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UBT College

Department of Management, Business and Economics

Ferizaj Branch

BSc Programme in Management, Business and Economics

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

JULY 2022



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1. INTRODUCTION

1.1. Context

Date of site visit: 14th of June, 2022 (Online site visit)

Expert Team (ET) members:

- Prof. Olgun Cicek (Chair)
- Lali Giorgidze (Student Expert)

Coordinators from Kosovo Accreditation Agency (KAA):

- Flamur Abazaj KAA Officer
- Shkelzen Gerxhaliu KAA Officer

Sources of information for the Report:

- KAA Accreditation Manual (2021)
- KAA Manual for external evaluation of higher education institutions (2021)
- KAA Manual Annex 4.4. Template of the External Review Report
- Self-Evaluation Report (SER) of the programme
- Code of ethics and composition of Ethics sub commission of the faculty
- Strategy of the faculty for 2020-2025
- Scientific research plan
- Organogram of the faculty
- List of partners
- List of staff
- UBT Code of ethics for students
- Regulation for students' complaints
- Composition of sub-committee of appeals of the faculty
- List of staff publications
- Composition of the QA sub-committee of the faculty
- Regulation on student registration
- UBT QA regulation



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- Guidelines for online exams organization
- Regulation for academic advancement
- Handbook for students
- Composition of the industry board members
- Video of infrastructure of the Ferizaj branch of UBT College

Additional evidence requested by the ET:

1. All available QA tools and respective reports that are available (Note: the institution has submitted students survey, staff survey, survey for industry representatives and reports produced based on these surveys, sample staff development plans)
2. Samples of assignments completed by students in the first, second and the third year of studies (anonymized)
3. Samples of feedback given to students (anonymized)
4. Final thesis guidance for students
5. Internship guidance to students (if available)
6. Number of students undertaking internships in the previous semester
7. Information on organization of placements which are part of courses (if available)
8. Procedure for prior learning recognition
9. Reports on monitoring of students' workload
10. Information on drop-out rates and reports on causes of drop-outs
11. Number of students completing the programme according to years (data on graduates of 2019, 2020, 2021, 2022)
12. Minutes of meetings of programme commissions
13. Samples of academic records (anonymized)
14. Minutes of meetings or reports produced by the programme sub-commission of quality
15. Sample of final thesis (anonymized)

Documents submitted on request of the ET:

1. All available QA tools and respective reports that are available (Note: the institution has submitted students survey, staff survey, survey for industry representatives and reports produced based on these surveys, sample staff development plans)
2. Samples of assignments completed by students in the first, second and the third year of studies (anonymized)
3. Samples of feedback given to students (anonymized)
4. Final thesis guidance for students



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5. Internship guidance to students
6. Number of students undertaking internships in the previous semester
7. Regulation on classroom sizes
8. Procedure for prior learning recognition
9. Reports on monitoring of students' workload
10. Information on drop-out rates and reports on causes of drop-outs
11. Number of students completing the programme according to years (data on graduates of 2019, 2020, 2021, 2022)
12. Minutes of meetings of programme commissions
13. Samples of academic records (anonymized)
14. Minutes of meetings or reports produced by the programme sub-commission of quality
15. Sample of final thesis (anonymized)

Criteria used for program evaluation:

The experts team followed the program re-accreditation assessment areas and respective performance indicators, developed by Kosovo Accreditation Agency that are presented in Accreditation Manual – 2021

1.2. Site visit schedule

Programme Reaccreditation Procedure at UBT College (Ferizaj Branch)	
Programme:	Management, Business and Economics, BSc
Online site visit on:	14 June 2022
Expert Team:	<ul style="list-style-type: none">● Dr. Olgun Cicek● Lali Giorgidze, Student Expert
Coordinators of the KAA:	<ol style="list-style-type: none">1. Shkelzen Gerxhaliu, SO for Evaluation and Monitoring2. Flamur Abazaj, SO for Evaluation and Monitoring

Site Visit Programme

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	<ol style="list-style-type: none">1. Edmond Hajrizi2. Muhamet Gërvalla3. Ermal Lubishtani



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		4. Arta Mulliqi
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	1. Ylber Limani 2. Artan Tahiri 3. Gonxhe Beqiri 4. Kaltrina Sylaj 5. Afërina Skeja
10:40 – 11:40	Meeting with the heads of the study programme	1. Kestrim Avdimetaj 2. Enver Daci 3. Labeat Mustafa 4. Burhan Rexhepi
11:40 – 12:25	Lunch break (provided at the evaluation site)	
12:25 – 13:10	Meeting with teaching staff	1. Nora Sadiku Dushi 2. Bekim Marmullaku 3. Blerton Abazi 4. Nazmi Zeqiri 5. Shpresim Vranovci 6. Sema Kazazi 7. Naim Preniqi 8. Albulena Jahja
13:15 – 14:00	Meeting with students	1. Nora Jashari 2. Endrit Aliu 3. Leola Bytyqi 4. Arianit Zenuni 5. Donard Ismajli 6. Rita Marevci 7. Albatrit Konjufca
14:05 – 14:50	Meeting with graduates	----
14:55 – 15:40	Meeting with employers of graduates and external stakeholders	1. Nazmi Pllana 2. Sakip Imeri 3. Mustafë Hasani 4. Feim Brava 5. Bekim Sinani 6. Arianit Kastrati
15:40 – 15:50	Internal meeting of KAA staff and experts	
15:50 – 16:00	Closing meeting with the management of the faculty and program	



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

UBT College was built on the experience of the Institute of Enterprise Engineering and Management (IEME) in 2004. Studies in UBT are provided in three broad areas: (1) ICT, and natural science, (2) Engineering, manufacturing and construction and (3) social science, which are divided into 44 study programmes. The number of students is about 10 000. UBT has 20 academic units and offices and contact points in all regions of Kosovo as well as abroad (Austria, Hungary). UBT is accredited as an institution since 2009.

The governance of UBT is regulated by the Statute of the institution. As a private bearer of higher education, UBT statutory regulations respond to the requirements and practices sanctioned by the Law on Higher Education, the Administrative Instruction for the Accreditation of Private Bearers of Higher Education (PBHE), Administrative Instruction for the Licensing of PBHE, Administrative Instruction for Business Registration of the Ministry of Trade and Employment Law of the Ministry of Labour and Social Welfare. UBT is governed by: UBT Governing Board, Academic Council, President and Executive Council. Every statutory body has standing and ad-hoc structures, sub-committees and working groups. The Governing Board is collectively responsible for the management and control of affairs of the College and for ensuring that an effective system of internal control and representation is implemented in the institution.

