



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

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*UBT College*  
*FACULTY OF Political Science*

*BA Political Science*

*RE-ACCREDITATION*

**REPORT OF THE EXPERT TEAM**

*April 15, 2021, Prishtina*

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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit (online): April 19, 2021**

#### **Expert Team (ET) members:**

- **Prof. Dr. Vlatko Cvrtila**
- **Artur Tventarnii**

#### **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
- Leona Kovaci, Senior Officer for Evaluation and Monitoring



- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

#### **Sources of information for the Report:**

- Self-Evaluation Report (SER) submitted by UBT College
- Information obtained during the online meetings;
- Meetings conducted with the management of the institution and program, quality assurance representatives and administrative, teaching staff, students, graduates, employers of graduates and external stakeholders;

#### **Criteria used for program evaluation:**

- KAA Accreditation Manual

### **1.2. Site visit schedule**

#### 19<sup>th</sup> April

09.00 – 09.40	Meeting with the management of the faculty where the programme is integrated ( <i>no slide presentation is allowed, the meeting is intended as a free discussion</i> )
09.45 – 10:30	Meeting with quality assurance representatives and administrative staff
10.35 – 11.35	Meeting with the heads of the BA study programme
11.35 – 12.35	Meeting with the heads of the BA study programme
12:35 – 13:10	Lunch break (to be provided within the faculty premises)
13.10 – 13:50	Meeting with teaching staff
13.55 – 14.40	Meeting with students
14.45 – 15.25	Meeting with graduates
15.30 – 16.10	Meeting with employers of graduates
16.10 – 16.20	Internal meeting of KAA staff and experts



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16:20 – 16:30

Closing meeting with the management of the faculty and program

No	Study programs	Experts	Responsible persons of study programs			
1	Political Sciences BA	Prof. Dr. Vlatko Cvrtila Artur Tventarnii	Alfred Marleku	Shqipe Mjekiqi	Ngadhnjim Brovina	Hajdi Xhixha
2	Political Sciences MA	Prof. Dr. Vlatko Cvrtila Artur Tventarnii	Artan Mustafa	Dritëro Arifi	Shpendim Oxha	



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

UBT College is a higher education institution that was established about twenty years ago. The description of the institution points out that "the philosophy of this institution has been aiming at offering education programs that are in compliance with national labour market demands and well-known international practices as well as competitive education programs inspired by the spirit of innovation." UBT offers a range of programs at undergraduate and graduate level. The programs are operated within the following departments: Management, Business and Economics; Computer Science and Engineering; Information Systems; Law; Political Science; Communication and Media, Civil Engineering and Infrastructure; Architecture and Spatial Planning, Food Science and Technology, BA Nursing, Integrated Design, Integrated Studies in Stomatology and Integrated Studies in Pharmacy. Currently, there are fifteen Faculties and the full-time academic staff are of about eight hundred and students by about ten thousand. UBT has been granted a five-star excellence recognition by EFQM (European Foundation for Quality Management).

According "Strategic Plan 2025" and SER UBT College is based on five strategic objectives:

1. Achieving academic excellence - higher excellent quality standards and consistent active learning approaches which offer authentic experience and an inspiring, learning environment based on high moral values.
2. Developing research, innovation, and social responsibility – innovative ways for learners, companies and external clients to engage with enterprise support and applied research, thus creating new knowledge and new employment. The Faculty's research philosophy, hence, the current BA Program, views the research as an integral part of the teaching and learning process. The academic staff will make assiduous efforts and make use of a teaching methodology that involves the students in research, either individually or jointly with them.
2. Creating a positive working and learning environment – high-quality and supportive working and learning environments for all the students (full-time, part-time, priority groups) and academic staff. As a supportive environment is indispensable for successful studies, the Faculty of Political Science will assure a high-quality supportive teaching and learning environment, such as induction and mentoring available to all students during their first year, coaching, counselling, career advice, international office, and foreign languages support.



