any programme. The Nursing programme extends beyond the initial profile of the Institution (Engineering and Managements) and reaches towards a totally new field of health sciences. It may, however reflect the far going institutional strategy to explore the new field(s) , which has not been explicitly defined in the SER, but seems to be indicated by an erection of the new building devoted to health sciences. The need for programme in Nursing is justified by deficiency of nursing staff in the region, as well as by the recently implemented obligation for currently working nurses to upgrade their competences.

Specificity of training in Nursing relies on fact that this a professional training, very strictly regulated by the European law, which defines the length of program (see below), the proportion of theoretical to clinical training , the main content of the programme as well as competences of the graduates. The main indicator of the programme quality and a prerequisite for its international recognition is then its compliance with these rules (see below).

The aim of the programme is to prepare graduates to work of registered nurse as well as to participate in research and teaching. The aims are reflected in the list of learning outcomes describing intellectual, professional and practice competences of graduates. The range of these

Every programme for Nursing must comply with the European Directive 2005/36/EC on the Recognition of Professional Qualifications (with amendment 2013/55/EU). In the last version of the programme (included in the additionally requested documents) the programme organizers quote the respective paragraphs in extenso, and declare that the programme generally adheres to the above defined requirements. Unfortunately there is a confusion regarding the understanding of training hours which in the Directive relate only to “instructional or contact hours” (being described as training given by teachers) but not to hours of independent studies. The later, comprising in total 680 are incorrectly counted by UBT as the programme hours .It means then that the programme still needs 680 more hours in order to comply with the European standards.

The proportion of teaching hours devoted to clinical training is correct. Yet , these hours remain to be described as “ ward visits” instead of “ward practice” or “clinical practice” which would indicate an active engagement of students in patient care or other clinical duties.

All the required courses are included. Elective courses are well chosen. The description of courses requires however some minor corrections. In two courses the titles do not correspond with their content (Psychology and Communication does not include training in communication, Biochemistry and Biophysics does not contain any topic from the later field). More attention should be paid to match the teaching, assessment methods and equipment. Clinical education Laboratory is indicated as an equipment in several courses which do not include laboratory training at all (Clinical Education) (Public Health, Internal Medicine and Nursing, Medical Surgical Nursing, Mental Health Nursing Elderly Care Nursing, Community Health Nursing. In other instances the nature of the laboratory training is not clear (Pharmacology, Management, Organisation and Quality Assurance, Education and Teaching in Nursing to end with Dissertation (!)).

It does not seem suitable that the literature recommended for studies is entirely in English. While applicable in other disciplines it will not work in Nursing studies because graduates should study in language which would enable them to communicate with their teachers and patients. At the moment most of nurse instructors do not have adequate knowledge of English to offer explanation and to examine students in this language. Most probably the same applies to majority of patients in the region as well as to currently working nurses to whom the programme is also addressed.

In two instances the choice of Literature is unjustified: (e.g. "The WHO Curriculum Guide for Schools of Nursing" which is meant for programme organizers not for students, or "The health for all policy frameworks for the WHO European Region" which is directed to health care authorities). In some other courses the recommended textbooks are more suitable for medical than for nursing students (Biochemistry of Stryiwer, Pathology of Robbins.)

Additional documents provided the List of practical skills required from nursing graduates. The List is broad, detailed and modelled on western European schools. It is however not reflected in the content of particular courses. One does not know then where these skills will be trained and who will be eventually responsible for confirmation of their achievement. The recommended solution would be to include the entire List into the student's evidence books and to check (confirm) achievement of skills during consecutive courses.

Whereas independent studies are always an integral part of every programme the Nursing programme does not leave much space for this. But this is the consequence of overloading the studies with the number of instructional hour required by the European Directive. Fortunately half of these hours have practical character which should release students from extensive theoretical preparations (unless required by theoretical exams).

The programme is "practice based", with a dominance of hands on experience therefore an online teaching has limited application.

There is some general problem with the ECTS points in Nursing programmes. While the total number 180 ECTS points is constant for all types of Bachelor studies, in Nursing studies the number of requested study hours is almost twice as high as the average in other disciplines. It results in a significant reduction of the hours left for self-studies. That is probably why in the presented programme in the clinical courses no hours for self-studies have been envisaged (even though each subject requires preparation for the 2 hours of written examination). It does not justify however somewhat incoherent allocation of ECTS points to basic courses. Why, for instance the courses Sociology of Health or Psychology and Communication with 60 hours of theoretical instruction have 40 hours of self-studies, while the course on Pharmacology (requiring much more students learning) with the same number of instruction hours has only 15 hours for self-studies?. Minor corrections aimed at more fair distribution of the self-study hours (including the clinical subjects) accompanied by re-calculation of ECTS point would be recommended.