UBT College is part of the wider UBT Ecosystem. Its main products and service relate to (i) higher education and research, (ii) executive academy for professional development, (iii) vocational training centre and (iv) services.

The Faculty of Management, Business and Economics (MBE) has designed specific program, considering market demands from local, regional and global development trends and labor market demands. Management, Business and Economics of UBT College has already established a relatively long experience of being aware of its greatest teaching and research opportunities, labor market needs, and the need to provide a supply that responds to demand which arises from the needs of the economy. The initiative for re-accreditation in Ferizaj of this study program is fully in line with the mission of the Faculty of Management, Business and Economics. Mission of UBT, as well as the National Qualifications Framework and the Qualification of the European Higher Education Area.



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The program is in line with the criteria of the Bologna Process in relation to international standards and compliance. We also emphasize that this program is in full harmony with other programs offered by European universities. Therefore, referring to this principle, we can conclude that the courses offered under this program are completely similar, as well as in harmony with those of the most credible universities in Europe.

2. PROGRAM EVALUATION

1.1.Mission, objectives and administration

The institution has a defined mission statement that includes three main pillars: teaching, research and community service. Based on the document review and interviews during the site visit, it was clear that the mission of the institution has not been defined or revised, based on a consultation/involvement of external and internal stakeholders. The mission is set by the Leadership team of the UBT.

The mission and vision of the institution were developed through a process of staff consultation and wide debate led by the core management. The resulting mission and vision reflect the fundamental values of the institution and are systematically deployed to all UBT activities via strategy and programmes that are reviewed on annual basis as part of the business cycle. A task force was established to explore more closely the values of the institution. With the support of external partners, the task force used a survey of all staff to identify what are and what people feel should be the values of UBT. The findings of the task force have been discussed with staff through a series of meetings and presentations. The aim of the initiative was to improve the collective understanding and move the institution towards common goals.

The MBE program and its objectives are in line with the main mission of UBT. The mission of the Faculty of Management, Business and Economics in Ferizaj region is to apply excellence in teaching, learning and research within an inclusive student-centered environment to foster graduates of distinction that are ready to take or enhance their leadership role in business, the professions, industry, public service and society. The institution will foster knowledge creation and knowledge transfer and is committed to the educational development of the society in a way that is reflective of its national and international aspects. MBE study program provides the most advanced knowledge in all dimensions of Management, Business, and Economics by



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offering academic education in a local environment with international expertise to create an environment to enhance cooperation between students, teaching staff and administration. Preparing the graduates for the local and global labor market by offering knowledge from different fields of economics, engineering, public procurement, marketing and sales, entrepreneurship and promoting investment and economic development. At the same time, it contributes to the social and economic development of Kosovo by increasing the performance of the private sector through better services, business models and systems and performing research activities in support of the community.

The program incorporates contemporary business practices and modern technological, scientific, and pedagogical developments. In accordance with the long-term strategy of UBT, respectively the program for Management, Business and Economics, the focus is on the student and other stakeholders. The MBE program in Ferizaj is in line with the needs of the economy of Kosovo, with special emphasis on industry and businesses that operate their business in the region of Ferizaj.

UBT leadership, both members of core management and middle management, act as role models for a culture of excellence by personal and active involvement in improvement activities. Improvement initiatives are either generated by regular assessment and review activities, EFQM and ISO models. Improvement actions such as strategy reviews, organizational realignments, facilities management, drive for excellence etc have been triggered and implemented by core management with active support from all ladders of management. Effectiveness of leadership is reviewed firstly through a series of questions in the staff satisfaction survey and secondly through the annual performance appraisal. Core management away-days are organized every year focusing on themes important for UBT development. Leadership effectiveness is also reviewed informally through open and democratic culture at UBT, through personal interaction and use of electronic groups. Empowerment and trust are essential elements of UBT.

The institution has a decision making system and internal operating regulations in conformity with current legal provisions as indicated in the “Statute of UBT College, 2018”.

Student representation is clearly defined and explained in the Student Union Statute. The election process, organs and functions are listed as well. (UBT Student Union Statute, 2019) The responsibilities of administrative staff are clearly defined in position descriptions and they match the qualifications of the individual. “Statute of UBT College, 2018”, “Regulation on Labor relations and responsibilities”



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

Compliance level: 83 % Substantially Compliant

ET recommendations:

- 1. Ensure that spoken and written English language skills among prospective students up to the standard required by UBT.*
- 2. Assure that the program has a well-defined didactic and research concept. Research component needs to be supported/improved.*



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1.2. Quality management

The quality of education provision at Ferizaj branch of UBT College is regulated by Quality Assurance Regulation, which sets out internal quality assurance mechanisms to be used by the institution. This regulation is common for the central and regional branches of UBT College. According to this regulation, internal QA tools and improvement initiatives should consider the analysis of relevant data and reports gained through a structured process of evaluation, monitoring and feedback received from internal and external stakeholders. The ET had access to minutes of meetings of the quality committees that made it evident for the ET that the regulation considering involvement of all staff in assurance of quality of the study programme is actually put in practice, as these meetings provide opportunities for setting out evaluation processes and planning for improvement. The quality assurance function is supported by the quality committees and structural units e.g. quality manager, faculty quality assurance sub-committee, faculty council, UBT Quality Assurance Committee. This indicates that there are conditions in place for the decentralized structure for quality management that is commended by the ET. But the programme could benefit if there are elements introduced in the QA system which allow for some level of specificity to be highlighted in relation to the Ferizaj branch. The ET acknowledges that the institution has developed QA indicators according to which quality of the programme in Ferizaj branch is monitored. Some of these indicators are number of full-time academic staff, students' satisfaction rate, average grade etc. According to the SER these indicators serve as KPIs but the institution has not set clear targets, i.e. the desired level of performance for the programme in Ferizaj branch that would provide a focus for strategic and operational improvement, and serve as an analytical basis for decision making. For example, number of female staff is identified as one of the KPIs for the programme. This number has been 8 since 2019 and it is not clear whether this is the target that the programme aims to achieve or is it an indicator that requires working for improvement.

