UBT COLLEGE

PROGRAM ACCREDITATION

Film and Television (Ba)

REPORT OF THE EXPERT TEAM

May 2022, Prishtina

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1. INTRODUCTION

1.1. Context

Date of site visit: April 6th, 2022

Expert Team (ET) members:

- *Oana Sârbu – National University for Theatre and Film, Bucharest*
    - *University of Bucharest*
- *Ketevani Kankava - Tbilisi State Medical University, Tbilisi, Georgia*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Flamur Abazaj, SO for Monitoring and Evaluation*
- *Arianit Krasniqi, SO for Monitoring and Accreditation*

Sources of information for the Report:

- *Self-evaluation Report*
- *The UBT website - https://www.ubt-uni.net/en/home/*
- *Annexes presented by UBT:*
    - *Annual Plane 2022/2023 – Faculty of Film and Television*
    - *CVs of the teaching staff*
    - *Memorandum to cooperation*
    - *Staff publications*
- *Additional documents presented by UBT*

Criteria used for institutional and program evaluations

- Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, updated in 2021

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Note: It should be noted that the program is awaiting initial accreditation and has therefore not already started. Therefore, some points cannot be evaluated yet. The standards concerned are marked in the report.

1.2. Site visit schedule

April 6th, 2022

Time	Meeting	Participants
09:00 – 9:50	Meeting with the management of the faculty where the programme is integrated (Joint Meeting)	
9.55 – 10.45	Meeting with quality assurance representatives and administrative staff (Joint Meeting)	
10:55 – 11:40	Meeting with the heads of the study programme	
11:40 – 12.20	Lunch break (provided at the evaluation site)	
12:20 – 13:05	Meeting with teaching staff	
13:10 – 13:55	Meeting with employers of graduates and external stakeholders	
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

Insert general information about the institution, its legal status, is mission, the study programs it is offering, and others.

UBT College is a private higher education institution in Kosovo established in 2004 by the Ministry of Education, Science and Technology, no.808/02-1. It provides education on bachelor and master. It has 22 academic units, and it is spread at different locations across Kosovo.

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UBT operates according to its Strategic Plan, which proposes the following strategic goals:

Strategic Goal 1 – Achieving Academic Excellence

Strategic Goal 2 – Maintaining and increasing International and regional partnerships

Strategic Goal 3 – Creating Positive Working and Learning Environments

Strategic Goal 4 – Partnering with the community

Strategic Goal 5 – Developing Research, innovation and business centers

Startegic Goal 6 – Expand new study programs by offering unique opportunities for the young

UBT offers the following study programmes:

Faculty	Level	Total Programmes
1. **Architecture and Spatial Planning**	Bachelor	12
	Master	1
2. **Computer Science and Engineering**	Bachelor	16
	Master	6
3. **Construction Engineering and Infrastructure**	Bachelor	1
	Master	6
4. **Energy Engineering and Management**	Bachelor	8
	Master	1
	Level 5	8
5. **Food Science and Biotechnology**	Bachelor	3
	Master	1
6. **Law**	LLB	3
	LLM	3
7. **Management, Business and Economy**	Bachelor	5
	Master	4
8. **Mechatronics Management**	Bachelor	8
	Master	3

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9. **Modern Music, Digital Production and Management**	Bachelor	5
10. **Political Science (PosSIG)**	Master (joint)	1
11. **Political Science**	Bachelor	3
	Master	2
12. **Media and Comunication**	Bachelor	1
	Master	1
13. **Agriculture and Environmental Engineering**	Bachelor	4
14. **Public Policy and Management**	Master	2
15. **Integrated Design**	Bachelor	4
16. **Arts and Digital Media**	Bachelor	1
17. **Nursery**	Bachelor	1
18. **Pharmacy**	Master	1
19. **Stomatology**	Master	1
20. **Technician of Anaesthesiology**	Bachelor	1
21. **Technician of Radiology**	Bachelor	1
22. **Information Systems**	Bachelor	1
	Master	1
Total	Bachelor	82
	Master	30
	Level 5	8
Total programme (Bachelor & Master)		112

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2. PROGRAM EVALUATION

The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.

