



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

UBT College
Master in Media and Communication

REACCREDITATION

REPORT OF THE EXPERT TEAM

Zagreb, 31. May 2021



TABLE OF CONTENTS

Contents

TABLE OF CONTENTS.....	2
1. INTRODUCTION.....	3
1.1. Context.....	3
1.2. Site visit schedule	7
1.3. A brief overview of the institution and program under evaluation.....	9
2. PROGRAM EVALUATION	9
2.1. Mission, objectives and administration.....	9
2.2. Quality management	14
2.3. Academic staff	20
2.4. Educational process content.....	28
2.5. Students.....	37
2.6. Research.....	46
2.7. Infrastructure and resources	51
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET.....	57

2



4. APPENDICES (if available) **Pogreška! Knjižna oznaka nije definirana.**

1. INTRODUCTION

1.1. Context

According to numerous indicators, the profession of media and communication specialist/managers is one of those that has been developing particularly rapidly in the last thirty years. Employers in the private sector, but also in the state administrations and even in the non-profit sector are increasingly looking for experts with a broad educational profile who could fulfill multiple functions of enabling the system to operate towards the external environment and within the organization. The terminology used to refer to holders of such functions in English is different. The terms are used: Media and Communication Manager, Public Relations Manager, Communications Manager, Public Affairs Manager, Public Affairs and Communications Manager, External Relations Manager, Internal Communication Manager (in cases where there is a special function for internal communication), and more recently - Stakeholder Relations Manager, Social Responsibility Manager, and the like.

In bigger systems, entire departments are organized in which functions are then divided according to the narrower area of organizational communication. These functions in the general organizational framework fulfill the so-called boundary spanning role. The fact that they are, metaphorically speaking, one foot in the system and one outside it, makes them particularly suitable for fulfilling at least three key roles in the organization, in addition to the basic role of protection and reputation promotion: for the role of system protection. care, communication managers most often act as crisis management coordinators, for the role of advocacy, and for the role of increasing the value of the system. Journalists have the similar role to play in the wider social context, much wider than communication specialists in organizational context, since they act as mediators of various information to targeted audiences, general media audience included.

Media and communication specialists are expected to have superior communication skills (oral, written), high social intelligence, wide general education, and be very proficient with media technology and social media strategies, In short, a media and communication expert/manager who is also a journalist should have knowledge of economics to understand business, knowledge of political science and sociology, to understand social trends, knowledge of environmental protection, sustainable development and social responsibility to maintain relationships with stakeholders, must know excellent communication, should understand



psychology and a good knowledge of research methodologies in the social sciences. Such a specialist would be absolutely versed in marketing and sales, be literate as a good journalist and know how to plan communication campaigns, write texts, correct, be a publisher, and of course if the equipment and publishes texts and publications, he/she must also be a good editor. Such an expert must, then, be good at imparting knowledge and skills, must know the techniques of holding training and coaching, conflict resolution techniques and assertiveness, the non-profit sector, the methodology of monitoring and evaluation, must be aware of cultural events and processes in one social environment and the list goes on.

To educate such an expert must have seemed like mission impossible some thirty or so years ago and has not become any lighter task in the meantime, as the sophistication of communication technology has only added to already very high expectations. Therefore, high education institutions have, already in the early stages, started to separate education of journalists from the education of communication managers and the academic field followed with the two separate branches within communication science: journalism and public relations. This became a routine practice particularly after first generations of communication specialists started working in organizations without previous experience in journalism but only armed with BA and MA degrees in journalism. Many high education institutions in EU and USA have for practical reasons settled with a more general approach at BA level and more specialized approach in MA level (i.e., universities and colleges in Croatia have this concept: general communication foundation on B.A. level and journalism or PR and MA level.

Here, we have a more general concept of fundamental communication and media skills and competences going vertically to the MA level whereby these experts should be able to meet the expectation of a whole spectrum of jobs in journalism, media management, communication management, public relations and beyond.

This report deals specifically with the MA Media and Communication program by UTB submitted for reaccreditation.

Date of site visit:

20 May 2021

Expert Team (ET) members:

- *Prof.dr.sc. Majda Tafra-Vlahović*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Naim Gashi, Executive Director of KAA*



- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*
- *Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring*

Sources of information for the Report:

- *Self Evaluation Report*
- *Syllabus*
- *CVs(34)+lists of publications*
- *Regulation for Academic Advancement*
- *Annual Work Plan for the Academic Year 200/21 (with annexes: complaint procedure, Code of Ethics, Subcommittee, Student Ethics Code)*
- *List of collaborating foreign partner universities*
- *Student handbook*
- *UBT Code of Ethics*
- *UBT Quality assurance regulation*

Requested/received documents:

1. *Minutes of one of the meetings on policies, regulations, terms of reference or statements of responsibility review .*
2. *One recent student survey of teacher effectiveness results.*
3. *A self-evaluation report by a teacher.*
4. *List of partners in public and private sectors in Kosovo and beyond.(including ERASMUS +)*
5. *A copy of a collaboration contract with a partner institution.*
6. *Copy of a student internship evaluation.*
7. *Description of facilities available for students (seats in lecture rooms etc.)*
8. *List of KPIs for teachers*
9. *Document that regulates student transfer between higher education institutions*
10. *UTB policy defining what is recognized as research for MC program.*
11. *List of students engaged in research projects.*
12. *List of IT equipment available to students and teachers.*



Criteria used for program evaluation:

Criteria used for program evaluation:

A. The core principles of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area:

- 1. Higher education institutions have primary responsibility for the quality of their provision and its assurance;*
- 2. Quality assurance responds to the diversity of higher education systems, institutions, programs and students;*
- 3. Quality assurance supports the development of a quality culture;*
- 4. Quality assurance takes into account the needs and expectations of students, all other stakeholders and society.*

B The following principles:

- a. Public accountability: Higher education institutions need to demonstrate the quality of the education to all stakeholders and public at large, through the following:*
 - achieving quality levels that respond to the expectations of students and employers;*
 - underlining higher education as a public good;*
 - communicating consistent, clear and coherent information to the public at large about the real results obtained and the intentions of improvement.*
- b. European reference: the higher education system and institutions in Kosovo belong to the European Higher Education Area and ensure quality levels in line with and competitive at the European and international level. For this purpose, both the recognized accreditation providers, as well as higher education institutions commit to benchmark their institutional processes against comparable institutions at international level;*
- c. Institutional responsibility: the responsibility for and the management of quality lie with each higher education provider, in accordance to institutional autonomy;*
- d. Improving quality: quality is not an end in itself. Continuous improvement and institutional management of quality is the primary objective of the external evaluations;*



- e. *Fitness for purpose: quality assurance process should be defined and designed specifically to ensure their fitness to achieve the aims and objectives set for them;*
- f. *Institutional diversity: diversity of institutions, their mission and goals is respected and encouraged by external quality assurance;*
- g. *Transparency: a key concept helping to build mutual trust and better recognition of qualifications, programs and other provision. At systemic level, transparency does not only increase the trust in the quality assurance structures operations, but also in the education itself. Institutionally, transparency encourages engagement of the entire academic community and development of quality culture.*
- h. *Focus on results: learning outcomes and performance in research lie at the core of quality assurance. External quality assurance imply that higher education institutions demonstrate their results and performance in learning and in research as well as their correspondence with the actual reality of the institution, including verification of student activity in relation to the stated standards;*
- i. *Stakeholder engagement: internal stakeholders should develop and implement quality assurance policies through appropriate structures and processes, while involving external stakeholders;*
- j. *Quality enhancement: continuous improvement of quality and institutional management is the primary objective of the external evaluation. Every self-evaluation document must present the particularities of quality culture across the higher education institution and ensure the continuous performance improvement.*

1.2. Site visit schedule

2. Site Visit Program

20th May

09.00 – 09.50 Meeting with the management of the faculty where the program is integrated (*no slide presentation is allowed, the meeting is intended as a free discussion*)



09:55 – 10:40	Meeting with quality assurance representatives and administrative staff
10:40 – 11:30	Lunch break
11:30 – 12:30	Meeting with the heads of the study program: Media and Communication/ BA
12:35 – 13:35	Meeting with the heads of the study program: Media and Communication/ MA
13:40 – 14:25	Meeting with teaching staff
14:30 – 15.10	Meeting with students
15.15 – 15.55	Meeting with graduates
16.00 – 16.40	Meeting with employers of graduates
16.40 – 16.50	Internal meeting of KAA staff and experts
16:50 – 17:00	Closing meeting with the management of the faculty and program

No	Study programs	Experts	Responsible persons of study programs		
1	Media and Communication/ BA (Reaccreditation)	Prof. Dr. Majda Tafra-Vlahović	Ferid Selimi	Gjylie Rexha	Naser Rugova Ilir Zylfiu
2	Media and Communication/ MA (Reaccreditation)	Prof. Dr. Majda Tafra-Vlahović	Votim Hanoli	Mimoza Hasani Pllana	Belul Beqaj



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

UBT offers a dynamic and innovative 21 century academic environment and provides a supportive and challenging opportunity for the students, faculty and staff in participatory and self-governance setting, as elaborated on the UTB web page. Commitment to enhance its participation as an active member of community by providing learning opportunities driven by teaching and research excellence, intellectual interaction and creativity is publicly communicated as is the reputation of being a preeminent center of intellectual and cultural activity in Kosovo, improving the region's quality of life through the skills, knowledge, experience and engagement of its faculty, staff, students and alumni. The main campus is in Prishtina and there are branches in Prizren, Lipjan, Gjilan, Ferizaj and Pejë.

The university has the following schools/programs: Management, Business and Economics; Computer Science and Engineering; Mechatronics Management; Information Systems; Law; Architecture and Spatial Planning; Building and Infrastructure Engineering; Political sciences; Media and Communication; Energy Engineering; Nursing; Integrated Design; Food Science and Biotechnology; Public Policy and Management; Dentistry; Pharmacy. There are also nine institutes including the Institute of Media and Communication. Eighteen offices and sixteen centers. Twenty labs, five hubs. Furthermore, listed are various programs specialization within faculties including seven specializations in Media and Communication program. UTB web site also gives extensive information on research and innovation, on international activities, international programs and international students and various services by centers and media events.

Media and Communication MA program has been ongoing since its previous accreditation but was not re-accredited in the initial accreditation process for the reasons related to not satisfying conditions by AKK related to academic staff, weaknesses which have now, as it was confirmed in the discussion, been rectified in accordance with KAA recommendation.