The teaching methods represent a variety of didactic forms, from lectures, through case discussion, group work, clinical demonstrations till the ward visits and can be in principle regarded as suitable for this type of programme. There are minor differences between the teaching methods used in theoretical and clinical courses. In some instances however more course specific didactic approach would be needed (e.g. role playing in course on Communication, presentation and role playing in

Teaching in Nursing, project writing in Management or Public Health as well as skills training on simulators in the course on Emergency Nursing.

The possibility for clinical training in external units is assured in the recently provided agreement between the UBT and University Clinical Center Description of Kosovo. The list of external mentors has been also attached.

Description of the assessment methods does not provide a full information about its exact form .In relation to theory one can see in all courses (except Nursing Foundation II) automatically repeated: "Final examination -: 2hrs written examination." Yet the written examination can be an essay, set of open questions or multiple choice test, which does make a difference. These written exams are also used in subjects in which their application does not seem justified. Thus in Health Informatics one would rather expect computer based tasks (searching for information, data storing, preparing a presentation) than a written story. In the Nursing Research and Statistics it would be more adequate to pay more attention to students projects and critical reviews .It is striking that no one of the teachers uses an oral exam, which would check students ability to present and clarify the professional topics. The same scheme for examining applied in all subjects is not an advantage, because the more variable are the methods of examining, the better is the assessment in total.

In addition to assessment of theory there is also a practical assessment. In some clinical courses it is further described as assessment of clinical performance with the rating scale, evaluation with the check list, case study presentation and completion of practice record. All these approaches are correct, but their practical applicability to every subject seems problematic. The passing criteria are not defined.. And above all, the methods of practical assessment presented in courses do not correspond to evaluation measures which accompany the List of Skills. . The descriptions regarding the skills assessment should be mutually adjusted.

It also remains unclear what is the difference between Clinical Demonstration and Clinical Practice in the assessment. Procedures for evaluation of student's achievements in external units are not presented (except the Nursing Foundation II).

Admission criteria correspond to those which are used in other countries.

Recommendations:

- The total number of study hours has to be adjusted to the requirements of the European Directive on the Recognition of Professional Qualifications, taking into account only hours of instruction offered, but not hours of self-studies.
- The description of courses requires some minor corrections regarding the content of subjects and a match between the mode of teaching and equipment needed.
- In some courses more subject specific didactic approach would be needed (like. practical skills training performed in simulated conditions in the course Emergency Nursing role playing in Communication)
- More fair distribution of the self-study hours, accompanied by re-calculation of ECTS point would be desired.

- The assessment methods should be more variable and subject specific. The discrepancy between description of skills assessment presented in courses and in the List of Skills should be corrected. .
- As regards the assessment of practical skills as presented in the List the recommended solution would be to include all of them into the students evidence books and to check (confirm) their achievement during consecutive courses.
- The mode of assessment of students performance in the external units has to be defined.
- The literature recommended for courses should be revised with a focus on textbooks in a local language.

3.2.2 Staff

The list of staff originally included in SER included 11 persons, without a single one with a nursing experience, while the European Directive requires that training of nurses should take place under supervision of nurses.. In view of the deficiency of nurses with academic degrees in Kosovo, during a site visit a possibility of employing experienced nurses as teaching assistants for each of the nursing courses in addition to the academic teachers with an educational background related to nursing (medicine, dentistry, public health) was discussed .A teacher with academic credentials would take a responsibility for the academic content of the course, while one or two nurses (regarded an external staff). Could be responsible for professional training The solution proposed is untypical, but the current situation with shortage of qualified nurse instructors and inability to train the new nurses because of this makes “a closed circle” which has to be broken somewhere. And it does not lower the standard regarding the qualifications of teachers.

As an outcomes of the above mentioned discussion in the additional documents provided by UBT the Curricula vitae of 52 persons with 25 having experience in nursing (most of them with a graduate degree) are presented. The list includes 5 professors, 2 associate professor, 1 docent and 3 PhD holders (some however in areas quite distant from nursing and health sciences). And numerous, multiprofessional teams have been assigned to majority of courses. In this constellation the proposed staff can be regarded as assuring the proper training of nurses.

It remains to be clarified if the recently listed staff members have been accepted by KAA.

