UBT College

BACHELOR (BA) ACTING

ACCREDITATION

REPORT OF THE EXPERT TEAM

4.05.2022., Rotenburg – Riga

Table of Contents

2

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2

1. INTRODUCTION

1.1. Context

Date of site visit: 6.04.2022.

Expert Team (ET) members:

- Prof. Dr. Darko Lukić, Independent researcher and educator
- Mr. Martinš Upmacis, PhD student

Coordinators from Kosovo Accreditation Agency (KAA):

- Flamur Abazaj, Senior Officer for Monitoring and Evaluation
- Ilirijana Ademaj Ahmeti, Senior Officer for Monitoring and Evaluation

Sources of information for the Report:

Basic information:

- *Self-evaluation report Bachelor in Acting, 2021*
- *Syllabi of the Study Programme*
- *CV of Academic Staff*
- *Infractructure Materials*
- *UBT Quality Manual, 2019*
- *Student Organization Status, 2019*
- *Regulations for Activity of HEPP Institution College "UBT" LLC – Pristina in Case of Discrimination, 2019*
- *Regulation Scientific Research and Publications, 2019*
- *Regulation for Basic Studies PBHE UBT College Pristina, March 2020*
- *Regulation on Labour Relations and Responsibilities for Working Duties, 2019*
- *Contract for the Establishment of a full time Relationship of Work*
- *Handbook of Student, 2020*
- *Handbook of Academic Staff, 2020*
- *Guidelines for Online Exams Organization PBHE College UBT, 2020*
- *Decision on Promoting the Gender Equality, 2019*

3

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3

- *Code of Ethics, 2019*
- *Contract for Bachelor Studies, 2020*
- *Regulation for Student Registration, 2020*
- *Regulation on the Disciplinary Procedure at UBT College, 2020*
- *BA in Acting Program, Organogram*
- *Regulation for Academic Advancement, 2019*
- *Stakeholder Survey*
- *Quality Assurance Regulation, 2019*
- *Publication Links of Academic Staff*

Additional documents

Additional information before the visit
- *Photos of Infrastructure*
- *UBT Indicators 2019-2021*
- *Regulation for UBT College Studies. First Study Circle, 2019*
- *List of books available in the Library*
- *Various requested information*

Additional information after the visit
- *Statute of UBT College HEI, 2018*
- *Photos of Acting Infrastructure*
- *Program Acting Annual Plan 2022/2023*
- *Explanation of the request from the expert*
- *Improvement Plan of Acting Program 2022-2023*
- *Infrastructure Acting Program UBT College*
- *Regulation on Basic Studies at Higher Education Private Provider (HEPP) UBT College*

Criteria used for institutional and program evaluations

- *Standards and performance indicators for external quality assurance to the Accreditation Manual of KAA, 2021*

4

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4

1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 9:50	Meeting with the management of the faculty where the programme is integrated (Joint Meeting)	Ferid Selimi Gazmend Ejupi Fiona Gllavica Orhan Kerkezi Ulpiana Alija Artan Tahiri
9.55 – 10.45	Meeting with quality assurance representatives and administrative staff (Joint Meeting)	Halil Bashota Egzon Bajraktari Bekim Marmullaku Murat Retkoceri Bardha Meta Mirlinda Jashanica Besnik Skenderi
10:55 – 11:40	Meeting with the heads of the study programme	Fiona Gllavica Alban Zogaj Fatlume Bunjaku
11:40 – 12.20	Lunch break (provided at the evaluation site)	
12:20 – 13:05	Meeting with teaching staff	Ilir Prapashtica Naser Rafuna Rrezon Krasniqi Robert Nuha Rita Krasniqi Adelina Thaci Xhevdet Doda

5

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13:10 – 13:55	Meeting with employers of graduates and external stakeholders	1.Kushtrim Sheremeti (Drector of Kosovo National Theatre) 2.Valon Bajgora (Icone Studio) 3. Edi Kastrati (Gjakova Theater)
13:55 – 14:10	Internal meeting of KAA staff and experts	
14:10 – 14:30	Closing meeting with the management of the faculty and program	

1.3. A brief overview of the institution under evaluation

The Bachelor Acting program is organised as a new academic unit of BPRAL UBT College which has been established as a public higher education institution in Prishtina, the capital of the Republic of Kosovo 2004.

The UBT defines its mission to provide "students with detailed knowledge on the role of acting, film theatre at the local, national and international level, so that students can develop their skills, respectively to manage the roles they will take on in different theatrical plays and as well as the problems they face while practicing the acting profession in the film."

This statement complies with the overall mission of UBT which emphasizes "providing learning opportunities driven by teaching and research excellence, intellectual interaction and creativity." and "improving the region's quality of life through the skills, knowledge, experience and engagement of its faculty, staff, students and alumni."

The UBT explains the need for the program by pointing increased production of theatre performances, film, tv programmes and various media content which needs professional actors, the demographic situation in Kosovo and neighbour countries concerning the Albanian speaking youth and the lack of educational opportunities for them in the current educational system.

6

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6

The UBT states in the SER that The Bachelor Acting Program is based on theoretical and practical education corresponding to the needs of the labour market for "practical and relevant industry knowledge" and that "The content of the study of the program, as well as the teaching methods, are designed based on the Kosovo Qualification Framework and modelled on good practice suggested by experts and connoisseurs of higher education."

2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

The general mission statement of the institution can be found on the website of the UBT College: *"UBT offers a dynamic and innovative 21 century academic environment. UBT provides a supportive and challenging opportunity for the students, faculty and staff in participatory and self-governance setting.*

Building on a tradition of teamwork between Students, faculty, staff and administrators, UBT is committed to enhance its participation as an active member of community by providing learning opportunities driven by teaching and research excellence, intellectual interaction and creativity.

