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## **UBT College**

### **BSc. in Business Administration**

#### ***Accreditation***

Final Report of the expert team

*April 13th, 2021*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit:** online April 13<sup>th</sup>, 2021

**Expert Team (ET) members:**

- Prof. Dr Tornike Khoshtaria

**Coordinators from Kosovo Accreditation Agency (KAA):**

- Naim Gashi, Acting Director of KAA

**Sources of information for the report:**

- *Self-evaluation Report (SER) as of 2021, BSc. In business administration;*
- *Online interviews with the stakeholders;*
- *Development plan;*
- *Research strategy;*
- *Codes of ethics;*
- *Students ethical code;*
- *Quality assurance regulation of the College and subcommittee;*
- *The complaint procedure;*
- *Regulation of Student Registration;*
- *Regulation for academic advancement;*
- *Students handbook.*

**Requested documents (some of the information has not been provided).**

- *Labour market research for the programme;*
- *And Contingent planning methodology.*

**Criteria used for program evaluation:**

**The criteria set in the Accreditation Manual for the Re/accreditation of bachelor and masters study programs were used for evaluation.**



## 1.2. Site visit schedule

### April 13th

<b>09.00 – 09.40</b>	Meeting with the management of the faculty where the programme is integrated ( <i>no slide presentation is allowed, the Meeting is intended as a free discussion</i> )
<b>9:45 – 10:45</b>	Meeting with the heads of the study programme
<b>10:50 – 11:30</b>	Meeting with quality assurance representatives and administrative staff
<b>11:30 – 12:10</b>	Lunch Break
<b>12:10 – 13:30</b>	Meeting with teaching staff
<b>13.35 – 14:15</b>	Meeting with employers of graduates and external stakeholders
<b>14.15 – 14:25</b>	Internal meeting of KAA staff and experts
<b>14:25 – 14:35</b>	Closing meeting with the management of the faculty and program

No	Study programs	Experts	Responsible persons of study programs		
1	Business Administration, BSc, Peje (Accreditation)	Prof. Dr Tornike Khoshtaria	Gonxhe Beqiri	Hasan Metin	Ardian Uka



### 1.3. A brief overview of the institution and programme under evaluation

There is scarce information on the web page of the Peja branch. However, it provides some key information about the administration, the mission and the vision of the branch.

The UBT Peja branch is an ideological extension of the UBT college. Which is guided by the corporate philosophy of the mother organisation and is responsible for "*completing professional and service tasks in support of teaching, research and professional development in the institution*". The head of the branch is appointed by the rector. The vacant position is publicly advertised. The head of the branch is directly accountable to the rector of the UBT college. His/her duties entail all higher education-related activities. The branch has its mission statement:

*"Peja branch offers a dynamic and innovative 21<sup>st</sup>-century academic environment. The branch provides a supportive and challenging opportunity for the students, faculty and staff in participatory and self-governance setting. Building on a tradition of teamwork between students, faculty, staff and administrators, the branch is committed to enhancing its participation as an active member of the community by providing learning opportunities driven by teaching and research excellence, intellectual interaction and creativity".*

Peja branch aims are to:

- *be a preeminent centre of intellectual and cultural activity in Kosovo*
- *improve the region's quality of life through the skills, knowledge, experience and engagement of its faculty, staff, students and alumni.*
- *contribute to the growth and strategic development of the Kosovo and region*
- *serve the region by preparing leaders for the 21st century with a global outlook and the skills needed for educational, social, economic, political, environmental and cultural advancement.*

In accordance with the mission, the branch set clearly defined following objectives

- Achieving academic excellence
- Developing research, innovation and social responsibility
- Creating a positive working and learning environment–
- Maintaining and increasing internationalisation and regional partnerships
- Partnering with the community



## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

According to the self-evaluation document (SER) p. 4, the mission of the programme is *"to develop higher-level professional skills and competencies through contemporary teaching and interactive learning experiences. This study program will create value for students, business, and society through activities that lead to career success and the advancement of knowledge"*. Due to the fact that the UBT web page informs us only in the native language, it was impossible to see the connections between programme, branch and university overall mission statements. Although, the evaluation team (ET) was able to see some of those mentioned links on the basis of the information extracted from the interviews.

The SER p. 6 states that *"comparable to the curricula of Esade Ramon Llull University in Barcelona, Spain; SBS Swiss Business School Bachelor of Business Administration"*. This is considered good practice since the HEI is involved internationally.