Recommendation:

- It has to be clarified if the recently listed staff members have been accepted by KAA.

3.2.3 Research and International Co-operation

On the most recent list of staff envisaged for teaching in the Nursing programme there are about 10 persons with a distinct research experience manifested by publications in international journals and presentations on prestigious conferences (although some part of this widely recognized scientific output does not relate to health sciences)/ Majority of the remaining staff members (the youngest ones) have one to few published papers, but concerning nursing or related disciplines (psychology, public health). Since the programme in Nursing is not yet in operation one cannot say anything about the link between the above mentioned research and teaching.

There are no data on research or educational cooperation in the field of nursing. Since there are no students yet in this programme so one cannot say anything about their involvement in research and international cooperation.

Recommendation:

- UBT should promote and develop research activities directly related to nursing..

3.2.4 Finances and Infrastructure/Space and Equipment

UBT has shown its determination to set up the new programmes in health sciences by erecting the new building which would accommodate them. At the moment it is prepared for Biotechnology and for Nursing.

The Clinical Education Laboratory for students of Nursing consists of the Nursing Software Room (156 m², one room (80 m²) destined for biochemistry and microbiology plus three rooms for practical training in nursing skills. (50,4 m² each). There are also 2 seminar rooms (400 m² each). This space is adequate for planned 50 students.

The list of equipment in the Laboratory for Nursing Skills is long (211 positions) but includes furniture, (tables, chairs, white board) equipment of the bio-microbiological laboratory (asbestos, cover glass, beaker holders, colony counter, water distillatory, incubator, etc.) and simple anatomical models. The most essential items related to practical training of nurses: like beds, manikins, sterilizer, as well as various disposables items are present although some of them in very small number. Two injection arms can be hardly regarded as sufficient for 8 students in the group. Besides they will be very soon totally worn out. It would be recommended to purchase few more models for injections and suturing as well as various wounds models. In addition there are also few instruments on display which do not belong to the nursing profile, but to physiotherapy (fitness, floor and bed for physiotherapy)

Close to the building of health sciences there is another new building accommodating a branch of the library. UBT made a significant effort to translate a dozen of textbooks from English to Albanian and the newly printed textbooks present nicely on the shelves. Unfortunately the books selected for translation are more suitable for medical than for nursing students. The set of English textbooks encompassing different fields of Biology is of limited use for the Nursing programme. The programme organizers should purchase available textbooks in Albanian and invest in further translation of textbooks but paying more attention to their suitability for nursing students (It would be recommended to consult the experts on this topic).

It has to be mentioned however that the programme organizers assured another type of teaching materials in form of videos on nursing related topics (the list of which had not been provided). The academic programme corresponds to the institution's mission statement and principles of employability?

Recommendations:

- It would be recommended to purchase few more models for injections and suturing as well as various wounds models.

- The programme organizers should purchase available textbooks in Albanian and invest in further translation of textbooks but more suitable for nursing students (after consulting with the experts on the field).

3.2.5 Quality Management

UBT has quite elaborated quality assurance system. However it's functioning in relation to the Nursing programme has not been yet tested

3.2.6 Overall Recommendation

The Program Bachelor of Science In Nursing can be recommended for accreditation under two conditions:

1. That the total number of study hours (without taking into account the hours of self-studies) will be adjusted to 4.600 as requested by the European Directive.

2. That the additionally proposed staff members will be accepted by KAA.

Other corrections recommended in the Report could (should) be implemented into the already running programme.

3.3 BA Social Work

3.3.1 Preface

In the Republic of Kosovo we see changing and progress in all spaces of economy and society. It is very helpful that this process is accompanied with a great number of different and specialized academic programmes in multiple Universities and colleges. In this development-process particularly of economy, technic but as well of art and health care up to now social problems are not noticed in an adequate manner. In spite of different reasons social situation is largely unregarded.

In consideration of the economic situation nowadays, a very small responsibility of the state of Kosovo for social affairs and as well missing expanded structures of non-governmental organizations the possibilities to realize a fundamental increasing of social standard soon seems of course not realistic.

Against the background it is courageous of UBT College to schedule a new academic programme of Social Work. But by a closer inspection state and society in Kosovo have to perceive the fundamental existing problems in very different areas. As the experience in different countries shoes a peaceful and positive development in long-term will not be possible disregarding social problems. In the development-process in direction to a western European standard -without doubt- it is indispensable to find solutions for social problems and raising the social standard.

