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BPRAL UBT College
Health and Physical Activity (M.Sc.)

ACCREDITATION

REPORT OF THE EXPERT TEAM

2022, Prishtina, Kosovo



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1. INTRODUCTION

1.1. Context

Date of site visit:

Expert Team (ET) members:

- Dr. Chris Richter
- Katerina Klimoska, PhD Student

Coordinators from Kosovo Accreditation Agency (KAA):

- Ilirjane Ademaj Ahmeti, KAA Officer
- Flamur Abazaj, KAA Officer

Sources of information for the Report:

- Folder: Annex
 - ANNEX C PUBLICATION LIST OF ACADEMIC STAFF.docx
 - SER_MASTER IN HEALTH AND PHYSICAL ACTIVITY ENGLISH VERSION.docx
 - ANNEX B RELEVANT RESEARCH AND TEACHING SUBJECTS.docx
 - INFRASTRUCTURE FOR MASTER PROGRAM(MSC).mp4
 - ANNEX D- BOOKS RELATED TO THE MASTER PROGRAM IN HEALTH AND PHYSICAL ACTIVITY.xlsx
 - RESEARCH STRATEGY Sport and Movement Science.docx
- Folder: Syllabi
 - ANNEX A-COURSE DESCRIPTIONS MSC IN HEALTH AND PHYSICAL ACTIVITY.docx
- Folder: CV
 - CV Artan Kryeziu Anglisht.doc

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- o CV_Pranvera Ibrahim_i_English.doc
- o Besnik Skenderi Cv Anglisht.pdf
- o CV_Gjaka_English.docx
- o CV- AGRON THAQI_ ANGLISHT.pdf
- o AVDI PIREVA_CV_ENG.doc
- o Milaim Berisha CV.pdf
- o CV-Europass CelcmaDenis.pdf
- o CV_English_Violeta Zefi.pdf
- o Cv Fitim Alidema- Anglisht.pdf
- o Zejdush Tahiri CV 2020 English.pdf
- o Alma Lama_CV_English 2022.pdf
- o NAGIP_LENJANI_CV_ENGLISH.doc
- o Abedin-Bahtiri_CV_english.docx
- Folder: SER
 - o SER_MASTER IN HEALTH AND PHYSICAL ACTIVITY ENGLISH.docx

Additionally Requested Sources of information:

- Annual Quality Report produced by the Sub-Committee that provides facts and figures using the Performance Assessment Scorecard.
- Example of the Annual Plan
- Example of recommendations for the Improvement Plan.
- Example student survey.
- Example staff survey.
- Example of a professor's end of year evaluation.
- Example labour market survey.
- Example of a stakeholders survey.
- Example of a staff development plan
- Attendance list of the latest pedagogical skills training
- The student handbook
- Faculty Code of Ethics and Student Conduct
- Latest Year-End Review report, which records staff productivity and administration.
- All publications in MPL format, ordered by date
- Faculty's research training program.
- Strategic Plan objectives
- Latest ALUMNI report
- List of all small research grants from both local and international donors



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- Quality assurance document and quality assurance manual

Criteria used for program evaluation:

- The KAA Manual (with general areas and standards addressing the external evaluation of study programs).
- Information supplied by received documents.
- Information supplied by received additional documents.
- Information received during the side visit.



1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	1. Masar Gjaka 2. Artan Kryeziu 3. Milaim Berisha 4. Artan Tahiri 5. Halil Bashota
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	1. Abedin Bahtiri 2. Murat Retkoceri 3. Vjollca Pllana-Shahini 4. Lorike Salihu 5. Bekim Marmullaku
10:40 – 11:40	Meeting with the heads of the study programme:	1. Milaim Berisha 2. Artan Kryeziu 3. Besir Shaqiri 4. Avdi Pireva
11:40 – 12:25	Lunch break (provided at the evaluation site)	
12:25 – 13:10	Meeting with teaching staff	1. Agron Thaqi 2. Deniz Celcima 3. Alma Lama 4. Fitim Alidema 5. Paolo Parisi 6. Violeta Zefi 7. Majlinda Kelmendi
13:15 – 14:00	Meeting with employers of graduates and external stakeholders	1. Kastriot Gjocaj 2. Kaltrina Feka 3. Besim Ademi 4. Driton Kuka 5. Ylli Morina – Nëna Naile 6. Arbëresha Jaka - IKSHPK
14:00 – 14:10	Internal meeting of KAA staff and experts	
14:10 – 14:20	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