3. PROGRAM EVALUATION

3.1. Mission, objectives and administration

While being in compliance with the overall mission statement of UBT institution, the mission of Master program, as stated in SER, being to contribute to society through a more contemporary curriculum compared to developed countries and the level of development in Media and Communication in Kosovo, supported by a strong didactic base, scientific



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

experience and practical, and experimental in human resources. There is, therefore, a strong focus on social responsibility of the program in relation to the social role of high education institutions. That fits the statement that the development and implementation of the Master's Degree Program in Media and Communication is fully in line with the mission and purpose of UBT to support the sustainable development and growth of Kosovo's society and economy. There is reference to the fact that UBT has for several years adopted a multidisciplinary and interdisciplinary approach, which enables the development, progress and successful implementation of study programs in various study cycles, including this study program. There is an elaboration of this specific role of UBT and MA program Media and Communication focusing on what is described as „the shortcomings of social images“ and that the program, will, through the research, seek to significantly improve the understanding, discovery and treatment of media in Kosovo. This is rather ambitious strategic goal which would require the program to be committed to extend social impact of the program on operational communication processes within the country. Here, UBT major pillars of study are also elaborated.

The requirement in Standard 1.2. that that 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 is not referenced in any way in the part of SER dealing with Standard 1.2 . General remarks about the purpose of the study program, about the main consensus stemming from international practice that sees Media and Communication as an opportunity for problem solving analysis, interpretation etc. However, nowhere does it describe the process of consideration of relevant academic and professional advice when defining learning outcomes.

So as to the Standard 1.3. requesting that the study program has a well-defined overarching didactic and research concept, SER states that UBT has compiled the program and the mission of this study program to provide a greater space for study and professional preparation of the student to analyze, evaluate, criticize, judge, and professionally create media and communication as well as public relations. Each course has detailed units outlining topics covered during the course: objectives, course content for each week, work organization, workshop and individual work requirements, a list of

10



requirements and recommended readings and groups participation with specific evaluation rules.

Regarding standard 1.4. requesting that there should be formal policies, guidelines and regulations dealing with recurring procedural or academic issues and that these be made publicly available to all staff and students, reference is taken in SER that the basis for the administration of studies is the College Statute and the Regulation for University Postgraduate Studies and that Dean and Coordinator are responsible for organizing, harmonizing, and managing instructional lectures in the Media and Communication program. The rules and obligations of teaching, student teaching and other information regarding support services are set out in the Master's Degree Program Regulation. Responsibility of course leaders, subject leaders, course holders and course providers are explained. No mention here of these being made publicly available, it is implied, however, in policy texts and texts of SER dealing with other issues.

Standard 1.5. requires that all staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities. SER elaborates extensively quality requirements but does not take reference here to the matter – ethical conduct. However, since this expert is familiar with UBT Code of Ethics and it can be assumed that it is implemented in this program too, it can be assumed that standard 1.5 is in compliance. The description of how it is implemented would be much more appropriate, though.

Standard 1.6. requires that all policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program be reviewed at least once every two years and amended as required in the light of changing circumstances. MA Media and Communication program SER states that the responsibilities of decision-making bodies are defined so that roles and responsibilities for general policy and accountability, senior administration for management and academic decision-making structures are clearly identified and followed in practice according to the UBT regulation. Various functions are referenced, and, again, no mention of the matter in hand – these policies being reviewed every two years and amended accordingly. Instead, SER speaks of mission and strategic objectives which is not the issue



here. The assumption is that this standard is followed but it is not clear even in the analysis of the documents whether „all policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program” are indeed reviewed in the frequency requested.

As to performance indicator 1.2. requiring that systems be established for central recording and analysis of course completion, program progression, completion rates and program evaluations, with summaries and comparative data distributed automatically to senior administrators and relevant committees at least once each year, SER states that The Master in Media and Communication program in UBT complies with all the regulations governing higher education. It complies as regarding the data, like students number, teaching hours, exams, and students achievement are reviewed for each semester. These data are reported to the Program Councils, the Directorate for Academic Affairs and other decision-making structures. It is known from previous report that UBT has established systems for central enrollment and conducts course completion analysis. Program progress, completion rates, and program evaluations are followed up by decision-making bodies, making comparisons, and forwarding these data to relevant committees each semester, compatibility of syllabuses and analysis of student achievement and passing.

So as to the Performance indicator 1.3. requesting that policies and procedures include action to be taken to deal with situations where standards of student achievement are inadequate or inconsistently assessed, SER states that UBT has established systems for central enrollment and conducts course completion analysis. Program progress, completion rates, and program evaluations are followed up by decision-making bodies increasingly, making comparisons, and forwarding these data to relevant committees each semester. The syllabuses are reviewed and the syllabus compatibility is analyzed for each semester and the student achievement and passing analysis.

Regarding Performance indicator 1.4. requesting that statistical data on indicators, including grade distributions, progression and completion rates are retained in an accessible central database and regularly reviewed and reported in periodic program reports, SER states that performance indicators are collected by the program responsible person, they are saved electronically and physically, however, they are also collected and stored in the Office for Students



Affairs, and reported to the Directorate for Academic Affairs. These data are easily accessible, and reported to decision-making bodies at the end of each semester.

Performance indicator 1.5. requesting that the concepts of gender justice and the promotion of equal opportunities for students in special situations such as, for example, students with health-related impairments, students with children, foreign students, students with an immigrant background and/or students from educationally disadvantaged families are put into practice at the level of the study program, it is stated in SER that In the Media and Communication Master program all social and gender groups have the opportunity to enroll and attend studies. So far, there have been no foreign students or immigrantstudents, neither from disadvantaged families enrolling in the program. But it is foreseen that a scholarship scheme to be developed in the future for these categories.

As the site visit and discussion was about two programs, BA and MA, during the discussion, there was a rather long exchange between participants and ET regarding SWOT analysis in this and some other sections, and the explanation was that inconsistencies and translation mistakes will be corrected.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
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 EducationArea.	X	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	



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.	X	
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.	X	
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.	X	

Compliance level: Fully compliant

ET recommendations:

- 1. As SER report is a basic document for further internal review and evaluation process and its preparation is likely to be stimulating in the overall quality improvement process, it is recommended that the document be assessed and re-edited to better meet the objectives of the process. More precisely, as the standards and performance indicators are listed, the description of achievements to be more focused on the matter of the standard, not so much on the context. (That is not required in this re-accreditation process but in future use of the document).*
- 2. Improvement is recommended regard 1.2: to include program level objectives and show evidence and describe compliance with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. This is level seven of EHEA and the program level objectives listed there could be used as reference. In addition, the consultation process with institutions that is requested in the standard by KAA should be elaborated.*
- 3. The emphasis on the social responsibility market regarding media and image creation in Kosovo is an ambitious goal which needs to be elaborated and explained in the context of the role of a HEI in overall development of the country, media and public relations market included.*

3.2. Quality management



According to standard 2.1. staff should participate in self-evaluations and cooperate in reporting/improvement processes in their sphere of activity. SER lists the key teams and individuals responsible for quality assurance at the institutional level: Quality Assurance Officer, and Sub-Committee (consisting of representatives of teaching staff, representatives of administrative staff and students` representatives). At the Program level, the protection of academic standards is determined by the Program Council, which has the responsibility to protect academic standards and competencies for providing recommendations for academic matters and ensuring that policies related to teaching and learning, apply to all programs and are in accordance with academic rules set out in the Rules of the Academic Council on Undergraduate and Postgraduate Studies as well as the Quality Assurance Manual. The Subcommittee on Quality Assurance regulates evaluation of academic and administrative service; quality improvement; preparation and supervision of the self-assessment process; the necessary preparations for the external evaluation of UBT; identifies the condition and performance indicators, conducts remedial and periodic activities and monitors and evaluates the academic program, student services and stakeholder engagement resources and policies.

Regarding standard 2.2 about integration of evaluation processes into regular planning process, SER states that MA Media and Communication Program complies, since its evaluation and planning are continuously integrated into the planning process. At the Program level problems and stakeholders are identified (academic staff, students, other stakeholders as external or internal at the institution level). The next step involves evaluating the performance and policies and stated objectives as well as identifying gaps and shortcomings. At the final stage, a report with recommendations for the Improvement Plan is prepared for activities and policies that can be taken to address the problems and challenges identified.

So as to standard 2.3. about quality assurance processes which deals with all aspects of program planning and delivery including, services and resources provided by other parts of the institution, according to SER, The quality assurance is based on an ongoing review of practices in the areas covered by the Program: journalism, media, communication and public relations as well as the experience of all staff involved in the implementation of the quality assurance policy. The system also reflects initiatives and developments at the UBT institutional level: Guidelines from the Academic Council, the UBT Quality Assurance Commission and the Director of the Office of Quality. Quality assurance processes are designed to improve the delivery of services and programs and include: review of quality procedures, governance, teaching and research in the program, admission, promotion and graduation of students, staff selection, recruitment and development, student support services as well as the physical infrastructure for developing the practice needed for students. Ongoing feedback from staff, students and external stakeholders, including external examiners and strategic partners, as well as reviewing the results of institutional and program evaluation processes, has greatly contributed to the development of program planning and adaptation, which reflect the social needs.



According to standard 2.4. quality evaluations provide an overview of quality issues for the overall program and of different components within it; the evaluations consider inputs, processes, and outputs, with particular attention given to learning outcomes for students. SER extensively elaborates this standard. Quality assessments within the Faculty and at the UBT level provide the opportunity to review program development according to procedures at several levels: Procedures for designing and approving new programs, courses and modules - at this level quality assessments are used to modify the program by modifying, supplementing or modifying courses and modules, depending on the needs identified. The programs follow the trends and innovations in the media industry, the social communication process and in accordance with the policies and procedures set by the responsible institutions.