3. Maintaining and increasing internationalization and regional partnerships—encouraging new local and international higher education alliances and continued excellent performance compared to the international and regional efficiency and effectiveness benchmarks.
4. Partnering with the community – continuous strong links with industry, institutions and the society at large which is supported through mainstream funding, alternative incomes and volunteering activities for providing them service on institutional, staff and student basis.”

According to SER, BA program in Political Science already operates within UBT College since 2013 and is “developed by the “Working Group” of the Faculty and it preserves all the main features and strategic goals of the previous program (2016-2017) such as: the theoretical and practical approaches to modern political science, a balanced approach to the study of state and politics, numerous comparative studies and analysis, offering policy-drafting skills to the students, a steady increase of both knowledge and skills of the students, providing sufficient multidisciplinary approaches to students, combination of political research and policymaking practice, simulation of certain institutional political or diplomatic activities, regular internships, etc.”

## PROGRAM EVALUATION

### 1.4. Mission, objectives and administration

According to SER, mission of Political Science BA program is “*to equip students with the knowledge and skills to make them be able to understand, engage, analyse and develop policies and its related disciplines. Students develop their own political interests in a wide range of political sciences related to specialized fields and areas of the program, through a range of optional courses. The program offers flexible route through which students can fulfil their academic career, ensuring that students become able to engage effectively in political systems after graduation from this program*”. The intention of institution is “to produce knowledgeable, skilled and competent (1) future political leaders and policy-makers in state institutions and other political organisations, civil society, social movements and advocacy groups; and (2) future Political Science researchers and analysts to investigate political phenomena both through typical academic institutions or through think tank and international organisations.”



The Political science program is according NQF Level 6 (bachelor). According to SER, “graduates from this programme will:

- Have an advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.
- Be able to demonstrate mastery and innovation in using advanced skills to solve complex and unpredictable problems in a specialised field of work or study and
- Undertake work or study which involves managing complex technical or professional activities or projects, which may include responsibility for decision making in unpredictable work or study contexts and/or for managing the professional development.”

The study program is designed based on the NQF and EQF and follows all legal obligations in creating a sixth-level study program. The SER does not present the extent to which feedback from former students and employers is used in shaping learning outcomes, as well as in changes in the study program.

The didactic and research concept of the study is not presented in detail in the SER. It was emphasized that changes have been made in the research part compared to the previous re-accreditation by increasing the involvement of students in research. This is attempted through a research approach through appropriate courses and diploma theses, as well as participation in scientific conferences. However, in this part of the SER it is not explained in more detail how the research concept of the institution is connected with the study program. In the topic "Research" you can find more information about the research intentions of the institution and the connection with the content of the study program, but only at a general level.

The didactic concept is not well presented in SER, but can be interpreted through the teaching methods presented in syllabi. The SER mentioned that “the student is in the center of the teaching process and the entire lecture is built upon this principle” which may be a central determinant of the didactic concept, but was not explained in more detail later. It seems that in the future the institution could more clearly shape the institutional didactic concept from which teaching methods and a unique approach in the teaching process would be derived.

Although the SER mentions regular revisions of documents and procedures important in the implementation of the program using different KPI's, after Panel discussion become obvious that revisions are conducted more related to re-accreditation requirements and less to the use of an internal quality assurance system and information collected on a semester and annual basis.



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

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Develop and present a didactic concept at the level of the institution and derive teaching methods from it at the level of individual subjects in accordance with the specifics of the subject.*
- 2. Increase cooperation with external stakeholders and develop their participation in the development of the study program especially in shaping output competencies and providing place for student internship.*





## 1.5. Quality management

A quality management system has been established and developed at the Faculty of Political Science and guarantees the implementation and enforcement of all necessary standards. All teachers in this study program participated in the preparation of SER. In the implementation of the necessary standards in quality assurance of institutions, it shows developed capabilities, which were well developed by the cooperation with universities outside Kosovo.

