

College of Business and Technology
(UBT) Prishtina
Re-accreditation /
Accreditation Report
2016, June 29

The external expert team:

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General Comments

The Kosovo Accreditation Agency is in public and independent charge of evaluation of all private institutions of higher education operating in Kosovo. According to this duty all teaching programs offered by UBT College undergo a process of accreditation or re-accreditation.

UBT is a medium sized private HEI, founded in 2001, with about 10.000 students enrolled and about 500 teaching staff and a clear technology driven focus. It is consequently subdivided into schools, institutes, centers and offices and provides a clear mission and vision statement, strategy, objectives and core values. Certifications of the institution include ISO 9001 and EFQM Business Excellence. QA-procedures are well in place and frequently applied.

This report contains the findings of the team of three experts who were asked to assess proposals by the University of Technology College Prishtina for reaccreditation resp. accreditation of the programs addressed herein. The team was assembled by the Kosovo Accreditation Agency, and consisted of the following members (in alphabetical order by surname):

Prof. Dr. Thomas A. Bauer, University of Vienna

Prof. Dr. Reiner Doluschitz, University of Stuttgart-Hohenheim

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The team was provided with all relevant documentation, including the KAA code of good practice; the UBT Self Evaluation Report; the list of UBT academic staff members registered with the KAA; a confidentiality agreement; and other appropriate documentation. The team then conducted a site visit to the locations in Prishtina on June 09/10, 2016. During the the on-site visit itself, the team was assisted by KAA representatives Ms. Fortuna Mehmeti and Mr Shkelzen Gerxhaliu

The team of experts would like to thank the Agency publically and formally in this report. The team also would like to express its gratitude to the UBT College management, the academic staff members as well as the students of the departments visited at UBT. UBT provided hospitable assistance and clarified within the general as well as the specific talks all the posed by the team.

As this report is not a review of the institution itself but rather an assessment report of just three UBT departments (5 programs) there is no need to evaluate the whole institution but just those respective programs. That is the reason why this final expert's report concentrates to the programs, their curricular qualities, the teaching achievements, the research ambitions, the state of internationalization, publication and students integration. Some sections to be assessed in this report regarding resources, funding, and facilities are commented just in brief words, each related to the specified programs.

The Kosovo Accreditation Agency is in public and independent charge of evaluation of all private institutions of higher education operating in Kosovo. According to this duty all teaching programs offered by UBT College undergo a process of accreditation or re-accreditation.

The present document contains the final evaluation report 2016 about the above mentioned study program. The report is based on the Self Evaluation Report in its up to date version and additional materials provided by the UBT and the site visit of the expert in Prishtina on June June 10th, 2016 and further information requested by the expert.

The general impression, based on the self-report (BA: p. 258 – 307, MA: 310 – 400) as well as on the presentation of the UBT President at the beginning of the expert's visit was that the management as well as the teaching and researcher's staff is highly committed to the institution, identifies with its

mission and is willing to contribute to the development of the College, to its quality, its reputation, the international cooperation, the facilities, and to the structural progressing of UBT.

Special information or data regarding staffing, research, teaching, students, service, facilities, internship programs etc. are all displayed in the self-report so far checked during the sessions with the department (Media and Communication program) or addressed individually in the sections of this report (Pharmacy, Nursing, Food Science and Technology programs). The team also remarked that there is a good gender balance among staff as well as among students. During the site visit meetings with representatives from different groups of the UBT were held as follows:

- Meeting with the management of the institution (Edmond Hajrizi, President and teaching staff members as well as leading administrative staff)
- Meeting with representatives from different programs having applied for re-accreditation or accreditation.
- Meeting with staff-members
- Meeting with a representative number of students

The expert team expresses many thanks for all the previous work that had to be done as well as for the support and service during the on-site-visit by the staff of the Kosovo Accreditation Agency. It also addresses many thanks to the UBT management and staff for kind cooperation, for willingness of information and kind reception. It also hopes that the talk-sessions would have inspired the management and the staff for further progress of quality in managing, teaching and researching in frame of UBT.

1. Food Science and Technology / BSc Program

1.1. Introduction

The author of this document executed the review of provided documents and a joint site visit in mission of the Kosovo Accreditation Agency (KAA) for preparation of the accreditation of the study program Food Science and Technology (FST; BSc.) University of Business and Technology (UBT; Higher Education Institution, HEI), Prishtina, Kosovo.