Regarding Student Assessment Procedures, assessment allows students to influence the overall quality of the program and teaching process. The purpose of establishing student assessment procedures is to provide the Program with the opportunity to use assessment methods, which are: fair, consistent and transparent in accordance with the standards set by the KAA or other evaluation bodies, in accordance with standards from the National Qualifications Framework; To evaluate the process of learning knowledge; be proactive in measuring the level of results intended during the learning process; provide opportunities for students to demonstrate the application of their knowledge and skills. Procedures for continuous monitoring of programs have the following purposes: to ensure that systematic processes exist and are managed for the purpose of gathering and analyzing information, supporting the continuous improvement of programs that monitor student achievement in accordance with programs, and evaluating the effectiveness of program evaluation mechanisms; to promote a quality culture within the College for both academic and student staff, so that stakeholders are aware of their roles and responsibilities regarding the quality of the program, and to support periodic reviews of the institution and at the level of the Media and Communication Program. Further in this section there is an elaboration of Program Evaluation Procedures, particularly at Media and Communication program level and the process of examining program outcomes, graduates, and impact on the media industry and the community at large. The self-evaluation component of the program is governed by the Standard Operating Procedures and includes: Dean, two academic staff members, student representatives, alumni representatives, program administrators, student services representatives and media industry representatives. The self-assessment process may also involve external experts. Procedures for Selection, Appointment, Evaluation and Development of Personnel - the quality assurance procedures in the staff selection process, evaluation and staff development are described in the Quality Manual. The procedure aims to ensure that the criteria and procedures for selecting staff are fair and transparent and in accordance with the criteria set out in the Labor Law and the Law on Higher Education. These principles that underpin the recruitment process are those of fairness, credibility, equal employment opportunities and based on professional and academic merit. Recruitment decisions are made in the context of an overall staffing plan that takes into account long-term academic and operational needs.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

The HR Manager is responsible for developing, managing, evaluating and implementing appropriate selection, appointment, and recruitment procedures. The procedure aims to ensure that the criteria and procedures for selecting staff are fair and transparent and in accordance with the criteria set out in the Labor Law and the Law on Higher Education. These principles that underpin the recruitment process are those of fairness, credibility, equal employment opportunities and based on professional and academic merit. Recruitment decisions are made in the context of an overall staffing plan that takes into account long-term academic and operational needs. Finally, procedures for evaluating Student facilities, equipment and services is also described in The Quality Handbook.

To comply with the standard 2.5. requesting that quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance, SER offers a statement identical to the one in BA SER, stating that specific assurance procedures are implemented throughout the cycle of programs, this program included, to ensure lasting, long-term, and socially impactful results in the field of journalism, media, and communication. These are summarized in a number of steps: stakeholder engagement; program strategy and plans; program management, teaching, learning and research; human resources and staff development and public information. The findings in the Quality Assurance Annual Report are summarized in an improvement plan for the following year in the Media and Communication Program Annual Plan.

Standard 2.6 requires that survey data be collected from students, graduates and employers and then be made publicly available. SER states that as part of the quality assurance process, UBT conducts regular research) with students, staff, and stakeholders. The survey data is collected, stored and processed in the institutional database. Preliminary statistical analysis is performed to identify and address key concerns, trends, correlations and other descriptive variables. The student survey aims to inform the institution if teachers are familiar with existing testing and examination methods and receive support for developing their skills. Criteria and evaluation methods are published in advance. Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Where possible, evaluation is performed by more than one examiner. Assessment takes into account the mitigating circumstances, is consistent, is applied fairly and by applying the student appeal procedure, as it is stated in SER. There is an extensive description of various evaluation research, no mention of results being made public. Taking reference to BA SER on the same standard it can be assumed that UTB evaluation policies including the rules of making feasible data available and sharing them with interested parties as implemented in MA program too.

The same applies to the matter of compliance with the standard 2.7. which requests that the results of the internal quality assurance system should be taken into account for further development of the study program, and this includes evaluation results, the investigation of the student workload, academic success, and employment of graduates. The text for MA program is the same as in the description of the compliance of the BA Media and Communication

17



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Program. Both programs are regularly evaluated once every three years as part of the accreditation process. The evaluation process serves to review: learning outcomes of the program, the teaching and learning methodology of the program, assessment, and its courses. It also examines program outcomes, graduates, and impact on the media industry and communication aspects of functioning of organizations and institutions. The program's self-evaluation composition is governed by the Standard Operating Procedures and includes Dean, two members of the academic staff, student representatives, representatives of alumni, program coordinator, student service representatives, representatives of the media industry and may also involve external experts.

To comply with the standard 2.8 requesting that the institution ensures that reports on the overall quality of the program are prepared periodically,(e.g., every three years) for consideration within the institution indicating its strengths and weaknesses, the MA Media and Communication Program conducts a regular periodic evaluation of the program once every three years. This process is important not only to track changes in student needs and trends in the labor market but also serves to review the learning outcomes of the program to advance and adapt the teaching and learning methodology of the program and its courses.

According to standard 2.9., the quality assurance arrangements for the program should themselves be regularly evaluated and improved. SER states that Media and Communications program conducts regular internal and external audits to ensure that its governance and quality assurance policy are effective and guarantee continuous improvement. The procedure includes: Internal audit by the Governing Body, Institutional Periodic Audit and Management Quality Assurance Review. The internal audit process is implemented by international audit institutions and covers all activities of the institution: human resources management, risk management, fee collection and registration, computer audit and internal communication.

Regarding performance indicator 2.1. requesting that appropriate program evaluation mechanisms, including graduates' surveys, employment outcome data, employer feedback and subsequent performance of graduates be used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved, SER states that at the end of each semester, the Dean's Office prepares a report for each teacher based on many measurable indicators such as: Quality and level of implementation of the syllabus - in particular the achievement of the proposed learning outcomes.

To comply with the performance indicator 2.2. requesting reports are provided to program administrators on the delivery of courses and these include details if any planned content could not be dealt with and any difficulties found in using planned strategies, appropriate adjustments are to be made in plans for teaching after consideration of course reports, unlike in BA Program reports, there is only a short reference about Dean's Office preparing a report for each teacher based on many measurable indicators such every semester.



Standard 2.3 stating that quality assurance process deal with all aspects of program planning and delivery including services and resources provided by other parts of the institution is not included in both SER, on Ba and MA Media and Communication program.

With regards, to performance indicator 2.4. that a comprehensive reassessment of the program be conducted at least once every five years and policies and procedures for conducting this reassessment are published, and program review involve experienced people from relevant industries and professions, and experienced faculty from other institutions, already stated evaluation procedure are repeated, but no details given regarding the composition of these bodies, since the details were given elsewhere in the SER part on evaluation.

Regarding Performance indicator 2.5. requesting that students participate in the design and implementation of quality assurance processes SER states that students are involved in the process of evaluation and quality assurance, it is stated that, in addition to regular student surveys at the end of the semester, focus groups are organized with students to gain their impressions and opinions about the teaching process, administration and overall management of studies. These focus groups consist of 5-10 randomly selected students and are moderated by a Quality Officer.

SWOT analysis partly lacks precision. It turned out in the discussion that most of weaknesses listed in the analysis are actually non-existent, rather a translation related inconsistencies. Most of weaknesses and threats confirmed in the discussion turned out to be outside of the area of control of the institution and belong to wider social and legislative context, including the first one about „learning outcomes self-assessment“ being a new concept and „professor lacking self-criticism“.

Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
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.	X	
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.	X	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	



Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
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.	X	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Fully compliant

ET recommendations:

- 1. The same as in BA program, evaluation regulation, procedures and processes including self-evaluation, peer evaluation and numerous other processes implemented might lead to an evaluation fatigue among academic staff. Optimization of evaluation system might be considered.*
- 2. Related to that, apart from surveys and focus groups, different methods of non-formal evaluation might be considered in form of various events enabling direct contact and communication.*
- 3. Coffee with Dean, also proposed to BA program could be considered as a regular communication “skip level” practice which would enable direct insight into student perceptions, ideas about improvement and overall satisfaction.*

3.3. Academic staff

According to the standard 3.1. requiring that candidates for employment are provided with full position descriptions and conditions of employment, SER lists names of 24 tenure employed academic staff and states that the staff are recruited based



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

on the stated needs and criteria. Their relationship is regulated by a contract specifying their rights and obligations. Teachers have teaching classes classified into four groups: teaching / research / technology transfer, knowledge and services / and administrative tasks. There are some criteria in the recruitment process for selection, such as experience, academic degree, type of university, profile, personal results, research and publishing activity, foreign languages, etc.

Regarding Standard 3.2. requiring that the teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation, SER states that the recruitment procedure follows the line set by the law and internal administrative rules. UBT has a recruitment committee, which is set up in faculties according to their needs. Candidates are tested both for knowledge of procedural rules and for the methodological module. Their evaluation is done with a score after the candidate has filled out a form. The HR office has complete documentation for each teacher, from the contract, a set of up-to-date data, student evaluation, etc. The new jobs are published in print and online. The Office of Human Resources has all the information required by law, statute and university rules. They reflect the qualifications of the staff being recruited. Faculty needs for new teachers are presented in writing to the dean's office, followed by the procedures outlined above. The full list of staff, support and administrative staff is part of the documentation available to the Office of Human Resources that tracks the workload. The dean distributes the workload according to the teachers' profiles and qualifications, follows the teaching process closely and informs the human resources office.

So, as to standard 3.3. requiring that 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, it is stated that According to the Statute of UBT College, full-time staff may have only one full-time job and is not eligible to engage in two full-time positions in any other institution. Also, regular staff who may be hired, selected or appointed to another public or private institution are not eligible to be elected to the governing body.

Regarding standard 3.4 requesting that 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, MA Media and Communication Program SER states that UBT has provided sufficient staff and hundred percent of its academic staff have a regular employment contract with UBT. All staff are full-time academic staff at UBT College,



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

and they cover all classes. For this specific program UBT has full-time academic staff who cover 100% of the needed staff and they cover over 100% of classes.

According to 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 should have employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions. According to the discussion this might have been a controversial point in recent reaccreditation process for MA program. SER claims that UBT has engaged a number of internal and external teachers whose rights and duties are clearly defined by the statute and university regulations. Information on programs and activities, student obligations and study deadlines is posted and updated. At the level of Master studies of Media and Communication program, UBT has employed two teachers as program holders according to the requirements and criteria of KAA for accreditation. The holders of the program for each 60 ECTS credits are: PhD. Votim Hanoli – PhD in Communication; PhD. Mimoza Hasani Pllana – PhD in Philology; PhD. Belul Beqaj – PhD in Political Sciences. This expert can agree that both fields of PhD are complementary within the social sciences academic area, therefore, compliance is achieved.