University for Business and Technology (UBT) is a private university located in Kosovo that was established in 2004. UBT aims to establish itself as an internationally competitive, research-intensive university, committed to the transfer of knowledge and the provision of a world-class education and service. UBT is based in Prishtina and has recently completed the first phase of a, additional, new modern campus in the outskirts of Prishtina. Offered are various programs at undergraduate and graduate level within the following departments: Management, Business and Economics; Computer Science and Engineering; Information Systems; Law; Political Science; Communication and Media, Civil Engineering and Infrastructure; Architecture and Spatial Planning, Food Science and Technology, Nursing, Integrated Design, Sport Science, Integrated Studies in Stomatology and Integrated Studies in Pharmacy.

1.4. Mission and Structure of the program

Mission: In Balkan countries, life expectancy is often lower than in the rest of Europe. Life expectancy was until recently, one of the lowest in Europe and lower than in other Balkan countries but has been increasing in recent years. Of major concern over the past several decades has been the increasing prevalence of cardiovascular diseases, cancer, diabetes, obesity, neuro-degenerative disorders, depression, dementia, etc. These conditions are clearly associated with ageing and the accumulation of given risk factors. However, these diseases are also increasingly observed in younger age groups, and impressive evidence points to a strong role of inflammatory processes, largely influenced by lifestyle and other social and stress-related aspects of modern life. A particular factor is the lack of physical activity, as well as unhealthy nutrition and other lifestyle factors such as exposure to smoking, alcohol, sleep deprivation and other conditions of stress, depression, and other mental disorders. Based on the interpretation of the statements made in the self-evaluation report (SER), the expert time (ET) believes the missing is the following: educated about disease and risk profiles for various age, health and social conditions and specific treatment protocols. Further, the program seeks to highlight other aspects related to “social health” and the role of sport, games and play activities in helping community management, promoting social integration, conflict mediation, recovery in crisis or emergency situations.

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Structure: The program consists of 2 years of 60 credits each, organised in 4 semesters, amounting to a total of 120 credits in the European Credit Transfer System (ECTS), with 1 ECTS = 30 hours of total working load. The ratio of teaching hour to the additional time needed for individual study/practice is variable, and depends on teaching methods, individual study/practice requirements, and the characteristics and complexity of the area, which can vary from 1:1 (50% teaching, 50% individual study) to 1:3 (25% teaching, 75% individual study). Each semester is designed to contain 30 ECTS.

Semester 1 contains 6 mandatory classes (Sport Science and Exercise Training, Public Health, Vital Statistics and Epidemiology, Nutrition Science, Substance Exposure, and Environmental Challenges, Health Psychology, Stress Management, and Lifestyle) and 2 elective classes (Sport and Play for Mental Health and Wellness, Sport and Play in Growth and Development, Stress and Stress Management Techniques, Yoga and Pilates, Diet and Nutritional Supplements in Sport Activities). All mandatory classes account for 5 ECTS, except for English Language (4 ECTS), while elective classes account for 3 ECTS. This description disagrees with the reported ECTS, and a student will earn 35 credits in semester 1.