Quality assurance regulation formally covers all aspects of programme planning and delivery. Even though QA cover wide range of aspects including program planning, delivery and administration, the ET did not have evidences to make sure that this policy is fully put in practice. For example, the ET found it as a good practice to encourage students expressing their feedback in a written form on studies and all services of UBT by putting the written feedback in the special box at the reception guaranteeing their anonymity. Central UBT Quality Office is responsible on addressing the issues raised by students through this box. The ET acknowledges that safeguarding anonymity can be a critical factor affecting students' willingness to participate in quality enhancement. Further, according to the QA regulation quality procedures include review of quality procedures, governance, student support services



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etc. But out of these tools not all of them were available for the ET. The institution provided students survey on evaluation of staff and of teaching and learning and the report produced based on this. The ET noted that the faculty mostly relies on students for evaluation of teaching staff that may be involving risks of missing different perspectives in the evaluation. The ET also got acquainted with the survey that the faculty uses for receiving feedback from the industry representatives and the report produced based on the information received through this survey and noted that this tool can only provide generic feedback from the industry on the image of UBT College rather than on the programme itself. The programme at Ferizaj branch does not yet have graduates. UBT Quality Assurance Committee is responsible to oversee the implementation of quality assurance processes in teaching, learning, curriculum development, student assessment, student support services and public information. The ET noted that based on the reports produced on the evaluation of staff by students, staff professional development plans are developed that indicates that the faculty makes efforts to integrate evaluation results in staff development planning. But the ET could not see what areas of improvements have been identified in relation to support services and student assessments by quality committees, as the reports submitted did not involve this information. The QA tools do not yet include evaluation of internationalization of the programme, research components and of evaluation of internships/work placements. Addressing internationalization dimension in QA would mean identification of contributions by the programme to UBT College internationalization goals and objectives, conducting SWOT analysis of internationalization of the programme and reviewing the content of the programme in terms of internationalization e.g. reviewing whether the programme develops the so-called global/international competencies (skills, knowledge and attitudes), whether the programme integrates international or intercultural dimension not only in research but also in teaching and student support services, etc.

There is area of development in terms of actual implementation of overall program quality review. While the QA processes as envisaged by the QA Regulation focus more on inputs, there is less focus on evaluation of outputs of the programme, particularly in relation to assessing whether students have reached learning outcomes. For example, there is a rigorous procedure in place for approving a new programme which involves ensuring that the learning outcomes are in line with the requirements of the National Qualifications Framework. The faculty also noted that UBT College has received EFQM Recognition, which implies that the institution considers inputs, processes and outputs in institutional quality management. The ET commends that the institution has received EFQM recognition, which provides a framework for improvement of organizational performance. However, the ET lacks the evidence to verify that EFQM model has been applied for evaluating outputs of the programme too, with particular attention given to learning outcomes for students. Firstly, this is because for



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evaluating whether learning outcomes have really been achieved by students, the programme uses students' feedback on courses. But the ET did not have access to the QA report which would outline students' perceptions on achievement of learning outcomes in courses. Secondly, the faculty plans to use feedback from the industry on graduates' performance. However, since the programme does not yet have graduates it was not possible to see how this tool works in practice. Thirdly, the ET noted that students may get scores in attendance that contributes to their final score in a course. It is difficult to link attendance to achievement of learning outcomes and with the requirement of the National Qualifications Framework as such. So, it would be preferable to grade active participation or professional behaviour instead, for linking assessment with learning outcomes and for enhancing alignment with the NQF. Further, the syllabi that were provided did not include descriptions of assignments, professors develop the assignments as part of their activities plan considering the syllabus but these descriptions were not available to the ET, so it was not possible to evaluate whether design of teaching and assessment activities fully align to the appropriate level of education and allow students to actually achieve the learning outcomes in courses. The ET believes that making adjustments in this regard could further develop the quality evaluations particularly in terms of program implementation and the program outputs. Finally, it would be advisable to introduce quality assurance mechanisms/tools for evaluation of placement/internship experiences of students and learning outcomes achieved through placements.

Quality assurance processes as described in Quality Assurance Regulation of UBT College provide general conditions for ensuring continuous improvement of the programme. The faculty is partnering with 320 organizations which could be valuable resource for programme improvement. But the ET found that the potential of industry representatives to develop the content and methodologies of teaching and learning in the programme is not yet fully utilized. This has been evidenced in the survey for industry representatives and the minutes of the meeting of the Programme Quality Committee where involvement of industry representatives in programme improvement was more generic and lacked the focus on the ways of developing teaching and learning in the programme from employers' representatives. The ET commends that the representative from Kosovar industry is the member of the UBT Quality Assurance Committee. This committee is responsible for the review of QA regulations and on periodic monitoring and evaluation of academic programmes. But the ET did not find evidence of overall programme review conducted by this committee by involvement of industry representatives and/or other stakeholders. Even though during interviews industry representatives shared positive feedback on their work with students of the programme, still their full involvement in the improvement of the programme was not evidenced. Industry representatives have participated in meetings of programme committee but according to the



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minutes of these meetings their contribution to the programme was more general, expressed in highlighting importance of the cooperation of the faculty with industry and offering support in building collaborative ties with businesses. It would be beneficial for the programme to take engagement with industry representatives to the next level and intensify work with them by moving the conversation to in-depth dialogues and discussion on specific skills set, on ways of organizing/enhancing work placements, strengths and weaknesses of the programme not only at the stage of its development but its implementation too, to better address long-term sustainable and economic needs of the country.

Quality Assurance Sub-commission and UBT Quality Assurance Committee are responsible on periodic quality review of programmes. And the value of periodic reviews is highlighted in the Regulation of Quality Assurance but consequent reports have not been provided, as it has not yet been approved by the faculty QA sub-committee. As such the ET cannot evaluate effectiveness of the internal periodic reviews of the programme. Similarly, UBT QA Committee and QA Sub-commission are responsible on periodic review of quality assurance arrangements but the SER did not involve information on what has been changed after reviewing fitness of purpose of QA arrangements by the faculty for the improvement of the programme. To clarify this the ET requested the institution to provide minutes of meetings where QA arrangements were discussed. But the minutes provided were in Albanian, so the ET could not comprehend their content. It would also be beneficial to introduce initiatives that develop students' capacities and competencies in order to make students engagement in review of QA arrangements meaningful. This among many others could involve supporting students in development of effective feedback skills so that students' views instead of being merely instructional for staff, help them to form a shared action plan; supporting students' capacity development for their involvement in QA could also involve students training in advocacy, building relationships, teaching how to influence change, as well as making students knowledgeable about general teaching and learning issues in higher education that affect students' experiences. The faculty could also consider offering trainings to students on working effectively with committees, communication training etc.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	



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Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		X
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.		X
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.		X

Compliance level: 67 % Partially Compliant



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ET recommendations:

1. *Consider bringing in elements in QA tool(s) for industry representatives that will allow to focus more on the areas of development of the programme; intensify work with them by moving to in-depth dialogues and discussion on specific skills set required for graduates, strengths and weaknesses of the programme specifically at the stage of programme implementation, to make it met with long-term sustainable and economic needs of the local community and of the country in general;*
2. *The ET recommends introduction of evaluation of work placements/internship as part of quality assurance arrangement for the Program;*
3. *Consider introduction of QA tools that will enable evaluation of internationalization and of the support of students in research components of the programme;*
4. *It is recommended to provide descriptions of assignments in the syllabi so that persons responsible on quality assurance of the programme can evaluate whether they fit the design of teaching and assessment activities, and are aligned with the appropriate level of National Qualifications Framework;*
5. *The ET recommends that the Program should introduce the practice of periodic program reviews as a developmental process by including different stakeholders, and make outcomes of these reviews accessible for interested parties;*
6. *The ET encourages the faculty to provide training opportunities for students, so that they can develop competencies to meaningfully engage in quality assurance work and participate in design and overall review of quality assurance arrangements;*
7. *The ET recommends that the program should introduce the practice of periodic review of quality assurance arrangement through the engagement with internal and external stakeholder group representatives, with the overarching aim of their enhancement, along with making outcomes of these reviews accessible to interested stakeholder groups;*
8. *The ET recommends that the Program should introduce would allow for some level of specificity to be highlighted in relation to the Ferzaj branch.*



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1.3. Academic staff

MBE program in Ferizaj has 41 teaching and administrative staff. The staff assigned for teaching as shown in the study plan; MBE will diversify teaching staff to ensure program delivery in terms of quality at the main campus and similarly delivered in the branch as well, substitution, diverse experience, and staff combination to bring unique experience from academia and industry to ensure student success. Staff contract extensions as per contract are automatically extended for another three years if no party shows interest in contract termination prior to contract expiration according to contract terms for both parties (The UBT and Staff). All contracts of the academic staff of UBT – MBE Program are in accordance with the legal requirements related to the position in which they are called (assistant or professor) according to Section 8 of Labour Law no. 03 / L-212, Article 26 of the Law on Higher Education of Kosovo and according to the Statute of "UBT".

The Program of MBE, respectively in the bachelor degree programs, has sufficient academic staff to cover the respective subjects for all years of study. In the last year, there has been an increase in the number of staff, which implies that the Program of MBE has additional staff available to increase human resources in terms of administrative and academic needs and requirements.

Specifically, there are four full-time professors with a Doctor of Science degree, who are responsible for the academic process in this program and have been approved in the AKA application.

The distribution of workload for academic and administrative staff is in accordance with the Program Council Workload Policy and is managed by the Dean of the program. Some of the staff responsibilities are: preparation and delivery of lessons, seminars, exercises and other forms of lectures, preparation of university textbooks and relevant literature for study within the subject structure, supervision of seminars, workshops, mentoring in diplomas and administration of exams. In addition, among the assignments that academic staff must complete are student consultation hours, where each teacher must set a day within a week for student consultations. The Dean ensures that mechanisms for the allocation of workloads are approved and implemented in Program and are made available to the staff in accordance with Program Council Workload Policy.



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After generating student evaluation results and other mechanisms, UBT mechanisms are required to discuss annual staff performance outcomes and decide together on measures to be taken to improve the quality of teaching and service delivery

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.		X
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	



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Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available	X	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
Standard 3.10. Teachers retire at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: 70% Substantially Compliant

ET recommendations:

- 1. Opportunities for further professional development and for improvement of digitalization practices/skills need to be given to the academics;*
- 2. Ensure that improvements of language skills for elder professors are in place;*
- 3. There needs to be a balance between lectures, labs, administrative duties, research, attending conferences and symposia, work-related travel, and one-on-one consultations with the students;*
- 4. Ensure that administrative paperwork requirements do not take away valuable time resources from the academic staff.*

1.4. Educational process content

The programme awards the degree of BSc in business administration and has 4 specializations: Management, Entrepreneurship and Innovation, Marketing and Sales, International Business and Accounting, Auditing and Taxation. The first two years of studies are dedicated to general introductory courses, while the third year is dedicated to the specialization courses in the amount of 24 ECTS, project or internship and Bachelors Thesis. According to the SER the programme is targeted on recent graduates of high schools, as well as experienced professionals seeking to upgrade their skills. However, the ET found that there are some areas of concern in relation to academic feasibility of this. Firstly, this is because some courses which students undergo during the first 2 years (e.g. introduction to management, public speaking and communication in English, Personal Productivity with IT) of studies may be too easy students in the programme who already are working professionals. The ET also found that some of these courses, i.e. individual components of the programme are not combined in a way to contribute



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the BSc degree qualification objectives. This particularly relate to courses that students undertake during the first semester of studies. For example, course of English only aims to introduce students to the English language used in the workplace. And provides students with basic knowledge of speaking, writing, reading and vocabulary needed for English usage. The course of Personal Productivity with IT focuses mostly on concepts of security, network connections and IT basics. According to the ET, while these courses develop some generic skills to students they lack focus on the development of advanced knowledge of a field of work or study, involving critical understanding of theories and principles as it is set out in the European Qualifications Framework descriptor of learning outcomes for Level 6 and as it is the expectation for BSc programme. BSc programmes in Business administration are expected to provide students with competencies on advanced business models and theories and focus more on their application in the business world. These programmes put greater focus on advanced math, economic and statistics. It is true that the programme offers several courses in statistics, mathematics and economics but they do not provide advanced knowledge of these that would be expected of BSc programme. The ET also found that number of courses in the programme (e.g. Introduction to Macroeconomics, Introduction to Financial Accounting, Introduction to Management, Introduction to Human Resources) are more focused on giving broader or basic understanding of disciplines in business field that makes the programme more aligned to BA degree type of programme than to BSc degree programme of Business Administration. The ET is of the opinion that these are only some of the courses in the program designed in a way to achieve the programme objectives in any specialization within it. But the ET found that not every course is designed to contribute to the main objectives of the program. The MBE study program is substantially aligned with the National Qualification Framework and the Qualifications Framework of the European Higher Education Area. UBT follows the model of progressive differentiation of student learning, the components of the program are combined in a way that the overall skills and competencies are intertwined into the more specific advanced skills and competencies that the MBE has planned.