2.1. Mission, Objectives and Administration

According to the SER and to those discussed and mentioned in the online evaluation meeting the mission of the programme is linked to the UBT College mission, *to enhance its participation as an active member of community by providing learning opportunities driven by teaching and research excellence, intellectual interaction and creativity.* The declared mission of the Film and Television study programme is *to provide assessment and progress toward the purpose and objectives of the study program, which is to provide students with knowledge so that they are able to understand, interpret, explain and to manage and solve the problems they face.* At the same time, Film and Television programme responds to the needs of the labor market and this was repeated by labor market representatives during the online meeting, being the second programme in Kosovo that trains specialists in this field.

The SER indicates that development of the UBT College and its study programmes are consistent with the National Qualifications Network and the Framework for Qualifications of the EHEA. The programmes's curriculum offers to students the achievement of knowledges, skills and responsibility and autonomy according to Level 6. Particularly, from the discussions with the teaching staff and with employers it could be confirmed during the online evaluation meeting that there is academic and professional advice included in the definition of learning outcomes, but the proposed curriculum is very fragmented, trying to cover too many professions, without providing the minimum competences required for each of them.

The study programme has not well-defined according to the large number of the labour market professions proposed (*Film and TV Directing, Production, Camera and editing*, *Film/TV Script Writing etc.*). Given the specific of the programme, the research strategy should be balanced between academic research and artistic creation.

Typical basic processes are described in the SER: quality assurance processes, academic processes, application processes for students or teaching applicants, processes link to academic integrity etc. All supporting documents (UBT's Strategy, Research Strategy, QA Policy, Code of ethics etc.) are published on the UBT's website (in Albanian and English).

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Most of the policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of institution have been updated in 2020, taking into account the recommendations of the external evaluations provided by KAA.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	x	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher 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.	-	-

Compliance level: Partially compliant

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ET recommendations:

1. *Reconsider the design of the programme according to the specific declared objectives and the large number of the labour market professions declared.*
2. *Ensure that the curriculum provides the minimum competences required for each proposed profession.*
3. *Establish a clear research strategy in the field of Film and Television, well balanced between academic research and artistic creation.*

2.2. Quality Management

According to the SER, the quality assurance system at UBT College is regulated by the UBT Quality Assurance Manual (revised in 2020) in line with the legal framework in Kosovo, such as the Law on Higher Education, the Administrative Instruction on the Accreditation of Higher Education Institutions in Kosovo and the European Standards and Guidelines (ESG). The UBT Quality Assurance Manual describes processes, mechanisms, instruments, reporting, data collection, timeframes, responsibilities and units involved in the processes:

- *Procedures for design and approval of new programmes, subjects and modules*
- *Procedures for student assessment*
- *Procedures for ongoing monitoring of programmes*
- *Procedures for programme evaluation*
- *Procedures for selection, appointment, appraisal and development of staff*
- *Procedures for evaluating premises, equipment and facilities*
- *Procedures for evaluating student services*
- *Procedures for evaluation the governance and quality assurance policy*
- *Procedure for the evaluation of public information*

The UBT Quality Assurance Manual with its policies, processes and procedures is a public document. https://www.ubt-uni.net/en/ubt-en/about-ubt/regulations-and-policies/

The structure responsible for the development and implementation of quality assurance processes throughout the UBT College is Quality Assurance Committee which consists of nine members: Quality Manager, local professors, international professors, students, alumni, and one representative from Kosovar industry. The Quality Manager is the administrative officer responsible for coordinating and implementing the policies adopted by the Quality Assurance Committee. The institutional Quality Assurance Office is fully staffed and has a separate budget line to implement all quality assurance processes. Every Faculty has its respective Quality Assurance Sub-Committee and Quality Assurance Officer.