To comply with Standard 3.6. requesting that opportunities are provided for additional professional development of teaching staff while special assistance is given to any who are facing difficulties, SER states that UBT closely follows the academic performance and achievements of the teaching staff as well as the teaching-scientific staff. It promotes participation in scientific conferences, trainings, publications and all scientific activity is financially supported and evaluated annually through a system of points, divided into three levels. In addition, UBT sends staff through various vocational trainings, in forums close to their respective professions, as well as other opportunities for teachers to be assisted in conducting in-depth studies in their assigned fields. Numerous presentations of scientific and research papers are another contribution that teachers benefit from the help provided by UBT. The MA Media and Communication Program staff development plan has several key objectives and goals that seek to improve staff knowledge, skills and behaviors while enhancing personal growth and effectiveness where individuals, and other groups will pursue excellence,

22



activities and its strategies. The development plan establishes operational platforms related to staff integration, which and is supported in advance by the Program strategy that foresees professional development of staff. As teaching staff need constant excellence; these staff are followed or supported by a qualified, experienced and motivated staff. The program engages in resource staff development and requires departments to provide development plans as part of the financial planning process, measuring staff performance indicators, and identifying and delivering selected and targeted development activities that support each institutional strategy and overall development of the Program. There is no mention here of early career professors receiving support in learning and teaching, research practices, pre-tenure leadership and life-work balance support for junior faculty PhD candidates, emphasized in BA Program report. Maybe, because if little relevance since teaching at MA level requires more experienced teachers.

To prove the compliance with standard 3.7 requesting that the responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service, SER states that . the program takes into account the needs of students to expand the space for professional internships. There is a reference stating that the program has been invited by the business world and marketing companies. But it is not explained what is that about. The student support office is made aware of job requirements, and organize visits and a range of other activities that give a wider dimension to the learning process in terms of recognition and direct contact with market players of work. The institution shall make available sufficient staff for instructing, guiding and supervising students in professional practice (at least 1 tutor / instructor for 12 students). Since the future tense is used it can be concluded this is part of the plan.

By standard 3.8. academic staff evaluation should be conducted regularly at least through self- evaluation, students, peer, and superiors' evaluations, and occur on a formal basis at least once each year and the results of the evaluation are made publicly available. According to SER and the discussion the staff evaluation process within the Program supports the review of role performance, the achievement of goals and objectives, and the implementation of staff development plans by line managers. This process



focuses on future goals, objectives, and development plans in the context of operational responsibility development and career development. The purpose of the quality review process is to ensure that staff appraisal is carried out in accordance with the UBT Staff Employment, Performance and Progress Policy. Internal Quality Assurance Committee takes care of measuring the quality of programs through qualitative and quantitative methods. The programs are subject to focus groups, with students expressing themselves through forms and online. The Dean and the Coordinator closely monitor the implementation of the program, assisting in individual hours and making their own evaluation. The problems found are the subjects of discussion in the department and the Faculty Council. The faculty uses all indirect and direct forms to ascertain the concrete situation and evaluate the quality of work. Both types of methods are listed.

According to Standard 3.9. requesting that strategies for quality enhancement should include improving the teaching strategies and quality of learning materials, commitment is stated on part of The Media and Communication Program, both BA and MA, of having a staff trained in all the relevant fields which translates into working intensively with the engaged professors in the context of a quality improvement strategy in teaching to enhance the quality of teaching, and to ensure that quality has its effects on the application of the methodological side and also commits students to teaching materials and that their dissemination be in accordance with the criteria set out in the syllabi of the subjects.

Regarding standard 3.10. requesting that teachers retired at the age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers, it is stated that all UBT staff are in compliance with the national legislation and the administrative instructions provided for these positions. It is emphasized that the staff of the Media Communication program is a young, active and very dedicated staff in both the teaching process and in scientific research.

Performance indicator 3.1. states that teaching staff should be encouraged to develop strategies for the improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement. Texts referring to this indicator is the same in SER of both programs. According



to SER In the Media and Communication program teaching is delivered through lectures, seminars, case studies, consulting, mentoring, fieldwork, course evaluation, exams, diploma thesis and oral presentation. In all of these academic criteria the student's work is in the spotlight because it is constantly monitored and monitored for the evaluation of teacher engagement. The strategy for improving teaching also relates to the fact that the work of the staff is monitored, and frequent surveys conducted by the students.

Performance indicator 3.2 requires evidence of training programs in teaching skills be provided for both new and continuing teaching staff including those with part time teaching responsibilities, including effective use of new and emerging technology. Again, the same as in BA program, it is stated that UTB pays special attention to the performance related to the various trainings organized within the program, whose main aim is to train the staff in usage of modern technology, which is directly related to the many techniques and studios that UBT possesses. Particularly Media and Communication staff are regularly in touch with external experts and influential people in the media field. This practice is also applied to part of the teaching process, engaging journalism experts in partial lectures.

Indicator 3.3. deals with the extent to which teaching staff are involved in professional development to improve quality of teaching, that it is being monitored. SER claims that as the whole work of the teaching staff is constantly monitored and quality indicators are made public in real time, the teaching staff is obliged, based on the regulation and the employment contracts, to work continuously and to improve the qualitative aspect, being continuously connected with research, study, and scientific presentations. This includes attending local and international conferences, publications at home and abroad, engaging staff in program design and research in specific areas, surveying and researching specific issues related to socio-economic, social, political, cultural current, media, etc.

Performance indicator 3.4. requires results of the academic staff evaluation be taken into account for promotion purposes and renewal of contracts. According to SER, academic staff evaluation results are vital to quality indicators because they contribute to the overall score in UBT. There is also a Media Performance and Communication Assessment Framework, which



provides access to the theoretical and practical work of teaching staff. This performance and evaluation of staff performance is also used for various promotions, such as publications and conference proceedings, in particular books published by UBT, and at the same time, the UBT hierarchy takes into account and builds upon these evaluations also for the renewal of teaching staff contracts.

Again, SWOT analysis in SER lists several weaknesses clarified in the discussion to be of minor relevance. There was a valuable discussion concerning MA program in particular on the lack of Best Professor Award.

<i>Standard</i>	<i>Compliance</i>	
	<i>YES</i>	<i>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.	X	
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.	X	
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	X	
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.	X	



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 case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
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.	X	
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.	X	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
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.	X.	

Compliance level: Fully compliant

ET recommendations:

- 1. The item on applicability of EON Virtual Reality Technology, as the discussion showed, should not be in this part of SER as already pointed out in ET report on BA program.*
- 2. Regarding alleged discrimination of opportunities for promotion of academic staff in private vs. public universities, consideration of lobbying opportunities and partnerships with public universities is recommended*
- 3. It is recommended to consider introduction of Best Professor Award.*



3.4. Educational process content

According to 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. Taking reference to the Law on Higher Education and the KAA guidelines, UBT states its commitment to designing the Bachelor program in Media and Communication in order to achieve the qualification objectives. These include the curriculum, course delivery, professional skills acquisition, disciplinary competencies, and teaching methodology. Special attention has been paid to employing staff with relevant scientific degrees. Program courses are listed in the document and syllabi are attached.

Master's Degree Media and Communication program is designed in accordance with the stated goals and objectives, in response to labor market demands, based on UBT staff world-wide experiences and values, as stated in SER. Reference is made to the main motto of UBT's "Learning-Research-Service" as well as the aspects highlighted above clearly emerge from the existing curriculum, course programs and documentation. The analysis of syllabi and the four semester program reveals the continuation of the concept of unique area of media and communication without specific distinction on Public Relations or Journalism. Instead there are two areas of concentration which might be corresponding to that more traditional division, namely: Political and Corporate Communication and Digital Media and Communication. Organizational Communication and Advocacy is introduced, as well as courses on digital media, branding and advertising but no course on Public Relations.

Standard 4.2. requires that 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. According to SER, the Master's program in Media and Communication is in line with the requirements deriving from the National Qualifications Framework in order to meet the individual, education and training institution requirements. The program is expanded, modified, improved, based on the country's development conditions and contemporary literature. The program has been designed, taking into account both world developments and domestic ones. In this context, the courses



offered are topics oriented on national and international cultural values. On the other hand, on the backdrop of the years divided by Media Theory and Communication and Public Affairs and Media Relations, but also other subjects such as Reporting and Journalism, or those of historical character refer to Kosovo cultural values as aspects of national identity and in function of their preservation, protection and development. The program offers high quality in order to meet the criteria and standards set by the NQF. No mention of the Framework for Qualifications of the European Higher Education Area in this part of SER.

Standard 4.3. requires that 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. Outcomes for the Program, seven of them are listed and they correspond with the level 7 in EHEA. They are: To gain in-depth knowledge about Digital Media and Public Relations Platforms; Understand and differentiate different types of Digital Media, as well as acquire appropriate skills to advance digital media communication; Knowledge of practicing and applying Digital Media Technology and formulating appropriate communication to reach relevant audiences; Articulate and apply an understanding of the world view of communication and the media as it applies to politics, public administration, business and the day-to-day; Possess and apply knowledge of institutional and organizational communication about collaborative partners, clients, stakeholders and the general public; Acquire advanced reading, communication and analytical skills, written and verbal; Demonstrate a thorough understanding of research methodology and ethics, and an ability to undertake a small independent research project.

Standard 4.4. requires that the disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, learning outcomes, 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. All syllabi, were attached and meet the required criteria and are checked for compatibility. The syllabus includes: Naming of course / module; Year / semester of course development; Course code; Number of ECTS credits; Name of lecturer who will teach the subject; The place the subject occupies in the overall formation of the student; Preliminary knowledge that the student should have in acquiring the subject; What knowledge and skills does the student get from this course?; Topics that



will address the subject in theoretical and practical formation; Hourly loads in the auditorium and outside the auditorium as well as in ECTS; Forms and methods of teaching the subject and the relationships between them; Forms of student evaluation; Student obligations for the course; Primary and secondary literature.

The syllabuses offered become part of the curriculum after review and discussion in the department, referred to by the field expert. The syllabuses are reviewed and updated every year from the thematic and literature point of view. The administrative unit in charge of quality assurance issues carefully examines the syllabuses provided if they comply with the basic curriculum requirements and guidance and reviews proposals made for new syllabuses where necessary. The software on offer is subject to constant monitoring, discussion and updating in order to provide the highest quality content. The forms mentioned above are the technical aspects common in the institution for stakeholder awareness and quality control.