Semester 2 contains 6 mandatory classes (Growth and Development, Aging and the Elderly, Exercise Testing and Prescription in Health and Rehabilitation, Major Illnesses and Exercise Protocols, Major Disabilities and Adapted Physical Activity, Research Methods) and 2 elective classes (Technology and Innovation in Sport and Exercise, Fitness and Personal Training, Advanced English Language, Advanced Research Methods and Statistics, Sport Games). All mandatory classes account for 4 ECTS, while elective classes account for 3 ECTS. This will amount to 30 credits in semester 2.

In **semester 3** the students can enter 1 of 5 specialisations (majors are: Lifestyle Training, Ages of Life, Disease and Disability, Social Mediation and Research). The semester contains 3 mandatory classes, 1 elective class (Research Ethics, Dancing, Outdoor Activities) and an internship, which accounts for 15 ECTS. All mandatory classes account for 4 ECTS, while elective classes account for 3 ECTS. This will amount to 30 credits in semester 3.

Mandatory in major **Lifestyle Training** are Health Psychology, Behaviour, and Life Management, Nutrition and Diet in Health and Wellbeing, Leisure, Play and Outdoor Life).

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Mandatory in major **Ages of Life** are Physical Activity and Lifestyle in Growth and Development, Physical Activity and Lifestyle for Fitness, Health and Prevention in the Adult, Physical Activity and Lifestyle in Ageing and the Elderly).

Mandatory in major **Disease and Disability** are Physical activity in Cancer, Cardiovascular and Other Chronic Disorders, Activity in Behavioural Disorders, Mental Illness, and Neurodegenerative Diseases, Adapted Physical Activity in Major Disabilities).

Mandatory in major **Social Mediation** are Sport Activities in Social Integration and Community Development, Sport Activities in Conflict Mediation and Peace Processes, Sport Activities to Help Social Resilience in Emergencies and Natural Disasters.

Mandatory in major **Research** are Research Theory and Methodology, Hypothesis Testing, Statistics and Data Analysis, Research and Technology.

Semester 4 is dedicated to writing a master thesis, which accounts for the full 30 credits of the semester.



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2. PROGRAM EVALUATION

2.1. Mission, objectives, and administration

Based on the self-evaluation report (SER) page 13 to 14: “The proposed Master program in Health and Physical Activity responds to the mission of UBT which was established to contribute to the advancement of the country in research and education in line with European standards, and form qualified professionals able to respond to social needs in the different areas of human and health studies, socioeconomic development, medicine and prevention”. Unfortunately, no mission of the program or UBT is stated anywhere within the SER (Standard 1.1). However, unfortunate wording in the SER might have caused this and the expert team (ET) took the aim of the program as its mission. The stated aim of the program is to “...develop a higher professional profile, apt to address the complexities of health and wellbeing in a comprehensive approach, and the fundamental role that sport and lifestyle may have in reinforcing personal equilibrium, homeostasis and immune response, thereby reducing the impact of health risk factors, and the development of infections, inflammatory processes and chronic disorders”. Nevertheless, no mission statement for UBT could be found in the SER.

In respect to the program design, the SER claims that the study program was designed / is impacted by a variety of parties (staff, students, graduates, and professional sports organisations, cooperating Universities) and is in accordance with the procedures set out under the Quality Assurance Guideline and other internal regulations (Standard 1.2). This could be confirmed by the ET, based on the information of the SER and the conducted.

The SER describes the various didactic concepts being used within the program as well as research concepts / topics. However, research concepts are not defined in detail in the SER, while the conducted interviews the participants admitted that there is yet no detailed research (Standard 1.3).

Based on the SER and the conducted interviews, the faculty seems to be well organised in respect to available formal policies, guidelines and regulations that deal with procedural and academic issues (SER; Standard 1.4; 1.5). The behaviour principles are defined in Regulations and Guidelines of the Academic Council and Statute of UBT no information exists in the SER if these documents are publicly available. With the response of UBT to the draft review, UBT pointed to the ET to the following [website](#), within the webpage the Regulations and Guidelines of the Academic Council and Statute can be accessed

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(Standard 1.4). All policies, regulations, terms of reference and statements of responsibilities regarding program management and distribution are regularly reviewed and changes are made if necessary (Standard 1.6). However, no timeline about the review frequency was made.