A table with the main tools for achieving quality assurance with key performance indicators is presented in SER. According to that table, indicators are established that are used on an annual basis, and among them an annual survey with "alumni, industry and industrial / professional councils". In conversations with external stakeholders and staff, it was confirmed that such meetings are not held regularly on an annual basis, but as needed, and most often at the time of re-accreditation of the program. ET can understand that in dynamic academic practice it is not easy to apply all quality assurance tools, especially those involving activities with stakeholders outside the institution, but in the future more attention should be paid to this dimension of quality assurance as it will help the institution to strengthen its internal quality system. In the further development of the quality assurance system, it is very important to have regular contacts and developed cooperation with external stakeholders who are potential future employers of graduates.

The SER explains student feedback whereby students "at the end of each semester departments organize feedback questionnaires in almost every course and seminar". In a conversation with the management of the faculty, the staff in charge of quality and the teachers, it was not fully clarified how this survey is conducted, and whether it is mandatory or not for all students. It is especially interesting that it is not provided for all lectures, but for "almost every course and seminar". Student feedback does not appear to be used adequately in quality assurance. The institution also conducts a "periodical feedback questionnaire" with alumni, as well as meetings with employers. From the panel discussion it can be concluded that the institution occasionally carries out these activities, but it seems that they are not adequately integrated into the internal quality assurance system.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	



<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Provide students with feedback after conducting a survey at the end of the semester.*
2. *Engage other stakeholders in evaluation of program and quality assurance system like public administration, business sector representatives, and former students on regular annual basis.*

**1.6. Academic staff**

Teaching staff at Faculty of Political Science have academic titles and proven track record of academic activities in the chosen specialist area. It is evident from SAR that academic staff is able to deliver high level student learning experience through inclusive, relevant programs and curricula while being professional and collaborative. Staff appointment and ranking is determined by educational, scientific, research and service criteria. In order to enhance the academic strengths of the Faculty overall, full-time and part-time academics have been provided with relevant training opportunities offering at the level of Universities.

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In this study program all teachers are full-time employees. From the list of their selected published articles and books it is evident that in their research they mostly deal with research problems related to the subjects they teach. A review of the literature in the subjects shows that there is one teacher whose books are in the required literature. Teachers should be encouraged to use their scientific papers (books, chapters, scientific articles ...) in the teaching literature, and to prepare textbooks that will provide students with literature in the Albanian language. Academic staff is involved in various quality assurance procedures. What is missing in full compliance with standards 3.8. are self-evaluation, peer and superiors' evaluations. The results of the evaluation are not made publicly available. The SER presents a list of international lectures that have been engaged in teaching through cooperation with other universities in the region and Europe, which is a good practice that should be continued because it brings many benefits to the institution, teachers and students.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	



<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Extend the academic staff evaluation from only student evaluation, to other components (self-evaluation, superior, peer)*
2. *Pay more attention to teacher research plans and link them to the subjects they teach*

**1.7. Educational process content**

BA program has a focus on interdisciplinary and crosses boundaries of different disciplines such as history, sociology, law, international relations, foreign policy, diplomacy, European integration, public administration etc. The program has three specializations in the third year of study: International Relations, Public Administration and European Integration.

The current study program follows the structure of similar study programs in the region and in the EU. The SER presents learning outcomes at the level of the study program, but they do not cover all the contents and competencies that the study program offers. Learning outcomes at the level of the study program are related to the learning outcomes at the level of an individual subject.



The structure of the studies is set in line with similar programs in the region and the EU. It is proposed to the institution to consider the subject "General Psychology" and its replacement with the subject "Social Psychology", whose content would be more in line with the study program. It is also proposed to transfer the subject Kosovo Political System to the mandatory subjects list. It is unusual that such a subject is in elective courses because later in the structure of studies there are contents that require knowledge of the political system of Kosovo, especially in specialization in Public Administration. It is suggested that the institution consider moving it to the second semester so that students have the opportunity to get to know the political system of their own country. In the field of International Relations "there is a subject" Statistical Statistics of Political Science ", so it seems that it should be offered to all students with regard to its content. In the presented syllabi, this course has a different title: It should also be considered to place this course before the "Computational statistics for Political Science" course in elective courses in the 3rd semester or to merge the two courses into one that would be compulsory for all students. the subject in the study structure should be behind the subject "Methodological Foundations for Political Science." In any case, it is recommended that the institution consider these recommendations and implement them in a way that best suits the institution and content of the study program.

