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UBT College
Master in Cultural Heritage and Tourism Management

ACCREDITATION

REPORT OF THE EXPERT TEAM

June 25th 2021, Zagreb



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1. 1.INTRODUCTION

1.1. Context

Date of site visit: June 10th 2021

Expert Team (ET) members:

- *Prof. Dr. Josip Mikulić*
- *PhD cand. Keti Tsozniashvili (student expert)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Naim Gashi, Executive Director of KAA*

Sources of information for the Report:

- *Self-evaluation report “Master: Cultural Heritage and Tourism Management”, 2020/2021 (no precise date)*
- *KAA Accreditation Manual July 2018*
- *Syllabi of the study programme*
- *Staff CVs*
- *Annexes: Academic Promotion Regulation of the UBT COLLEGE, Scientific Research Plan, Organizational Chart, List of International Partners, Academic Staff List, Quality Assurance Regulation, Code of Ethics, Student’s Ethical Code, Complaint Procedure and list of the Members of the Complaints Sub-Committee, Regulation for Student Registration, Guidelines for Online Exams Organization, Regulation for Academic Advancement, Handbook of Student (Compiled in one Annex 2), List of Staff Members and their Experience (Separate Annex 3).*
- National Development Strategy 2016-2021, Government of the Republic of Kosovo, Pristina, 2016, available at: <http://www.kryeministri->



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ks.net/repository/docs/National_Development_Strategy_2016-2021_ENG.pdf,
[Accessed 22 Jun 2021]

- Kosovo Education Strategic Plan 2017-2021, Government of the Republic of Kosovo, Pristina, 2016, available at: <https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021.pdf>, [Accessed 22 Jun 2021]
- USAID/Kosovo Country Development Cooperation Strategy 2020-2025, USAID, 2020, available at: https://www.usaid.gov/sites/default/files/documents/1870/CDCS-Kosovo-May-2025_External.pdf, [Accessed 22 Jun 2021]
- Strategy for Kosovo, European Bank for Reconstruction and Development (EBRD), 2016, available at: <https://www.ebrd.com/documents/strategy-and-policy-coordination/strategy-in-kosovo.pdf>, [Accessed 22 Jun 2021]

Requested documents:

- *Regulation on Thesis*
- *Results of the survey conducted with the industry representatives*
- *Minutes of the meetings with the industry representatives*
- *Faculty council admission regulation (SER, p. 51)*
- *Postgraduate regulation (SER, p. 51)*
- *Criteria for identification the students at risk of non-completion (SER, p. 51)*
- *Regulation that defines the procedure for student transfer*
- *Catalogue of training offered to students*
- *Copies of questionnaires for a) alumni, b) administrative staff, c) academic staff*
- *Staff evaluation regulation (SER, p. 36)*
- *Annex D (mentioned in SER, p. 72)*
- *Mission statements for a) institution and b) study program*
- *Supplementary video material clearly depicting seating capacities in lecture halls and seminar rooms at the UBT campus*
- *Supplementary video material clearly depicting infrastructure for disabled students and staff, staff cabinets, common areas*
- *Evaluation criteria for staff promotion (general, and internal if there are)*
- *List of cooperation agreements with companies operating in the tourism and hospitality sector*

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- *List of professional development programs offered to staff for enhancing teaching in the past three years*
- *(an example of) University Staff Development plan*
- *Example of the personal development plan*
- *Example of a vacancy notice or contractual documents showing the description of the position and conditions of employment*
- *Example of a completed questionnaire done by an administrative staff member*
- *Examples of self-evaluation questionnaires*
- *Examples of supervisor evaluations*
- *Example of the Annual Quality Assurance Report/improvement plan*
- *Valid Strategic Development Plan of the College and faculty (if existing)*
- *Institutional Research Strategy and/or documents containing research norms/policy/strategy (anything/any kind of document that guides research)*
- *Market analysis/study or demand analysis indicating the need for this program*
- *List of published journal articles in the past 3 years including information on citation databases and hyperlinks (only for staff involved in the assessed program); in alphabetical order of author(s)*
- *List of attended international conferences in the past 3 years (only for staff involved in the assessed program); in alphabetical order of author(s)*
- *List of organized conferences / roundtables / forums in the past 3 years*
- *List and proof of research seminars organized in the past 3 years*
- *List of research grants (national/international) in the past 3 years*
- *List of collaborative research projects (other institutions; national and international) in the past 3 years*
- *Organizational chart showing the relations between faculties, institutes and centres, as well as the position of the organizational unit (faculty/institute/centre) that is intended to carry the program (holistic organizational chart of the Pristine UBT campus).*

Received documents:

- *Regulation on Thesis*
- *Results of the survey conducted with the industry representatives*
- *Minutes of the meetings with the industry representatives (in Albanian)*

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- *Faculty council admission regulation*
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- *Supplementary video material clearly depicting infrastructure for disabled students and staff, staff cabinets, common areas*
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- *Example of a vacancy notice or contractual documents showing the description of the position and conditions of employment (in Albanian)*
- *Examples of self-evaluation questionnaires*
- *Examples of supervisor evaluations*
- *Example of the Annual Quality Assurance Report/improvement plan*
- *Valid Strategic Development Plan of the College and faculty (if existing)*
- *Institutional Research Strategy and/or documents containing research norms/policy/strategy (anything/any kind of document that guides research)*
- *Market analysis/study or demand analysis indicating the need for this program*
- *List and proof of research seminars organized in the past 3 years*
- *List of collaborative research projects (other institutions; national and international) in the past 3 years*