Compliance level: Partially Compliant (7 out of 10; 70%; Failed: 1.1, 1.3, 1.6)

ET recommendations:

1. Develop a more clearly defined research plan that defines clear outcomes and landmarks, in respect to short and long-term goals. The current plan lacks this detail. Landmarks could be deadlines for data captures, a submission for a grant or other steps during a research project / pipeline.



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2.2. Quality management

Quality management is one of the very important parts of this University working, as could be concluded by the document provided to the experts as well as the meeting with the representatives of the University. University has good structure and management of this issue, on university level but also on faculty level: The Governing Body, President, Academic Council, Quality Assurance Committee, Quality Manager, Heads of Faculties and Departments, Faculty Councils, Academic Staff and Students. In the process students are included directly in the bodies covering quality management. Example, out of 9 members of QM body, 3 are students. The process is well guided and regularly under control. There are evaluations from students before each semester and also from faculty members, in which all employees participate and up to 70-80% of the students. The average of the evaluation is around 4, which shows that students should be encouraged to openly express themselves if there is a problem and not just formally fulfil the questioners. Also evaluation is made towards the industry in which the alumni of the university are employed. Over 90% of the students are employed after finishing their studies. There is a well developed office for alumni. Also the university follows EQAS standards, which is proof for dedication of the university on quality management. It seems that this standard is in the focus of the university.

Compliance level: Substantially compliant (8 out of 9; 89%; Failed 2.6)

ET recommendations:

1. Increase the student participation in surveys from the current 70-80% completion rate to 100%. One possibility to do so is to make them mandatory.
2. Make the survey data collected and their results publicly available and give clear pointers to the resources within future SER's.



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2.3. Academic staff

In the SER, the ET could find position descriptions and conditions of employment (teaching, admin, and research workload as well as academic / community services and contract duration). No information was given in respect to full time and / or part time employment in tabular form but the SER mentioned that all 15 staff members are full time employees (page 31; Standard 3.1; 3.4; 3.7). All 15 staff members listed hold a PhD (Standard 3.5). Further, the SER states that the “... program, curriculum and workload allocation take into account the provisions of the Administrative Instruction on Accreditation and rules pertaining to full-time/part time staff. The programme is in full conformity with the standard” (page 30; Standard 3.2). Based on the conducted interviews and the SER, staff members do not cover more than two teaching positions (Standard 3.3). The faculty have no staff member who has retired. Staff members are supposed to retire at age 65 (Standard 3.10).

In respect to continuing professional development for staff members, UTB seems to be far above the national standard. Based on the SER, development plans at the Faculty of Sport and Movement Science have several key objectives: (a) to provide a framework for allowing appropriate development opportunities which will enhance personal growth and effectiveness; (b) to facilitate the process of change; (c) to promote a developmental ethos; (d) to outline various staff development support plans for each institutional strategy; (e) to embed all staff development activity into the institutions’ academic calendar. Staff development is an integral part of the faculty strategic planning process. This could be confirmed during the conducted interviews and by the additionally provided documents (Standard 3.6; 3.7).

Academic staff evaluation includes the review of performance of roles, the achievement of goals and objectives, and the implementation of staff development plans and are conducted on an end-of-year-basis. No mention of peer evaluations was found in the SER nor mentioned during the conducted interviews or if results are publicly available (Standard 3.8). It was positively noted that this evaluation also focuses on future goals, objectives, and development plans for operational responsibilities (teaching strategies and quality of learning materials) and career development (Standard 3.9).

Based on the SER the “...program, curriculum and workload allocation take into account the provisions of the Administrative Instruction on Accreditation and rules pertaining



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to full-time/part time staff. The programme is in full conformity with the standard. The staff engaged in the programme includes staff that have previously been certified by the Kosovo Accreditation Agency” (Standard 3.2).