The present document contains the final evaluation report 2016 about the above mentioned study program. The report is based on the Self Evaluation Report in its up to date version and additional materials provided by the UBT and the site visit of the expert in Prishtina on June June 10th, 2016 and further information requested by the expert.

- Meeting with responsible persons for the study program under evaluation (participants: Milhona Kerolli-Mustafa, PhD. (according to Self Evaluation Report responsible person for the FST-program; she presented the study program); Xhavit Bytyqi (PhD. Veterinary Medicine), Nazmi Hasani (PhD, Biologist), Sami Makolli (CV is missing; has meanwhile been received; PhD. Chemical Industry) (they were announced as responsible persons for FST-program to KAA-office); Zlatan Lacker, Namik Durmishi, Gafurr Xhabiri, Ylber Nimani, Muzafer Shala, Ardian Gojani, Hazir Qardaku.

In addition, infrastructure and facilities of UBT have been visited and evaluated.

1. 2. Academic Program and Student Management

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

Yes. Clear mission and vision statement, strategy, objectives and core values of the institution are in place. The HEI follows a technology focus. However, expansions in the field of Life Sciences is planned. FST-study program very well fits into this focus and particularly in the upcoming development of UBT.

- **Are the program's quality, range and academic aims appropriate to the academic degree?**

Yes. There is a quite well balanced composition of basic subjects with FST-applied contents, considering specific Kosovar job market demands, in the curriculum. Third years studies allow specialization and quite a number of eligible subjects is available and accesible. Experiences from comparable study programs from abroad (Vienna, Zagreb, Budapest) are included.

- **Is the program based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?**

Yes. FST-program is based on the Universities overarching pedagogical concept "from theory to practice". A Moodle learning platform is available and operational as well.

- **Does the academic degree correspond to international standards?**

As mentioned before, well recognized examples of comparable study programs (Budapest, Vienna, Zagreb) have been used as guidelines for the program development. In addition, a center for knowledge transfer supports this issue.

- **Does the structure of the program 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?)**

Internships, thesis preparation in collaboration with external companies, practical training components, compulsory seminars, and interdisciplinary team-work projects positively contribute to this aspect. Since the program is to be newly established and no students are there yet, clear proportions cannot be provided.

- **Is the allocation of ECTS appropriate and justified?**

Yes. As mentioned before, well recognized examples of comparable study programs (Budapest, Vienna, Zagreb) have been used as guidelines for program development and therefore we find well balanced ECTS allocation.

- **Is the workload required for the academic program manageable for students?**

Yes. The FST-program offers sufficient space for individual and flexible adjustments. However, since the program is to be newly established and no students are there yet, proven indications cannot be provided. However, study programs with comparable shapes abroad are well manageable by students.

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

Generally yes. However, since there are no students yet in the program, empirical evidence is not available and final proof of this aspect is not possible.

- **Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?**

Yes.

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

Successful matura is a prerequisite for entering the program. The admission criteria match with international standards. As mentioned before, well recognized examples of comparable study programs

(Budapest, Vienna, Zagreb) have been used as guidelines in this respect as well.

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

Yes. A large proportion of teaching staff holds permanent position. A clear ratio cannot be calculated yet, since there are no students enrolled in this program yet.

1.3. Staff

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

Yes. A large proportion of teaching staff holds permanent position. Temporarily teaching staff becomes invited from industry and other external institution to complete the spectrum by specific subjects.

- **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?**

Yes. A significant part of the teaching staff received their PhD from Western countries (e.g. EU and US) and transfer their experiences gained from these visits abroad to UBT. There are some modules taught in English language. This is basically a request to attract foreign students as well.

1. 4. Research and International Co-operation

- **Is the teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course contents?**

The HEI has no PhD-program yet, which clearly would contribute to this aspect. However, teaching staff quite frequently is involved in PhD-procedures at other Universities, serving as co-supervisors. A University research plan and a comprehensive research strategy is in place. Annual International Conferences are held.

- **Are the extent and the quality of international co-operation in research and teaching adequate?**

Yes. Co-operation partners come from Hungary, Latvia, Lithuania, Bulgaria, Croatia, and USA.

- **Are students involved in research and co-operation projects?**

Generally yes. Internships and collaborative BSc-theses with partners from the private sector contribute as well as supported student access to Annual International Conferences and Summer Academies, including student competitions and student involvement. However, since there are no students yet enrolled in the program, empirical evidence is not available and final proof of this aspect is not possible.

1. 5. Finances and Infrastructure/Space and Equipment

- **Does the institution have an adequate budget plan?**

Relevant data in this aspect should be received from the Self Evaluation Plan. Serious financial shortages could not be identified during the discussions.