Criteria used for program evaluation:

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018*
- *The European Qualifications Framework*
- *The Framework for Qualifications of the European Higher Education Area*

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- *National Qualifications Framework, Kosovo National Qualification Authority, Pristina, 2020.*

1.2. Site visit schedule

<i>09.00-09.40</i>	<i>Meeting with the management of the faculty where the programme is integrated</i>
<i>09.45-10.25</i>	<i>Meeting with quality assurance representatives and administrative staff</i>
<i>10.30-11.30</i>	<i>Meeting with the heads of the study programme</i>
<i>11.30-12.15</i>	<i>Lunch break</i>
<i>12.20-13.00</i>	<i>Meeting with the teaching staff</i>
<i>13.05-13.45</i>	<i>Meeting with employers of graduates and external stakeholders</i>
<i>13.50-14.10</i>	<i>Internal meeting of KAA staff and experts</i>
<i>14.10-14.20</i>	<i>Closing meeting with the management of the faculty and programme</i>

1.3. A brief overview of the institution and program under evaluation

Based on information available on the official website of the UBT College (hereafter referred to as: UBT), the college was first established in Pristina, Kosovo in 2001 under the name IEME – Institute for Enterprise Management and Engineering, and became UBT in 2004. UBT holds the license of the Ministry of Education, Science and Technology (MEST) No.808/02-1 and is accredited by the Kosovo Accreditation Agency. The UBT headquarter and main campus is located in Pristina, but the college operates at six different locations: Pristina, Lipjan, Prizren, Ferizaj, Gjilan, and Peja.

The Cultural Heritage and Tourism Management programme, which has been the subject of the undertaken evaluation (hereafter referred to as: Study Programme), is a new study programme targeting primarily graduated UBT students who have completed their first (bachelor) degree in History, Economics, Management, Architecture, Archaeology, Ethnography, Ethnology, or other area of study related to tourism and/or cultural heritage



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management. The Study Programme is a two-year programme carrying 120 ECTS credits and expected to correspond with Level 7 of the Kosovo National Qualifications Framework.

The Study Programme is intended to be carried out by a Faculty of the same name (Faculty of Cultural Heritage and Tourism Management) at the UBT Lipjan Innovation Campus, but the Faculty has not yet been established as an organizational unit.

Work done in the course of the undertaken evaluation has been based on the self-evaluation report prepared by UBT (hereafter referred to as: SER), as well as on supplementary information and documentation listed in Section 1.1. All the documentation was provided either by the Institution/KAA or has been publicly available via different channels.

Due to the Covid-19 pandemic, the assessment process did not include site visits to UBT locations. The evaluation has therefore been done entirely via online interviews and by means of document consultation. Although this has not had any influence on the objectiveness of the assessments made, nevertheless the process has still been somewhat hindered by the inability to undertake physical inspection of the UBT facilities and operational procedures.

As given in Section 1.2, online meetings were held with the following stakeholder groups and attendees:

- *UBT College Management, attended by Dr.sc. Binak Beqaj, Dr.sc. Pajazit Hajzeri, Mr. Shqiprim Ahmeti, Ms. Sanije Shabanaj*
- *Quality assurance and representatives of the administrative staff, attended by Dr.sc. Lulzim Beqiri, Dr.sc. Ylber Liman, Mr. Muhamet Gërvalla, Dr.sc. Besnik Skenderi*
- *Academic staff members acting as the heads of the study programme, attended by Dr.sc. Shaqir Elezaj, Dr.sc. Sali Krasniqi, Dr.sc. Pajazit Hajzeri*
- *Teachers, attended by Dr.sc. Besa Jagxhiu, Dr.sc. Bekim Çeko, Dr.sc. Gonxhe Beqiri, Dr.sc. Kujtim Elezi, Dr.sc. Blerton Abazi, Dr.sc. Bashkim Nurboja*
- *Representatives from the industry, attended by Mr. Qazim Namani (Institute for the Protection of Monuments of Kosovo), Mr. Halil Bajrami, Ms. Drenushe Behluli Mehmeti (Ministry of Culture, Youth and Sports, Department for Cultural Heritage), Mr. Bashkim Shala & Mr. Shpat Kastrati (Restaurant and Hotel Chain - Shala Swiss Oil), Mr. Virtyt Morina (Head of Tourism Sector, Peja)*



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2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of UBT is published and available online on the HEI's official website (<https://www.ubt-uni.net/en/ubt-en/about-ubt/>). The mission of the Study Programme is given in the SER (p. 12) and formulated as to "...*contribute to the care, preservation and promotion of the values of the Cultural Heritage that our country possesses and the Management of Tourism by promoting the Cultural Heritage*". Accordingly, the Study Programme puts an accent on two key areas: cultural heritage management, on the one hand, and tourism marketing, on the other hand.

The mission statement of UBT is rather generic and could be related to many possible academic outcomes (similar to the mission statements of many other HEIs), whereas the mission statement of the Study Programme is considerably more specific with its focus on cultural heritage and tourism. Since the Study Programme, on a general level, aims to contribute to higher quality-of-life of the local population by means of touristic valorisation of cultural heritage resources, it could be said that the mission of the Study Programme is somewhat aligned with the overall mission of the HEI.