Standard 4.5. is referring to the language of instruction. If it 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. SER states that the teaching process in the MA Media and Communication Program is conducted in Albanian. Teachers are doing a good job of providing students with the ability to master and be proficient in the use of standard Albanian language, at all levels, in speaking and writing, as most staff come from basic undergraduate studies in Albanian language and literature. The program also consists of its staff, teachers from Albania, who have made a contribution to the rigorous delivery of the Albanian language in the teaching process and in communicating with students within the institution and beyond.

Standard 4.6. is about relationships. 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. According to SER and the discussion selection of programs and literature are seen as a priority in the department's work based on relationships between the parties in the process. The program is divided into lectures and exercises, using interactive didactic-pedagogical methods, quantitative and qualitative analysis, comparative and contextual analysis and according to the "information-knowledge-knowledge-ability" concept. Relationships between teacher and student are built on a sound basis, given interactivity during lectures and



exercises, and learning outcomes are discussed with students based on the subject syllabus. The professor-student relationship is not harmed if the student's views do not coincide with the professor's views.

Standard 4.7. requests that 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. According to SER and the discussion, teaching in the MA Media and Communication program, as in any UBT program, is organized on the basis of semester breaks that follow the logic of conceptual and substantive continuity in the sense of expanding knowledge gradually. Optional courses are offered on one of the days of the week. Teaching process planning helps identify new recruitment needs. The teaching secretariat monitors the process, and KSBC evaluates the pedagogical and research performance of the staff. UBT has taken care to find and use the appropriate strategy for achieving results. Given the expected student outcome, teachers follow the method of interacting with students as well as assigning assignments. Student-centered teaching involves teaching methods that shift the focus of learning from teacher to student. More specifically, student-centered teaching aims to develop the student's autonomy and independence to study, passing on the responsibility to study in his or her own hands, giving those bases on the ability to learn and study a specific subject and charts required to measure specific performance requirements. Therefore, student-centered teaching focuses on the skills and practices that enable lifelong student learning and problem solving independently. Student-centered learning theory and practice is based on constructivist learning theory that emphasizes the student's critical role in building understanding from new information and prior experience. Student-centered learning and teaching plays an important role in stimulating student motivation, self-reflection and engagement in the learning process. This requires careful consideration when designing and delivering study programs and evaluating results.

Standard 4.8. requests 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. As SER and the discussion showed student evaluation mechanisms are developed and organized fairly and objectively. The institution ensures that programs are offered in a way that encourages students to take an active role in the creation of learning processes and that student assessment reflects this approach. Students are informed about how to evaluate through syllabuses, through Moodle, through SMIS. Exam rules and requirements are approved by the responsible university structures and are known to all through publicly announced exam regulations;



the institution informs (announces in prominent places) the graduation criteria and procedures; anonymity is respected during exam correction; appeal of exam results is reviewed by a committee set up in accordance with exam rules; students have access to personal exam results, respecting the principle of confidentiality.

Standard 4.9. is about appropriate, valid and reliable mechanisms be 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. As in BA program reports, the discussion and SER state that based on the rights of students who have been admitted and enrolled, UBT has created opportunities for the development of lectures, seminars and other teaching activities for their maximum benefit. Students may also use the libraries provided by the institution. Student knowledge will be assessed continuously throughout the course and at the end of each course, as determined by the Student Regulations. ECTS are not mentioned here.

According to standard 4.10. policies and procedures include actions to be taken into dealing with situations where standards of student achievement are inadequate or inconsistently assessed. As stated in SER MA program compliance with this standard relies on the fact that UBT consistently applies pre-defined and published regulations that cover all stages of the student's "life cycle", e.g. student acceptance, progress, recognition and certification. UBT has developed policies in line with European standards and procedures, based on the Law on Higher Education for the purpose of quality assurance, based on the objectives of higher education for the preparation, development and protection of the knowledge and competences acquired during studies, preparing students for further independent study. The institution ensures that programs are provided in a way that encourages students to take an active role in the creation of learning processes and that student assessment reflects this approach. The institution periodically monitors and evaluates their programs to ensure they meet the objectives and respond to the needs of students and society. These assessments should lead to a continuous improvement of the program.

Standard 4.11. is about the practical work. 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 is understood by students. According to SER and the discussion at UBT there is an alignment of theory with practice. Practical work is carried out in different institutions that UBT has cooperation agreements with. The practice is carried out through field work, in the relevant institutions (TV, Radio, Newspapers, Portals, etc.) conferences, round tables and



the rest regarding ECTS are regulated by the program and ECTS credits. Through this, the institution supports new scientific research groups and projects, ensures cooperation with other research structures, thus ensuring interaction between different structures and institutions.

Standard 4.12. required that in order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/ organizations/practical training units. According to SER and the discussion with student, management and employers, to relate the theoretical aspects that students take to lectures during their years of study, UBT provides students with practical training, thus complementing their cognitive and integrative capacity. UBT cooperates with businesses and marketing agencies, has enough space for professional practices in the institution - libraries, media etc. Since the Communication study program includes modules and sufficient time for vocational training (lab work, laboratory modules or projects, professional internships in facilities, etc.), UBT cooperates with national and foreign business and economic and social factors, and has concluded several agreements with national television, such as RTK, KTV, RTV21, Klan Kosova, etc. where journalists and new media specialists are trained. In the Master's program in Media and Communication students attend studies, in which the study time is followed in the faculty. In this study program students acquire sufficient knowledge to work not only in the media sector but also in private enterprises of other media and communication sectors . This study program shapes the students best in both the theoretical and practical aspects of the media. Applying theoretical knowledge immediately to practice enables students to quickly acquire acquired knowledge. Their education in the communication sciences enables them to orient themselves well in the labor market in sectors other than the media.

SER also list requested performance indicators. Performance indicator 4.1 refers to the academic feasibility of the study program being ensured by taking into account the expected entry qualifications, a suitable design of the curriculum, a student workload that has been checked for plausibility as well as an adequate number of examinations. To enable the feasibility of the Master's Degree Program in Media and Communication UBT provides qualified staff as well as a rich curriculum with exercises and research. The minimum syllabus content guidelines are set by the Faculty Council. The minimum requirements that course leaders adhere to include a brief description of course goals and objectives, learning objectives, teaching and learning methods, ECTS course load and distribution, course evaluation methods and literature.



The indicator 4.2 refers to teachers using new IT resources (e-mail, personal web page, topics, bibliographies and other resources in electronic format and communication with students) and auxiliary materials, such as whiteboard, flipchart and video-projector. According to SER UBT, being a leading institution in the use of technology and innovation in teaching, provides all lecturers with endless enough space and opportunities for the use of technology in the successful and productive realization of the teaching process in the auditorium. As ICT implies all kinds of technology that are used to exploit and manipulate information, so we have a combination of Information Technology and Communication, teachers are able to efficiently use all the necessary tools to the best of their work. daily with students, as well as using and using the online library which UBT is constantly enriching with new titles. Basic sources of lecture preparation are books on compulsory literature, supporting literature, and other alternative sources, such as research, research, conferences, seminars, work experience, various visual aids, such as videos, tables, photographs, illustrations, etc. The Information Technology Office operates at the College for Technology Problems. There is an information technology lab equipped with the necessary tools and systematically used by students and teachers of the department. All rooms have audio-visual equipment, projectors and speakers.

Regarding the indicator 4.3 the effectiveness of planned teaching strategies in achieving different types of learning outcomes is regularly assessed and adjustments are made in response to evidence about their effectiveness, SER states that as students are evaluated, showing their learning performance through exams, teachers are also evaluated by students, including their performance in communication, teaching, subject matter recognition, and so on. Teachers are regularly evaluated by institution structures that pursue quality implementation of study programs. Students are involved in teacher evaluation and in the implementation of study programs. Students evaluate the teacher of each subject at the end of the semester. Evaluation consists of several issues related to communication, explanation, evaluation, pedagogical aspects, etc. The results of exams and competitions are published. Study programs are improved, based on the results of their evaluation by academic staff and students. The quality of study programs is also assessed by the employment statistics of graduates in this study program. Assessors are familiar with existing testing and exam methods and receive support for developing their skills in the field. The criteria for the evaluation method as well as the criteria for the correction are published in advance. Assessment enables students to indicate the extent to which the intended learning outcomes have been achieved.



Students provide their feedback, which, if necessary, is used to advise on the learning process; Where possible, evaluation is performed by more than one evaluator. Evaluation regulations take into account mitigating circumstances. Assessment is consistent, applies fairly to all students and is conducted in accordance with procedures stated There is a formal procedure for student complaints.

SWOT analysis lists three interesting weaknesses that indicate areas for improvement. These are: insufficient weight of self- directed learning as a learning methodology; The skills of social accountability not sufficiently strengthened in program learning outcomes; Foreign practicums should be promoted to increase the internationalization of the program in cooperation with UBT partner institutions.

Standard	Compliance	
	Yes	No
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.	X	
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.	X	
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.	X	
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.	X	



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.	X.	
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.	X	
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.	X	
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.	X	
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.	X	
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.	X	
Standard 4.11. 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 ECTS credits and the work of the students at the practical training organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units.	X	

Compliance level: Fully compliant



ET recommendations:

- 1. Since insufficient weight of self- directed learning as a learning methodology has been listed as a weaknesses, it would be worth considering strengthening self- learning competencies, particularly because life-long education is a must and learning is not over once they graduate. Initiating student engagement in various MOOCs, some of which are free, or not a great expense that could be absorbed by UBT, might prove to be a long-term strategy in this respect.*
- 2. Even more than in BA program, here, it is worth considering including content on ethics and social sustainability (it also includes environmental sustainability) as a content in existing syllabi, maybe even as a separate course within existing percentage of allowed changes after the reaccreditation process. This is relevant also because in SWOT analysis the skills of social accountability not sufficiently strengthened in program learning outcomes are listed as a weakness.*
- 3. As in the weaknesses in SWOT the Program emphasizes that foreign practicums should be promoted to increase the internationalization of the program in cooperation with UBT partner institutions thinking of employment of future students beyond media and public institutions in Kosovo taking into consideration future development of Kosovo and the role of private sector, domestic and international corporations might be considered. In these organizations communication function is a leadership management function with media relations being only one part of it. It might be worth considering how to introduce more basic knowledge on management component of communication function in corporations.*

3.5. Students

Standard 5.1. requires that there is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing student's recruitment and that admission requirements are consistently and fairly applied for all students. According to the MEST directive, there is a formal admission procedure at UBT which applies equally to all applicants regardless of program choices, age, gender



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

or any other characteristic. Applications for MA, Media and Communication program are made online or directly at university administration offices. The Student Support Office and Student Career Center provide all aspiring students with all the necessary guidance and advice regarding their studies and possible services within the institution. Students are informed about the program by enrolling in the Department of Communications and Public Relations. They can get to it even online. The beginning of studies is with explanations and submissions of the program with many details on obligations, topics, literature, forms of control, etc. As the right to study is everyone's right, UBT is open and welcomes all interested candidates to study and advance their careers. This creates an opportunity for all to advance and acquire the necessary knowledge and skills in order to create new qualities in life and work as well. In order to familiarize the applicant students with the study opportunities, fees and profiles at the university, UBT also conducts regular meetings as well as various information campaigns with graduate students from all over Kosovo.