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While the Quality Assurance Committee is responsible for the review the policy and should ensure that the policies, processes and procedures are implemented, the Quality Assurance Office is direct responsible with the implementation.

According to the information collected during interviews all staff members in UBT complete self-evaluation documents. A sample of the staff survey provided to the experts was in Albanian language, so content cannot be assessed.

As described in regulations, evaluation process is integrated into planning process. The members of QA team are skilled and have proper understanding of the importance of effectively functioning PDCA cycle, which seems to be working fine at university level. However, the representatives of QA unit at faculty level fail to discuss programme KPIs during the meeting, mentioning that it's been since months that they worked on SER. QAC meeting minutes provided represent discussion of SER.

The quality assurance system is well-structured and takes into account the experiences from other programmes at UBT. QA process deals with the aspects of programme planning as well as delivery. During the planning of Film and Television programme QA office was involved in assisting in defining learning outcomes and KPIs for the programme. These were later provided in an additional documentation. Quality assurance unit revised syllabi to make sure that courses use Bloom's Taxonomy for learning objectives, ECTS credit system is used for assessment, and the courses, as well as the programme, fit with national and European qualification network.

QA procedures cover all important fields and are properly described in Quality Manual. Some parts in SER are directly copied from this document. Based on the descriptions in SER and on interviews quality assurance procedures deal with issues on the level of programmes as well as whole institution. However, the QA report was not provided despite being requested additionally. As the report was not provided, the mechanism of using the QA results in continuing improvement in performance cannot be confirmed.

Programmes are evaluated every three years, within the framework of programme accreditation. The assessment process serves to review the learning outcomes of the programme, the teaching methodology and the curriculum, assessment and its subjects.

This timing could mean that the programmes are not being monitored without requirements of accreditation agency. Based on explanation from QAC staff, programme assessment happens

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continuously, but it cannot affect the programme content and flow as no changes are allowed without approval from accreditation agency.

UBT states that surveys among students, staff and other stakeholders are conducted regularly and the results are reflected on the programme as well as on other aspects of HEI functioning (like equipment, infrastructure, assessment, etc.). These results are described in report and are taken into account when developing the plan for future activities. The practical part of this procedure couldn't be checked (as QA report was not available for evaluation), despite the statement that the survey results are made public.

The internal QA procedure is somewhat blended with the external evaluation as the internal evaluation runs as a part of accreditation procedure every three years (mentioned multiple times in SER and additional documents). At the same time SER states that semester and annual reports are prepared to assess learning outcomes, learning and assessment methodology. These reports were also not available for expert panel for evaluation purposes.

In terms of evaluation and improvement of QA procedures themselves not much is described in SER and documents. HEI runs regular internal audit procedures, but neither the mechanism of the results of this audit affecting the updates in QA procedures, nor any latest changes made to quality assurance arrangements have been made available to experts.

The structure and content of SER is rather descriptive, in many instances just repetition of the standard requirements in descriptive part of report. Some areas are just copied from other documents and in some cases the descriptions do not provide information about the substandard, which they belong to. The absence of any quality reports in additional documentation significantly restricted the possibility of reliable assessment of the progress and best practices in quality field. In addition, in some instances information in SER is non-consistent and differ from that provided in supporting documents (for example information on academic staff members in SER and syllabi are different).