Within the syllabus, models for measurement of student workload is presented as well as learning outcomes. Teachers use new IT solutions to communicate with students and provide them adequate learning materials. Institution has provided all syllabuses with all needed information. Learning outcomes has been explained at the beginning of each course.

Student assessment mechanisms are conducted fairly and objectively and are part of syllabus. The study program includes the course "Internship" in the fifth semester, which with its content allows students to acquire skills for preparing a CV, job interviews, recognizing their own talents and other skills needed after graduation. It is not entirely clear why the exam is taken in this course and what the content of the exam is. Such a subject is welcome in the structure of studies, but it should also be related to the student internship that they should do within the institutions with which the contract has been signed. In the conversation with the students, the difficulties in the realization of the student internship during the pandemic were emphasized, as well as the need for the institution to be more engaged in the realization of the internship.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition	X	



of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.		
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades	X	



is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.		
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. <i>*To be inserted the overview of the program (with all areas to be filled out).</i>		X

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Discuss recommendations related to the structure of studies and individual subjects, propose and implement the necessary changes.*
- 2. Make a SWOT analysis of present student practice model. Link new model to the subject "Internship", and set learning outcomes that will include the acquisition of knowledge and skills through practice in institutions with which UBT has signed an agreement on the implementation of practice.*

**1.8. Students**

The admission procedure is clear and transparent and applies to all students. All students that enrolled in study programs should have completed four-year high school. The study program groups are dimensioned to ensure an effective and interactive teaching and learning process. Students used to receive feedback after the exam and have the ability to inspect the test. There is also a procedure of appeals to teacher behaviour. Students can use consultations to talk to the teacher about learning materials or about writing a written work. In discussion with



management and teachers, difficulties were encountered in the absence adequate literature, which is mostly in English language, but it is not big problem due to fact that most of young generation in Kosovo speak English. The students are represented in the decision-making bodies by their elected representatives. However, as emerged from the discussion with the students, there are academical requirements for the students who want to run for representative positions. Additionally, the main mean of communication of the decisions of the faculty council and other decisional bodies is through the student representatives. There is present model for flexible treatment of students in special situation. The institution has plagiarism detection software (Turnitin). Transfer students from another institution is regulated by internal rules and procedures. From the discussion with the students emerged that the process of recognition of the courses followed in other universities during exchange programmes is adequately structured. Teachers hold regular and occasional consultations for students and the consultation time are announced in advance.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	X	





<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

**Compliance level:** Fully compliant

**ET recommendations:**

- 1. Make more efforts to provide adequate literature in Albanian language.*
- 2. Eliminate the academical requirements for the students who want to run for representative positions.*

**1.9. Research**

From the data presented in SER we can conclude that full-time employees publish papers in accordance with the rules of the UBT College and the regulations of the Republic of Kosovo. Most of the academic staff publications are published in international journals. Students used to be involved in research projects. The scientific research program largely depends on the available funds provided by the UBT College. The SER is accompanied by a table that clearly shows the number of publications in significant scientific databases and research activities of teaching staff. The list of major teachers' publications shows that teachers research topics related to their subjects taught in the study of political science, Part of the full-time employees have completed their education outside Kosovo and bring international experience in the educational process and practice at the Faculty of Political Science. An analysis of the list of literature on the subjects revealed a very small number of textbooks and books written by teachers who teach particular subject, which may indicate that they do not include their research in the teaching process, or that their research is not related to the subjects they teach.

Teachers seem to conduct research more according to their interest than planned and research policies and plans of institution. The SER states that the institution supports and encourages teachers to participate in research, conferences, round tables, and symposia. In conversations



with teachers, it was confirmed that the procedure for obtaining funding for conferences is simple and fast.