During the first two years, the program provides general knowledge in the areas of management, business and economics, where students gain experience and knowledge based on theoretical and practical program tools. During this phase of the program, the students are expected to be prepared in general terms at the academic and professional level, and develop understanding of the key academic and business principles. The program is designed to enable students to focus their studies on various orientations during their third year. In terms of the general program, students are offered the opportunity to acquire business communication skills, study key concepts of business finance, use of information technology study, etc. However, the ET found one area of improvement in relation to the requirements of competencies in English



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that has implications for students' success in studies in this programme. The program admits students without considering their competencies of English. This seems inconsistent with the expectation for students to read some literature in different courses that are provided in English. The ET suggests that there is need for students to have a level of good command of English to study in the programme.

The ET found that learning outcomes of courses are formulated in a way that are aligned with the Level 6 descriptors on the EQF. But it was not possible for the ET to see how these are translated into assessments since the descriptions of assignments were not provided in the syllabi of courses and the ET did not have access to samples of assignments completed by students.

The curricula at UBT are standardized. The minimum guidelines for syllabus content are determined by the Program Council. Syllabi contain all relevant information: course objective, thematic content, learning outcomes, seminars, assessment, class, literature, teaching methods, etc. However, the ET noted that the guidance for students for working on Bachelor's Thesis only involves the description of the process for working on the thesis and there is no information provided on goals of the thesis and the learning outcomes to be demonstrated by students in the final thesis; the guidance does not involve either evaluation criteria by which the final thesis is evaluated. The faculty has also developed guidance for internship but it was not clear for the ET what is the workload of students in internships, since according to the study plan of the programme, the number of ECTS in internship is 6, but according to the Internship Guidance, students get 15 ECTS in internship. The faculty explained that initially the number of ECTS in internships was 15 but then it has been changed to 6 ECTS based on the comments received from the industry representatives. However, the rationale of this decrease have not been explained by the industry representatives or the faculty. Further, the faculty noted that the supervising professor is assigned to monitor the progress in internships but it was not clear either what are the evaluation criteria or what is the role of the organization where students undertake internship. It is also noteworthy that number of courses involve work placements as the method of teaching but the ET did not have access to reports how students' progress in work placements and in internships is evaluated and monitored and the syllabi did not involve information on whether any assignments within courses are related to these placements in any way.

The ET acknowledges that placement components, internship and final thesis are important components of the programme. But because of absence of information on learning outcomes to be demonstrated by students in the final thesis, the ET was not able to evaluate effectiveness



of processes for achieving the learning outcomes in this component of the programme. It was not possible either to evaluate whether learning outcomes of the final thesis is aligned with NQF and contribute to achievement of programme learning outcomes.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.		X
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.		X
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.		X



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Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.		X
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.		X
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.		X
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.		X



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Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	
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Compliance level: 47 % Partially Compliant

ET recommendations:

1. *Ensure that all courses in the programme ensure development of advanced knowledge of a field of business administration, involving critical understanding of theories and principles as it is set out in the European Qualifications Framework descriptor of learning outcomes for Level 6 and as it is the expectation for BSc programme in Business Administration;*
2. *Absence of sufficient quantities of Albanian language books related to different subjects needs to be fulfilled;*
3. *The ET suggests that syllabi explain achievement of which learning outcomes are assessed by assignments thus enhancing their relevance to the students' development;*
4. *Foreign practicums should be promoted to increase the internationalization of the program in cooperation with UBT partner institutions;*
5. *Clarify students' workload in internships and introduce system for monitoring of students' success in internships;*
6. *Define roles and function of external examiners under the Regulation on Assessment and Administration of Exams;*
7. *Introduce mechanisms for assessing the knowledge of English by students to ensure that they have no problems in engagement with literature that is available in English throughout courses of the programme;*
8. *The ET recommends the programme to ensure that specific learning outcomes are identified for final thesis and assessment methods and criteria are accessible to interested parties, guaranteeing that the award of the qualification corresponds to BSc degree of Level 6 of NQF;*
9. *The ET recommends to develop guidelines for the supervision of BA theses.*

1.5. Students

Admission procedure to the programme is regulated by the Statute of UBT College that is in compliance with the Law on Higher Education of Kosovo. Applicants can submit the required documents physically or online and the information on this is accessible on UBT College web-site. Together with the application applicants have to submit high school diploma, Matura test,



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birth certificate and CVs in Albanian and in English. The programme sets out specific programme requirements for admission too, these are Level 4 qualification according to NQF, and the state matriculation test. The faculty also considers academic success of applicants in schools, but it is not specified what is considered as academic success. Because the language of instruction in the programme is Albanian, the faculty did not deem it necessary to set out English proficiency as a precondition for admission to the programme. The ET notes that the faculty could consider introducing the requirement on knowledge of English as a specific requirement for the programme. Necessity of this stems out from the fact that study literature in courses involves resources in English and to ensure fairness of the admission procedure, the faculty needs to have in place certain mechanism in place that can assure admission of students to the programme with sufficient background knowledge of English. The students of the programme in interviews had sufficient knowledge of English and programme offers 3 ECTS mandatory course of English as part of the curriculum; but it is necessary to make prospective students aware about the desired levels of competence of English before and during admission process, that can allow them to positively engage in future studies. If the faculty introduces test of English as a specific requirement for the admission to the programme, there should be rules in place for exemption from taking the test for certain candidates who can already demonstrate their knowledge of English through their previous studies (e.g. through internationally recognized tests of English, study experiences in English-speaking countries etc.). Another area of improvement of the admission process could be combining prospective students profile with grades. Currently, these are only the applicants grades that are being taken into account in the process of selection and for offering discounts on tuition fees or scholarships to students. But since only grades are not strong predictor of students' success, the faculty could consider predefining future students profile for the programme; this could involve defining fitness of applicants' motivation to the study programme outcomes, their extracurricular activities etc. that could contribute to their successful completion of the programme. This would ensure fitness-for-purpose of the admission procedure to the programme, which is also the requirement of ESG-2015 standard 1.4. Defining prospective students profile would require wider engagement with the programme staff as they are more specialised and competent in the study programme. The ET acknowledges that UBT College makes efforts to address achievement of sustainable development goals in the area, and further the institution could increase its impact on sustainable development by reflecting on how overall admission to the programme considers inequalities in the society in Kosovo, that impede school graduates access to higher education studies; based on these the institution could consider possible ways of decreasing these inequalities through admission process. The ET also found that currently the web-page for admissions to the programme (<https://www.ubt-uni.net/en/study/bachelor-programs/management-business-and-economics/admission/>) does not include information on



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selection criteria, appeals procedure in relation to admissions and procedure for recognizing prior knowledge of applicants. The web-page on admissions currently does not enable either to determine if some applicants have special education needs and how they can apply to the programme. The ET believes that by considering these aspects, the programme could enhance fairness and transparency of the overall admissions procedure for the programme.