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

Yes. In particular new buildings with sufficient space and equipment, particularly laboratory and computer equipment, will be opened in October 2016 at the campus location at the outskirts of Prishtina. UBT has one of the most comprehensive scientific libraries in Kosovo.

1. 6. Quality Management

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

Yes. There is a whole quality circle in the institution, including student-, staff-, program-evaluations on a regular basis. These evaluations are based

on clear program examination procedures and an internal and external quality control system

1. 7. Summary of Evaluation

Based on the above mentioned statements and answers to evaluation questions the study program "Food Science and Technology (BSc.)" should be accredited for a three years period.

In case of accreditation it would be indicated to follow the following recommendations for fostering and further improvement of the program:

- (1) The indicated and planned expansions of UBT in the field of Life Sciences, including Agricultural Sciences should be envisaged as soon as possible to allow following a comprehensive Agro-Food-Supply-chain approach, including food retail and consumer aspects. This would foster and strengthen the position of the study program "Food Science and Technology".
- (2) Efforts should be directed towards the establishment of a PhD-program at UBT. This would positively contribute to strengthen the performance and visibility in research. In addition, this would contribute to the education and qualification of own young teaching and research staff and would attract even more students to become enrolled in the program.

2. Nursing / BSc - Program

General information

The Program “Bachelor of Science in Nursing” has been evaluated in 2015 and was conditionally recommended provided that the total number of study hours was adjusted to the respective European directive and that the additionally proposed staff members would be accepted by KAA. However, the KAA board has not accredited the program in 2015. UBT reapplies now for accreditation of the program.

2.1. Academic Program and Student Management

The original mission and the traditional profile of the institution were directed towards studies in engineering and management. More recent developments are targeting the natural science, and specifically, the health science sector. This is evident from the establishment of a second new campus with new facilities equipped for studies in nursing and other disciplines related to health sciences. The need for additional nursing programs in Kosovo is sufficiently justified, as the number of nurses per capita is considerably lower in Kosovo than in adjacent or other European countries. Furthermore, nurses who graduated in the past are required to update their skills.

The study program comprises 6 semesters over 3 years of full-time studies (180 ECTS). One (1) ECTS is equivalent to thirty (30) hours of studies. Thus, the whole program comprises 5400 study hours. There is still some discrepancy/misunderstanding between the figures for clinical training shown on pages 32 and 41. The clinical training comprises 2650 studies (on page 41, SER), but half of the total hours should be devoted to clinical training. Thus, clinical training must be increased by 50 hours, to comply with the respective EU Directives. These 50 hours could come from theoretical instruction, as the proportion of theoretical studies is well above the required one third. All courses are graded by ECTS values and the allocation of ECTS is appropriate and justified.

The program will enlist up to 50 students per year. Admission criteria and admission procedures are adequate. The academic degree of “Bachelor in Nursing” is awarded after successful completion of the program

The program contains all the required courses, but it is somewhat

disappointing that several suggestions of the previous evaluation, although minor, have not been included in the current application. Some titles of courses do not match the content. The course entitled “Psychology and Communication” does not contain educational features of communication. Similarly, the course entitled “Biochemistry and Biophysics” lacks contents related to biophysics. It is also incorrect to name the final diploma paper “dissertation” (which is reserved for graduate study work). The choice of literature is unjustified in some cases, as the respective articles either target program organizers rather than students or are intended for medical students, but not nurses. Literature sources need to be cited correctly (for journals: authors, title, year of publication, volume and pages; for books: name of the book, editors, edition number, chapter, authors of and title of the chapter, pages, year of publication). Self-study time appears to be unbalanced. For example, the courses in “Sociology of Health” and “Psychology and Communication” have 75 hours of theoretical instructions and have 45 hours of self-studies, while the proportion of self-learning is much lower in other courses that actually require more learning time of students (“Pharmacology” or “Biochemistry and Biophysics”). Furthermore, there are some discrepancies between the listing of courses and their description. For instance, Nursing Foundation I in the listing shows 90 hours of theoretical instruction, 260 hours clinical practice and 10 hours of self-learning. Respective values in the course description are 90, 210 and 0.

The teaching methods include lectures, case discussions, group works and clinical presentations and are adequate for the program. Student-centered teaching and problem-oriented learning (POL), used in several other programs at the institution, will be offered. Clinical skills and procedures will be thought in a specialized facility at the new campus. In addition, patient-related clinical training is assured by an agreement between UTB and the University Hospital Pristina. A list of mentors is included and the evaluation of these mentors by students will be possible.