So it is very creditable that UBT College is willing to provide this challenge! It is a big challenge concerning the education of qualified Social workers, developing innovative structures of Social Work and to realize cooperation with different stakeholders of Social Work. Much stronger than in other areas such as engineering, business and health, it is here necessary to develop programmes that not only meet European standards, but correspond especially the specific challenges in Kosovo. The importance of family, culture and historical experiences has to be considered in a specific way. This is also a big challenge for a scientific programme.

As far as known are Bachelor programs in Social Work, except the state university, are in the Republic of Kosovo very little established. Notwithstanding the additional explanations in detail UBT is therefore explicitly encouraged to advance developing this project! This programme appears settled right here in particular in the context of other faculties and programs of UBT College, and because of the solid operation of the university all in all. This involves an academic Programme, which is indispensable in responsibility towards the society even if in short-term no great financial gain will be achieved.

3.3.2 Academic programmes and student management

- Does the academic programme correspond to the institution's mission statement and principles of operation?

UBT College has a wide academic program. In this context it is good to complete programmes of Social Work and nurse. In context of university in a classic meaning, what is today unfortunately often forgotten, it is very useful to have different faculties and programmes site by site with the intention that these programmes come in contact and stimulate and enrich each other. UBT College as a big institution with a lot of resources so that it is possible to realize this demanding challenge.

- Are the programme's quality, range and academic aims appropriate according to the academic degree?

The academic programme is overall according to the academic degree. Particularly the syllabus represents the content of academic social work programmes in western European standard.

It is not sure, if it is helpful to qualify in one programme in two years graduates as professional/vocational social workers and with a prolongation of a third year the academic bachelor degree(see page 116 SER). There is a big discussion if it is helpful to melange these two education at the same time by the same institution. If UBT College want to do it in this way it is necessary to realise to different requirements of the employment market and problems realising the academic standard of the bachelor degree.

Recommendation: UBT College should make sure and expose how it is possible to realise two different degrees in one programme.

- Is the programme based on an overarching didactic concept that has been adequately communicated and adopted amongst the teaching staff?

The didactic concept was not in the centre of the evaluation. It is in particular a question to every teacher while the programme has started. Referring to the syllabus there is no doubt that the didactic concept is o.k. and adequately communicated.

In the SER (p. 117 f) we find same words about different Assessment methods. But in the description of the modules is not clear distinguished between different kinds of Examinations. But it is important for a academic Programme in Social Work to realise different assessment methods (oral, written, presentation etc.). There should be a system of various examinations to promote and test the different skills of the students. The syllabus is not enough specified, mostly is there written stereotype "Attendance, Final Exam". UBT College was asked to give more information as additional document. In the answer of UBT College from May 5, 2015 we get a very specified answer. UBT College mostly describe the assessment of the modules now "Attendance (10%) – Seminar (20%)

- Group presentations (10%) - Final exam (written - combination of multiple choice and open-ended questions = 60%). That is very specified but not various but stereotype again! And probably it is not practicable.

Recommendation: The College should elaborate a system of various assessments for the modules.

Does the academic degree correspond to international standards?

Yes, see above.

- Does the structure of the programme give sufficient opportunity for independent study, reflection and analysis? (e.g., what is the proportion of independent study time compared to online/distance teaching and classroom units?)

Yes, there is a good relation between required and elective courses.

- Is the allocation of ECTS appropriate and comprehensible?

Yes, overall it is available in this version.

- Is the workload required for the academic programme manageable for students?

Yes.

- Are the teaching methods and content of teaching units sufficient for the successful achievement of the programme's goals and outcomes (competences and qualifications, knowledge and skills)?

3.3.2.1 *International standard*

The teaching methods were not in the centre of the evaluation. It is in particular a question to every teacher while the programme has started. At the moment there are no doubts about the quality of teaching methods.

The units overall present a wide spectrum of the required subjects and the descriptions are sufficient for the successful achievement of the programme's goals and outcomes.

It is commendable and exemplary that in the syllabus has a module about "Statistics and SPSS" because this is very useful for modern research in different subjects of Social Work.

On the other hand it would be good to revise the module "Social Work, Communication and Conflict Solving Skills". This description is not very precise. It would be very good to focus in the syllabus much more learning professional forms of conversation with clients. This is a very important base for every practice in Social Work.

Perhaps the following suggestions are only personal opinions of the expert: Epistemology is a quite special material. On the other hand it would be essential for the social workers learning and understanding more about personal ethic and philosophy in a classic manner.