UBT is 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 mission of the study programme is defined in the Self-evaluation report (SER): *"The mission of this study program is to provide evaluation and progress towards the goal of the objectives of the study program and in line with the mission of UBT in the function of teaching, research and community service, and to provide students with knowledge , in order*

7

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7

for them to be able to understand, interpret, explain and summarize the material of the subjects they teach, respectively the study program according to the compiled curriculum."

ET considers the mission of the study programme too wide and generic. It in a declarative way refers to the "*goal and objectives*" of the study programme and the mission of UBT College but does not provide any content-specific information for the study programme. It could be a mission of any study programme of the UBT College. In addition, it has to be noted that the UBT College uses the word "mission" repeatedly in the SER (12 times in the SWOT analysis of the first chapter). However, it is used without elaborating on which mission is meant, what exactly is meant by the mission and overall these references to mission do not provide any added value to these sections of the SER. On the contrary, they create confusion and impression that the text has been produced without understanding the essence of criteria for accreditation.

At least the aim of the study programme is clearly defined in the SER: *"The Bachelor Acting Program is aimed at imparting and disseminating theoretical and practical knowledge, so that students can successfully perform work in theatres or film productions where they will work, performing all forms of communication both in their mother tongue and in other world languages."*

There are clearly defined 10 learning outcomes of the study programme in the SER: "*Graduates of the Acting program will have the following skills:*

- *Played in theatrical, film, serial and TV shows;*
- *Communicate effectively in an artistic context;*
- *Apply ethical and legal principles of acting in theatrical or film performances;*
- *Enforce national and European law on Acting Theater;*
- *Critically evaluate published literature on acting, Drama, Film, and Television;*
- *Promote acting and work effectively;*

8

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8

- *Accept and offer professional evaluation;*

- *Make informed career choices;*

- *Engage in promoting acting and theatrical play at individual and collective levels;*

- *Work in a team and be ready for professional and ethical responsibility in the exercise of their profession."*

In general the learning outcomes comply with the level 6 of the European Qualification Framework (EQF), but not every of ten learning outcomes comply with the skills definition of the level 6 of the EQF: *"Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study",* for example, "*Make informed career choices"*. ET considers that a few of the learning outcomes of the study programme comply with the level 5 of the EQF rather than level 6. It has to be noted that the learning outcomes do not include any references to the capacity to work in an international environment.

The study programme has a well-defined didactic concept. It was described in the SER and was understandably explained during the evaluation visit. The didactic concept is based on ensuring practical and relevant industry knowledge that is supported by relevant teaching and learning methods – project-based learning, case study analysis, field visits, practical placements etc. There are teaching methods defined in every study course description. The situation is a bit different with the research concept. The ET did not have the impression that there is a specific research concept that would be clear for the management and academic staff of the study programme. The "research concept" was mentioned many times in the SER, but there was no clear definition of it.

There are formal policies, guidelines, and regulations dealing with recurring procedural or academic issues at the UBT College. These are available for stakeholders in two ways: (1) a specific chapter Regulations and policies on the website of the UBT College, where the list

9

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9

of several documents is provided (without specific permission or authentication, ET had access to 23 of 77 documents or 30% of all documents); (2) in paper format as handout material.

There is the *Code of Ethics* in place at the UBT College. "*It is aimed at guiding the conduct*

of the academic community of the UBT College." It is available on the website of the UBT College. There are two aims of the study programme, in which ethical issues are mentioned:

● *"to ensure that students are acquainted with the Code of Ethics and Conduct, with the required professionalism, and with the practice of interpreting and explaining the situations in which they find themselves and which ones they create;*

● *ensure the use of appropriate referral criteria and professional and ethical guidelines, appropriate case research and interpretive skills for broader emergency research."*

There are two learning outcomes of the study programme, in which ethical issues are mentioned:

• *"Apply ethical and legal principles of acting in theatrical or film performances;*

• *Work in a team and be ready for professional and ethical responsibility in the exercise of their profession."*

ET considers that the management of the study programme cares about ethical issues.

Standard	Compliance	
	Yes	**No**
Standards 1.1. The mission of the study program is in line with the general mission statement of the institution.		X
Standards 1.2. Relevant academic and professional advice is taken into account when determining the intended learning outcomes which are in	X	

10

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10

line with the National Qualifications Framework and the European Higher Education Area Qualifications Framework.		
Standards 1.3. The study program has a well-defined didactic and research concept.		X
Standards 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These have been made public to all staff and students.	X	
Standards 1.5. All staff and students comply with the regulations of internal dealing with ethical conduct in research, teaching, and evaluation in all academic and administrative activities	X	
Standards 1.6. All policies, regulations, terms of reference and statements of responsibility regarding the management and distribution of the program are reviewed at least once every two years and are amended as necessary in the circumstances of the change.	-	-

Compliance level: Partially compliant

ET recommendations:

1. *To revise the mission of the study programme and formulate it as more specific and programme content-oriented.*

2. *To revise the learning outcomes of the study programme and formulate each learning outcome according to the EQF level 6.*

3. *To define the research concept of the study programme more clearly.*

2.2. Quality Management

There is a wide range of stakeholders who participate in the self-assessment process. According to UBT Quality Manual, the composition of the programme self-assessment team

11

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11

is regulated by the Standard Operating Procedures and includes the Dean, Heads of Departments, two members of the academic staff, student representative, alumni representatives, programme administrator, student services officer, industry representatives and may also include external experts.