Nevertheless, the mission statement of the Study Programme puts, in fact, a much stronger emphasis on the cultural heritage aspect, by listing many cultural heritage sites, whereas one would expect that the mission statement of a study programme dealing with tourism management would identify key challenges of the tourism sector and translate them into strategic objectives. This imbalance is also reflected in the Educational process content (see Standard 4). Moreover, in the SER (p. 12) it is further said that the programme aims to "...*prepare competent staff to deal with care, research, conservation, restoration and eventual interventions in cultural heritage monuments as a necessary need to extend the life of these monuments*", thereby pointing to the lack of specialists in this field in Kosovo. However, it is not clear how conservationist specialists, as those previously described, could/would play an important role in the touristic valorisation of cultural heritage resources, and the management/marketing of cultural tourism sites.

Overall, the descriptions of the mission and objectives of the Study Programme, as contained in the SER, signal a generally superficial and relatively poor understanding of contemporary

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tourism and its potentials for a national economy, as also reflected in the statement that tourism “...is one of the most profitable activities of today's modern society” (SER, p. 13). Tourism can certainly provide opportunities for economic development, especially in less- and underdeveloped countries rich in attractive natural resources, but the level of profitability and overall role it can play for an economy, depends on a complex interplay of many different factors.

Surprisingly, national strategic documents such as the *National Development Strategy 2016-2021*, or the *Kosovo Education Strategic Plan 2017-2021*, do not contain any mention of *tourism* or related terms such as *hospitality* or *travel industries*. The same holds for country development strategies developed by USAID (USAID/Kosovo Country Development Cooperation Strategy 2020-2025), and EBRD (Strategy for Kosovo, European Bank for Reconstruction and Development, 2016). Likewise, cultural heritage has not been accentuated in these documents, neither. One could thus argue that, although the mission of the institution and that of the Study Programme are aligned, the latter lacks a reflection of current and future strategic needs at the local and national level, and it misses to recognise critical advances and trends of contemporary tourism, and its role in the overall economy. The expert team considers very important to have a clear vision about the key long-term development objectives of both the Study Programme and the HEI, especially for a management focused HEI like UBT.

When it comes to providing convincing arguments regarding labour market needs for future graduates of the Study Programme, which would justify enrolment of 100 students for the proposed master program, it is surprising that neither the SER nor other documents offered any statistics and/or forecasts about the development of tourism activity in Kosovo; although this would be the most elementary information for judging about the local/national relevance of any study programme focusing on tourism development. Results of a survey conducted with industry representatives and a market needs study, which were provided upon request, failed to provide convincing arguments in favour of the Study Programme. Even though reliance on various intangible factors and unofficial data, as well as the corresponding risk taking, are a fundamental part of any entrepreneurial undertaking, the expert team considers very important that a new study programme is based on solid facts and sound criteria, especially for business-oriented programmes, in order to avoid a local labour markets and higher education mismatch.

When analysing the main objectives of the Study Programme (SER, p. 15) and the expected skills to be acquired by graduates (SER, p. 42), it is striking that none of the 7 listed objectives,

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or any of the 6 learning outcomes deals with aspects related to the management, marketing, or development of tourism. This imbalance in favour of various aspects related to cultural heritage is further reflected in the programme structure. Such, out of 16 mandatory courses, only 5 are related to tourism (many of them carried out by the same teacher). This is despite that fact that during the interviews, both the UBT staff members and industry representatives have highlighted the importance of future tourism development in Kosovo as one of the main reasons for proposing this programme. In this regard, the expert team feels that the Study Programme does not have a well-defined didactic concept.

In addition to the questionable rationale driving the formation of the Study Programme, only poor evidence has been presented to prove that relevant academic and/or professional advice had been sought for when designing the Study Programme. Additional documents provided by UBT upon request, prove that there has been some level of coordination with industry representatives and external stakeholders. However, the *Survey conducted with industry representatives* does, in fact, not contain any relevant questions for a reliable and valid assessment of market needs and potentials for the Study Programme, but rather the questions address general issues, mostly related to the respondents' level of knowledge about various cultural attractions in Kosovo. In addition, there is no explanation of the study methodology and, in particular, information that would prove that a representative sample of industry representatives has been used.

Regarding the cooperation agreements of UBT, which were provided upon request, these seem to cover only to a minor extent agreements with private-sector organizations from the tourism sector as potential future employers. Moreover, among the international curricula consulted in the development of the Study Programme, UBT has identified two programmes from Albania, one from Kosovo, and one from Hochschule Anhalt, University of Applied Sciences as benchmark programmes (SER, p. 15). However, it is not clear why HEIs with a rather poor ranking were chosen to detect benchmark programmes. Moreover, regarding the only non-Kosovo/Albanian HEI (i.e., Hochschule Anhalt), the expert team could not find any program that combines heritage and tourism management on the official website of this HEI (only a master study programme on Architectural and Cultural Heritage). The expert team considers this to be a significant shortcoming in the preparation stage of the Study Programme, resulting in an unconvincing program structure that misses to demonstrate a good fit of intended learning outcomes with contemporary challenges in the area of cultural heritage tourism.

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UBT has provided evidence that demonstrates the implementation of formal policies, guidelines and regulations addressing various academic and/or procedural issues. However, only some of this information is publicly available in English language and there is no section on the official website where important documentation can be downloaded. Moreover, the English website does not have an intuitive interface and it is generally difficult to find needed information.