Standard	Compliance	
	Yes	No
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 (eg. 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: Partially compliant

ET recommendations:
1. *Make survey results and QA reports publicly available.*

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2. *Conduct internal QA procedures independent from external evaluation and make sure the results are timely reflected on the educational process.*
3. *Ensure periodic review of QA system and procedures, document all changes in appropriate reports.*
4. *Ensure that SERs prepared for program accreditation are consistent, properly describe all the processes implemented in the university and are supported with proper additional documentation.*

2.3. Academic Staff

In terms of employment, the Film and Television study programme respects the regulations established at institutional level, in accordance with national legislation. The institution uses a set of policies and regulations that are available to all teaching staff. It includes rights and responsibilities, recruitment processes, supervision, performance evaluation, promotion, support processes, and professional development:
- Academic staff at institutional level and at different faculties – appointment, re-appointment and advancement;
- Part-time staff regulations;

The recruitment processes ensure that staff have the specific areas of expertise, qualification and experience for the positions they occupy. The recruitment processes ensure equitable treatment of all applicants. The recruitment process is based on competition.

Other relevant procedures are: Regulation of work relations and of the person responsible for performing the required tasks, Administrative Directive of determining the coefficient in the workplace and administration, Handbook for Teachers (https://www.ubt-uni.net/en/ubt-en/about-ubt/regulations-and-policies/)

According to the SER, 100% of the academic staff are full time, but for the evaluation team is quite difficult to understand how it is happening, as long as all of them are already employed in UBT and actually they already cover a full-time position.

The evaluation team also identified a series of inaccuracies regarding the teachers involved in the programme, between the information presented in the SER and those according to syllabuses:

- Course *Film and Television theory* – according to the SER (page 47) is dr. Bekim Sele, but according to the course syllabus is Zymer Veliu

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- Course *Film and television script* - according to the SER (page 47) is Orhan Kerkezi, but according to the course syllabus is Ferid Selimi

- Course *Television communication* - according to the SER (page 47) is Votim Hanoli, but according to the course syllabus is Orhan Kerkezi

- Etc.

Consequently, even if during the discussions it was mentioned that there may be some errors, the ET cannot appreciate that the teachers have competences in the assigned discipline.

According to the SER and information provided during the online site-visit, academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time) and in the programme development are not involved teachers retired at age limit.

Regarding the professional development of the teaching staff, there is no formal procedure reported during the site visit. The academic staff taking part in the discussion reported about some courses for professional development, including courses in teaching methods, mostly done during visits abroad in some projects and, in many cases, quite some time ago. Moreover, most of the staff members fail to describe teaching and assessment methods used in their courses. As additional document, it was presented a strategy for staff development, but it has not clear objectives with a focus on ensuring the minimum conditions necessary for the development of teaching and research processes: *providing conditions, classrooms - laboratories for development of the learning process; assessing staff performance and staff audit in the teaching process*, etc. During the online site-visit, the ET find out that the teaching staff offers consultancy for students on a regular basis, but ET considers that it will be quite difficult for a Film and TV programme that will enroll 50 students. Film and TV is a bachelor programme in the field of Arts, and such kind of programme means the permanent attention of the teacher on the work of each student, which is almost impossible with 50 students.

Criteria and processes for performance evaluation are clearly specified and made known in advance to all staff. Academic staff evaluation is done through students' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available. During the online site visit, the ET found out that is an annual self-evaluation and superior evaluation of staff, but there is no clear evidence that there is an annual peer evaluation and no results are made publicly available on this matter.

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Standard	Compliance	
	Yes	No
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 retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	**X**	

Compliance level: Substantially compliant

ET recommendations:

1. *Ensure that all teachers have competences in the assigned disciplines.*

2. *The staff evaluation process should become more transparent. Staff should reflect on the results of the questionnaire and - even more important - to the comments in the free-text section of the questionnaire. Finally, the actions taken and expected impacts should be reported to the students in a feedback-loop.*

3. *Develop a staff development plan for the faculty of Film and Television that includes a coherent strategy for identifying training needs and associate measurable indicators for the defined objectives.*

4. *Allocate appropriate resources for the implementation of a staff development plan.*

2.4. Educational Process Content

The study programme is presented in the form of a series of documents including the main relevant information; thematic programmes and syllabuses express learning outcomes in the form of different competences achieved by a discipline. In addition, the assessment methods for each discipline take into consideration the planned learning outcomes and the description professors provided to students at the beginning of the teaching. Student learning outcomes of the programme are consistent with the level 6 from National Qualifications Framework, but