There is an established and ongoing evaluation and improvement planning system at the Faculty's level. The Faculty's approach to improvement is based on an ongoing accountable process that seeks to improve outcomes. During the visit the representatives of the Quality Management of the UBT College confirmed that they use the Deming cycle (plan, do, check, act) for improvement. There is the Improvement Plan of Acting programme, which includes 16 strategic goals, actions, persons responsible, targets and timeframe for actions.

Quality assurance processes at UBT College deal with many aspects of programme planning and distribution. Quality assurance processes are designed to improve service delivery and programmes and include review of quality procedures, governance, faculty teaching and research, student admission, promotion and graduation, staff selection, recruitment and development, support services for students, physical infrastructure and equipment and public information. The general quality assurance policy and procedure is based on the recently updated UBT Quality Manual.

Since this study programme is new and this is its first accreditation, the ET has addressed the standard "*2.4. Quality assessments provide a summary of quality issues for the overall program, as well as the various components within it; assessments consider data, processes, and outcomes, paying attention to student learning outcomes.*" on the institutional level, not the programme level. UBT College implements several types of procedures – student assessment procedures, procedures for continuous programme monitoring, programme evaluation procedures, procedures for selection, appointment, evaluation and development of staff and procedures for evaluating student facilities, equipment and services. ET considers that UBT has a tool for the assessment of quality issues for the overall programme.

12

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12

The standards required by the Kosovo Accreditation Agency (KAA) represent the minimum quality criteria and are covered by accreditation procedures organized by KAA. UBT College takes quality issues very seriously and is certified according to ISO 9001:2015 since 2007 and is certified with Recognized for Excellence, 5*, according to the EFQM Business Excellence, 2019. This convinces the ET that there is continuous performance improvement in the UBT College.

Since there are no students and graduates in the study programme yet, ET cannot evaluate whether the study data are being collected from students, graduates, and employers and the results of these assessments have been made available to the public. On the one hand, ET sees that there are several surveys for students, graduates, and employers at the faculty and institutional level. On the other hand, the meeting with employers was organized very poorly, and in spite of defined surveys for employers, the meeting showed that the real quality of cooperation with employers that could be much better. In the SWOT analysis for chapter 2 of the SER the UBT College mentions a better cooperation between UBT and industry as one of the opportunities.

Since the study programme has not started yet, ET cannot evaluate whether the results of the internal quality assurance system are taken into account for further development of the study programme and whether the reports on the overall quality of the program are prepared periodically (e.g. every three years). However, the ET has taken into account that the faculty conducts a regular periodic evaluation of programmes once every three years. In the SER, the UBT College has mentioned that there is a lack of outgoing interviews with students leaving programs, meaning that the reasons for drop-out and the student satisfaction with the programs could be monitored better. This would be applicable also to this study programme once it is launched.

One of the main documents that indicates whether quality assurance arrangements for the study program are regularly evaluated and improved is the UBT Quality Manual. It has to be noted that ET received the UBT Quality Manual (Version 3) dated as of 03.09.2019 (30

13

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13

pages) as part of the additional information from UBT College. But inspite of that, there are two newer versions of the UBT Quality Manual on the website of the UBT College in the section "Regulations and Policies" https://www.ubt-uni.net/en/ubt-en/about-ubt/regulations-and-policies/: (1) "Nr 35 Regulation of Quality Assurance" which is in fact the UBT Quality Manual (Version 4) dated with 03.09.2020. (31 pages), and (2)"Nr 69 UBT Quality Manual" which is UBT Quality Manual (Version 4) dated October 2020 (20 pages). ET concludes that three different documents with one title have been made available. ET finds this situation very confusing and concludes that there is no consistent process for managing the UBT College's internal documentation.

Standard	Compliance	
	Yes	**No**
Standards 2.1. All staff participate in self-assessment and cooperate with reporting and improvement processes in their field of activity.	X	
Standards 2.2. Evaluation and improvement planning processes are integrated into normal planning processes.	X	
Standards 2.3. Quality assurance processes deal with all aspects of program planning and distribution, including services and resources provided by other parts of the institution.	X	
Standards 2.4. Quality assessments provide a summary of quality issues for the overall program, as well as the various components within it; assessments consider data, processes, and outcomes, paying attention to student learning outcomes.	X	
Standards 2.5. Quality assurance processes ensure that both required standards are met and that there is continuous performance improvement.	X	

Standards 2.6. Study data is being collected from students, graduates and employers; the results of these assessments have been made available to the public.	-	-
Standards 2.7. The results of the internal quality assurance system are taken into account for the further development of the study program. This includes assessment results, student workload investigation, academic success, and graduate employment.	-	-
Standards 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg every three years) for review within the institution indicating its strengths and weaknesses.	-	-
Standards 2.9. Quality assurance arrangements for the program are regularly evaluated and improved.		X

Compliance level: Substantially compliant

ET recommendations:

1. *To revise the documentation available on the website of UBT College.*

2. *To establish better cooperation with industry in regard to this study programme.*

3. *To organize outgoing interviews with students who leaves the programme.*

2.3. Academic Staff

According to the documents provided, there are established standards for the engagement and evaluation of the academic staff, and Human Resources Manager is responsible for "developing, managing, evaluating and implementing the relevant selection, appointment and recruitment procedures".

In the SER a table shows the names, titles, positions and contract duration of all the 24 members of the academic staff. Only three of them are engaged part-time, while all the others

15

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15

have an open contract with full-time engagement. The table also clearly shows allocation of the working time for each of the lecturers for learning, administration and research. The total workload of the academic staff is divided to reach different goals and objectives in personal development, teaching, research and counselling. The aspects of the social engagement and community service of the academic staff are incorporated into the plan.