Overall, it is the opinion of the expert team that the HEI failed to demonstrate a clear and convincing vision on its strategic orientation and goals related to the Study Programme.

Standard	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.	X	
<i>Standard 1.2.</i> 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.		X
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.		X
<i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
<i>Standard 1.6.</i> All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are		X



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reviewed at least once every two years and amended as required in the light of changing circumstances.		
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Compliance level: Partially compliant (50%)

ET recommendations:

1. Conduct a comprehensive and in-depth analysis of the national tourism sector, involving past, current and future levels of tourism activity, in order to derive corresponding market labour needs that the Study Programme addresses. In doing so, cover representatives from the full range of potential employers, involving both public- and private sector organizations. Identify peculiarities of the targeted geographic area and the niches which are reasonable to be treated as key/strategic. Revise the Study Programme and its strategic objectives thoroughly so to reflect the findings from the market analysis.

2.2. Quality management

As the ET learned during the interviews teaching staff and the industry representatives participated in the development of the self-evaluation process. The ET has noted that the self-evaluation report is still general and does not describe some of the program specific details in relation to different standards. This could help the program team to better reflect on the input, the planned process and outcomes of the program and have a better understanding about the forthcoming challenges and areas for improvement.

The UBT College has developed quality assurance regulation. The quality assurance regulation, technically covers all sorts of areas from planning, implementation and evaluation. As well, it covers all issues of the study program and its outcomes and improving of them. However, considering the problems described in different standard areas, but especially in the “Educational process content”, the ET concludes that the QA system could not ensure enlignement of the goals, learning outcomes and content of the educational program. Thus, ET concludes that the evaluation processes is not integrated into normal planning processes. For the same reason while the QA process and mechanisms described in the manual deal with process of program planning and delivery, the final version of the program still struggles with



above mentioned issues. Besides, the learning outcomes themselves are not written in terms of the knowledge, skills and competencies that are relevant to the descriptors Master degree programmes.

The UBT college has developed survey forms to collect the data from students, graduates and employers. While this program is new it is not possible to analyse to what extent the data is considered for further improvement. However, based on the experience of the UBT college, the QA team could not recall any case when the teaching staff was evaluated with a lower score and the case was followed up by the college administration. This indicates that the college should make sure that its QA instruments are valid and it is coherently implemented, ensuring that it can detect the possible deficient practices. The results of the evaluation is not publicly available.

Standard	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.		X
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.		X
<i>Standard 2.4.</i> 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.		X
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		X



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<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
<i>Standard 2.7.</i> 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.		X
<i>Standard 2.8.</i> 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.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	N/A	

Compliance level: Partially compliant (38%)

ET recommendations:

1. Ensure that the self-evaluation process of the educational programmes is a participatory process and analyses the development and implementation of a specific program. Ensure that the self-evaluation process and the report inform the program team about the needs for successful implementation and further improvement of the program.
2. Ensure that the QA policies monitor input, process and output elements of the programme and the data is used for planning, implementing and improving the educational programme.
3. QA mechanism shall ensure that the goals, input, process and outcomes of the program are aligned and that the learning outcomes are in line with the NQF.
4. Ensure that the QA instruments are valid, are implemented in a coherent manner and detect possible deficient practices.
5. Review the QA policies and procedures periodically and make sure they cover everything from teaching quality, quality of the learning environment, quality of clinical training and research activity.

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2.3. Academic staff

Based on the formal staff profiles submitted prior to the review and the conducted online discussions, one can conclude that the academic staff at UBT, who are intended to carry out the Study Programme, are able to deliver an adequate level of student learning experience.

As mentioned earlier, the Faculty of Cultural Heritage and Tourism Management seems not to have been established as an organizational unit, yet, but according to information from the SER about the planned faculty staff (p. 32-33), and staff members who are involved in carrying out the individual study courses (p. 39-41), overall 25 and 24 staff members are listed, respectively.

According to the SER, all staff members for the Study Programme have doctoral degrees, tenure-track positions and appear to be employed full time by UBT. Detailed information on the duration of individual contracts (besides being tenure-track contracts), and the type of professorship/academic title have not been provided in the SER. A search on the official UBT website did not yield any further results which would provide more information in this regard. In fact, individual staff profiles do not exist at all, or cannot be found/accessed on the official UBT website. The opinion of the expert team is that this is most elementary information that needs to be made available publicly to students and any other interested party.

According to the SER, there are no external staff members involved in the Study Programme, and based on the provided CVs, there appears to be a significant share of younger staff involved. In this regard the staff structure for carrying out the proposed program can be deemed sustainable in the medium term.

However, when analysing the analytical course syllabi, two staff members seem to have a very high workload and share in the proposed study courses. For example, Dr.sc. Pajazit Hajazeri is associated with eight courses according to the SER (i. History of civilization, ii. Cultural heritage, iii. Art history and historical heritage, iv. Research methods and writing techniques, v. Conservation, restoration of architectural heritage monuments, vi. Architecture of religious monuments I, vii. Architecture of religious monuments II, viii. Museology), four of which are in the first semester of the Study Programme. Likewise, Dr.sc. Sali Krasniqi is associated with five out of overall seven courses that relate to the tourism management component of the programme (i. Sustainable tourism, ii. Tourism and hotel management, iii. Economy in

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tourism, iv. Right in tourism, v. Business in tourism). The expert team believes that such a high concentration of course content associated with individual teachers is not a good practice, as this may cause sustainability problems for the Study Programme, as well as it is unusual that individual staff members cover such a wide range of different areas of study/research at the master level.