According to the admission requirements, applicants should have a high school graduation diploma that sets pre-condition that these documents for students enrolled in the study programme are available. According to the SER, there is a procedure for prior knowledge recognition too in place but this regulation only relates to students' mobility and transfers. The ET was provided with examples of recognition of courses of students having transferred from other programmes; but in the information on general admission to the programme, there is information missing on possibility of recognizing prior learning. Thus, for example, applicants whose knowledge of English is fluent may not be in need of passing the 3 ECTS compulsory course of English as part of the curriculum, but they are not made aware of this in admissions procedure. Applicants to the programme should be informed that there is the possibility of recognising this knowledge during admissions period. Thus, there is need for the faculty to think of ways of recognizing prior knowledge. This should include assessment of what the applicant/student already knows and verifying if this knowledge and skills matches the qualification and learning outcomes of the specific course. This would allow the programme to have greater alignment with the requirements of the Lisbon Recognition Convention and principles of the European Higher Education Area (EHEA), which encourage institutions to take into consideration formal, non-formal and informal education of applicants. It is noteworthy that recognition of prior learning is also put on the agenda of the European higher education agenda, as a support for social inclusion and lifelong learning. The ET is aware that recognition of prior knowledge in this context is not yet regulated by the state in Kosovo and thus, higher education institutions cannot recognise prior learning. However, it would be advisable to inform individuals applying to the programme about this limitation during admissions.

UBT college has a planning process in place for managing student enrolments, which is described in the Regulation on Students Registration. According to this regulation, the College has to consider academic, physical, administrative and financial capacities and to some extent demands from the labour market in the process of planning student admissions. The ET however noted that the Regulation on Students Registration does not directly consider the ratio between students and academic personnel, which would take into account the workload of staff required for working in class and outside classes on tasks like assessments, feedback, students'



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guidance etc. Overlooking this may raise risks of impeding quality of students teaching and learning experiences. Currently, the programme enrolls 50 students annually, as it was set by KAA accreditation commission in previous accreditation of the programme. But according to the SER the faculty intends to admit 200 students annually, as the number of students interested in the programme has always been above the limit. Currently 39 full-time academic staff are involved in the programme implementation but if the number of students increases to 200 (i.e. 600 students in the overall programme in 3 years' time), there may be risks of retaining quality of students experiences. The ET takes into consideration that the same staff are also involved in the delivery of the programme at Prishtina, Prizren and Pejë branches of the college, including at Masters level too. This according to the ET may have implications for planning dimensioning of the groups in the programme; this is because involvement in delivery of the programme in all branches results in increase of workload of the staff directly affecting quality of education provision. The faculty noted that in upcoming years with the increase of students' number, additional staff will be recruited; but the ET in the process of evaluation considered sufficiency of current number of staff for the number of students that the faculty plans to enrol in the programme (200 students annually) and suggests the faculty to reconsider the number of students to be admitted annually to the programme for ensuring effective dimensioning of groups and retaining appropriate workload levels of staff.

Feedback to students of the programme on their performance is given through grades and consultations. According to the Handbook of Students, the assessment aims to reveal and determine the most accurate degree of student achievement which is written in percentages. Several samples of assignments completed by students that were provided to the ET involved feedback from professors on work of students, but this feedback mostly involved comments related to the technical aspects of the assignment (e.g. removing names of managers from organogram of the organization, irrelevant paragraph to be removed etc.). The feedback provided to students also lacked the links with the learning outcomes of courses to be achieved by students, as outlined in syllabi of courses. Most of the samples of feedback also lacked encouragement of students and information on what they have done well in the assignment. To support students learning it would be beneficial to evaluate students' performance with developmental methods of assessments too; students' performance along with current way of making assessments can be enhanced by providing meaningful feedback to students on how their performance could be improved. Meaningful feedback encourages and motivates students, points to the areas of development and shows how these can be improved. It has also been observed that assignments given in the syllabi do not explain for students which learning outcomes are assessed by specific assignments. Building the feedback for students on the links between assessment methods and learning outcomes would enhance the structure and increase



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meaningfulness of feedback for students. Another area of development of evaluating students' performance is related to providing greater transparency in assessment criteria for students in written form too. The Handbook of Students states that assessment criteria have to be available to students before the beginning of the learning process. But the ET found that information on these is not given in Syllabi of courses. It may be the case that course professors inform students verbally on assessment criteria but it is highly advisable that students have access to this information in written form too through syllabi, so that they can double-check them whenever needed, during their studies and when working on assignments. The ET also found that the guidance on the final thesis does not include information on evaluation criteria for learning outcomes to be demonstrated by students in the final thesis, and the ET did not have access to information on how staff is trained on ensuring consistency and comparability of the supervisory experience for students. The ET also found that there are some ways that mechanisms for assistance for students can be improved. Students Handbook now states that in case of difficulties students can address programme coordinators whose name will be posted on the notice board. The ET suggest that students should have access to the contact details of coordinators digitally too in the beginning of the term. According to the SER the programme also applies tutoring scheme for all students facing difficulties in specific courses but the tutoring is usually applied only in the end of the semester. The ET suggests to find the ways of offering tutoring for students during the whole semester to enable them progress in studies during the whole term and not only towards its end. The faculty also needs to think about provision of counselling and guidance services for students in terms of other types of problems – for example, for psychological problems or problems related to mental well-being, as these may also be impacting students' performance and counselling services should be supporting students in overcoming these problems in an appropriate manner that currently cannot be handled with programme coordinators. According to the SER, for monitoring of students' success the program also relies on student representatives who serve as liaisons between the program staff and students. The ET commends this practice and also suggests provision of trainings for student representatives to support their work in commissions.

The ET was provided with the samples of Academic Records which present results obtained by students during all study cycles.