The UBT declared that the regulation of the engagement and retirement is complying "with the standards set by the internal regulation of UBT and the administrative instructions provided by the Law on Higher and University Education."

According to the SER the workload distribution mechanisms are carefully planned and will be constantly monitored by Dean and Faculty Council to be in accordance with the faculty policy and UBT regulations. Participation of the staff members in developing the mechanism has been assured during the process of planning.

Sufficient mechanisms to conduct the quality review and evaluate academic staff exist. The formal self-evaluation process takes part regularly once a year with transparent quality indicators and will be public. Student assessment is regular and department evaluations will be used instead of peer review.

During the visit, ET learned more about the concrete plans for lifelong learning and professional development of the academic staff. From the information obtained during the site visit and from the SER it can be concluded that the professional development of the academic staff is planned through different research projects, seminars, training courses, public presentations, publications, international collaborations and communication with external experts.

Agreements with various professional institutions in Prishtina and other cities in the Republic of Kosovo can provide not only infrastructural support but also the professional exchanges important to developing artistic and teaching skills.

During the visit, no concrete plans for international exchanges and training have been reported, although such plans are mentioned in SER. General plans for staff mobility exists,

16

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16

but are not developed as the concrete program supported by the contracts with international institutions. Furthermore, the bureaucratic and financial problems in the engagement of the foreign staff are mentioned as a threat in SER.

The implementation of different teaching strategies and development of teaching materials are still generally planned and not clearly organised, while the "Lack of mandatory clause in the contract, which makes it an obligation to learn virtual reality, in courses when applied by the advanced virtual reality technology EON implemented by UBT" is declared in SER.

Regulation of the engagement of the lecturers after age 65 is not clear.

Standard	Compliance	
	Yes	No
Standards 3.1. Candidates for employment are provided with complete job descriptions and conditions of employment.	X	
Standards 3.2. Teaching staff must comply with the legal requirements regarding the profession of teaching positions included in the Administrative Instruction for Accreditation.	X	
Standards 3.3. The academic staff does 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	
Standards 3.4. At least 50% of the academic staff in the study program are full-time employees and constitute at least 50% of the study program classes.	X	
Standards 3.5. For each group of students (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 employee with a doctoral degree or the same title in the case of scientific, artistic / applied institutions.	X	
Standards 3.6. Opportunities for additional professional development of the teaching staff are provided, with the special assistance given to any person in difficulty.	X	

Standards 3.7. Responsibilities of all teaching staff, especially full-time, include engagement in the academic community, availability of student consultation, and community service.	X	
Standards 3.8. Assessment of academic staff is carried out regularly at least through self-assessment, assessment of students, colleagues and supervisors and takes place on a formal basis at least once a year. The results of the evaluation are made public.	X	
Standards 3.9. Quality improvement strategies include improving teaching strategies and the quality of teaching materials.	X	
Standards 3.10. Teachers retire at the 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. *Develop a long-term plan of the improvement of the teaching skills of all the academic staff including VR and AR technologies and long-distance learning*

2. *Develop long term plan of international activities and academic staff mobility*

3. *Define high-priority teaching strategies and methodologies for academic staff education and training*

4. *Make a plan for engagement of the foreign experts and external professionals according to expected learning outcomes and teaching priorities*

5. *Make participation in artistic research projects obligatory for all academic staff members*

2.4. Educational Process Content

The study program has been developed on UBT research on labour market needs and employment opportunities for the performing artists in the existing infrastructure of theatre,

18

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18

film, television and media production in the Republic of Kosovo, and increased production of performing arts content in the last years. According to SER feedback from the industry requirements, there is a need for "at least 150 to 200 professionals in this field" per year.

The need for the new acting study is highlighted by the comparative example of the existing acting program at the State University in Prishtina which offers a lack of opportunity for young people for education and professional training at the university level.

The program is based on the fact that such a study on the Albanian language can attract Albanian speaking youth from the neighbour countries around the Republic of Kosovo, such as Albania, North Macedonia, Monte Negro and Serbia. However, no particular research providing such interest and estimating the approximate number of the foreign students is mentioned in SER.

As stated in SER "The BA program of study in the Acting Program is in line with the requirements arising from the National Qualifications Framework in order to meet the requirements of individuals and educational and training institutions."

The Syllabuses of the study program are detailed and include relevant information about the goals, objectives and expected results, although they are not standardised and most do not include information abut the methodology.

Description of the learning outcomes in most of the syllabi is developed attributing the active role to the students emphasising a student-centred approach to the curriculum - "students will create", "exploration and discovery", and "distinguish interpretation styles".

The ET would like to suggest defining all the learning outcomes based on an active formulation of skills and competencies in all the syllabuses, avoiding passive roles such as "will be provided…", "will be able to…".

The study programme consists of six semesters of studies with a logical flaw of the disciplines in order to assure at least seven learning outcomes listed in SER. Practical phases of the Study programme are planned through collaboration with the professional institutions, and relevant contracts with the institutions provide evidence of it. The SER states that "The

19

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19

internship phases are divided into ECTS credits and the work of students in internship training organisations is monitored through activity reports; students during the internship phases have appointed teachers from the academic staff in the study program." but that is not visible in the syllabuses and contracts with partner institutions. The ET would like to suggest that such internships should be more precise and more elaborate and explained in the syllabuses according to specific methodology and learning outcomes.

Given the fact that site visit meeting with employers of graduates and external stakeholders was not satisfactory and there was no possibility to gather relevant information and answers, this important part of the educational process stays unclear. (Of six planned persons only three appeared on meeting and two of them left after just fifteen minutes so the ET had the meeting with one single representative of the whole group). However, the ET could find little evidence on how the institutions will be supportive to the educational process. Therefore, ET would like to recommend annexes for the existing contracts with partner institutions which would define concretely and precisely the level of their inclusion and their concrete contribution to the educational and research process.