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the evaluation team considers that the proposed competencies cannot be achieved through the current curriculum structure for each of the professions to which the program is addressed

The SER mentions that the programme is compatible with some other study programmes and curricula delivered in the EHEA. The evaluation team analyzed the curriculum of these programs and found:

- University of Prishtina has one programme with different curriculum for each profile: *Production*, *Camera and editing*, *Script writing, Film and Television Directing.*
- University pf Ljubljana - The academic bachelor study programme **Film and television** covers three modules: *Film and television directing, Cinematography for film and television, and Film and television editing.*
- The Boston University Bachelor of Science in Film & Television: the students chose the curriculum according to them interest: *Production, Screenwriting, Film and Television Studies or Management/Producing.*

For these universities**, *in accordance with the selected module* *the graduates will acquire competences to act independently and creatively as independent professionals in documentary film, feature film, television drama, television programmes of different formats and other forms of audio-visual programmes*.

Actually, the ET considers that is almost impossible to design only one curriculum to provide the disciplines in a logical flow and meet the definition and precise determination of the general and specific competencies for all expected professions. For instance, for a *film director* the curriculum proposed doesn't offer enough essential skills and competences, as: analyze a script, tell a story, study relationships between characters, working with actors, acting with camera, lead cast and crew, etc. For a *script writer* is essential to have competences in: study topics, summaries stories, manage feedback, use specific writing techniques, develop script bible etc. and the ET didn't identify these competencies as being achieved according to courses syllabuses. The number of hours of practical training is also insufficient given the diversity of specialists that the programme aims to train.

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.

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The teaching staff present during the online discussions was enthusiastic and could certainly build a partnership relation with future students. The structure of curriculum, the large number of hours that a student should devote daily to the study (approx. 12 hours per day), as well as the large number of students proposed for the programme (50 students) make it almost impossible to adapt the programme to the needs of students. ET noted that the number of students will be divided into 8-10 student groups for practical seminars (exercises as mentioned in SER), which would be adequate to ensure interactive learning process. But it seems very questionable, whether this could really be implemented as only one academic staff member is teaching each course and it is very unlikely that he/she can lead 5 groups per course. Student assessment mechanisms proposed by syllabuses are appropriate for the different forms of learning.

Employers' representatives confirmed during the online meeting that they have partnership agreements signed with UBT and the students will be involved in internship activities. They also pointed out that the labor market waiting for graduates of Film and Television programme, but they expressed the need of very specialized graduates which is not exactly what this programme proposes.

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.		**X**
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.		**X**

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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 underevaluation.	**X**	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	**-**	**-**
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.	**-**	**-**
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**	

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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 ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	**X**	
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**	

Compliance level: Partially compliant

ET recommendations:
1. *Ensure the compatibility of the programme with similar programme from the European Higher Education Area.*
2. *Consider the possibility of having a programme with different profiles,*
3. *Review the content of the study programme in order to include methodological and generic skills and competencies defined for the proposed professions.*
4. *Review the study programme curriculum in order to ensure consistency.*
5. *Ensure that teaching staff have all the conditions to meet the needs of different groups of students.*

2.5. Students

The evaluation process has confirmed the presence of information, outside the documents supplied in advance of the visit, that demonstrate institution-wide arrangements for student admissions, rights of representation, student's transfer, student feedback via 'satisfaction surveys'.

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All students who will be enrolled in the bachelor programme must own a bac degree and all students who will be enrolled in the master programme must own a bachelor degree.

Admission process at UBT is universal for all study programs. Candidates can apply online or at the university directly and they need to pass an oral interview for admission. UBT provides meetings with potential applicants. According to Regulation for UBT College studies (accessed online on 01.05.22): '*Students are admitted to the study programs based on the competition approved by the Academic Council. Other requests for admission may also be specified.*' The description of admission procedure, requirements and specification of selection process couldn't be found in any documents provided, although required qualifications are well described on web-page (accessed on 01.05.22).

