



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

UBT College
FACULTY OF Political Science

BA Security Studies

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 13, 2021

Expert Team (ET) members:

- **Prof. Dr. Vlatko Cvrtila**

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 University of Prishtina, Faculty of Philosophy
- 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

13th April

Site Visit Program

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>)
9:45 – 10:45	Meeting with the heads of the study programme
10:50 – 11:30	Meeting with quality assurance representatives and administrative staff
11:30 – 12:10	Lunch Break
12:10 – 13:30	Meeting with teaching staff
13.35 – 14:15	Meeting with employers of graduates and external stakeholders
14.15 – 14:25	Internal meeting of KAA staff and experts
14:25 – 14:35	Closing meeting with the management of the faculty and program



No	Study programs	Experts	Responsible persons of study programs		
1	Security Studies, BA (Accreditation)	Prof. Dr. Vlatko Cvrtila	Gjon Culaj	Arian Kadriu	Fatos Rushiti Sheqir Kutllovci

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



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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 environment 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 SER, BA program in Security Studies will “offer a comprehensive coverage and management of the security issues and practical skills in managing the security problems and challenges... the program includes a wide variety of teaching subjects which are linked with national, international, human and private security issues as well as with other issues such as environment protection, food and water security, workplace security, emergency situations and natural disasters, national energy infrastructure protection, biological, chemical and nuclear threats, weapons non-proliferation, cyber security, protection from hybrid threats, etc.”

The SER points out that the impetus for the creation of this study program stemmed from the needs of the labor market and the needs of Kosovo's security institutions, due to the changing security environment and the unpredictable nature of security challenges. Although one of the reasons for launching the study is the needs of the labor market and security institutions of Kosovo, the SER does not present information on these needs and how to assess them.

The program was created by a working group of academic experts and security practitioners as well as two external experts who are well acquainted with the situation in Kosovo. The BA Program lasts for three years and students earn 180 ECTS credits upon completion. In third year of studies, BA Program has two specialized branches: National security and civil emergencies and Cyber Security. The program is intended for full-time students who enroll

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after high school, but also for students who are already employed in security institutions and private sector. Full-time teachers as well as external part-time experts will take part in the teaching.

PROGRAM EVALUATION

1.4. Mission, objectives and administration

According to SER, mission of Security Studies Program is “to contribute to higher education through contemporary curricula, based and harmonized with the best practice at European level... the mission of the BA Program in Security Studies has been thought to assure attaining high excellence in teaching, learning and research in a student-focused environment and cultivate graduate students with the necessary knowledge and skills in service of the community, state institutions, various private sectors, or other regional and international institutions...the mission of the BA Program in Security Studies is conceived to equip the students with knowledge and skills in the area of national, international and human security studies and practice so as to make them able to understand, analyses, interpret theoretical issues and participate in various practical activities of security management.” Mission of this program is in accordance with mission of institution and with “Strategic Plan 2025”. The establishment of the new study program is in line with the intentions of UBT College to develop a study program in the field of security studies.

SER lists six capacities that students will be able to demonstrate upon completion of their studies. It follows from the above list that students will understand security issues, analyze and manage different security situations and provide solutions, a possession of basic knowledge and the ability to communicate. The BA study program should offer wider capacities to graduate students than those listed in the SER. In addition, these capacities are much narrower than the content of the study program, so they should be revised in accordance with the study program and the requirements of the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.

The institution has developed capacities for designing learning outcomes at the level of the study program and at the level of subjects in the study program, which is evident from the syllabus. However, it seems that too little attention is paid to the learning outcomes at the level of the study program and their connection with the subjects of the study program. For example, the presented output capacities of graduate students do not cover hole study program structure.



Their final competencies are mainly described through analytical skills. By reviewing the study program and subjects, it is obvious that the study program will provide students with broader competencies than those described in this chapter.

Although the SER mentions regular revisions of documents and procedures important in the implementation of the program, they seem to be 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. For example, the SER states that meetings with external stakeholders are generally not held regularly, but due to the needs of external evaluation. This leads us to the conclusion that cooperation with external stakeholders takes place mainly to meet the need for re-accreditation, so there is room for improvement in this area.