Through different courses, during the study, the acting methods used in education are based on traditional European theatre heritage, such as Ancient and Elizabethan Theatre, Commedia dell'arte and Stanislavski, developed with more contemporary methods of Chekow, Strasberg and Adler. The program is further supported by the dance, pantomime and movement techniques, vocal techniques, acting on screen and theatre history.

Unlike traditional conservative strategies of acting education where students spend all their study under the mentorship of one principal teacher as the leader of the "acting class", UBT offers the choice for the students and frequent exchange of teachers. Such a strategy avoids limitations of the "masterclass" form of teaching and provides a diversity of methods, academic flexibility, a higher level of the student's participation in the educational process and different types of learning outcomes.

20

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20

Compared with the State university programme, UBT acting study includes additional artistic competencies in the fields of film directing, screenwriting and production. Given the fact that such competencies are usually reached through complete separate study programmes, it is not clear how the acting students are going to achieve such diverse skills in screenwriting, directing and production through the introductory courses offered in this program in a relatively short period of time. ET would like to make a remark related to the content of that syllabi.

While the course content for the acting, vocal techniques and stage movement is relevant and developed through the six semesters, the contents for Film and tv direction 1 and Scriptwriting (in SER presented as Movie script) are very basic as the part of the introductory program for the beginning of film and tv studies. With such content in just one semester time they can hardly cover all the declared objectives, provide all the learning outcomes listed and reach all the expected results.

Production in two semesters consists only of film and tv production with no even basic elements of the theatre production so it seems that it should be more adequate named as a Film and tv production.

However, the lists of expected results in all of that syllabuses are very high up to the level of creation ("realisation of a visual product", "to create stories", "to make a film").

ET would like to suggest revising those particular syllabuses and focusing on achievable goals (e.g. basic knowledge and skills, elementary understanding), indicating them as the supporting (or minor) subjects in acting study program with a subsequent calculation of ECTS.

During the visit ET has been informed about the distance-learning possibilities and the implementation of the VR and AR technologies. However there is no explanation of such methods and strategies in the Syllabuses. Also, there is no elaborate explanation of how the students will prepare their Diploma thesis.

From the course descriptions, it is evident that a formative assessment approach is used where the final mark is formed based on performance throughout the semester.

21

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21

Standard	Compliance	
	Yes	No
Standards 4.1. The study program is modeled on the qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. Aspects refer in particular to academic or artistic competencies, the ability to obtain adequate employment, contributing to civil society and the development of students' personalities.	X	
Standards 4.5. If the language of instruction is different from Albanian, measures are taken to ensure that the language skills of both students and academic staff are adequate for teaching in that language when students begin their studies. This can be done through language training before the start of the program.	-	-
Standards 4.6. The student-teacher relationship is a partnership in which everyone takes responsibility for achieving learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their importance in student development.	X	
Standards 4.7. Teaching strategies are suitable for different types of learning outcomes programs that are intended to be developed. The teaching and assessment strategies set out in the curriculum and course specifications are flexibly followed to meet the needs of different groups of students.	X	
Standards 4.8. Student assessment mechanisms are developed fairly and objectively, are appropriate to the various forms of learning required, and are clearly communicated to students at the beginning of the course.	X	
Standards 4.9. Appropriate, valid, and reliable mechanisms are used to verify standards of student achievement. The standard of work required for different grades is consistent over time, comparable to the courses offered within a program and compared to other study programs in the evaluated institutions.	X	
Standards 4.10. Policies and procedures include actions to be taken to address situations where student achievement standards are insufficient or assessed inconsistently.	X	

Standards 4.11. If the study program includes practical phases, the expected learning outcomes of the students are clearly specified and effective processes are followed to ensure that the learning outcomes and strategies for developing that learning are understood by the students.		X
Standards 4.12. To facilitate the internship stages, the higher education institution signs cooperation agreements, contracts or other documents with practical training institutions / organizations / units.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Develop all learning outcomes using an active verbs.*

2. *Review the concept of internship and practice program and include it in the syllabuses according to specific methodology and learning outcomes.*

3. *Revise Film and tv directing 1, Production 1 and 2 and Screenwriting syllabuses to focus on achievable goals and adequate ECTS.*

4. *Review the syllabuses in order to include methodological skills and competencies.*

5. *Integrate e-learning and VR and AR technologies in the Syllabuses and describe how they will be used in the courses.*

6. *Develop the programme and standards for the Diploma thesis.*

7. *Prepare the annexes/adaptations/adjustments for the existing contracts with partner institutions which would define concretely and precisely the level of their inclusion and their contribution to the educational and research process.*

8. *Ensure the monitoring and support of the UBT teachers for the projects of internship and practice in partner institutions.*

23

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23

2.5. Students

The admission procedure at the institutional level is clear. Applications for bachelor level study programmes are made in two ways – online or directly at the administration of the UBT College. ET found that on the website of the UBT College there is a special chapter for new students available in English – https://www.ubt-uni.net/en/study/new-students/. There are defined procedures for admission (all stages described step by step), qualifications for admission (including that a candidate must have the high school diploma), and the option to apply online (available in English). Regarding the admission requirements for the bachelor study programme Acting, each applicant undergoes an oral interview and is presented to a commission according to an audition that contains the admission criteria seeking interpretations such as poetry, monologue, folk tales, and songs or other parts related to Acting.