3.3.2.2 Specific requirements in the Republic of Kosovo

But for a Social Work program in Kosovo it is not sufficient to have western European standard. It is as well indispensable to work out special challenges in Republic of Kosovo and to develop special methods and strategies to in counter them. In general the experts could find such explanations in the SER p. 111. But this matter is overall not enough transformed and clarified in the presented syllabus. But in the module "Sociology of Family" we find a gratifying description of the situation in Kosovo. In this case it would be helpful to add international bibliographies beside the of course important Albanian literature. The module "Social Work, Human Rights and Legal Context in Kosovo" demands only two hours per week and is only rated with four ECTS. The description of this module contains nothing about the situation in Kosovo and the bibliography refers only to the "Penal Code of Kosovo (an introduction)"! No word about the actual "Family Law" in Kosovo, "Law in Social and family services" and "Decartelization 2009". But these should be the base for realistic perspective of Social Work in Kosovo. As well the experts could not find a module about economy of social enterprises, fundraising and management of Social Work. These are very important subjects for modern social services in a liberal-economic system.

As well it is indispensable to recognize the need and possibilities of different non-governmental organizations, voluntary services, civic engagements and other forms of subsidiarity. Because these could be get a growing importance in consideration of the social reality in Kosovo.

In comparison with the situation in other eastern European countries and western European countries it is necessary to look for a realistic perspective of Social Work in republic Kosovo.

Recommendation: UBT College has to elaborate the specific challenges of Social Work in Kosovo, particularly the dimensions of law, economy and non-governmental organisations and transform them in the syllabus of the programme.

- Examinations

(see above)

- Is the overlap of academic content between the various curricula comprehensible and transparent?

Yes, see above.

- How do the admission criteria and admission procedures measure up to international standards?

Yes, see above.

- Is the ratio of the academic/artistic staff and the students appropriate?

3.3.3 Staff

- Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?

The expert team could speak only with two representatives of the programme. They are very good and competent. Because of their education in psychology and sociology these persons are guaranteeing that a Bachelor programme in Social work can in general be realised in UBT College.

But it was very unclear if the college has a sufficient academic staff to realise the programme at the moment. So UBT College was asked to present a list of qualified teachers for the different subjects in an additional document. In the answer of UBT College from May 5, 2015 we get a information about eleven lectures. But eight of them (!) are at the moment not registered/accepted by KAA because these persons have not declared themselves to be part of the academic staff of UBT College or these persons could not be accepted by KAA because of variable reasons (this persons are: MSc Florim Gallopeni, MSc. Sami Hajrullahu, PhD cand. Bujar Thaci, PhD Sunaj Raimi, MSc. Bujar Bytyqi, PhD cand. Bujar Gallopeni, PhD Lekë Sokoli). This acceptance of academic staff by KAA is indispensable for accreditation.

Recommendation:

- UBT College has to present a qualified academic staff official accepted by [Kosovo Accreditation Agency \(KAA\)](#).
- Does the academic staff demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria?

See above.

3.3.4 Research and International Co-operation

- Is the teaching staff involved in research activities inside or outside the institution, and do these research activities have a knock-on effect on teaching/course contents?

The SER gives the impression that research inside and outside the institution is aspired. The syllabus gives the base for adequate research activities.

- Is the extent and the quality of international cooperation in research and teaching adequate? The College has such interests and they can be encouraged to develop these activities.

- Are students involved in research and cooperation projects?

In consideration of the Programme is no doubt that UBT College will involve students in research and cooperation projects.

3.3.5 Finances and Infrastructure/Space and Equipment

Considering the situation of finances and infrastructure of UBT College and respecting that the social work programme will start as very small programme, problems in this aspects are not expected.

While the site-visit the College was asked to present eight concrete books suggested in the syllabus of the programme. With problems it was possible to find out four of these books while the day.

Recommendation:

- In spite of the library UBT College has to improve the access of suggested books for students.

3.3.6 Quality Management

- Are the institution's programmes assessed regularly within the context of internal evaluation processes?

If expectation that the college will realise the quality management as it is usual for the other programmes of the college there are at the moment no doubts that it will be sufficient for a international standard.

3.3.7 Overall Recommendation

Respecting an overall good and forward-looking Bachelor Programme in Social Work at the moment the experts cannot propose accreditation.

3.4 LLM International and European Business Law**3.4.1 Academic programmes and student management**

The LLM International and European Business Law is the logic program extension for the bachelor law program and it is in line with the overall mission of UBT, which is very much focused on international aspects. The market overview is clear. Target group description is a bit broad, but appropriate (p. 161-162 SER).