Staff appointment and academic advancement are based on a set of basic teaching and research criteria. In order to advance academic excellence of the Faculty, which is highlighted as #1 objective in the HEI's valid strategic document (UBT Strategy 2025), the teaching staff has confirmed that they have been provided training opportunities during the online interview. Additional documents that were provided upon request, indicate that several seminars and training have been provided, mostly via UBT's Institute for Development of Education and Academic Affairs (IDEA).

The responsibilities of the faculty staff cover teaching, material design, student consultations and research work. Besides conducting regular student surveys, self-assessments and supervisor assessments it is further recommended to conduct regular peer-observations and unannounced observations at least once a year, in order to improve academic practices and performances. Moreover, it is recommended to make evaluation results available to all interested parties, including students.

Standard	Compliance	
	Yes	No
<i>Standard 3.1.</i> 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.		X



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<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> 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.	X	
<i>Standard 3.4.</i> 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.	X	
<i>Standard 3.5.</i> 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 case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> 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.		X
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	



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Compliance level: Substantially compliant (70%)

ET recommendations:

1. Avoid allocation of significant shares of course contents to individual staff members.
2. Develop KPIs at the level of individual staff members for measuring and monitoring the standards of quality related to teaching, learning and research.
3. Make teacher/researcher profiles publicly available on the institutional website, including areas of concentration/specialization, publications and project works.

2.4. Educational process content

The Study Programme is a master level program that consists of 120 ECTS distributed in 4 semesters. Out of the 4 semesters the final semester is dedicated for the Master thesis work.

From the analysis of the documents and the interviews, the ET assumes that there is a lack of understanding around establishing a Master level program in cultural heritage and tourism. While there is a need in Kosovo for the tourism and heritage professionals, the responses from the teaching staff and labour market representatives demonstrate that the qualifications that are demanded are relevant to vocational or the bachelor level programs. This issue is more evident, when considering the number of students, the UBT college is planning to enrol on the program.

The goals of the Study Programme identified from the SER (p. 15) (“The aim of the program is an important contribution to the scientific, managerial, tourist, technical and economic development of the region”) and from the interviews (such as promotion of the cultural heritage sites of Kosovo, attract more tourists and develop the tourism and hospitality industry) are not relevant to the content and the courses of the program. The learning outcomes of the program (SER, p. 42-43) and the courses are focused on architecture, restoration and conservation of the cultural heritage rather than more on the management and marketing issues in tourism and hospitality business. While the course syllabi include the discipline’s objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students’ assessment system, and the bibliography, based on the analysis of the syllabi the ET concludes that program team has to carefully review them and ensure that the

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aims and objectives, content and the learning outcomes of the courses are aligned to one another. Some of the courses are not adjusted to the specifics of Cultural Heritage and Tourism Management. For example, the content of the courses in Business in Tourism and Marketing management in tourism do not include the tourism management themes, but are the regular business and marketing courses. While the development of the research skills is one of the main concepts of a master program it should be noted that the course content in Research methods and writing techniques is solely focused on writing techniques and does not provide students with knowledge and skills in research (e.g. types of research methods, data collection methods, data analysis). Besides, the learning outcomes of the program are not aligned with the descriptors of knowledge, skills and competencies for the level 7 educational programs.

The teaching and learning methods described across all the syllabi regardless of the specifics of the courses are the lectures and activities, where the distribution between those two components are the same in all the syllabi, 70% and 30% respectively. This standardized approach limits the potential of the certain courses to achieve best possible outcomes in case there are more practical or theoretical courses. Besides, at this point the heads of the study programs do not have a coherent strategy for ensuring the interactive implementation of the program. During the interviews it was mentioned that the student will have to do the mandatory internship, however, as it seems this component is not included in the curriculum. Afterwards it was clarified that each lecturer decides on their own if their course needs a practical component, however it is also not indicated in the documents. Similarly, to the teaching and learning methods, the description of the assessment methods in the syllabi are presented in the uniform manner, which includes: attending lectures, participation and activity, midterm I-II, exam. The syllabi do not provide description of the activities or the types of midterms and exams used to evaluate the achievement of the learning outcomes. Thus, at the one hand, without this description it is difficult for experts to evaluate whether the relevant assessment methods are used to evaluate the learning outcomes, and on the other hand, the syllabi do not sufficiently inform students about the expectations towards them. To complete the programme students must pass all required exams and defend Master's thesis. The diploma thesis is registered in the last year of studies. The Diploma Thesis Evaluation Commission, responsible for evaluating the thesis and conducting the exam, is appointed by the Deputy Dean for Teaching. Upon successful completion of all exams and fulfilment of all course requirements including the production and presentation of the diploma thesis while defending it, each student is awarded a diploma.

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According to the SER (p. 47) the student is entitled to accept a passing grade announced by the teacher and the decision is final and cannot be changed. In cases that the student does not accept the passing grade has no objection to the examination procedure, the student may apply through a written request within 48 hours to the subject leader to annul the examination. Annually, the student may go through written requests the passing grade from the same subject maximum three times. The students benefit from the right to appeal an examination if they don't agree with the way the examination was carried out. Appeals must be submitted to the Vice-Dean for Teaching and Learning within 36h from the awarding of the grade. This should be 'calibrated' so that it also covers the possibility of appealing grades during the weekend (when usually the secretariat is not opened). UBT has signed agreements with various institutions aiming at providing practical experience for students, however the details of this cooperation and how it will be integrated in the program is still not defined.