The management and academic staff of the study programme have a vision of how to ensure an effective and interactive teaching and learning process. Taking into account the specific of the content of the study programme Acting, during the lectures the students will be divided into groups of 20-25 students, while for exercises the groups will be smaller (4-5 students) so that all students can participate in the learning process and interaction on how the teaching model develops. During the meeting with the management of the study programme, they mentioned that two student groups are planned in the programme (up to 50 students in total).

Since the study programme has not enrolled any students, ET cannot evaluate, whether the feedback to students on their work and the results of the assessments is given immediately and is accompanied by support mechanisms adjusted to the specific study programme Acting. There is a similar situation with few other standards, in regard to which the ET can evaluate general practice at UBT, but not the reality in the specific study programme. ET understands from the study course descriptions that every study course has clearly and individually defined assessment methods so students have full information on how exactly they can get a grade. Furthermore, SER explains that the students are informed about the results of their

24

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24

performance evaluation and the academic staff continuously discusses openly with the students the results of these assessments. SER and the internal regulations also state that the students who have passed all the exams are provided with a degree.

There are certain deadlines for exams for students at the UBT College but there is an option for exceptions, too. In case of illness or other reasonable delays, the academic staff is flexible to extend and adjust individualized deadlines based on the current situation and context. Delays will be considered reasonable as long as they do not threaten the completion of the learning process within the semester. Regulation on the Disciplinary Procedure at UBT College is in place for such cases, where the rules for specific delays are set. This regulation is available on the website of the UBT College.

Regarding student completion level records, the UBT College has provided the ET with information in the SER. Verification of semester and academic year is mandatory for all students. Based on the semestral and annual data, it is determined how many ECTS study credits have been obtained by the student. It is possible to enroll in the next semester only if the previous semester has been verified. A student needs to obtain 30 ECTS for one semester, as it is defined in the Regulation on Basic Studies at Higher Education Private Provider (HEPP) UBT College. The terms of verification and registration of the semester and the academic year are defined in the student calendar, which is available on the electronic platform of the UBT College.

There is a Code of Ethics that helps to ensure that the work submitted by the students is original. The Code of Ethics is available on the website of the UBT College and easily accessible to every student, every academic staff member, and every stakeholder. The staff of the UBT College uses the Turnitin programme for checking students' paperwork. During the visit, the ET received a confirmation that the academic staff knows the procedure for situations, where plagiarism is detected. The issues related to plagiarism would be solved on the Faculty's level. However, since the BA programme Acting has specific content and not all students'

25

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25

works are paperwork, the UBT College has to consider options for ensuring that also the non-paperwork students' works are original.

According to the SER, the information on the rights and obligations of students is first shared during the "orientation week", which takes place before each semester, where usually the program management presents detailed information about the ways and standards of work in the institution. Furthermore, the student rights and obligations are made public. There is a general section "Regulations and Policies" on the website of the UBT College. Without specific permission or authentication, the ET had access to 23 of 77 documents that were available in English. There is also a specific section for current students "Study Rules and Policies" – https://www.ubt-uni.net/en/study/current-students/study-rules-and-policies/. However, during the review process (03.05.2022) the ET could not find there any rules and policies neither on the Albanian nor on the English language version. According to the SER, the students have the right to appeal, but the SER did not provide any information on how is it possible. Furthermore, the ET did not find any specific document in the list or regulations that would focus on the appeal procedure. Since the study programme has not enrolled any students, the ET did not have an opportunity to meet students and clarify this question.

The transfer of students between the higher education institutions and study programmes is based on a decision on the recognition of ECTS credits, with a request previously submitted by the student. The ET didn't receive this document from the UBT College and the SER does not mention any official internal documents that would regulate this issue at the UBT College. From the UBT College website the ET learned that there is a Regulation of transfer from one academic institution to another, but the document itself is not available neither on the English nor Albanian version of the website. However, the Statute of the UBT College and the Regulation on the Basic Studies describe the overall procedure and regulatory framework for transfer.

The academic staff left a very good impression on the ET with their high level of professionalism as well as the interest in the study process and in the development of students

26

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26

of the BA study programme Acting. At the UBT College there are publicly available counseling schedules for all teaching staff.

Standard	Compliance	
	Yes	**No**
Standards 5.1. There is a clear and officially accepted admission procedure at the institutional level that the study program respects when organizing student recruitment. Admission requirements are consistently and fairly applied to all students.	*X*	
Standards 5.2. All students enrolled in the study program possess a high school graduation degree or other equivalent study document, as required by the MEST.	*X*	
Standards 5.3. Study groups are dimensioned in order to ensure an effective and interactive teaching and learning process.	*X*	
Standards 5.4. Students' feedback on their work and the results of the assessments is given immediately and is accompanied by support mechanisms if necessary.	*X*	
Standards 5.5. The results obtained by students throughout the study cycles are verified by the academic record.	*X*	
Standards 5.6. Flexible treatment of students in special situations is provided in relation to the official deadlines and requirements in the program and for all examinations.	*X*	
Standards 5.7. Student completion level records are kept for all courses and the program as a whole and are included in the quality indicators.	*X*	
Standards 5.8. Effective procedures are being used to ensure that the work submitted by the students is original.		*X*

27

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27

Standards 5.9. The rights and obligations of students are made available to the public, promoted to all concerned and applied equally; these will include the right to academic appeal.		*X*
Standards 5.10. The transfer of students between higher education institutions, Programs and study programs is clearly regulated in the official internal documents.	*X*	
Standards 5.11. Academic staff is available at ample scheduled times for consultation and advice to students. Adequate teaching aid to ensure understanding and ability to apply learning.	*X*	

Compliance level: Substantially compliant

ET recommendations:

1. *To develop mechanisms for identifying plagiarism in the study courses in which other study work forms as paperwork are used.*

2. *To develop and improve the "Study Rules and Policies" section on the UBT College website.*

3. *To publish the "Regulation of transfer from one academic institution to another" to ensure that the students from other institutions, who are interested in studies in the UBT College could get acquainted with it.*

2.6. Research

The SER and related documents define research projects according to UBT's research strategy. Given the fact that the Bachelor Acting program is a new study program, the establishment of the Acting Scientific Research Center is planned in order to coordinate and support research projects. Teachers have a contractual obligation to participate in the research and a significant percentage of the working time is allocated to the research. The list of the main areas of the research enlisted in SER is extensive, multidisciplinary and interdisciplinary. However, the topics are rather generally formulated, the types of the research are not defined

28

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28

and a strategy for research funding and the linkage between teaching and research are not developed yet.