The current state of fulfillment of these procedures couldn't be checked as Films and Television programme doesn't have any students yet.

As per SER: '*For enrollment in the Film and Television Program, students must apply with a high school diploma and must therefore have successfully passed the national high school graduation tes*t'. In addition, having an English language certificate is considered to be an advantage.

The lectures at Film and Television programme are planned to be held with 40-50 students, which will be divided into 8-10 student groups for practical seminars (exercises as mentioned in SER), which would be adequate to ensure interactive learning process. But it seems very questionable, whether this could really be implemented as only one academic staff member is teaching each course and it is very unlikely that he/she can lead 5 groups per course. In addition, provided documents do not provide confidence that there are enough auditorial spaces for 5 groups per course. While larger study groups for the programme cannot ensure an effective and interactive teaching and learning process.

The procedures of student assessment and how the feedback is given cannot be checked as the programme doesn't have any students yet. Neither is this procedure described in Regulation for Student Assessment (accessed online on 28.04.2022). SER just states that students are informed about their performance and results of the assessment are discussed with students openly. University uses Moodle platform.

The process of tracking students' performance and certifying it in academic record is not described in SER and provided documents.

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As described in SER, university treats student special situations with understanding and allows individual arrangement of deadlines by students and mentors. The formal confirmation of this approach couldn't be found in the documents provided. The only special regulation, described in the provided documents is a rule to allow students with special needs have extended deadlines and twice as much time for exam works as the rest of the students.

SER states, that student performance data are collected and kept during the whole study period. Neither SER, nor provided documents describe details related to the way the student records are kept. These data are used by QA unit as a quality indicator of the program.

In order to ensure that student's work is original, a number of measures are being used. Among them are manual checking of suspicious sentences, free online platforms and also Turnitin (as mentioned during the interview).

Student rights and obligations fair and are described in UBT Statute (accessed online on 02.05.22). This information is freely available online. The procedure of academic appeals is not described in detail, although in SER 'A strong system of student complaints and appeals' is listed as a strength of UBT QA system. From the descriptive part it can be concluded that this is attributable to all kinds of student complaints in general. UBT Statute provides a brief description of the appeal procedure, stating that 'Complaints are initially submitted to the Dean or the civil servants responsible for student affairs. Depending on their type, claims and appeals are reviewed by the respective Board in accordance with the Rules for review of complaints and claims, which make a merit decision in accordance with the law and this Statute.' During the interviews academic staff members failed to describe the appeal procedure in detail.

The students' transfer between study programmes is clearly regulated by UBT Statute: '*The student may change the course and the language of study from one language to another language, when assessed by the faculty council, upon the student's request, and after its approval by the UBT College HEIPP Transfer Commission.*'The same document states that students transferred from other universities need to study at least one year at UBT to be eligible for UBT diploma. The procedure for transferring from other HEIs is described on web-page: '*student must apply for transfer of studies, bring a birth certificate, transcript of grades with the number of credits – ECTS, and a copy of your index*'.

As per SER teaching staff has a set consultation schedule, which is available publicly. Actual state couldn't be checked as panel members didn't have opportunity to meet students.

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UBT has developed a student satisfaction survey which they use to collect feedback twice a year. A sample was provided.

The results obtained by the UBT's students throughout the study cycles are certified by the academic record.

According to the information provided, there are processes in place at institutional level to collect and analyze data referring to the student progression and drop-out rates. The institution collects also data on students' satisfaction with their programmes, the learning resources, and administration and support services.

Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing students' recruitment. Admission requirements are consistently and fairly applied for all students.	**X**	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	**X**	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	**X**	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.		**X**
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	**X**	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	**X**	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	**X**	

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Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	**X**	
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.		**X**
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	**X**	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.		**X**

Compliance level: Substantially compliant

ET recommendations:

1. *Ensure that admission procedure is transparent by making the selection criteria at the admission step accessible for applicants.*
2. *Determine a formal procedure to make sure that all students at all programs receive proper feedback on their achievements.*
3. *Ensure that students' academic achievements are documented in academic report and this is properly described in publicly available documentation.*
4. *Make sure that students have access to the rule of academic appeals and how these appeals are addressed.*
5. *Ensure that all academic staff members provide consultation hours, which are available for all students.*

2.6. Research

UBT research strategy is very general, with some focus on Media and Journalism, but nothing about Film and Television. The strategy should be well balanced between academic research and artistic creation.

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At institutional level, expectations for teaching staff involved in research are clarified in contractual obligations, but there is no proof that the performance of teaching staff is evaluated according to these expectations and how artistic creation is assimilated to research activity. Not all teachers involved in the Film and Television programme produce results in scientific activity specific to the subject taught or in programme's field, this is stated primarily in the case of purely theoretical disciplines that should provide graduates with the basic knowledge in the field. Also, according to the CVs presented as annexes to the SER, most teachers have no scientific activity after 2019; the ET understands that the situation imposed by the pandemic has made the specific research activities more difficult, but publishing activities or online events have been available during this period. Academic staff published under the name of UBT.

The ET didn't identify in documents provided by UBT (surveys, staff development plan, strategy of research, etc.) that academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field. The ET considers that Faculty of Film and Television has human resources for research development. Currently, there are not sufficient financial resources allocated to develop real research activities. The ET strongly recommends to consider research in the center of strategic considerations and to establish incentives and procedures to allow and foster high-level research activities.

The UBT established different regulations dealing with academic misconduct, including plagiarism and other forms of cheating. Given the specificity of the programme, a strategy on copyright is added to the anti-plagiarism strategy.

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**

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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 specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	**X**	
Standard 6.6 Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centers, 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.	**-**	**-**

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Compliance level: Partially compliant

ET recommendations:

1. *Approve a Research Development Plan at Faculty level with clear objectives.*
2. *Ensure the Research Development Plan at Faculty level has its own budget that includes: international cooperation, conferences, publications, artistic creations, infrastructure and facilities, skills development, student research projects, etc.*
3. *Encourage the research/artistic activities through clear actions included in the Staff Development Plan.*
4. *Set and monitor specific KPIs for research production/artistic creation that includes at least an average of one scientific/applied research publication or artistic creation per year for the past three years, for all categories of academic staff.*

2.7. Infrastructure and Resources

In quantitative terms UBT provided list of some premises and equipment that they possess to ensure successful implementation of the Film and Television program. Among them are various audio and video equipment including support materials, obtained within the framework of grant projects (as seen from the document: List of equipment for Media, Film and Television). But the number and diversity are quite limited. It has to be taken into consideration that the laboratories are shared among several faculties and therefore the number of students using this equipment has to be carefully monitored.

The provided budget for upcoming three years is very general, the data about planned projects, which are thought to contribute to total income or details on expenditures on science were not provided. It's not clear what does the 'Budget allocated from the central level' mean. The exact match between income and expenses are very questionable, especially provided no profit or unexpected expenses are taken into account. In addition, the numbers in SER and in budget file provided separately are somewhat different, probably because the version provided in SER provides data based on calendar years, while the one provided separately is based on academic years. Still, some questions arise regarding reliability of these data - for example, total incomes for calendar year 2022 and academic year 2022-2023 are 205000.00 and 211000.00, respectively. As the programme isn't initiated yet, it means that in the second half of 2022 UBT is planning to collect most of its incomes for the whole academic year (2022-2023).

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The tuition fee at the programme is rather low to fully cover all the needs of this kind of relatively expensive study programme in terms of equipment, consumables and software support.