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> 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.		X
<i>Standard 4.2.</i> 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.		X
<i>Standard 4.3.</i> 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		X



and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		
<i>Standard 4.4.</i> 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.		X
<i>Standard 4.5.</i> 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>Standard 4.6.</i> 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.	X	
<i>Standard 4.7.</i> 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.		X
<i>Standard 4.8.</i> 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.		X
<i>Standard 4.9.</i> 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		X



a program, and in comparison with other study programs at highly regarded institutions.		
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are 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.		X
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

Compliance level: Non-compliant (27%)

ET recommendations:

1. Ensure that the learning outcomes, program courses and their content of the program are in line with the program goals and the industry needs.
2. Ensure that the planned enrolment of students is relevant to the industry needs.
3. Review the course syllabi and ensure that the aims and objectives, content and the learning outcomes of the courses are aligned to one another and that the content of the courses are relevant to the course title and the content is adjusted to the cultural heritage and tourism management field.
4. Ensure that the program provides students with the knowledge, skills and competences of conducting a research relevant for the master level studies.



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5. Ensure that the learning outcomes of the program complies with the NQF.
6. Review the standardized description of the teaching, learning and assessment methods indicated in the syllabi; diversify and adjust them to the specifics of the learning outcomes of each course.
7. Ensure that students have convenient conditions to make an appeal on the assessment results if needed.
8. Elaborate the strategy to ensure development of the practical skills for students and clarify how this will be integrated in the implementation of the program.

2.5 Students

According to the SER (p. 51) student admission is regulated by the Faculty Council Admission Regulation. All applicants within the full-time student enrolment quotas who have completed the first cycle of bachelor studies are eligible to register to obtain the academic title of Master of Cultural Heritage and Tourism Management. Students who have completed the first cycle of bachelor studies in History, Economics, Management, Architecture, Archaeology, Ethnography, Ethnology and other related programs have the advantage of enrolment. It should be noted that the admission requirements for the Master degree studies is not publicly available on the college website, that undermines the transparency and fair application of the admission process. The SER (p. 52) state that "...successful applicants must pass the entrance exam with 51% or higher. Moreover, students will be ranked by the most successful student with points up to the quota", however the regulation provided to the ET (i.e., Faculty council admission regulation) does not indicate such information. Thus, there is a discrepancy between the regulation, the information indicated in the SER, and possibly with the actually admission process.

According to the SER (p. 52) a variety of teaching methods are used for providing active learning. These include case-studies, project work, problem-based learning and simulated learning, site visits and practice placements. It should be noted that at this point the heads of the study programs do not have a coherent strategy for ensuring the interactive implementation of the program. During the interviews it was mentioned that the student will have to do the mandatory internship, however, as it seems this component is not included in the curriculum.

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Afterwards it was clarified that each lecturer decides on their own if their course needs a practical component, however it is also not indicated in the documents. According to SER (p. 53) each student is allocated a mentor to provide him/her with guidance and support, as part of the efforts of the college to identify early in the process, the students in a potential risk of drop-out. According to SER the college records the data on student progression through the Student Management Information System (SMIS). However, based on the interviews, ET concludes that data on student progression are not used to monitor and identify the students at risk of academic progression.

The results obtained by the students throughout the study cycles are certified by the academic record. The Faculty maintains a list of student records: examination register, application, list of students taking the examination in the given examination period, examination report, students' logbook, student files containing information on students' re-examination activities and final grades earned during these activities. The Examination Log and applications are administered using the (SMIS). The college is using the program completion rate as one of the quality indicators.

The college has adopted a Code of Ethics and student conduct and also stipulates the rights and responsibilities of students in the Student Handbook. The students benefit from the right to appeal an examination if they don't agree with the way the examination was carried out. Appeals must be submitted to the Vice-Dean for Teaching and Learning within 36h from the awarding of the grade. This should be 'calibrated' so that it also covers the possibility of appealing grades during the weekend (when usually the secretariat is not opened).

According to SER (p. 55) the Student Handbook includes advice and guidelines for ethical behaviour and students' sign a written declaration attesting the originality of their written work ahead of written work submission. However, such content is not indicated in the student handbook that was provided to the ET.

According to the statute of the UBT college, the developed a regulation describing the process and requirements for transferring students, which is approved by the academic council.

	Compliance
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Standard	Yes	No
<i>Standard 5.1.</i> 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.		X
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process. .		X
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.		X
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	X	
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.		X

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<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> 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.	X	

Compliance level: Partially compliant (63%)

ET recommendations:

1. Ensure that the procedure for student admission is coherently presented indifferent documents and is publicly available on the university website.
2. Ensure that the program team has a clear and coherent strategy about the teaching and learning approaches that ensures interactive and effective study process.
3. Review the appeal procedure so that it improves its popularity and becomes realistic and non-discriminatory (covering the potential situations of grades being published during the weekend);
4. Ensure that the students are informed about the rules on academic integrity and it is part of the student handbook.
5. Ensure that the data on student progression is accessible for the program implementation team, is used to detect the students at risk and for provision of the relevant support.