Scientific standards and methodologies exist under the UBT umbrella. Therefore, the results of the research defined in SER are UBT's definitions: "Articles published in indexed professional journals, with special emphasis on international journals; Conference papers; summaries and books" All these definitions are made for the scientific research. Also, the SERR states that "the Acting Program will organise an International Scientific Conference".

According to the SER Acting is a bachelor's degree program so the scientific researches are not even substantial for the educational process. Therefore the accent should be on the artistic research.

However, the Research plan in SER is mostly based on scientific research. Clear policies in defining research and how it would correspond with international standards already exist under the UBT umbrella for scientific research. They should be just adapted for the artistic research.

Given the fact that the BA Acting Program is an artistic study, with just a few supportive scientific topics and courses, and not the MA study program, the main accent should be on the artistic research and the implementation of the artistic research in the educational process rather than the scientific ones which should be additional, supportive and welcoming as the minor part of the researches. Therefore the planned Acting Scientific Research Center should be more accurately called Acting Artistic and Scientific Research Center. Already planned and stated in SER public presentations, festivals and reviews can be used in order to present and evaluate artistic research in the same way the scientific conference will present scientific research.

To meet the criteria for higher education, all the artistic research as the "research in the arts", "research for the arts", "practice-led research" or "practice-based research" should be all planned, organised and developed according to the "Vienna declaration 2020" which defines artistic research projects and describes artistic researches field, and the five main criteria of the "Frascati manual 2015".

29

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29

In addition to what has been mentioned before the artistic research mentioned in SER should be developed into a detailed research plan which would describe the research objectives and the allocation of financial, logistic and human resources to achieve these objectives. The study program has defined research objectives only in general and the research orientation remains partially unclear. How the students will be engaged in the research projects is not visible from the syllabuses.

The academic staff has already demonstrated that it is capable of producing significant publications and significant artistic projects and the ET praises the achievements of the academic staff. Yet, there is no conceptual and institutional framework that could shape all their individual actions by aligning them to overarching institutionally planned research objectives. The development of this framework is an important task of the faculty.

As can be learned from the information obtained during the site visit the teachers have already planned practice-based and practice-led research as a part of their activities but no elaborate explanation on how they plan to integrate teaching, learning and research in terms of research-guided didactics. The VR and AR technologies mentioned during the meeting could be also a good opportunity for research projects development and to contribute directly to the creation of intellectual property in arts, entertainment and media. However, a concise research plan neither exists in the syllabuses nor in the separate program yet.

ET has been informed that most of the research projects are planned through collaboration with partner institutions. The SER also states that the research is validated through artistic productions. Cooperation agreements with reputable professional companies and institutions are by all means a very good pool for the research project and the opportunity for building links with business and enterprise in order to stimulate the impact of research. Yet the unsatisfactory meeting with their representatives during the site visit gave no answers on how that will be achieved, which particular projects, research methodologies and expected impact on the educational process are planned.

30

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30

SWOT in the SER indicate a "lack of support from the public institutions" (3.) and also "lack of staff experience in research", "lack of budgets" and "lack of support for grants" (6.) At the same time, SWOT does not mention the opportunities to address these weaknesses and threats through possibilities of Erasmus+, HORIZON EUROPE and Creative Europe projects for which the Republic of Kosovo is eligible through the culture sub-programme and the cross-sectoral strand. ET would like to recommend prioritising the application to these projects and programmes in order to assure both staff education and artistic research funding. Besides that, ET would like to mention that the institutional and individual membership and links to the resources of the most important organisations in contemporary performing arts such as IETM, IFTR and EASTAP could bring significant benefits for the researchers.

Standard	Compliance	
	Yes	No
Standards 6.1. The study program has defined scientific / applied research objectives (itself or as part of a research center or interdisciplinary program), which are also reflected in the research development plan of the institution; Sufficient financial, logistical and human resources are allocated to achieve the proposed research objectives.		X
Standards 6.2. Expectations for the involvement of teaching staff in research and academic activities are clearly specified and performance in relation to these expectations is considered in the evaluation and promotion criteria of the staff.	X	
Standards 6.3. Clear policies have been established to define what is known as research, in accordance with international standards and norms established in the field of study of the program.		X
Standards 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	

31

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31

Standards 6.5. Academic and research staff publish their work in specialty journals or publishing houses, scientific / applied / artistic products are presented at conferences, sessions, symposia, seminars, etc. Contracts, expertise, consultations, conventions, etc. are offered to partners within the country and / or abroad.	X	
Standards 6.6. The research is validated through: scientific and applied research publications, artistic products, technological transfer through consulting centers, science parks and other structures for validation.	X	
Standards 6.7. Each member of the academic and research staff has produced at least an average of one research / applied research publication or artistic result / product per year for the last three years.	X	
Standards 6.8. Academic and research staff publish under the name of the institution in Kosovo, where they are affiliated as full-time staff.	X	
Standards 6.9. Academic staff are encouraged to include in their teaching information about their research and scientific activities that are relevant to the courses they teach, along with other important field research developments.		X
Standards 6.10. Intellectual property ownership policies have been established and clear procedures established for the commercialization of ideas developed by staff and students.		
Standards 6.11. Students are engaged in research projects and other activities.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Distinct scientific and artistic research in study plans and in syllabuses*