The programme has some measures in place for ensuring flexible treatment of students. First, according to the Regulation on Registration for Studies, the contract made with students may include the statement on provision of special conditions if needed for students for studies. Another example of flexible treatment of students is that if student fails in the exam, it is possible for them to be tested in two upcoming terms. But the ET found that there is more room



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for flexibility without undermining achievement of learning outcomes by students in respect to requirements of the programme. For example, according to the Handbook of Students, students are not permitted to be registered on courses that ask for maximal achievements by students in previous semester subjects. This may be creating confusion and an artificial barrier for students considering the fact that the syllabi of courses do not include information on expected maximum grade that serves as a precondition for registering on specific courses in the next semesters. Another improvement in enhancing flexible approaches for students in special situations relates to the attendance rule. According to Handbook of Students' attendance is recorded by teachers, and if student misses 25 % of classes, they risk the status of the regular student. It is not quite clear whether it means suspending of student status but the ET is of the opinion that students should have greater flexibility in attending the classes and they should not be penalized due to missing classes if they still achieve the learning outcomes of the course. It would be beneficial for both, students and the faculty if students are trusted and more encouraged to self-regulate and manage their priorities themselves. This is because if attending a class is not of a high priority for students, there are risks that they will be present in the class only physically, instead of being engaged intellectually.

As it was mentioned above, according to the SER of the programme there is the system in place which maintains records of completion rates for courses. The ET was also provided with the examples of these records that allow to determine average grades received by students and the completion rates in the programme. But it was not completely clear for the ET how evaluation of this is happening. According to the SER of the programme, students' progression is subject to the evaluation as part of the quality management system, which is undertaken by the programme sub-committee on Quality Assurance. But the minutes of this committee provided were in Albanian and it was impossible for the ET to verify and assess the use of completion rates as quality indicators for the study programme. The Quality Assurance Regulation of the College that was provided in English did not include reference to these rates as indicator for quality of the programme either.

UBT College has a Code of Ethics developed on the basis of the Statute of the Institution. This document provides framework for guidance for safeguarding academic integrity for the overall academic community of the college, which includes academic staff, students and other stakeholders. There is the Code of Ethics too developed for students which lists obligations of students, avoiding plagiarism being among them. The students are expected to familiarise themselves with the Code of Ethics for students when signing the contract. According to the SER, to ensure safeguarding the principles outlined in Code of Ethics of the College and in the Code of Ethics for Students, the institution uses Turnitin which allows to determine rates of



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similarity between the assignments completed by students and the available texts in internet. The faculty noted that feedback on originality of individual parts of assignments is given to students during consultations. However, the ET found that several samples of feedback provided on assignments completed by students did not involve feedback on missing references and the necessity of these to be made. The faculty uses surveillance systems in classrooms and during online examinations this decreases the risks of cheating by students but the ET recommends the faculty to ensure that the feedback given to students reflects on issues of originality of work too where necessary. There are Faculty Sub-commission of Ethics and Ethics Commission at institutional level in place which are in charge of discussing reported violation of the Code of Ethics. However, the ET noted that there is discrepancy in relation to the number of persons in the ethics commission as described in the Code of Ethics and the Code of Ethics for students. According to UBT College Code of ethics the number of members in the Ethics Commission is 4, but according to Students Code of Ethics this number is 7. The faculty can further continue enhancement of academic integrity by maintaining and further developing supportive learning environments and by designing assessments that further maximize learning and minimize the pressure on students.

UBT College promotes students' rights and obligations. Handbook for students has been developed which makes students knowledgeable about their rights and responsibilities; it encourages students to be active stakeholders during their studies and take initiative to raise issues of concern if needed. The ET also found that students can address programme coordinators if they think that their rights are violated. If the programme coordinators are not capable of providing a solution to the problem raised by student, the student can ask for a meeting with the President of the UBT College or with the person he authorizes to cope with the respective concerning issue. The Handbook for the Students also describes functions of different structural units that guides students whom to address considering particular issue that they may have.

According to the SER, the students' transfer between higher education institutions, faculties and study programs are regulated by the statute, regulations and administrative instructions of the Ministry of Education, Sciences and Technology of Kosovo. Information on transfer is also available on the web-site of UBT College. However, it was not clear for the ET how the faculty ensures fitness of those students and recognition of courses of those students who transfer to the programme from other programmes. The programme could benefit from making information on these publicly available. According to the SER of the programme, the programme curriculum is suitable for new graduate students in various fields of higher secondary education, as well as for experienced professionals seeking to advance their skills



and understanding of management issues. The ET suggests that the information on transfer to the programme demonstrates how the programme curriculum accommodates interests of both experienced professionals and recent high-school graduates with no work experience. Further, the ET suggests to better address the needs of upskilling of working professionals and of the labour market in general, the faculty could think of development of micro credentials within the framework of the programme.

The faculty implements several mechanisms as part of its efforts for students' guidance and consultations. These are guidance of students in the orientation period and in selecting specialisation of their studies from the third year of studies. There is the system of academic tutoring by the end of each term for students who experience difficulties in studies. The academic staff is also available for consultation throughout the semester and can be approached via emails. The ET noted that these arrangements can be considered as sufficient considering the current number of students on the programme. But since the faculty aims to increase the number of students to be enrolled in the programme up to 200 annually, the ET suggests the faculty to reconsider arrangements available for students' consultation and guidance considering the increased number of students. The faculty noted that because demand from students on tutoring increases during exam periods, this is the reason why tutoring classes are offered by the end of the term. It is also recommended that formal tutoring classes are available for students not only by the end of the term but during the term as well, to ensure that students can be supported in progressing in studies throughout the term and improve learning and work and study habits, it is noteworthy that tutoring can also be used for students who are not challenged enough during classes.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
5.1 There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.		X
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements	X	



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Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process		X
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.		X
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		X
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs are clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning	X	

Compliance level: 64% Partially Compliant

ET recommendations:

1. *For the purpose of fairness of admission procedure, the effort should be made to admit the applicants whose English language competencies will allow them to positively*



- engage in studies, and in reading of the course literature in English that is listed in syllabi of courses;*
- 2. To enhance transparency of information and fairness of admissions procedure, it is recommended that the web-page for admissions includes information on selection criteria, preferably statistical information on number of applications and number of admitted students to the programme, information on appeals procedure in relation to admissions and procedure for recognizing prior knowledge / foreign qualifications;*
 - 3. To enhance fairness of the admission procedure, it is recommended that it enables identifying special needs of prospective students;*
 - 4. Consider introduction of specific programme requirements to increase fitness of the applicants to the programme that increase the possibility of successful graduation from the programme by students;*
 - 5. The ET recommends the faculty to reflect on the workload of the staff in all branches of the College, considering student-staff ratio and its implications for ensuring quality of teaching and learning experiences for students in the Program;*
 - 6. Integrate practice of providing meaningful feedback to students' performance in assessments of students learning, that reflects on both positive sides and areas of development of the work completed by students, considering the learning outcomes to be achieved by students in the course;*
 - 7. To enhance assistance provided to students while working on final thesis and improve feedback on it, the ET recommends to make sure that the guidance on Bachelors Thesis includes information on evaluation criteria for learning outcomes to be demonstrated by students in the final thesis; the ET also recommends the faculty to take measures for training staff on ensuring consistency and comparability of the supervisory experience for students while working on the final thesis;*
 - 8. The ET recommends the programme to introduce mechanisms for effective monitoring and analysis of the situations when support of students studying in the programme is required and ensuring that reports on the outcomes of these analysis are available to interested parties;*
 - 9. Ensure provision of tutoring for students who experience academic difficulties during the semester and not only in the end of the semester, to enable their progress in their studies during the whole term;*
 - 10. To improve the practice of evaluating students' performance, consider informing students through syllabi achievement of which learning outcomes is assessed by assignments and ensure provision of information on assessment criteria in course syllabi, so that students can double-check them during studies and particularly when working on assignment;*