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

Compliance level: Partially compliant



ET recommendations:

- 1. The institution should expand the list of exit competencies of graduates and the list of learning outcomes at the level of the study program, and connect them with the overall structure and subjects of the study program.*
- 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 at the Faculty of Political Science and the new study program will use all resources and quality assurance through that system. All teachers who will teach in this study program participated in the preparation of SER. According to SER staff does not conduct self-assessments and this part of the quality management process is not adequately developed. But this does not diminish the capacity of the institution in quality assurance as other tools have been developed that are used in other areas of work. In the implementation of the necessary standards in quality assurance of institutions, it shows developed capabilities, which was 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 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.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.		X
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<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 evaluation for all courses through a questionnaire by which students evaluate the teaching process and teacher performance.



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.

In this study program all teachers are full-time employees. From the list of their published articles and books it is evident that in their research they partially deal with research problems related to the subjects they will teach in Security Studies Program. It is understandable given that so far, they have not researched topics in the field of security, or security topics related to their specializations. It is expected that in the future it will focus more on research in the field of security studies.

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.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<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*
3. *Upgrade current framework to ensure that regular student evaluations have an impact on adaptation of the study program or teaching methods.*



1.7. Educational process content

BA program has a focus on interdisciplinary and crosses boundaries of different disciplines such as history, sociology, law, psychology, international relations etc. The program has two specializations that are in the third year of study: National Security and civil emergencies and Cyber Security.

It is evident from the SER that the idea and designing of program were undertaken mainly through the Working group with experts from institution and two foreign experts and less through cooperation with external stakeholders in the Republic of Kosovo who are potential employers to future students. In conversation with external stakeholders, the need for such competencies in the security sector and state and local administration was confirmed. Given this, it would be expected that the participation of external stakeholders in the creation of the study program would increase. But such collaboration can be increased at the first reviewing of the program.

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. It seems that the learning outcomes at the level of the study program are not completely related to the learning outcomes at the level of an individual subject. Also, the list of competencies lacks some important competencies that are assumed to be developed through the structure of the study program. For example, the specialization in National Security and Civil Emergencies lacks competencies for civil emergencies. From the content of the program it is possible to conclude how they will develop, but they are not mentioned in the list of competencies. After comparing the learning outcomes of the subjects with the learning outcomes at the level of the study program, a lack of links with some subjects was noticed. It is recommended that the institution once again review the outcomes at the program level and at the subject level in the study program. Furthermore, all subjects in the study program should be reviewed and the extent to which the learning outcomes match the subject content should be checked. For example, in National Security and Strategy, the objectives, learning outcomes, and content do not match exactly. For example, content contains Cyber security, while learning goals and outcomes do not. Furthermore, one of the goals is: "Students gain advanced knowledge of international terrorism and common international measures to combat this phenomenon", and in the content of the subject terrorism is mentioned only once and in combination with Cyber security (International Terrorism and Cyber Security). This is just one example where the content objectives, learning outcomes and subject content do not match. It would also be advisable to review the literature



in the subjects. For example, in the subject "National Security and Strategy" a book is provided in the literature: Collins, Alan, *Studime Bashkëkohore të Sigurisë*, Oxford University Press, përkthyer në shqip nga Universitet Evropian i Tiranës, (translation), while in the subjects "Introduction to Security Studies" and "Human Security" is provided also translation, but title is still in English. In subjects "Cyber Security and Individual Privacy" and "Community Emergency Response Team (CERT) and Computer Security Incident Response Team (CSIRT)" is provided the same book in English. The same book appears in several other subjects as a translation, but with different citations. The literature in syllabi in the part of the subject does not correspond to the content of the subject. In the syllabus, only the literature related to the subject should be listed, which will be used through various didactic and methodological tools on the subject. For example, Alan Collins' book "Introduction to Security Studies" is listed on ten subjects in the bibliography.

In the course Geopolitics in content, it would be advisable to present to students the development of geopolitics and the main geopolitical paradigm of the twentieth century. It is recommended that students be offered the book Gearóid Ó Tuathail, Simon Dalby, and Paul Routledge (eds.), *The Geopolitics Reader* (London: Routledge, 1998) through which they can become acquainted with the listed contents. The subject structure also includes the subject "General Psychology", although it would be much better to offer students, due to the content of the study program, the subject "Social Psychology".