According to 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. To register at UBT, MA Media and Communication included, each candidate must meet the requirements of the "Law on Higher Education in Kosovo". So, for enrollment in the Media and Communication, students must apply in accordance with their Bachelor's degree and the requirements of the applicants themselves. According to the program regulation, "Orientation weeks are organized at the beginning of the academic year, where meetings and lectures are held to explain the system of studies, regulations and administrative procedures at UBT for new students as well as extra-curricular preparatory courses." Students are informed about employment opportunities after graduation in this study program. Knowledge of English is mandatory, however students are further advised to improve their English language skills by using free online courses and related infrastructure or by attending English language courses provided at UBT Vocational School or similar institutions. Any official standard English test result (such as TOEFL and IELTS) is required to be submitted along with the diploma.

Standard 5.3. requires that the study groups are dimensioned so as to ensure an effective and interactive teaching and learning process. According to SER and the discussion, In the Media and Communication program, as in all UBT Programs, the academic year is organized in two semesters: the winter semester and the summer semester. The winter semester begins in October and lasts 15 weeks, of which 12 weeks

38



students attend continuing education and 3-week sars for individual preparations for passing the colloquia and final exams. The winter semester verification and summer semester registration take two weeks. The summer semester begins in March and lasts 15 weeks, of which 12 weeks students attend continuous teaching and 7 weeks are for individual preparations for passing the colloquia and final exams. During the lectures the students are divided into groups, so each group contains 40-45 students, while for the exercises the groups are smaller, (18-20 students), so they can all participate in the learning process and interact how the model of teaching develops.

Standard 5.4. requires that the feedback to students on their performance and results of assessments be s given promptly and accompanied by mechanisms for assistance if needed. In the Media and Communication program, the students` assessment method is applied through continuous knowledge checking through alternative answer tests or final exams which demonstratethe student's progress and achievements in the respective cycle. Assessment methods are clearly stated in the syllabus of each subject, and each lecturer is free to organize assessment at different percentages of these subjects. Assessment items are designated semifinals, quizzes, projects, semester projects, lab work, class participation, and final exam. Students are informed about the results of their performance evaluation. The academic staff constantly discusses the results of these assessments with students openly. SER particularly points out that the Career Office provides students with counselingand follow-up services and helps to address and resolve issues and problems related to the teaching process. The program encourages multi-method teaching approaches and techniques where in addition to traditional lectures focused on key messages and arguments, there is ongoing discussion on classroom study materials, regular homework, computer room based methodological work, tests, essays, presentations and homework, etc. Multiple methods - using technology helps studentsto recognize and explore aspects of courses from more than one dimension and express themselvesthrough their best qualities. At the same time, multiple methods provide multiple indicators for the teaching staff to evaluate student performance.

According to standard 5.5. the results obtained by the students throughout the study cycles should be certified by the academic record. The final grade in a course is calculated based on some indicators used throughout the semester to assess performance dimensions, which include attending lectures, the quality of reading material discussions, homework assignments, tests, methodological work, essays, assignment presentationof home and essays, critical thinking. When students are not satisfied with the final grade, they have the option of re-examining. All information about the reviews is presented by the lecturers on the Moodle platform and in Student Handbook. Students whosuccessfully complete all of the compulsory program requirements are provided



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

with a degree and accordingly, the institution provides students with a bachelor's degree with in-depth, theoretical and practical knowledge, as well as training in research or vocational training.

Standard 5.6. refers to ensuring of flexible treatment of students in special situations with respect to deadlines and formal requirements in the program and to all exams. In general, academic staff and students arrange all course deadlines. Once planning is agreed, for all submissions after deadlines, flexibility about renegotiating deadlines is applied: there are usually more tasks assigned to students. In the event of illness or other reasonable delays, the academic staff is flexible to extend and adjust individualized deadlines based on the current situation and context.

By standard 5.7. records of student completion rates should be kept for all courses and for the program as a whole and included among quality indicators. Verification of semester and academic year is mandatory for all students. Based on the semester and year data, it is determined how many ECTS study credits are received by the student, who may enroll in the next semester only if the previous semester has been verified. The semester and academic year verification and registration deadlines are set out in the student calendar, which is available on the UBT e-platform.

Standard 5.8. refers to effective procedures being used to ensure that work submitted by students is original. It is stated in SER that UBT has records of students' academic performance from admission to graduation. Online unit data management enhances the quality of services for students, as well as their transparency and staffing. The Program's Code of Ethics - shared with staff and students - clearly states that plagiarism is a serious violation of expected ethical conduct. Each member of the academic staff takes individual measures on a daily basis to ensure that the work presented by the students is original, using a variety of techniques, such as checking suspicious sentences and paragraphs, checking paperwork with students in the classroom, or similar free online plagiarism platforms, etc.

Standard 5.9. refers to students' rights and obligations being made publicly available, promoted to all those concerned and enforced equitably including the right to academic appeals. As stated in SER and confirmed in the discussion, the purpose of UBT is to continuously improve the teaching and learning processes by preparing graduates ready to be employed in the labor market in Kosovo, the region and beyond. During their studies, students must abide by the law, the College Statute, the College Rules book on Preventing, Duplicating, and Selling a Work without the permission of the author or publisher, as well as other University and unit acts. UBT works continuously to create maximum opportunities and conditions for students in order to enable them to become part of the College's work, development and progress. Information on students' rights and obligations is shared first during the "orientation

40



week", which takes place before each semester, where program management usually presents detailed information on ways and standards of work at the institution. Students' rights and obligations are made public, and they are entitled to academic complaints and appeals according to UBT policies and practice. Discussion with students was very interesting as students express high appreciation of teachers' efforts in their education. Graduates who are all employed were particularly eloquent in explaining how skills and competencies received helped them in current jobs which included journalism, media management and public affairs.

By standard 5.10. the students' transfer between higher education institutions, faculties and study programs should be clearly regulated in formal internal documents. According to SER, during the studies, the students may transfer from one study program to another similar to the unit within the same college under the conditions specified by the study program. Transition from one study program to another is not permitted in the first year of study. Student transfer is made on the basis of a decision recognizing ECTS credits obtained, upon a previously filed application by the student. Students in the first cycle of studies complete the education by passing all the exams, the preparation of the diploma thesis / final exam, as well as the fulfillment of all other study duties specified in the study program in which the student was enrolled. The student determines the topic of the MA thesis in agreement with the mentor from the relevant department, enrolling no later than the last semester of the study program.

Standard 5.11. requires that 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. According to SER and the discussion one of the key principles and policies applied at UBT is that students are not only treated as clients, but they are treated as peers and, more importantly, as a main stakeholder. All counseling schedules for all teaching staff are public. The staff provides lessons and support for students to understand the materials and methods in the courses. Here is also tutorial assistance and time for scheduled consultations is the obligation of all academic staff.

Performance indicator 5.1. requires that, if necessary, an adequate selection process as well as recognition rules for foreign qualifications pursuant to the Lisbon Recognition Convention as well as qualification obtained outside higher education institutions are defined. According to SER and the discussion, students from study programs from other higher education institutions in the country and abroad may be transferred to the study programs of UBT units, under the conditions specified by the study program to which they are transferred, that is, by the rules for the study of the unit, if there is a study program that matches the professional acquisition, that is, the academic degree specified in the study program from which it is transferred.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Apparently, this is decided on the case-to-case basis within the framework described in SER.

Performance indicator 5.2. refers to systems established for monitoring and coordinating student workload across courses. Systems are in place for monitoring the progress of individual students with assistance and/or counselling is given to those facing difficulties. Year to year progression rates and program completion rates are monitored and analyzed to identify and provide assistance to any categories of students who may be having difficulties. According to SER, student workload per semester is equal to 30 ECTS; the content and results of the courses are adjusted for the MA level. All teaching staff have formal consultation hours with them, where the Program Officer, the Quality Assurance Office and other services in the institution support them towards successful progress; In addition, there are professional and language services at the institution that can be used by students to develop extracurricular skills. Students who are: parents, blind, deaf, disabled in the first and second groups, mothers with children under the age of six and hospitalized have the right to take exams at additional exam periods at least twice. per year. There is no evidence described here of an ongoing systemic evaluation of workload and related efficiency, though.

Performance indicator 5.3. refers to grading of student's tests, assignments and projects being assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed. Arrangements are made within the institution for training of teaching staff in the theory and practice of student assessment. According to SER, UBT has for many years been working intensively not only to develop a program in Media and Communication, but to create all the necessary conditions in many aspects, such as infrastructure, staff, literature, necessary links and cooperation with other universities abroad and in the Country. In recent years UBT has organized several scientific conferences in the field of media and communication with the participation of scholars and professors from different countries. Compulsory presentations and training are provided to all newly recruited academic staff members at the start of their contracts, and continuous teaching and research training is organized annually by the institution. Course management is a fully autonomous responsibility of course leaders. The teaching staff contracts the final grades as the sum of the evaluation of several dimensions of the course.