Given the information presented in the SER and the proposed literature in syllabi, it seems that the institution should pay more attention to research planning. Harmonization and bottom-up approach is good in the conditions of developed research capacities of the institution and teachers in a particular field. In that sense the institution should support and encourage teachers in the next five years to research that will result in the publication of books and scientific papers that can be used as literature in certain subjects where there is a lack of literature in Albanian.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to		X



courses they teach, together with other significant research developments in the field.		
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.		X

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Motivate academic staff to increase research production and connect their research with content of their subject they teach*
2. *Motivate students to be more engaged in research projects.*

**1.10. Infrastructure and resources**

UBT and Faculty of Political Science has quite a modern and suitable infrastructure for the implementation of the MA program in Security Studies. UBT has a very resourceful library with literature from various fields of study and beyond. UBT also offers its students full access to libraries and electronic academic platforms such as J-store, EBSO, UBT Koha, Sage Journals, which provide students and staff the opportunity to be up-to-date with the recent developments regarding academic affairs. UBT facilities are spread to different locations as: Campus in Pristine, Innovation Campus in Lipjan including benches with total of 37132m2 dedicated to Amphitheaters, Laboratories, Classrooms, Studios, Library, Dental clinic, Clinical room, Advisory Center, Translation Room, Reading hall and offices.

It seems that at the moment the library does have an adequate number of required literatures in the field of Political Science. The list of literature on the subjects shows an adequate identification of the relevant literature, but there is still a lack of literature published in the last five years, especially in the Albanian language. In terms of infrastructure, the institution can provide students with adequate library space at the moment, but not the necessary literature to acquire the intended competencies. It is expected that the institution will provide students and teachers with relevant and recent literature in a short time. UBT infrastructure has been certified as meeting the minimum standards for special needs students.



<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; 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; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; 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;		X



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

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Provide more textbook in Albanian language linked with core teaching subjects.*

**2. OVERALL EVALUATION AND RECOMMENDATION OF THE ET**

The evaluation team observed a strong proactive attitude from the programme development team regarding their engagement with the Panel during the evaluation procedures. The program development team showed a strong team spirit and sense of ownership. The institution and teachers have shown that they have extensive institutional and teaching experience in the field of political science, and that they will apply this to the implementation of the study program of security studies. After considering the provided documentation and discussing with the program development team, the accreditation team recommends the following:

Overall compliance:

Standard	Compliance level
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Substantially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Substantially compliant
5. Students	Fully compliant



6. Research	Substantially compliant
7. Infrastructure and resources	Substantially compliant
<b>Overall compliance</b>	<b>Substantially compliant</b>

The overall compliance is assessed by the experts at the level of **Substantially Compliant**.

The general impression is that there are important elements of quality assurance in the institution and that institution has considerable experiences in higher education which is guarantee that they will successfully implement quality assurance standards and use adequate tools for quality management.

Considering the recommendations, ET noticed that there is room for improvement in some areas. We suggest that the institution consider the recommendations related to the structure of the study program and individual subjects, and related to the research plans of teachers that should be connected to the subjects they teach. The institution has made great efforts to develop a SWOT analysis and we suggest that all these analyses be used for an internal discussion on improvement activities.

ET noted adequate capacities in faculty and department leadership and the teaching team to implement recommendations and changes in order to better meet the required standards. For these reasons, we believe that a period of three years is appropriate for the implementation of changes.

In conclusion, the Expert Team consider that the Bachelor of Political Science offered by UBT College is **substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends to accredit the above study program for duration of **three years** with **50** students to be enrolled on the program.



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

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## Expert Team

### Chair

**Prof. Vlatko Cvrtila, PhD.**

**April 26, 2021**

(Print Name)

(Signature)

(Date)

### Member

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**Artur Tventarnii**

**April 6, 2021**

(Print Name)

(Signature)

(Date)