2.6 Research

According to the SER, UBT aims to "...support research to establish the scientific basis for Cultural Heritage monuments and their use in tourism development" (SER, p. 60). Moreover, the Study Programme foresees conducting research on topics related to (i) Environmental and professional space, (ii) Heritage art communication, and (iii) Delivery of reports and monument care (SER, p. 60). Overall, the research objectives of the Study Programme appear to be aligned with the institutional strategy.



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Having said that, it must be noted that this is due to the fact that the strategy lists only very generic measures to be taken for achieving the #2 strategic objective in the overall institutional strategy, i.e., “Developing Research, Innovation and Social Responsibility” (UBT Strategy 2025, p. 19-22). Put differently, virtually any kind of research objectives at the programme level would/could be aligned with the objectives at the institutional level. Moreover, it is not specified how the research objectives at the programme level will be achieved, and, in particular, how the research activities will be carried out, during which timeframe and by whom. Another shortcoming is that the research objectives are almost entirely related to cultural heritage aspects, whereas the tourism component falls short again, although tourism development potentials have been highlighted throughout all online discussions as the main reason for proposing the Study Programme.

Based on information provided in the SER and during the online discussions with the teaching staff, one can conclude that research is, however, considered an important component of overall activities. Formally, this is reflected in a 30% share of working hours intended to be spent on research activities (SER, p. 32), in addition to 40% of time spent on teaching/work with students, and another 30% on administrative tasks. Moreover, academic staff have a contractual obligation to conduct research and it is regarded a “...career expectation” (SER, p. 61).

As has been mentioned in the online discussions with the management and teaching staff, these shares of working hours appear to be flexible to a significant amount. The same is stated in the institutional research strategy which foresees the possibility that the Dean grants changes and re-allocates time spent on research/teaching/administration “... in the light of the research record of academic staff.” (UBT Research Strategy, Article 4, paragraph (d)). The expert team considers that such a flexible time allocation scheme is a good thing, since the working time can be scaled depending on individual staff members’ affinities towards either teaching or research. However, it is only a good thing as long as every academic staff member produces a minimum amount of research publications; but as stated in the SER “...this may not be the case for everyone” (p. 63).

Regarding clear policies that define what is recognized as research, consistent with international standards and established norms in the field of study (standard 6.3), the self-evaluation report and UBT Research strategy do not provide explicit information. However, the last paragraph (Article 10) of the UBT Research strategy lists relevant scientific platforms that are recognized by the Ministry of Education, according to the Administrative Instruction

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(i.e. with a coefficient of 1: Web of Science, EBSCO, WorldCat, DOAJ). Moreover, according to the Administrative Instruction HEIs are required to determine three additional platforms (with a coefficient of 0.85), and at the UBT institutional level these are Science Direct, Springer link, and Google Scholar. The latter platform is however a scientific search engine that covers almost every possible type of scholarly work and in that, it may act as a “loophole” for academic advancement.

Based on the provided list of journal publications and research grants/projects, it is apparent that research performance of the academic staff is at a rather low level; both generally and, in particular, from the Study Programme perspective:

- First, conference publications dominate among the research publications of the academic staff, with only a very small share of academic journal publications, and virtually no publications in journals which are indexed in Scopus and the Web of Science. Among the journal publications, a few journals dominate that do not have a direct connection to tourism and cultural heritage management (e.g. Knowledge journal).
- Second, only few publications have a clear relationship to the respective courses, whereas the publications of the academic staff have almost no connection to the field of tourism management. Accordingly, existing research of the academic staff does not demonstrate a clear link between research and (intended) teaching.
- Third, since the proposed program is nested within the field of tourism, it is somewhat surprising that not a single international tourism journal is covered, although there are even several journals in the region.

In the future, research efforts should however be directed towards research outlets (journals and conferences) which are more closely related to the field of tourism management (for example, there are over 100 tourism journals covered by Scopus). Moreover, the evaluators consider it to be important to provide seminars/education to faculty staff on predatory journals which may significantly decrease institutional and/or individual staff’s research reputation.

The self-evaluation report and list of organized scientific events highlights that the University organises an annual international conference.



The discussions with the faculty staff revealed that there is some awareness about the importance of publications in indexed field journals, however, respective explicit mention in relevant documents could not be found.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> 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.	X	
<i>Standard 6.2.</i> 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.		X
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.		X
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
<i>Standard 6.5.</i> 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.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	



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<i>Standard 6.7.</i> 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.		X
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9/6.8.</i> 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.		X
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

Compliance level: Partially compliant (55%)

ET recommendations:

1. Develop clearer guidelines where to publish in order to achieve a better match between teaching and research activities (publishing policies or as part of the Research strategy).
2. Organize seminars to familiarize faculty staff with field journals (tourism management and marketing) indexed by major databases.
3. Organize research seminars to further enhance writing and publishing capabilities of the academic staff and to raise awareness about predatory journals.
4. Consider both financial and non-financial compensation to foster research activity of faculty staff with above-average research results.



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2.7 Infrastructure and resources

UBT is a privately owned HEI which operates at six different locations, i.e., in Pristina, Lipjan, Prizren, Ferizaj, Gjilan, and Peja. According to the SER, the premises for the Study Programme are located in the UBT Lipjan Innovation Campus which "...is equipped with modern teaching equipment and are adaptable to different teaching methods" (SER, p. 68). Although video material was provided upon request, it has to be stressed that it is in fact not possible to conduct a fair, reliable and valid assessment as to the appropriateness of physical facilities, human resources (other than met at the online discussions), and equipment in place. Generally, however, the expert team got the impression that provided documents and the video material signal a considerably high level of quality in this regard.