Although all the interested parties the ET conducted interviews with confirmed their participation in the programme development process, interviews with the employers suggested that the mentioned process was one-way communication from the university, not considering the employers' feedback. Namely, the IT course is missing from the curriculum, which one of the employers suggested incorporating in the list of study courses.

From the interviews with teaching staff, the ET was able to have a firm grasp of the programme didactics, the way the teaching personnel intended to conduct teaching processes for coming students. The mentioned involves active learning through which students are focused on solving the problems, discussions and debates, or brainstorming during class, working in groups throughout projects. Formal lectures are also supplemented with guest speakers, such as business managers, executive officers,



governors, ministers, mayors, and other key leaders from the private and public sector (SER, 2021, p.6).

At the Peja branch, the academic and administrative aspects of the programme are formally managed backed by the policies and regulations.

<b>Standard 1</b>	<b>Compliance</b>	
	<b>YES</b>	<b>NO</b>
<i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution</i>		X
<i>Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.</i>	X	
<i>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</i>	X	
<i>Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students</i>	X	
<i>Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.</i>	X	
<i>Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.</i>	X	

**Compliance level: Substantially compliant**



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**ET recommendations:**

1. *Revise the programme's mission to capture all the aspects of the branch and the overall university mission.*





## 2.2. Quality management

Internal stakeholders (students, administrative staff and faculty members) are informed and aware of it through the Students and Faculty handbook documents. The management of educational quality at the branch is based on the national accreditation standards. The branch develops new activities under the principles of continuous improvement of its processes and quality assurance in the new circumstance of online teaching. There is a well-described and recognised process of permanent improvement of the study programme's content, and all reviewed teacher (not only programme leaders or Heads of Departments) were able to describe the process and discuss the outcomes of it. Adherence to quality standards has become a natural part of teachers' work. The evaluation process covers the formative and summative part of the assessment (including essays, tests and projects for each course).

Faculty members are mostly full time which is why the ET felt they are fully involved in the quality assessment and quality assurance processes. The branch manages the process under the supervision of the quality committee which, has sufficient power to introduce the changes.

Quality management monitoring is done through the following units: *At the level of University* - Key role has Quality assurance committee of UBT with the competencies to implement and stimulate changes. This committee takes care also of the linkage of the university with industry and the improvement of quality education according to the labour market needs. It creates value for the faculty through the permanent achievement of the satisfaction of students, faculty, employees and other stakeholders. *At the branch level*, a substantial and crucial role in quality measures and feedback is the subcommittee. As teachers confirmed and emphasised openness and immediately acting in the case of any deviations or complaints.



<b>Standard 2</b>	<b>Compliance</b>	
	<b>YES</b>	<b>NO</b>
<i>Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.</i>	X	
<i>Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes</i>	X	
<i>Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.</i>		X
<i>Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.</i>	X	
<i>Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.</i>	X	
<i>Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.</i>	X	
<i>Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.</i>		X
<i>Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.</i>	X	



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<i>Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.</i>	X	
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**Compliance level: Substantially compliant**

**ET recommendations:**

- 1. Pay attention to the core literature for the teaching courses. The obligatory literature, in most cases, is outdated, and in some cases, English textbooks are used.*



### 2.3. Academic staff

Management of UBT and its systematisation policy seeks to create a common sense of all the scientific activities of all branches. In this sense, research at all levels is focused on generating applications in business, management and professional training. The staff is constantly trained through various institutional agreements. The present time has accelerated the onset of online teaching. All teachers and students adapted to the new conditions in a short time.

The link between the teaching and practice is well established, supported, and a precondition of all pedagogical activities. This link exists in several different forms. There are several visiting (in online mode actually) lecturers, practitioners and entrepreneurs participating in the study process, students are participating in visits to companies etc.

The feedback from these activities is monitored and transformed into the study plans. The ET team verified that all teachers are informed and apply the Bologna standards regarding the student's workload (they were mostly able to repeat without any support the composition of contact, directed, and self-study hours in their subject) and student-oriented approach. The ET focused on comparing compliance with standards in the case of online teaching. Contact teaching was replaced by online communication, and therefore, there was no need to adjust the calculation of credits. This includes the individual approach to students particularly. Concerning the level descriptors, teachers clearly understood it. As remarkable is necessary to say that they apply level descriptors according to their nature need.

Because of the fact that the programme was presented for the first time accreditation, the ET was not able to interview students to crosscheck the mentioned information.