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- 11. Consider approaching students' attendance in classes with greater flexibility and ensure that students are aware of the expectation of achieving highest scores as a precondition for registering on certain courses in next semester(s) (where such requirement is set);*
- 12. The ET recommends the faculty to make extra efforts to ensure that feedback given to students reflects on issues related to the originality of work submitted by students where necessary;*
- 13. Introduce publicly available mechanisms for ensuring fitness of transfer students to the programme and ensure public availability of information on how recognition of courses is carried out by the faculty, in case of transfers to the programme;*

1.6.Research

UBT institutional research strategy objectives relate to enhancing the quality of its centers of research, stimulate the development of research and cluster activities to maximize opportunities for joint high-quality scientific research. The main goal is to enhance and build relationships and partnerships with stakeholders in the industry, academia and the public sector to increase combined research capacity and foster mechanisms of technology and knowledge transfer both out of an into the College as well as create integrated research and studies quality assurance framework compliant with international best practice, which supports programs in delivering research quality and strengthens the link between research and teaching.

Contracts with staff set clear expectations for the staff involvement in teaching and research activities. And research activity is one of the criteria for evaluations for the promotion. Scholarly activities of staff are monitored by the faculty and professional development support is provided if needed.

Management, Business and Economics Department has identified several research areas that are also explicitly provided in the Institutional report of the organization. These research topics were identified by the MBE Program and the Center for Research for Economics and Strategy, but this does not necessarily mean that UBT staff cannot conduct research in the other research areas. Provided that interdisciplinary studies are a crucial aspect of Research at UBT, MBE academic and research staff members are encouraged to participate in the research activities of other disciplines.

As stated in the institutional report, UBT supports research through its Research Fund, and research training and support for external research applications. The Research Fund supports



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research that is aligned closely with College strategic priorities. The general principle governing the allocation of all research funding in the College is that it should be seen as an investment that will maximize the range of outcomes that the Institute expects to result from staff and student research.

The Dean ensures that mechanisms for the allocation of workloads are approved and implemented at the Program and are made available to the staff in accordance with Program Council Workload Policy. The overall individual workload allocation adheres to the following principles: According to their contracts, UBT academic and research staff members are required to make 2 publications every year. Moreover, as stated in the institutional report, the staff is given 10 hours of workload on average per semester. Given the fact that academic staff members work 40 hours per week, they have 30 hours of working time for research, administration, community engagement and other duties during the academic term.

Over the period of the first cycle of the Strategic Plan, the research infrastructure will be developed and enhanced further through the appointment of relevant staff. This will enable the Program to more actively capture, increase professionalism in the proliferation of technology to industry, support spin-outs and broaden its routes to commercialization.

Standard	Compliance	
	Yes	No
Standard 6.1. 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	
Standard 6.2. 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	
Standard 6.3. 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	



Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
Standard 6.5. 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	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X
Standard 6.7. 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	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.11. Students are engaged in research projects and other activities.		X

Compliance level: 73% Substantially Compliant

ET recommendations:

- 1. English and foreign language competence specifically for the elder staff members should be developed;*
- 2. Younger staff members could be mentored, guided by senior ones in research;*
- 3. Work on diversifying sources of research funds.*



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1.7. Infrastructure and resources

The current infrastructure and resources in Ferizaj campus, provide a guarantee for long-term implementation of the programme. However, the ET suggests that with the increase of number of students, recruitment of adequate number of academic staff will be necessary

The Ferizaj Branch is committed to strengthen its research activities, projects with industry and partnerships with universities worldwide, etc.

The programme is delivered by qualified staff with training in prestigious university institutions (a substantial number of PhDs) with degrees from international schools (EU, USA and region). The academic staff of the programme has experience in teaching, and a strong background in the fields of industry, which complements the academic side.

Long-term implementation of programs, growth, as well as continuous investments, have ensured the quality and quantity in a successful implementation in relation to premises and human resources, in particular in growing systematically and qualitatively. The MBE program is supported by well-equipped Libraries in Kosovo. The library catalog, providing information on books related to the subjects of study, is further categorized into Library sub-sections. UBT management tracks the needs for adequate spaces, inventories, teaching and learning spaces, computer services, software, libraries and reading rooms on each campus, that are necessary for activities as per curricula and syllabuses. Decentralized staff management responsibilities are available for the MBE program with relevant specializations in bachelor studies, to ensure oversight of: Staff management, Infrastructure capacities/facilities, ICT laboratories, Logistics, Administrative functions (career, international, marketing, student transfers, etc.).

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	



Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<p>Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</p> <p>a) owned or rented spaces adequate for the educational process;</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilization license;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>	X	
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment	X	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>c) their own book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years;</p>	X	



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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.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		X

Compliance level: 86 % Substantially Compliant

ET recommendations:

1. *Ensure more opportunities for special needs students to be implemented for academic as well as social context;*
2. *Establish / outsource student dormitories to support the admission of foreign students to the program.*

2. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The Expert Team considers that the study program **BSc Program in Business, Management and Economics** offered by UBT College at the Ferizaj campus is *substantially compliant* with the standards included in the *KAA Accreditation manual*:



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

Therefore, the Expert Team recommends that issues raised are addressed promptly. On the current situation, the ET recommends to accredit the above study programme for a duration of **3 (Three) years** with **maximum** number of **70 (Seventy)** students per year to be enrolled in the program on a yearly basis.

Expert Team

Chair

PROF.DR. OLGUN CICEK

19 July 2022

(Signature)

(Print Name)

(Date)

Member

LALI GIORGIDZE

19 July 2022

(Signature)

(Print Name)

(Date)