Recommendations

- Adjust clinical training to the required 2700 hours and make the corrections in the curriculum as suggested above
- Continuously update the courses as well as the references.

2.2. Staff

In the permanent staff engaged in the Program of Nursing Science, one (1) person with a master degree in nursing was identified. As several CVs were missing, a list of teachers with a Ms in nursing was requested. The document provided in response to the request includes 9 Ms in nursing science or nursing management who will participate in the program as part-time members. However, it is not clear, whether these staff members have been approved by KAA, as they could not be found in the list of UBT staff members provided by KAA. As of now, nurses who hold PhDs in nursing related sciences are not available in Kosovo. Thus, even though the situation is a bit vulnerable, the combination of nursing staff with MS degrees and academic teachers with a background in medicine or health-related sciences should give enough assurance for proper training of nursing students. Continued education of teachers is offered by UTB, but should become mandatory.

Recommendation

- The nursing staff proposed and listed in response to the site visit requires verification of approval by KAA
- Continued education of teachers should have a high priority. The instalment of e-learning and telemedicine should be very helpful in this regard. After an initial trial period, continued education of teachers should become mandatory

2.3. Research and international Co-operations

UBT has extensive associations and interactions with international institutions. Regarding the nursing program, a cooperation with the Semmelweis hospital in Budapest is being developed. Cooperations with other institutions are documented as well and include exchange of students and teachers and shared research projects. An annual conference for each approved study program is established and the nursing program, if approved, will also be featured by such a conference. Furthermore, summer academies related to various study programs are conducted each year. Part of the teaching staff has enough scientific output and a research plan addressing interesting topics is provided for the nursing program.

2.4. Finance and Infrastructure

The budget of UBT is constantly growing. The institution provides adequate space for lecture rooms and training facilities for nursing. The library is large and books and journals are computerized. Facilities for e-learning and access of various databases are available and sufficient. The facilities at the new campus site provide an environment that is conducive to productivity and focused studies.

2.5. Quality Management

UBT has a quality assurance program that has been certified by various agencies. Questionnaires for students and teachers are used for quality evaluations and the rate of employment of UBT graduates is monitored. The nursing program will be integrated into the quality assurance program.

Summary and Overall Recommendations

The expert team concludes that the program “Bachelor of Science in Nursing” complies with the respective EU directives for the most part and recommends accreditation for the next 3 years for 50 students/year. However, this recommendation is based on the condition that a substantial number of staff members with a Ms. in nursing (as proposed in the document sent after the site visit) already is or otherwise will be accepted by KAA. In addition, the following adaptations in the program should be made:

- Adjust clinical training to the required 2700 hours and make the corrections in the curriculum as suggested in the current and the 2015 evaluation
- Continuously update the courses as well as the references
- Continued education of teachers should have a high priority. After an initial trial period, continued education of teachers should become mandatory.

3. Pharmacy - Master Program

3.1. Program and Student Management

Recent strategic developments of UBT are targeting education in the health science sector. A new second campus outside of Pristina has been established. Two new buildings that hold facilities for clinical studies in nursing, instrumentation for laboratory analyses and the library are already finished. A third building is in the planning phase. The need for an additional pharmacy program in Kosovo is partially justified, as the per capita number of pharmacist in Kosovo is below the regional and European average, but no specific figures are given in the application.

The study program comprises 10 semesters over 5 years of full-time studies (300 ECTS). One (1) ECTS is equivalent to thirty (30) hours of studies. Thus, the whole program would need to comprise 9000 study hours. However, there seems to be quite some confusion regarding the structure of the curriculum:

- While 5 years of full-time studies and total ECTS points are correctly stated on the cover page of the program, the application states that courses will be taught over four years (p 122, last paragraph). The paragraph “ECTS calculation is totally confusing, as it states: “The program lasts for three years for a total of 7200 hours. During three years of study the student has to complete the entire 180 ECTS split into four 30 ECTS semester”.
- According to the program overview, the number of students will be 30, but section 2.3.2.15 Students states that 60 students/year are intended.
- There are numerous differences/contradictions between the overview of the curriculum structure (pp 126-130) and the detailed course description (pp 130-174). Course titles sometimes differ between overview and description (example: Chemistry and Toxicology versus Principles of Toxicology). Study activities show lectures (L) and practice (P) per week as well ECTS points assigned. Self-study time is not presented. As many courses show that ECTS equal $L + P + 1$, one would deduce self-study to be 1 hour/week for most courses. However, this results in a distorted and, in some cases, inadequate self-study time, as courses with 2 hours lecture, 1 hour practice per week and 4 ECTS (example Pharmacy Law and Regulation) have a higher proportion of self-learning than other courses with 3 or 4 hours of lectures and 2 or 3 hours of practice. In fact, self-learning time should depend on the difficulty and amount of course content. The overview of the curriculum