<b>Standard</b>	<b>Compliance</b>
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	YES	NO
<i>Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.</i>	X	
<i>Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on accreditation.</i>	X	
<i>Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity</i>	X	
<i>Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.</i>	X	
<i>Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the</i>	X	
<i>Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.</i>	X	
<i>Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.</i>	X	



<i>Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.</i>	X	
<i>Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.</i>	X	
<i>Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.</i>	X	

**Compliance level: Fully compliant**

**ET recommendations:**

1. N/A



## 2.4. Educational process content

Although the SER p. 35 claims that students "*during the semester accumulate from 40 to 50% of the grade during the course, and the remaining 50%-60% in the final exam,*" there is some discrepancy, e.g. the course introduction to business administration (see table below).

Subject	Introduction to Business Administration			
Assessment Methods	Assessment Activity	Number	Week	Weight (%)
	Midterm test 1	1	7	35%
	Midterm test 2	1	14	35%
	Class participation			20%
	Assignment - Seminars			10%

As can be observed from the table above, the weights of each activity are distributed in a way that covers 100%. Therefore, it means that there is no final exam for this particular study course. For comparison, please see the table below:

Subject	MATHEMATICS			
Assessment Methods	Assessment Activity	Number	Week	Weight(%)
	1. Quiz			
	2. Group assignments			-
	3. Mid-term Exams	2	7 <sup>th</sup> and 14 <sup>th</sup>	50%



	4. Final Exam	1	13	50%
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Besides, after examining the programme study plan (SER p. 29) and the syllabi, the ET found two main issues. The first is that students do not study information technologies and academic writing. In addition, the second there are English textbooks in the obligatory literature, which seems not to be good practice for the students studying at bachelor in their native language.

Subject	RESEARCH METHODS
Literature/References	<ul style="list-style-type: none"> <li>• Research Methods for Bussiness Students. Sarajevo; Zafer Konaklı</li> <li>• Bob Matthews and Liz Ross (2010), RESEARCH METHODS, A practical guide for the social sciences</li> <li>• Mark Saunders, Philip Lewis, Adrian Thornhill (2009), Research methods for business students, Fifth edition</li> </ul>

Also, the textbooks are outdated, and some are meant for a master level student. For example, "*Mark Saunders, Philip Lewis, Adrian Thornhill (2009), Research methods for business students, Fifth edition*".

The above mentioned was discussed with teaching personal, they provided some arguments about why they use obligatory English literature. However, the ET considers them inappropriate. Instead, the consensus was achieved on developing teaching notes in the native language.

Lastly, lecturers claim that they raise awareness among students regarding plagiarism. However, there is no indication in any syllabus that they perform the mentioned.





<b>Standard</b>	<b>Compliance</b>	
	<b>YES</b>	<b>NO</b>
<i>Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.</i>		X
<i>Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.</i>	X	
<i>Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.</i>		X
<i>Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.</i>		X



<i>Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program</i>	N/A	
<i>Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.</i>	X	
<i>Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students</i>	X	
<i>Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.</i>	X	
<i>Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.</i>	X	
<i>Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.</i>	X	
<i>Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are</i>	X	



<i>followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.</i>		
<i>Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units</i>	X	

**Compliance level: Substantially compliant**

**ET recommendations:**

1. *Dedicate a topic (in according courses) on raising awareness on what is plagiarism and how to avoid it.*
2. *Develop teaching note for the curses whenever it is required.*
3. *Incorporate information technologies (suggested by the employers) and academic writing in the programme study plan.*
4. *Update literature for those study courses where it is older than 10 years.*
5. *Clearly define assessment weights for those subjects in need.*



## 2.5. Students

***Note that the following judgment is based only on the information obtained from the interviews with the faculty, quality assurance office, teachers and employees of graduates and the SER. The ET did not have a Meeting with students because of the programme's first-time accreditation.***

As can be observed from the SER, p. 41, it seems that the branch has fair procedures adopted for students' admission. The criteria and the documentation are clearly defined and listed publicly. A potential student has to provide the following documents:

- *application form (Application) to be received by the Service Office Student (SSO);*
- *high school diploma/certificate of completion*
- *birth extract,*
- *two autobiographies (CVs) for Working Students.*
- *The candidate can also apply via email: [info@ubt-uni.net](mailto:info@ubt-uni.net).*

As we can read for the SER, UBT also has scholarships and discounts for high performing students on secondary and national examinations.

Based on the information in the SER and interviews with teaching personnel, it can be described the lecturer-student relationship is friendly. Faculty employs various methods of teaching, from individual engagement with students to brainstorming, case analysis and group works. The teaching process can be described as being student-centred and interactive. Also, academic personnel confirmed their availability for consultations.

Additionally, lectures provide feedback to students on their academic performances. This is timely and prompt. Peja branch keeps a record of those students with special needs and applies individual study plans if such is required.