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. Syllabus for practical part of study program (Internship) was provided to ET after request. From the attached syllabus it can be concluded that students will do internships in several places in public administration, IT sector and research institutes, and that all students will have to go through the same content of internships in order to cover potential jobs. At first glance, the question arises of the organization of practice and the possibility of cooperation with many institutions that, at least according to the syllabus, could have at the same time a larger number of students in their organization in practice. It is recommended that the institution make a SWOT analysis of this model, and to apply the implementation of practice that will be less organizationally demanding, and at the same time useful to students in acquiring the necessary competencies. There is room for improvement in this area, so the institution is expected to take appropriate action in this direction. The faculty should work on establishing a network of



external stakeholders in which students will go on internships, and sign an agreement with them which will define exactly which competencies should be developed through internships.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs 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	X	



assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.		
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
<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. *Make revision of learning outcomes and connect them with learning outcomes of subjects in study program.*
2. *Use all evaluation tools for monitoring teaching process and include evaluation results in regularly (ones per year) review of program and academic achievements.*
3. *Review all syllabi and connect learning outcomes between the study program and the subject. It is also recommended to standardize literature and offer students literature in Albanian wherever possible.*
4. *After reviewing the learning outcomes and their connection with the content of the course and the envisaged competencies, consider the possibility of changing the content of the course and introducing new ones instead of the proposed ones.*



5. *Make a SWOT analysis of the planned performance of the internship and apply an appropriate organizational model for its implementation that will meet the learning outcomes and develop the necessary student competencies.*

1.8. Students

Since this is a new study program, ET did not have the opportunity to meet with students and check the fulfillment of the required standards, so for this reason no evaluation of this topic was done. Although it is a new study program, the Faculty has provided in SER information needed for conclusions about fulfillment of standards in that field based on existing experience at Faculty of Political Science. It is expected that the institution will apply the same practice to students who will study security studies.

Compliance level: Not applicable

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 will 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, and that there is a lack of research in the field of security studies. But as this is a new study program, it is understandable that there is a lack of research activities in security topics related to new subjects. Given the research activities of teachers so far, it can be expected that their research focus in the future will be focused on topics from security studies that are related to the subject they will teach. 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 intend to 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 that this is a new study program and the need for more research in the field of security studies, 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. Given that this is a new study program and a new research area, 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>	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	



<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<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 courses they teach, together with other significant research developments in the field.		X
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.		X

Compliance level: Substantially compliant

ET recommendations:

- 1. Motivate academic staff to increase research production in security studies and connect their research with content of their subject they teach*
- 2. Motivate future students to be 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 Amphitheatres, Laboratories, Classrooms, Studios, Library, Dental clinic, Clinical room, Advisory Center, Translation Room, Reading hall and offices.



For this BA program there is also a wide selection of literature specializing in the field of international diplomacy, foreign policy, security which focuses particularly on the situation of the global politics, dynamics of the EU, USA and the Balkan region.

It seems that at the moment the library does not have an adequate number of required literatures in the field of security studies, but the SER announces the acquisition of new recent literature. 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>	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	



<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: 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; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		X
<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. *Since this is a new study program, care should be taken to regularly procure literature in this area that will cover the subjects and contents within the study program of security studies.*
2. *Provide more textbook in Albanian language.*

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

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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	Partially compliant
2. Quality management	Substantially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Substantially compliant
5. Students	Not applicable
6. Research	Substantially compliant
7. Infrastructure and resources	Substantially compliant
Overall compliance	Substantially compliant

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 implement Security Studies Program in accordance with all required standards.

Considering the recommendations, ET noticed that there is room for improvement in some areas. The institution has made great efforts to develop a SWOT analysis and we suggest that all these analyzes be used for an internal discussion on improvement activities.

ET suggest that there is a need for improvement in achieving appropriate learning outcomes at the level of the study program and linking with learning outcomes at the level of individual subjects as well as paying more attention to literature. 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.

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

In conclusion, the Expert Team consider that the Bachelor of Security Studies 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.

Expert Team

Chair

Prof. Vlatko Cvrtila, PhD.

April 26, 2021

(Print Name)

(Signature)

(Date)