The title "Master in Law Studies (L.L.M)" corresponds to international standards. It's common that the degree "Master in Law Studies (L.L.M)" is a consecutive master degree, so it has to be limited for people with a law bachelor program; which is the case, as described in chapter 1.1.12 "Student admission criteria" (p. 164 SER).

The program is one year master's program, which is not very common, but a one year program design is possible based on the Bologna framework; especially if it is offered in the combination with a four years bachelor program. The program design and the designed courses are appropriate and meet the international standards. The learning outcomes described in chapter 1.1.7 "Programme Learning Outcomes" (p. 163 SER) and the detailed course descriptions (p. 166-178 SER) correspond to international standards and differentiate into knowledge, intellectual, practical and transferable skills.

The overarching didactic concept is missing. The SER only offers theoretical/practical ratio and internship possibilities. These two chapters offer some relevant aspects, but these details are insufficient.

Recommendation:

- The expert recommends developing in close cooperation with all staff members a didactic concept which should be incorporate into the SER and the course details.

The structure of the programme may give sufficient opportunity for independent study, but it's not described in a proper way and the overall program design is very traditional and the structure is very similar to bachelor programs.

Recommendation:

- The expert recommends discussing the current structure and offer more possibilities for independent study. This recommendation is also linked to the didactic recommendation.

The credit allocation for the courses is with credits from 3 to 6 credits in line with the Bologna system. The master thesis ("Dissertation") is rated with 20 credits, which is quite high, but conceivable. The workload should be evaluated, which is currently not the case.

Recommendation:

- The expert recommends evaluating the average workload for the courses through quantitative evaluation at the end of the semester and qualitative interviews.

The *workload* is manageable for full-time students. For part-time students the working load could be quite tough, and an adapted longer program could be helpful.

The *teaching methods* are more or less very similar in all courses; most of the courses description was done by copy pasting. All in all the teaching methods are adequate. During the SV the responsible staff members and lecturers seemed to be quite open and engaged.

Recommendation:

- The expert recommends offering regular seminars for teaching methods and organizing a workshop for teaching experience exchange of the staff members.

There is almost *no content overlapping* and the course description offer a good overview and makes the overlapping transparent.

The *admission criteria* and admission procedures are comparable to international standards.

The *ratio* of academic staff to students is very good and better than in public universities.

3.4.2 Staff

Almost all teaching staff member have a permanent contract, this fact was discussed during the staff member meeting. The academic level ranges from master to PhD degrees and most of them bring in advanced practical experience; qualifications are appropriate. Thirty percent of the CVs are missing. The expert asks KAA kindly to check the contracts and the CVs. Nevertheless the

Recommendation:

- Provide a better overview about the staff members.

3.4.3 Research and International Co-operation

The research activity description is one of the big report improvements compared to 2014. The final evaluation report recommended developing a research plan. In chapter 1.1.11 "Program research plan" the main research topics are mentioned and briefly described. Three different kinds of papers have to be written by the master students beside the master thesis (1.1.8 Curriculum

theoretical/practical ratio). The staff members mentioned different activities during the staff member meeting; most topics are personally driven and a joint approach is still missing. The results seem to be implemented into the courses; a detailed analysis was not possible.

The international cooperation and exchange programs are advanced and it seems that UBT College has overcome the visa hurdles, because a couple of students have been to European Universities for an exchange semester. Additionally cooperation with south east Balkan universities has also been established. Students and faculty member are actively using and are involved in these cooperation projects.

Recommendation:

- Continue the research activities and offer a brief overview about the main projects in the SER.

3.4.4 Finances and Infrastructure/Space and Equipment

The budget presented in the SER is on a very generic level and offers no detailed insights into the law program. The student enrolments are stable. The equipment for law program is adequate.

3.4.5 Quality Management

The Quality management is well-organized and is able to offer good overview and insights into the programs.

3.4.6 Overall Recommendation

The expert recommends the accreditation of the program.

4 Branch Accreditation of Prizren

4.1 Mission, Vision, Values and Objectives

UBT College stresses in the document "Mission, Vision and Strategic Plan" to become "a leading contributor to the growth, and strategic development of the Kosovo and the region" (SER p 220). In this document a commitment to "Community Engagement" is expressed (p 222). The following strategies are being mentioned: "advance partnership development between the UBT and the communities it serves", "contribute to community advancement, including addressing community economic, social and cultural issues".

As has already been mentioned in the introductory chapter of this report, more concrete objectives and strategic measures would be helpful: What are the objectives of UBT for the development of the region? Which of its academic services (teaching and research) are assumed as necessary and why?