As part of the SER, the institution has submitted basic information on the Study Programme cost & revenue breakdown structure, but this can only be considered a very basic financial plan that is based on very rough estimations. Moreover, the expected revenues generated by the Study Programme are almost entirely based on student fees, which means that the financial stability and sustainability of the Study Programme depend on the interest and enrolled number of students; as also mentioned in the SER (p. 69). Since 100 students is a considerably high number for a master programme, and given the fact that no proper proof of employability of graduates has been provided, the expert team has serious concerns and doubts as to the profitability of this project.

As mentioned earlier, although the UBT premises could not be examined physically, the expert team has no reason to question that available infrastructural resources meet the needs of academic processes in terms of capacity and equipment.

In the SER, it is stated that library facilities have adequate capacity. Again, however, the provided video material does not offer sufficient evidence to confirm this claim in a valid manner.

Apart from access ramps at the entrance to the main building, no evidence has been observed on what other dedicated infrastructure has been made available to students and staff with special needs such as text-to-speech aids, floor guidance for visually impaired people, in-door access ramps, dedicated lavatories and others.



Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> 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.		X
<i>Standard 7.2.</i> 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.	X	
<i>Standard 7.3.</i> 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: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<i>Standard 7.4.</i> 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.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs:	X	



<p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>		
<p><i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>	X	

Compliance level: Substantially compliant (83%)

ET recommendations:

1. *Generate a sounder and more detailed financial plan that proves long-term financial stability of the Study Programme.*
2. *Foresee actions/measures to be taken in the case that revenue goals are not met, likely as a consequence of lower student interest, given that the largest expenditure category is related to staff cost.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The UBT College in Pristina is a relatively new higher education institution but even so has achieved considerable success in different educational fields and disciplines. The evaluated study programme is an advanced level programme targeting bachelor graduates who are



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interested to continue their education or develop professional careers in the cultural tourism sector and develop further their research and scientific skills and competences.

Due to the Covid-19 crisis, the assessment process did not include any site visits to any of the UBT locations, nor it included physical face-to-face interaction with the interviewed stakeholders. Although it may be argued that such circumstances may have influenced the objectivity of the conclusions made, every effort has been made by the expert team to make the conclusions sound, substantiated by concrete evidence and not a result of speculation or misjudgement.

A set of recommendations addressing the issues raised through the evaluation process have been proposed for each standard of evaluation. The expert team wished to stress that all recommendations should only be regarded as affirmative guidelines aimed at improving the overall quality of both the study programme and institution, but it is up to the UBT management whether these recommendations will eventually be implemented or disregarded.

In addition to the recommendations made, the expert team considers appropriate to commend the institution with regard to the following aspects of the evaluation process:

1. The institution has demonstrated a high degree of openness and motivation in communication with the expert team. It is apparent that the UBT team has made considerable efforts to reach the current level of operation in a relatively short time.
2. It was positive to hear many of the interviewed external stakeholders taking an affirmative standpoint towards both the Study Programme and the institution.
3. Although it was not possible to inspect the UBT facilities and premises in situ, based on the provided material they seem to be fit for providing a high level of learning experience.

However,

1. Although the UBT College has developed a set of regulations and processes aimed at reaching highest standards of academic and research practice, the QA process is rather complex and over-administered, and it is difficult to keep track on the entire lifecycle of an improvement made.
2. The Study Programme has several deficiencies that require thorough attention. Most importantly, there seems to be a mismatch between market-needs, which are closer to

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a bachelor or even vocational level, on the one hand, and the level of the proposed Study Programme, on the other hand.

3. Estimations of market-needs and employability of graduates need to be based on a solid analytical foundation, and this has not been adequately documented in the SER nor in other documents. Moreover, the programme contents and learning outcomes do, in fact, not put much emphasis on tourism development and management, whereas the importance of tourism for the economy of Kosovo has been highlighted as the key reason for proposing the programme.
4. Research activity and productivity of the academic staff leave large room for improvement and are at rather low levels according to international and regional standards. More attention needs to be paid to achieve a higher alignment between research and teaching, especially in the field of tourism.

According to the KAA Accreditation manual, in order to be granted a positive decision for program re/accreditation, every education provider has to demonstrate at least a **substantial compliance** level in the overall judgment. Therefore, failure in meeting at least an overall substantial compliance level entails delaying, withdrawing, suspending or denying accreditation.

Standard	Compliance level
1. Mission, objectives and administration	Partially compliant
2. Quality management	Partially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Non-compliant
5. Students	Partially compliant
6. Research	Partially compliant
7. Infrastructure and resources	Substantially compliant
Overall compliance	Partially Compliant



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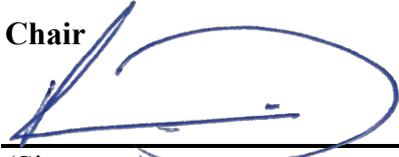


Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

In conclusion, the Expert Team considers that the Study Programme Master in Cultural Heritage and Tourism Management proposed by the UBT College in Pristina is **partially compliant** with the standards included in the KAA Accreditation manual and, therefore, recommends **not to accredit** the study program.

Overall compliance: Partially Compliant

Expert Team

Chair

(Signature) **Josip Mikulić** **July 1st, 2021**
(Print Name) (Date)

Member

(Signature) **Keti Tsozniashvili** **July 1st, 2021**
(Print Name) (Date)