As to the transparency of students' rights and obligations, the SER states, "They are promoted and applied equally to everyone. They are regulated by statute and must be respected by the students. Many of the regulations that include student obligations are

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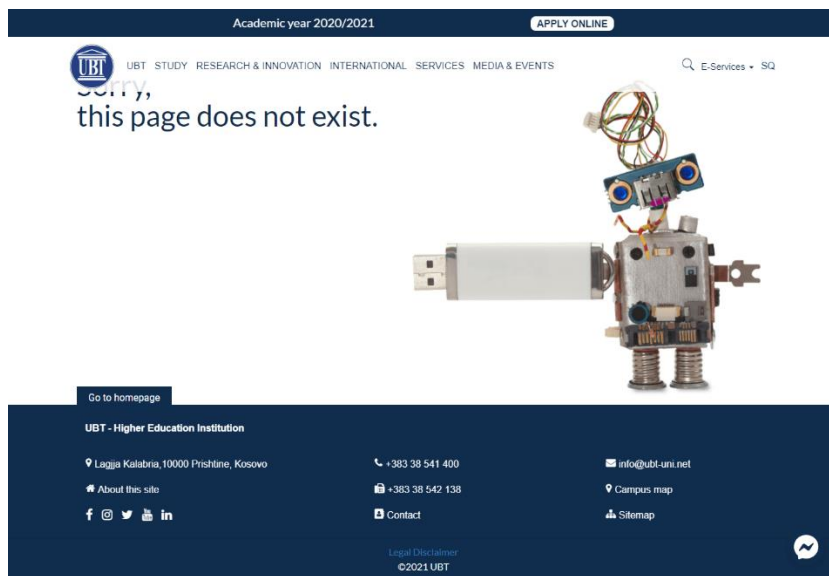


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published on the website". Moreover, the link is provided - <https://www.ubt-uni.net/en/ubt/misioni-dhe-vision/politikat-rregulloret/>. [Accessed on April 20th 2021]. The ET attempted to crosscheck the information; however, the provided link does not work (see the screenshot below).



The branch has formal procedures regulating students' transfers between higher education institutions. The mentioned procedures are guided by "internal documents based on the statute, regulations and administrative instructions of MEST". The SER p.45 also informs that "The list of partners is quite large and you can find it published on the website: <https://www.ubt-uni.net/en/studimi/transferi-i-studenteve/studimet-jashte-vendit/universitete-partnere/>". Accessed on April 20th 2021]. Although, the abovementioned link does not work (see the screenshot below).



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<b>Standard 5</b>	<b>Compliance</b>	
	<b>YES</b>	<b>NO</b>
<i>Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students</i>	X	
<i>Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.</i>	X	
<i>Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.</i>	X	



<i>Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.</i>	X	
<i>Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.</i>	X	
<i>Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.</i>	X	
<i>Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.</i>	X	
<i>Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.</i>		X
<i>Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.</i>		X
<i>Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.</i>	X	
<i>Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.</i>	X	

**Compliance level: Substantially compliant**

**ET recommendations:**

1. *To attend to the issue of publicising the information.*





## 2.6. Research

The SER claims that UBT makes a strong emphasis on establishing best practices in the research and therefore fully supports its academic personnel to develop necessary skills. This information was confirmed at the interviews with the faculty. Apart from having the regulatory documents in place, the Business Administration department has set the research priorities:

- *Marketing Management;*
- *Brand Management;*
- *Tourism Management*
- *Logistics and Value Chain Management;*
- *Food and Hospitality Services;*
- *Process and Project Management;*
- *Strategies for International Business Management;*
- *Strategic Management and Entrepreneurship*
- *International Trade;*
- *Impact of Education on Business and Management;*
- *Business Intelligence and Knowledge Management;*
- *Multi-Cultural Management;*

Also, the branch has a fair evaluation procedure of teaching personnel's teaching and research performance. Each year faculty is evaluated according to mentioned criteria, and their performance is acted upon. In case of good performance, they are rewarded, and in case of bad, they are offered training to improve on.

Having mentioned all above, however, after observing the CVs of the teaching staff, it becomes apparent that not all personnel's publications are not continuous in time (*Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year*





for the past three years). For example, in the same document, p.19, there is a list of program coordinators. The first professor's publication numbers fluctuate between 2016 and 2020. There are no scientific publications in 2017 and 2019. The second professor does not have publications since 2018. In addition, a similar situation is prevalent throughout the CVs supplied by the institution.