What kinds of co-operations are being aspired to achieve the objectives? Which indicators can prove, whether the objectives for the development of the region have been reached?

Recommendation:

- To elaborate concrete objectives and strategies for the branch in Prizren, evaluate continuously their achievement and revise them if necessary

4.2 Governance & Internationalisation

The SER doesn't provide a proper governance structure for maintaining the branch. During the SV questions in regard to decision processes could not be answered by the management. It seems the management sees no necessity to design these processes because it should be governed by the Pristina management. At the current stage these structures are not appropriate.

Internationalization opportunities seem to be one of the assets of this branch.

Recommendation:

- ET recommends setting up an appropriate governance structure which fulfils the Kosovan law and empowers the branch management.

4.3 Finance

The Financial Plan for the branch in Prizren only shows the Projected Incomes 2015 to 2017 (SER p 238), but not the expenditures.

It seems to be very optimistic assumption that Research grants will bring between € 150.00 and 190.000 per year

Recommendation:

Elaborate a Financial plan as comparison of incomes and expenditures, based on realistic figures

4.4 Development Plan

UBT management have ambitious plans for the Prizren branch. Appropriately the intention is to start relatively modestly by implementing only four programmes (i.e. BSc Architecture, BSc Computer

Science and Engineering, BA LLB and BA Management, Business and Economy) initially and enrolling just 50 students on each in the first year.

Whilst no specific plans were available in the Self Evaluation Report or made available at the site visit the UBT management team expressed the desire to expand the Prizren branch in the medium to long term with the potential to recruit students from the Prizren region, Albania and Macedonia.

4.5 Quality Management

UBT has an established quality management at the main campus in Pristina. They can easily swift this quality management system to their branches, f.e. the branch in Prizren. The quality assurance system is based on student evaluation as well as methods of communication with research and service staff. The institution carries out a regular self-evaluation report, actually dated October 2014 with more than 440 pages.

We like to recommend shortening this report and showing only actual aspects of the last three years (period of re-accreditation). A lot of pages are too old and not useful for an actual re-accreditation.

4.6 Programme Accreditation

4.6.1 Preliminary Remarks:

UBT opened a new branch in Prizren, because in Prizren architecture study aren't offered, either on the public nor on the private sector; it makes sense and also is necessary that a university study of Architecture is installed there. That is the reason why UBT with a bachelor of architecture bumps in a gap in the market which is suitable on one hand to the university scenery in Kosovo at the other hand fits to the demand of employment in design and construction fields in the region.

UBT also plan to deliver their BSc in Computer Science at the Prizren branch. There is local competition from both state and private education institutions but computer science is a popular field of study and with demand and student numbers growing year on year coupled with Prizren's proximity to Albania and Macedonia UBT's management are confident there is sufficient demand, both currently and in the future, for this provision.

4.6.2 Bachelor of Science in Architecture

4.6.2.1 Staff and Teaching

At UBT campus in Pristina some of the service staff and teaching staff come from the region of Prizren. Prizren is the second biggest city in Kosovo. It is easy for UBT to arrange staff and teaching personal in Prizren as well in Pristina. The distance is not far, by car on the highway only about one hour time to go.

As mentioned at our SV the UBT College will offer permanent staff in Prizren branch, service staff as well teaching staff.

4.6.2.2 Infrastructure

UBT has rented a new building and has got ready for the lessons. They showed at SV rooms which were organized for lessons in ex-cathedra teaching f.e. Mathematics, etc.

For teaching architecture fields, especially in drawing, design, town planning etc. it is necessary to provide a studio atmosphere. UBT showed one room which will be acceptable for a studio class at

the top level in the building. They promised to furnish the space in such a way that the teaching lessons can take place in architecture there.

UBT wants to start with 50 students per year in architecture. Above all if UBT wants to start all four programs with each 50 students, the space in Prizren branch is not enough. Because the rooms do not allow to start with all programs at the moment, I can't recommend starting with 50 students in architecture. The studio room can carry about maximum 30 students.

UBT indicated the possibility to rent more rooms in the neighbouring building and also to get ready the basement.

4.6.3 Bachelor of Science in Architecture

4.6.3.1 Staff and Teaching

In this point I am completely contented.

4.6.3.2 Infrastructure

If UBT starts with all programs at Prizren branch I recommend lowering the beginners in Architecture study program to 30 students. This recommendation also results from the fact that the studio space is suitable only for 30 students at the same time.