structure shows some courses with $L + P = \text{ECTS}$ (i.e., without self-learning time), even though an examination of the course content is included. In some cases, the lecture plus practice time exceeds the ECTS value (examples Pharmacognosy I, Pharmaceutical Technology I and others). ECTS points are higher for these courses in the detailed course description, but using the latter values would considerably exceed the 30 ECTS points per semester. In addition, a detailed description is missing for some courses.

- For semesters 5 – 8, praxis 1 to praxis 4 are scheduled. It is entirely unclear, what will be practiced in these study units and no reference is given that would relate practical work to the content of the theoretical courses. One would assume that these courses contain also laboratory analyses, but the types of methods, instruments or analyses are not indicated.
- While the program contains many of the required courses, some important topics such as pharmacogenetics, drug monitoring and pharmacovigilance are insufficiently presented.
- Literature sources need to be cited correctly (for journals: authors, title, year of publication, volume and pages; for books: name of the book, editors, edition number, chapter, authors of and title of the chapter, pages, year of publication).

3.2. Staff

The staff responsible for the Ms. Program in Pharmacy includes 2 PhDs in pharmaceutical science and one professor of biology. The pharmaceutical science graduates obtained their academic degrees from the University of Minnesota, U.S.A. and Nagasaki University, Japan. Both received well-respected scholarships. All three staff members have teaching experience. In addition, several other proposed teachers graduated in pharmaceutical sciences. Even though some teaching faculty is fairly junior, the teaching staff is certainly competent and promising for the future.

3.3. Research and International Co-operations

UBT has extensive associations and interactions with international institutions. Regarding the pharmacy program, efforts have been made to cooperate on curriculum, staff development and student exchange with

Corvinous University, Hungary, and Watford Institute of Technology, Ireland. An annual conference for each approved study program is established. Such a conference would also be planned for the pharmacy program, if approved. Furthermore, summer academies related to various study programs are conducted each year. Part of the teaching staff has enough scientific output. However, plans for research by students is at the moment rather scarce.

3.4. Finance and Infrastructure

UBT is constantly growing. The majority of the budget rests on tuition. The new campus provides adequate space for lecture rooms and training facilities. The library is large and books and journals are computerized. Facilities for e-learning and access of various databases are available and sufficient. However, the nursing laboratory mentioned in the context of the pharmacy program is sufficient for nursing studies, but certainly will need additional equipment and instruments (chromatographic units, possibly mass spectroscopy etc.) for the practical part of the pharmacy program.

3.5. Quality Management

UBT has a quality assurance program that has been certified by various agencies. Questionnaires for students and teachers are used for quality evaluations and the rate of employment of UBT graduates is monitored. The pharmacy program will be integrated into the quality assurance program.

3.6. Summary and Overall Recommendation

After a careful review of the application that included the site-visit, the expert team recommends that the program for the “Master in Pharmacy ” is not accredited at the present time. While it is clear that such a program could be quite effective and beneficial for Kosovo, there are too many flaws in the current application that need to be attended prior to a possible accreditation.

4. Media and Communication

The Media- and Communication BA program at UBT was accredited 2013. So this year's on-site-visit was asked to proof the conditions and the achievements for a re-accreditation and status of preparation for an eventual Master program. Staff members (Iilir Zylfiu, Ruzhdi Maoshi, Giylbehare Murati, Nehat Ramadani) and the dean have presented, explained and interpreted the past 3 years' work at the department as well as the preparations having been done so far related to staff experts, curricula, teaching quality, research activities, internationalization programs, students service, the didactic principles and, of course, the content itself as well as its contemporary challenges (market and competition, media change, capacity building, internationalization, professional standards etc.) for possible curricular developments, enrichments and enlargements.

It was remarkable that the teaching staff was rather engaged in reaching the quality of teaching as it was requested by first accreditation and as it would be requested for a qualitative master program, even if both, the BA program as well as the MA program mostly are oriented to professional practice, there is a part of theory (in BA: sociology, media and communication theories, methodology, in MA: Ethics / Philosophy, Kosovo media society, digital media) included. What I remarked throughout the entire meeting with the faculty staff was their high commitment to the College as well as to the department's program and its goals of quality and sustainability. Of course, the meeting came also to talk about problems, lacks and limits to overcome.