As per standard 6.9 (*Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field*) it is recommended that faculty has to incorporate their publications in the courses they teach. However, after investigating the syllabi, the ET failed to see the compatibility with the mentioned standard.

<b>Standard 6</b>	<b>Compliance</b>	
	<b>YES</b>	<b>NO</b>
<i>Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.</i>	X	
<i>Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.</i>	X	
<i>Standard 6.3. Clear policies are established for defining what is recognised as research, consistent with international standards and established norms in the field of study of the program.</i>	X	



<i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i>	X	
<i>Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.</i>	X	
<i>Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.</i>	X	
<i>Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.</i>		X
<i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.</i>	X	
<i>Standard 6.8. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.</i>		X
<i>Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialisation of ideas developed by staff and students.</i>		
<i>Standard 6.10. Students are engaged in research projects and other activities</i>	N/A	

**Compliance level: Substantially compliant**

**ET recommendations:**



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Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency

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- 1. Include publications of academic staff in their teaching materials;*
- 2. Maintain sustainable scientific publication rate.*



## 2.7. Infrastructure and resources

In the self-evaluation document UBT, the college Peja Branch depicts a fair judgement of the long-term programme implementation. They emphasise three main areas, human capital, infrastructure, collaborations at local and international levels and the financial plan.

As per standard 7.4, the institution provided the following information *"The number of seats in the lecture, seminars rooms as well as in laboratories is satisfactory and in line with the study program needs. Laboratories usually have between 30 to 40 seats. Lecture rooms are expected to accommodate up to 100 students. Typically, the lecture size is split into half for practical exercises and seminars to ensure adequate interaction and cooperation"*, which is satisfactory when class size is small. However, if we appeal the mentioned number of 100, splitting it into half makes each group too big for the practical and seminar works.

<b>Standard</b>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.</i>	X	
<i>Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.</i>	X	
<i>Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</i>	X	



<p><i>a) owned or rented spaces adequate for the educational process;</i></p> <p><i>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</i></p> <p><i>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</i></p> <p><i>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</i></p>		
<p><i>Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</i></p>	X	
<p><i>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</i></p> <p><i>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</i></p> <p><i>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</i></p> <p><i>c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;</i></p> <p><i>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;</i></p>		X



<i>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</i>		
<i>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</i>	?	

**Compliance level: Substantially compliant**

**ET recommendations:**

- 1. Update the literature in the native language (support academic staff to publish books or course notes).*
- 2. Make sure that classes are divided in a way that seminar and practical works are conducted smoothly.*



### 3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In determining the requested places for the programme, the management of the branch put their stress on the market size. However, they did not analyse their competitors' strategic approaches in details. This might lead to false estimations in the forecasted enrolment numbers. Also, during the interviews, different groups of interviewees provide different numbers of intended places (the ET intentionally avoids naming particular interviewee/s). This gave the ET impression that the essence of the recruiting strategy is not fully understood across the people engaged in the programme implementation. In addition, the syllabi observation showed that there is an issue associated with the quality side of teaching content, which is essential in the creation of high standard education service.

Overall, the broader picture from the interviews and the documentation depicts that the Peja branch has made significant efforts in the development of the programme "bachelor studies in business administration". However, there are some major areas to be improved for the sake of better quality education. The ET came up with some suggestions:

1. *Pay attention to the core literature for the teaching courses. The obligatory literature in most cases are outdated, and in some cases, English textbooks are used.*
2. *Dedicate a topic (in according courses) on raising awareness of plagiarism and avoiding it.*
3. *Incorporate information technologies (suggested by the employers) and academic writing in the programme study plan.*
4. *Update literature for those study courses where it is older than 10 years.*
5. *Clearly define assessment weights for those subjects in need.*
6. *Include publications of academic staff in their teaching materials;*
7. *Update the literature in the native language (support academic staff to publish books or course notes).*



8. *Make sure that classes are divided in a way that seminar and practical works are conducted smoothly.*

9.

<b>Standard</b>	<b>Compliance level</b>
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Substantially compliant
3. Academic staff	Fully compliant
4. Educational process content	Substantially compliant
5. Students	Substantially compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Substantially compliant
<b>Overall compliance</b>	Substantially compliant

In conclusion, based on the above-provided judgement, the Expert Team considers that the study programme business studies in business administration offered by UBT college Peja Branch is Substantially compliant with the standards included in the KAA Accreditation manual and, therefore, recommends accrediting the study program for 3 years with 195 students (65 students per academic year) to be enrolled.





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### Expert Team

#### Chair

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(Signature)

(Print Name)

(Date)

#### Member

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(Print Name)

(Date)

#### Member

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