Recommendations:

- The ET recommends giving UBT an accreditation for starting the study program in architecture in Prizren branch with 30 students in 2015.
- If UBT can provide more space in the neighbouring building or if UBT will start with in sum only 120 students in 2015, The ET recommends increasing the number of students in architecture to 50 beginners the following years.

4.6.4 Bachelor of Arts in Management, Business and Economy

To the evaluation of this programme see the comments for the main campus in Pristina.

The expert appreciates offering the bachelor programme in the branch in Prizren, as it has high relevance for the development of the region.

Recommendation(s):

- The expert recommends the accreditation of this BA programme for the branch in Pristina for 50 study places with the three specializations:
 1. Finance Banking and Insurance
 2. Marketing and Sales
 3. Entrepreneurship and Innovation

4.6.5 Bachelor of Laws (LLB)

4.6.5.1 Staff and Teaching

The quality of the staff members is good. The central problem is that most of the faculty members belong to Pristina. The teaching load of staff members will be reduced for the Pristina location or completely transferred to Prizren. One argument which has been raised is that many colleagues are living in this area and that they would be delighted to save time. Nevertheless the expert is surprised

about this solution, because the staff members have already full teaching duties. The management claimed that they have enough free resources.

Recommendation:

- In general the approach is ok for a short period, but it has to be guaranteed that the teaching load is shifted from Pristina to Prizren and not increased.

4.6.5.2 Infrastructure

The teaching accommodation is adequate for the teaching a bachelor of law programme.

4.6.5.3 Overall Recommendation

The expert appreciates offering the bachelor programme in the branch in Prizren, as it has high relevance for the development of the region under the condition of:

- not increasing the overall teaching load for the staff members and
- building up immediately a new faculty for the branch.

4.6.6 Bachelor of Science in Computer Science and Engineering

The Self Evaluation Report adequately provided information regarding the curricula, syllabus and staffing but it was lacking in evidence of market research to support the viability of the course and the resource statement was misleading. However further information was provided subsequent to the site visit and the meeting with management and staff and the tour of facilities at Prizren (and the campus on the outskirts of Pristina) were in the main, reassuring though there are some areas of concern to be addressed.

4.6.6.1 Staff

Staff provision to support the programme is good. The CVs show evidence that UBT are using highly qualified staff for their teaching. Most have higher degrees (PhD, Masters) and have industry experience. It is intended that some staff will be based at Prizren and other staff brought from Pristina to teach as necessary.

4.6.6.2 Infrastructure

The teaching accommodation is adequate for the teaching of the computer science programme and the new building is mostly compatible with the teaching of the other programmes but there is potential conflict for studio/laboratory space i.e. studio space is required for architecture whilst a similar space is required for computer hardware assembly/experimentation etc. Currently the only room available in the new building is on the top floor. It remains to be seen whether this room is adequate for both purposes. However there is a potential solution in that there is a basement that can offer potential studio/laboratory space and there is a refectory behind the main building that also has the potential for refurbishment.

Another concern is lack of staff office space. During the site visit the expert team met management and staff in a room designated as a seminar room but the expert team were told that it will be the staff room. It is difficult to accept that this room is an adequate size for staff desks, filing cabinets and meeting space (for discussions with other staff and with students).

Currently the Prizren building has a computer lab and seminar rooms with desks and chairs and there is library space on the ground floor. Further development of the branch is required and more equipment and facilities are required to support the four programmes.

During the visit to the new campus on the outskirts of Pristina UBT management constantly affirmed that the facilities at that campus will be, where appropriate, replicated at the Prizren branch. The expert team have no reason to believe that these will not be the case.

There is potential for student social/work space in corridors, on the ground floor and top floor, and outside in the grounds. It is not obvious at the stage whether there will be space for dining/refreshments for both students and staff. Whilst not a priority for running the programme it should be a consideration with respect to student experience.

Recommendations:

The computer science and engineering programme should be allowed to be implemented at the Prizren branch without conditions but the following recommendations should be seriously considered:

1. The current building and potential resources are adequate to accommodate a 50 student intake for computing students; however, the identified potential conflict for studio/laboratory space with the architecture programme leads the expert team to recommend developing either the basement or the refectory building prior to a student intake of 200 across all four programmes.
2. Development of the basement and/or refectory space should also be carried out with proper staff office space in mind.
3. Appropriate facilities, equipment and materials as seen in the new campus on the outskirts of Pristina should be replicated at Prizren.
4. There should be some consideration of student (and staff) social facilities.