UBT has provided documentation about ownership of spaces for educational purpose. But the documentation is provided in Albanian, therefore content cannot be assessed.

The laboratory equipment listed in the documents corresponds to the tasks described in syllabi, but their number is not sufficient for the desired number of students, especially given the fact that the equipment won't be used for this programme alone.

During the interviews UBT representatives stated that HEI has all needed software in ownership with appropriate licenses. But neither the list of software, nor the licenses were provided.

Similarly, no documentation has been provided regarding library resources available on-site, as e-versions or as subscriptions to databases. Neither is it clear from the documents, what the whole capacity of the library is. SER states, that 10% of seats in the library are reserved for the students of this particular programme. This statement could be a misinterpretation of the requirements of Standard 7.5 (a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study programme), because at UBT the number of bachelor programmes alone is 26 (according to web-page) and it would be unrealistic to dedicate 10% of library seats to this particular one program.

As per SER the number of seats in the classrooms corresponds to the number of students per group. No details are provided regarding the sizes of classrooms and laboratories or spaces with IT equipment. Given the online settings of the site-visit, these details couldn't be checked. The images of the university spaces provided by HEI show just an overview of some of the halls, laboratories, common areas and library. These areas look absolutely corresponding to the aims and structure of the given programme. However, their availability for the purposes of this particular programme as well as the total number of spaces like this couldn't be checked as the visit ran on-line.

In SER the descriptive part of Standard 7.5 is rather brief and general, not allowing to make any judgments. Neither are library resources described in any additional document.

UBT has provided a decision, pursuant to Article 29 of UBT statute stating that university spaces should be accessible to people with special needs. No other confirmation or

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documentation has been provided to allow checking the current state. In the settings of on-line visit, checking on-site was also impossible.

There have been no documents provided that could prove UBT's plans in terms of infrastructure development, staff members responsible for completion of these plans or student satisfaction assessment scheme.

Standard	Compliance	
	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.		X
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.		X
Standard 7.3. The higher education institution must demonstrate with a equate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		X
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 speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	

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Standard 7.5. Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognized publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		X
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Compliance level: Partially compliant

ET recommendations:
1. *Ensure to provide variable equipment needed to fulfil the requirements of all of the various subspecialties that the programme aims to prepare.*
2. *Develop a consistent and detailed financial plan taking into account all unexpected expenses and peculiarities of the programme.*
3. *Make sure to have documentation proving the ownership of all spaces and equipment needed for completion of the programme.*
4. *Make sure to have enough library resources and describe them in detail in SER for programme assessment.*

3. FINAL RECOMMENDATION OF THE ET

The overall accreditation process has been quite challenging in nature: some information was provided only in Albanian, some information was not provided, even though it was requested as additional documents, the SER is theoretically structured in line with the KAA Accreditation Manual, the institution has not provided sufficient explanatory information for each individual standard, as requested by the KAA SER template.

ET believes that UBT College has the resources to develop a bachelor programme of Film and Television, but it must be in line with the proposed objectives. At this time, ET could not identify any specific UBT actions to support this new programme at minimum accepted standards.

The ET hope that UBT will perceive this external evaluation as an opportunity to enhance and continuously develop their internal processes and operations, and therefore take advantage of the evaluation accordingly.

Standard	Compliance Level
1. Mission, objectives and administration	Partially compliant
2. Quality management	Partially compliant
3. Academic Staff	Substantially compliant
4. Educational Process Content	Partially compliant
5. Students	Substantially compliant
6. Research	Partially compliant
7. Infrastructure and resources	Partially compliant
Overall Compliance	**Partially compliant**

Compliance level: Partially compliant

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In conclusion, the Expert Team considers that the bachelor programme Film and Television offered by the UBT College in Prishtina is **partially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends **not to accredit** the above study programme.

Expert Team

Member

Oana Sârbu   30.05.2022

Member

Ketevani Kankava   30.05.2022

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