4.1. General characterization:

The UBT College wants play a strong role in the development of Kosovo society. The Media and Communication Program at UBT College is one of the examples of that mission. That is the reason, why UBT wants to continue the BA program an Media and Communication with a strong MA program. It should correspond with a training and education model to the Kosovo's needs of self-constitution and its societal development. So the UBT College aims to play a meaningful role to the market. The Department sees its chances in

responding to a vivid media market that is structured by 75 TV stations, 83 radio stations, 8 newspapers. And, as I was assured from experts, the market still needs journalists being professionally trained and educated in media and communication skills. The curricular aims and the quality of teaching and training at UBT, both are oriented to ability, capacity, morality and responsibility. That demands to be strong with teaching methodologies and to make students professionally strong with knowledge, critical reflection and creative know-how practice.

4.2. The Bachelor Program

holds the position of key program, by which most of the students complete their studies in order to catch as fast as possible a job in media branch. In conservative terms the market is satisfied, but since the fluctuation is high in between of media companies and the media technology, as well as the communication market, continuously opens new perspectives for more or less regular jobs, there are still good reasons to get educationally as broad as possible prepared for a professional career in media and communication market landscape. At the time there are enough students enrolled for the media and communication BA program wishing to continue with a master program in order not to be forced to leave the city of Prishtina as the media destination in Kosovo. The faculty staff stated that it had been done a lot in order to fulfil the recommendation from the previous accreditation process, explaining the enrichment of the program by internationalization, internship programs, courses, workshops and conferences.

4.2. Master program

is so far prepared until to the state of syllabuses., which can be evaluated as well advanced, theoretically enriched and enlarged by content-areas and topics mostly related to journalism, based by theoretical and methodological knowledge including the observation of Kosovo media system and landscape,

of course following the Bologna System rules.

According to the declaration and to the data (curriculum, teaching, goals, staff, students, facilities, service etc.) as described in the self evaluation report of UBT College it gets clear, that the master program should start with October 2016, so far well prepared. In frame of the meeting with the staff of the department (Dean and colleagues - the respective date are displayed in the self-evaluation report and have been approved during the meeting with the faculty) have been discussed, what would be the enrichments in theoretical and reflective depth, what the enhancements of social studies perspective, internationalization, conference activities etc. – all this should contribute to develop further focuses on future models of journalism (citizen journalism) and media management.

4.3. Conclusion

The media and communication program of UBT College has done meaningful progress in all relevant aspects: teaching quality, research activities, study facilities, internationalization, students service, staff development, public appearance, facilities, especially the well developed and structured library and the online library system). The discussion of the master program concluded with strategies for the developments of the program in relation to the global media change, to social media and to media literacy contents. The media- and communication studies should not just focus on development of professional structures, but - for future – much more on general development of communication competence and media literacy of the people in general. That means also to think broader in relation to professionalization of the society, becoming more and more a society in the modus of media. The representatives of the program applying for accreditation in this session assured to be aware of those developments in international communication and media studies as well as to focus consciously (more) to media structural and cultural media change.

So there is the perspective of the two programs (BA and MA) to enrich the teaching competence, the research outcome, and the trans-disciplinary

perspective of media studies. The faculty promised to widen its perspective and to develop a trans-disciplinary structured learning process in that direction (teaching, research, conferences, international visiting professors), to build research-groups, to increase the budget for research, to hold an annual conference, to intensify the cooperation with media organizations

4.4.Suggestion:

Expecting this and assessing the reports in all relevant aspects of the on-site-evaluation there is no obstacle to assure the UBT College for the re-accreditation for the BA program as well as a three-years limited accreditation for the MA program as planned.

5. Summary of Recommendation:

Understood that all recommendations for accreditation are made on basis of agreements on improvements and on further developments as discussed during the sectorial sessions, the expert team recommends:

Food Science and Technology - BSc Program: accreditation for the next three years period with recommendation of improvement

Nursing – BSc Program: accreditation for the next three years period with recommendation of improvement

Pharmacy – MA Program: no accreditation

Media and Communication BA Program: re-accreditation for the next three years period

Media and Communication MA Program: accreditation for the next three years period

On behalf of the expert team: Univ. Prof. Dr. Thomas A. Bauer, 2016, June 30