2. *Define basic and developed research objectives based on the study program*

3. *Apply "Vienna declaration 2020" standards to all the artistic research*

4. *Adapt UBT research policies to fit artistic research*

5. *Define scientific and research methodologies in the study program*

6. *Develop differentiated research methodologies according to different objectives and expected outcomes of the research*

32

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32

7. *Develop a concrete plan for the artistic research with partner institutions*

8. *Integrate research disciplinary competencies in the syllabuses*

9. *Define and implement operational measures to build up research capacities in terms of financial and human resources*

2.7. Infrastructure and Resources

From the financial plan presented in the SER, it can be concluded that there is a sustainable financial basis for the implementation of the study program. The SER states Projected income 2022-2024 which seems sufficient. ET advises the UBT to follow the recommendations in the section on research and to allocate the main part of this budgetary item for the artistic research and involvement of students in research activities.

Situated on a new campus, the acting program has enough classrooms, reading rooms and computer rooms equipped with computers and software programs according to the teaching requirements, providing solid space for academic staff and students for the study program.

Special kinds of working spaces required for the acting study are also provided and well equipped to fit the needs of an educational process for all the courses. There are three acting classrooms, dance and movement classroom, special classrooms for the fighting scenes and vocal techniques, classical theatre, tv studio, workshop classroom and reading classroom. All of them provide enough space and all the technical equipment. The reading classroom should be reshaped to fit smaller groups (as stated in the SWOT in SER).

In terms of the resources acting program benefits from the additional possibilities such as licensed radio and tv, digital resources and the resources of the contracted partner institutions, which provide even more professionally equipped spaces for the educational process on acting, film, tv, media and public engagement.

The university maintains a shared library for all faculties. An acting study provides specific literature for its program. A list of books and periodicals on the Albanian and English languages contains basic and supplementary literature on the program for all the study courses.

33

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33

The books, literature and various periodical materials offer basic, general and comprehensive literature, classical and advanced contemporary titles for the specific fields and areas of the performing arts: acting, speech, body movement, drama and theatre history and theory, costume and set design, film, tv and media, social media, mass communication, oral and written communication, public presentation, IT, public engagement and the additional literature on school administration.

The current state of the literature is specific enough in all the key areas of the curriculum. ET would like to suggest for the further development of the reading materials more balance between the European and American authors and literature concerning the learning outcomes and real labour market, as well as refreshing the titles with the most recent research in the performing arts. The addition of more literature on AR and VR and some literature about lifelong learning and distance learning could also be useful for the students and staff.

Standard	Compliance	
	Yes	No
Standards 7.1. Adequate long-term implementation of the study program is ensured in quantitative terms in terms of facilities, human resources and equipment. At the same time, it is guaranteed that the quality aspects are taken into account as well.	X	
Standards 7.2. There is a financial plan at the study program level that will demonstrate the sustainability of the study program for a minimum of the next three years.	X	
Standards 7.3. The institution of higher education must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices, etc.) that, for the study program submitted for evaluation, there are at least the next three years:	X	
a) space owned or rented suitable for the educational process;	X	

34

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34

b) laboratories owned or rented, with adequate equipment for all compulsory disciplines within the curriculum, wherever the analytical curriculum includes such activities;	X	
c) adequate software for the study disciplines included in the curriculum, with a use license;	X	
d) library equipped with reading rooms, group work rooms and its own book stocks according to the disciplines included in the curricula.	X	
Standards 7.4. The number of seats in lecture halls, seminar rooms and laboratories should be related to the size of the study groups (series, groups, subgroups); application activities for specialized disciplines included in the curricula were carried out in laboratories equipped with IT equipment.	X	
Standards 7.5. Libraries of educational institutions should provide, for each of the study programs:	X	
a) a number of seats in reading rooms corresponding to at least 10% of the total number of students in the study program;	X	
b) a number of places in group work rooms corresponding to at least 10% of the total number of students in the study program;	X	
c) their stocks of books from the literature of Albanian and foreign specialties, sufficient to cover the disciplines within the curricula, of which at least 50% must represent book titles or specialty courses of well-known publicists, from the last 10 years ;	X	
d) A stock of books in their library with a sufficient number of books that meet the needs of all students in the cycle and year of study for which the relevant discipline is provided;	X	
e) A sufficient number of descriptions for Albanian publications, foreign ones and periodicals, according to the stated mission.	X	
Standards 7.6. The infrastructure and facilities dedicated to the implementation of the program are adapted to students with special needs.	X	

Compliance level: Fully compliant

35

ET recommendations:

1. *Adjust reading classroom for the smaller groups of students*

2. *Review the literature resources and expand it in terms of providing more specialised literature on VR and AR in performing arts, lifelong and distance learning*

3. *Develop a plan of use for external resources with contracted partner institutions in order to optimise the efficiency of rehearsal and performing time.*

3. FINAL RECOMMENDATION OF THE ET

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

Compliance level: Substantially compliant
Student quota recommended: 50 /Three Years

Expert Team

Member

Prof. Dr. Darko Lukić   16.05.2022.

36

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36

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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

(Signature)	(Print Name)	(Date)

Member

	Mārtiņš Upmacis	**16.05.2022.**
(Signature)	(Print Name)	(Date)