Performance indicator 5.4. refers to support services (e.g., regarding the study program, student counselling in case of emotional, financial or family-related problems, career guidance, international matters, legal advice etc.) as well as subject-related and interdisciplinary guidance care provided. UBT Student Counsel Center, the first and only of its kind in Kosovo as emphasized in SER, and the region, was established in February 2018 with the primary aim of caring for the general well-being of students, especially on



issues related to the mind, emotion and health. It offers career guidance from qualified professionals to all students. Many of the Center's activities have been tailored to raise students' awareness of the importance of mental health and to help them overcome the social stigma associated with seeking help. KCS is oriented and created to provide students with a safe, warm, understanding and confidential environment in which they are able to express their concerns. Students have benefited from various psychological support services, especially individual counseling, which help them research and understand the source of the difficulties they face, in building effective skills to overcome stressful situations, in gaining emotional resistance, and in achieving their full personal and academic potential. The Student Counseling Center has organized Summer Academies, gathering UBT students from various fields of study, as well as from other Universities at home and abroad. Through lectures, workshops and visits, students were able to acquire intelligent, theoretical and practical knowledge and skills to become more resilient and emotionally intelligent in the face of many difficulties and obstacles in life.

Performance indicator 5.5. refers to textbooks and reference materials being up to date and incorporating the latest developments in the field of study. Textbooks and other required materials are available in sufficient quantities before classes commence. To facilitate the student's research, subscriptions to online electronic science databases have been conducted. The institution's library has placed a considerable number of basic textbooks and auxiliary teaching materials. The UBT Library has about 1300 media titles for Media and Communication only. This literature is contemporary and is much better reflected in the respective curricula of each subject. Students have for each subject a basic text, translated from contemporary literature (mainly Oxford Press editions, but also from other internationally renowned publishing houses) or prepared by the respective lecturer. To ensure a good level of seminar hours as well as to assist students in essay research and preparation, they are provided with a minimum 300-page summary per semester by each lecturer and based on the latest publications. of the field. The library has almost the entire range of Albanian titles for communication and public relations, as well as a considerable contingent in foreign languages. The library operates with open funds. The library is equipped with computers, work desks, periodicals and access to international electronic resources. The Dean is requesting that titles be added to the professors' requests and on this basis also for translation and publication by UBT Press, working hours as well as any activities organized within the library and the UBT press are reported to lecturers and students through announcements, on-line spots and online.

Performance indicator 5.6. refers to academic or professional fields for which students are being prepared being monitored on a continuing basis with necessary adjustments made in the program and in text and reference materials to ensure



continuing relevance and quality. SER claims that UBT aims to continuously raise awareness on its staff and students attending study programs offered on the importance of quality and quality assurance. Students and staff have been provided with student guidance and staff leadership, which clearly demonstrates the importance of quality and assurance in teaching and research and has also organized several activities, conferences and training courses.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
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.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
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.	X	
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.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	X	



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

Compliance level: Fully compliant

ET recommendations:

- 1. Related to consideration of rewarding students for ethical conduct, consider promoting culture where it is standard and not an extra achievement. Related to that consider acquiring professional software for plagiarism tracking in Albanian language and/or working on one with partner institutions in Kosovo and Albania.*
- 2. One of the weaknesses listed is insufficient knowledge of English of incoming students which contradicts the fact stated in SER that English certificates are mandatory. As there is also a vocational language training offered at UBT (which is probably an extra cost for students) it might be considered to offer them courses free of charge, or, even, include courses which would focus on specific media and communication related English language.*
- 3. Lack of professional regulation is considered a threat in SWOT analysis. Accreditation of media professionals, both journalists and PR professionals is a wide problem, which is, in many countries solved by chartered institutions giving professional certificates to working professionals, not only for professional of capacity building, but also certificates for accredited professionals who take regular competence building. One example of those institutions is, The Chartered Institute for Public Relations (London) that operates not only within UK but also with institutions in other countries. These certificates, although not obligatory, give competitive advantage to professionals.*



3.6. Research

Standard 6.1. requires that the study program has defined scientific/applied research objectives (on its own or as part of a research center 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. SER states that UBT's research strategy is the umbrella within which Media and Communication research is conducted. Research includes new developments in the field of media and communication, an area of dynamic development, in pursuit of new trends, influenced by technology development. The Media and Communication Program has established the Scientific Research Center in Media and Communication as a center that supports the research work of professors and students. Professors have the financial and logistical support for public interest research. They also present their research and participate in science conferences with deductible participation costs. This advantage is also given to master students who are part of ongoing scientific conferences presenting their research and research work, supported by their professors and utilizing UBT resources.

Standard 6.2. is about expectations for teaching staff involvement in research and scholarly activities being clearly specified, and performance in relation to these expectations being considered in staff evaluation and promotion criteria. UBT clearly defines the obligation of teachers and they have a contractual obligation to conduct research / academic activities. When designating teachers in certain disciplines, program leaders consider as one of the main criteria the competence and results of the teacher in the field of research, the number of publications and their quality. As well as in BA program, in SWOT in MA program, it is stated that only positive reinforcement strategy is used in the employment contract and in the Regulation for the active staff but no negative reinforcement is used for the less active staff that does not achieve minimum publications.

According to standard 6.3. clear policies should be established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. As stated in SER, UBT encourages the academic staff to publish in journals with professional reviewers and that the topic of research encompasses contemporary developments in the field of media and communication in line with established internal policies as discussed during site visit..



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Standard 6.4. requires that the academic staff has a proven track record of research results on the same topics as their teaching activity. The list of the topics, names of the teachers, their professional experience and the list of publications was shared with this expert together with other documents and when cross-referenced with syllabi, it does show some compliance with the area of teaching, all within multidisciplinary wide area of communication sciences and social sciences.

By standard 6.5. the academic and research staff should publish their work in specialized magazines or publishing houses, and scientific/applied/artistic products should be presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad. The research of staff is published in professional books, published by publishing houses; books published by UBT; books of international conferences organized by UBT; summary of international conferences. The institution routinely provides staff research and professional development requirements and direct support for the specified research agenda. The faculty also considers special purpose support such as international conferences.

Standard 6.6. requires that research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centers, scientific parks and other structures for validation. According to SER, publications are a product of research by competent professional commissions, local and international. They are subject to international professional research criteria: submission and evaluation of the abstract, follow-up of the work step by step until professional evaluation of the paper and its publication. Proceedings of the international scientific conferences organized by UBT are published directly on the Easy Chair Platform where the public can see the abstract, corrections, presentation slides, as well as the final work.

Standard 6.7. requires that 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. According to SER and the documents attached, all academic staff have published their research, at least once a year. Some of them have also published in other scientific journals outside the institution. The details are found in the appendix on research.

Standard 6.8. explicitly requires that academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff. As stated in SER and evidenced in the appendix with lists of publications, the academic staff, in their research papers, are affiliated to UBT as their full time institution.

By 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. The research of staff, in most cases, is related to the field they teach at UBT. The institution encourages and supports them in research work and in the publication of books or research papers. The scientific work of the UBT

47



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

professors, published in books after an additional review process are part of the syllabus of the respective subject. Also, research papers, published on professional platforms, are used by students for analysis and study.

According to standard 6.10. policies are established for ownership of intellectual property and clear procedure set out for commercialization of ideas developed by staff and students. Policies and practices are, indeed, in compliance with all Intellectual Property Protection Regulations which are included in the UBT regulations and fully implemented.

Standard 6.11. requires that students be engaged in research projects and other activities. According to SER students are encouraged to participate in research through their engagement in individual and group research assignments and projects during their studies. Students of Master degree, from the beginning of their studies at UBT, are part of research and scientific work. They have conducted many individual research projects, as well as co-authoring with teaching professors.

Performance indicator 6.1. monitors assistance and support given to teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community. According to SER, UBT has a large number of agreements with international institutions - universities, programs, institutes - that conduct joint research activities and scientific conferences. In SWOT analysis UBT states that there is an insufficiently clear strategy of commercialization of research activities of the program for the private sector.

Performance indicator 6.2. requests that the study program periodically organizes scientific sessions, symposiums, conferences, round tables, with the involvement of teaching staff, researchers, students and graduates, while proceedings are published in ISBN, ISSN scientific reports or in magazines dedicated to that particular activity. Media and Communication Program organizes the International Scientific Conference, once a year, usually in the last week of October. A few months earlier the topics are identified and public calls for participation are made. The abstracts of the works are selected by the professional commission. They are published in the Abstract Book, which has ISBN number. Proceedings are publicly presented at the conference. After the presentation and debate about them, the papers are published in the Conference Book. In addition to students and professors from UBT, researchers and professionals from countries in the region and beyond participate in the conference. The Program also organizes conferences and debates with guests, media and communications professionals, foreign and local, on topics and phenomena of interest. Students are an active part of these events.

Performance indicator 6.3 requires support is being provided for junior teaching staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding. The MA Media and Communication program has, according to SER, continuously

48



provided support to new colleagues and research students, by conducting joint research projects and presenting them at conferences and seminars. The works from these presentations have been published in conference books and summaries, featuring young teachers and students as authors and co-authors. In addition, young colleagues and students are constantly encouraged to submit their research ideas. After discussing them and getting ideas from even older colleagues, it is decided to conduct research when they are of interest to students, the institution and the public.

Performance indicator 6.4 requests strategies are introduced for identifying and capitalizing on the expertise of teaching staff and students in providing research and development services to the community. SER takes reference to UBT's research strategy, which also supports the work of the Scientific Research Center on Media and Communication, identifies and prioritizes topics of interest to the public and the community of media professionals. In collaboration with the Kosovo Media Institute, UBT has conducted a series of research of interest to public opinion and media professionals.

Performance indicator 6.5. requests the institution is monitoring and supporting staff's contribution to attracting financial resources through research/applied/artistic projects and products. Staff capacity to generate such financial returns is considered in the individual performance review system. According to SER, The programs of international institutions, such as Tempus, CEEPUS and others are used to create conditions for research projects of UBT professors and students. The research work is also supported by UBT partner institutions, with which there are co-operation agreements.

Performance indicator 6.6. speaks of cooperation with local industry and with other research agencies being encouraged. When appropriate, these forms of cooperation involve joint research projects, shared use of equipment, and cooperative strategies for development. According to SER, UBT has collaborated, through formalized signed agreements, with a large number of media and research institutes in the country. These institutes carry out joint research, while collaborating with media houses serves to exchange experiences, but also to facilitate research, utilizing the equipment, opportunities and expertise of these media houses.

<i>Standard</i>	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 center 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 specialty 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 centers, scientific parks and other structures for validation.	X	
<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 6.8.</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 6.9.</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 6.10.</i> Students are engaged in research projects and other activities	X	



Compliance level: Substantially compliant

ET recommendations:

- 1. Positive reinforcement strategy versus negative reinforcement strategy for less active staff that does not achieve minimum results in publications emphasized in SWOT is an issue to be considered when developing and changing current policies on promotion. Unless that is part of the overall strategy and evident in policies of UBT, the ambition students had expressed in the discussion of the need for vertical studying on all levels, including doctoral studies, might not be realistic. It is recommended to consider this problem in the context of future academic needs of Kosovo.*
- 2. SWOT states insufficiently clear strategy of commercialization of research activities of the program for the private sector and insufficient interest by private and public sectors in Kosovo in identifying private sector and community needs for research. Recommendation is to consider extended consultations with stakeholders from private sector as the basis for formulating such a strategy which would have more chances to be in fact implemented as they would also have the ownership. Luckily, communication research is essentially linked to communication practice.*

3.7. Infrastructure and resources

Standard 7.1. requires 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. SER claims this is indeed the case and the environment, human resources and the equipment needed, both in quantity and quality are provided for long term development. The study program in MA Media and Communication is secured in terms of infrastructure and support resources. Three categories are included: the environment, human resources and the equipment needed, both in quantity and quality. Lecture rooms have been adapted to the nature of work for media and communication students, for class lectures and for group work, preferable to the implementation of more complex projects. Engaged professors have the necessary professional and academic backgrounds, followed by years of practical work experience, but most importantly, continuous experience and commitment to research and research projects. The lecture halls are equipped with internet connection and other equipment that enables the presentation and analysis of practical examples related to certain areas of research. Also, the radio and television studios, with the equipment installed in them, provide solid conditions



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

for research work and realization of research cases in practice. Media research and communication are also often associated with fieldwork. For this, too, UBThas provided the necessary tools.

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 as requested in standard 7.2., that is, rough calculations of projected income and main expenses based for two years on assumed number of students are shared in a table form. The aspect of financial coverage that will guarantee sustainability for the next three years and beyond, as stated by SER is based on UBT financial plan.

Standard 7.3. required that 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: owned or rented spaces adequate for the educational process; owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; adequate software for the disciplines of study included in the curriculum, with utilization license; library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula. According to SER, the study program is implemented in appropriate learning spaces and locations, such as halls, libraries, inventory, equipment, laboratories, etc. and there is complete documentation of both ownership and tenancy through adequate long-term contracts; UBT has taken care to provide laboratories and to equip those laboratories with the appropriate teaching aids. Thus, the Media and Communication program is available and uses some of these labs. In the labs, computers with the right software are installed; Considering the curriculum of the Media and Communication program and the courses taught there, the very nature of the program has determined that computers are provided for students, and these computers have the necessary and practical software for the units involved in these studies. So, the required software is installed on the computers used by the students; The Library provides seats in accordance with the number of Media and Communication students. which means, 10% of the seats in the Library are reserved for this study program, but as stated in SWOT analysis, some rearrangements are needed.

According to 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 special disciplines included in the curricula are carried out in laboratories equipped with IT equipment. SER claims that for the realization of the study program, workspaces have been provided with adequate number of seats. Studies in the Master's program in Media and Communication do their study mainly in small groups, in

52



separate lectures and suitable for work. With the necessary equipment, computers or laptops, printers, voice recorders, amplifiers, cameras and more. They can also use separate spaces within the UBT for individual study work.

Standard 7.5. required that the education institution's libraries must ensure, for each of the study programs: a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; their own book stock from Albanian and foreign specialization literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years; 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; a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission. SER claims that libraries with books, literature and different periodicals are in sufficient quantity and quality to carry out the study program to cover the various disciplines within the curricula, both in Albanian and foreign languages. CD with all book titles at UBT Library has been made available KAA.

Standard 7.6. requires that the infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs. The overall infrastructure enabling realization of the study program from the outset has taken into account adequate adaptations for people with special needs as provided by adequate guidelines such as: access to all necessary facilities and other specifications for this category of people, states SER. This probably refers to people with mobility difficulties, while no reference is taken to students with hearing and sight limitations.

Following the performance indicator 7.1. whereby formal plans should be developed for the provision and improvement of infrastructure and resources, and the implementation and effectiveness of those plans is monitored on a regular basis, SER states that study equipment as well as adequate software are constantly updated. Great attention is also paid to providing adequate literature, most recently in the field of Media and Communication, both in Albanian and in foreign languages.

Performance indicator 7.2. requires that a senior staff member is assigned the responsibility for oversight and development of infrastructure and resources. SER claims that the institution has a designated senior staff, in this case the Dean and the Faculty Coordinator, monitor, inform and report on the development of the infrastructure.



Performance indicator 7.3 requests the effectiveness and relevance of infrastructure and resources to be regularly monitored through processes that include surveys of student usage and satisfaction and infrastructure and resources be modified in response to evaluation and feedback. SE claims that UBT periodically conducts various surveys and surveys mainly with students on the effectiveness of this standard. UBT lecturers, when designing the syllabuses determine the requirements for the necessary infrastructure for study. Then, the institution conducts surveys with professors, through questionnaires with specific sections on infrastructure satisfaction. Special surveys are also conducted with students, who also present their opinion on infrastructure, but also eventual requirements, which are met as soon as possible. All the engaging work of the academic staff in the Media and Communication Branch is regulated in accordance with the standards set forth in the UBT Internal Regulation and the Administrative Instruction provided by the Law on Higher and University Education. Subjects are PhDs. Engaged PhDs and Lecturers with a Master's degree assist the headteachers and assist in the classes of exercises. UBT closely follows the academic performance and achievements of the teaching staff as well as the teaching-scientific staff. Promotes participation in scientific conferences, trainings, publications and all scientific activity is financially supported and valued. The Faculty of Media and Communication staff largely meet its norms. Full-time staff fills most of the teaching work load in the department. The distribution of the workload and the regular monitoring of the teaching process are carried out in co-operation by the Dean and the Head of the department and human resources office. Scientific teaching support staff is trained on aspects of teaching, based on the requirements and objectives of UBT.

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



<p>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:</p> <p>a) owned or rented spaces adequate for the educational process;</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilization license;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>	X	
<p>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 specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p>	X	



<p>Standard 7.5. The education institution’s libraries must ensure, for each of the study programs:</p> <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 specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized 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>	X	
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs</p>	X	

Compliance level: Fully compliant

ET recommendations:

1. *Considering special needs beyond mobility limitations is recommended for future plans of developing the program and facilities.*
2. *SER did not give enough details requested in 7.5 to be able to assess the full compliance and it is not clarified what are the electronic resources and availability of free access to online literature of the program and in communication area in general, but first of all in English language. It is recommended these sources be planned for future needs of students.*



4. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

At the end of SER, reference is taken to the previous expert report on accreditation of Media and Communication program at the Bachelor and Master levels in 2016, when it was concluded that UBT had implemented all the findings for the BA program evaluated in 2013, while for the MA level, it was emphasized that it is the result of the labor market demand and also the student need to continue studies within the country. In 2016 there were no recommendations for improvement by the expert, but UBT continued to improve the quality and further develop study programs at both levels.

SER emphasizes that UBT has continuously and coherently increased the infrastructural, human and technological capacities for the realization of the programs, not excluding the increase of the number of partners. In this regard, in addition to the theoretical part of the program, UBT has managed to license in Radio Campus, UBT TV and UBT portal, and has increased mass communication capacities, maintaining the quality through continuous and periodic evaluations and incorporating stakeholders in decision-making in order to maintain and increase the quality of studies.

This expert would like to give credit to UBT management and faculty for the ongoing efforts in line with the principles of development of high education institutions to best serve the needs of the society, in this case of this vibrant dynamic of society in the Republic of Kosovo that requires special focus on young population that will be its future main strength. In that sense, high education institutions in Kosovo have a unique social responsibility that stretches beyond usual education objectives, standards, criteria and indicators. Therefore, this high responsibility of UBT is the context in which following recommendations by this expert, which are not primarily formal concerns with reference to the standards, but rather suggestions for consideration in future planning, both strategic and operational, should be considered.

Not recommendation for improvement but suggestions for consideration.

Consider deep editing of Self Evaluation Report. While it is extremely helpful that all the required standards and indicators were referenced in the text, it would have been very helpful if “the answer” to each the standards were a clear indication not only was the standard fulfilled or not, but also evidence given if there is a claim that it is. Not to mention SWOT analysis which in many areas turned out to be “wrong translation” or any other “confusion” as explained in the discussion. As it is written now, SWOT in many areas contradicts positive assessment, written before it, and it can be confusing. This expert managed to deal with that problem mastering all the material and not incurring any losses on behalf of UBT in



compliance determination, but dealing with the problems in the text in future might prove to be helpful. Even more so, because self-evaluation report and preparation is in itself a painful and time consuming process, but, nevertheless, very instrumental in creating the culture of collaboration and partnership within the organization. It is worth it.

This program has a title that signifies its ambition, in both BA and MA programs, to spread beyond journalism in all media. That is not an easy task, as, we know quite well, we are educating students for professions beyond journalism for professions and job titles that we do not even know what they will be. That is big responsibility. There is an area of organizational communication in private sector, some call it public relations having in mind media relations, but it is by far more than that. There are at least three areas that are covered by organizational communication umbrella:

- a) Corporate communication (including public affairs, public relations, private sector lobbying, corporate branding, corporate culture, organizational identity)
- b) Crisis management (not only crisis communication but a segment of management to be covered by communication public affairs manager)
- c) Corporate social responsibility/sustainability area, again, managed in organizations by comms specialist. Kosovo private sector will be in need of investments and in most cases social impact will be a required element,

It is recommended that UBT considers these areas, when contemplating future development of MA programs as they are clearly part of the communication puzzle which is equally about management as it is about rhetorical perspective.

The results of evaluation are as follows.

Standard	Compliance Level
Mission, objectives and administration	Substantially compliant
Quality management	Fully compliant
Academic Staff	Fully compliant
Educational Process Content	Fully compliant



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Students	Fully compliant
Research	Substantially compliant
Infrastructure and resources	Fully Compliant
Overall Compliance	Substantially compliant

In conclusion, the Expert Team considers that the study program UBT College Master in Media and Communication offered by UBT College is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends to *accredit* the study program for a duration of 3 years with a number of 50 students to be enrolled in the program.

Expert Team

Chair

Majda Tafra-Vlahović

1 July 2021

(Signature)

(Print Name)

(Date)