Compliance level: Substantially compliant (8 out 9; 88%; Failed 3.8)

ET recommendations:

1. Start including peer and superiors’ evaluations to your assessments to measure the quality of a seminar.
2. Start making reports publicly available.
3. Start getting your staff involved in identifying funding opportunities. While the Research Office and the Project Office represent a good institutional resource,, you cannot expect non-expert to have the same connections and knowledge as your staff. Hence, start to develop structures that educate staff members about other funding options - e.g. through a linked in presence you could find grants provided by companies how look for new partners - e.g., vald performance: <https://vald.com/applied-research/>



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2.4. Educational process content

The study program is modelled on objectives that will qualify the students to be well equipped employees. The ratio of teaching hour for individual study/practice is variable, and depends on teaching methods, individual study/practice requirements, and the characteristics and complexity of the area. The courses offered are in a logical flow, subject-related and interdisciplinary and the ET believes that the chosen layout will give the student methodological and generic skills as well as competencies that are beneficial to the labour market and the students' personality (Standard 4.1, 4.3, 4.7). A positive note should be given to the number of visiting guest lecturers who are teaching at UBT, as UBT has a policy at the institutional level to include as many international visiting lectures as possible.

While the SER does not specifically state that the program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area the given information in the corresponding section within the SER (42 and 43) would indicate so (standard 4.2). Learning outcomes of the program are stated to be (Standard 4.3):

1. Evaluate and analyse the health picture with related vital statistics.
2. Evaluate and use specific methodologies and technical skills needed to plan, organise, coordinate and conduct, physical activity in the various age/health conditions and settings.
3. Develop a specific competence into the physical and mental benefits of sport and physical activity, games and play, rehabilitation, relaxation and related practices, and their fundamental role as health mediators and promoters.
4. Apply the fitness assessment and principles, as well as analyse the exercise program based on the continuous monitoring process.
5. Utilise the conceptual and practical tools related to exercise training in special populations as well as in the rehabilitation chain, in conceiving, managing and monitoring a fitness program tailored for special populations.
6. Analyse and assess the influence of core determinants of health enhancing physical activity in relation to health among various age-groups.



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7. Analyse and apply the principles of research methods and statistics and critically read scientific articles related to the various disciplines related to health and physical activity.

The provided documents regarding the syllabus define clearly the following points for each class: Course, Course Lecturer, Aims and Objectives, Learning Outcomes, Course Content, Teaching/Learning Methods, Assessment Methods, Literature, Contact (Standard 4.4).

Except for the English class, classes are taught in Albanian. Hence it is not applicable to evaluate Standard 4.5.

The student-teacher relationship was perceived positively during the interviews and students receive an induction session at the start each academic year. This induction session is done by the Dean and is the point at which students are handed the student handbook. This handbook is a written copy of the information communicated at induction and is provided to the student through the Student Portal and Faculty homepage. Communicated are also general and program specific information at this session including the expected program learning outcome, educational content, timetable, the assessment schedule as well as the teaching and learning strategies (Standard 4.6, 4.9).

The SER did not mention some flexibility in terms of changing due dates or exam dates at the request of students (page 45 to 46). No evidence was provided about the treatment of students in special situations like medical leave (e.g., during the COVID19 pandemic) or who had a death in the family (Standard 4.7).

In respect to assessment mechanisms, the program uses written exams, oral exams, essays, presentations, practical tests and a final thesis to assess the students skills. The assessment mechanisms are adjusted to the needs of every class (as evident from the syllabus) and are communicated at the start of the class (Standard 4.8). While there seems to be a great effort in seeking to perform appropriate, valid, and reliable grading mechanisms no random peer-grading is performed to minimise the risk of subjective or temporal effect to the students' grade (Standard 4.9).



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In case the achievements of students are not satisfactory or adequate, the SER does mention different procedures (identification of students at risk of non-completion, learning preference identification at start of semester, mentor program) but no guidelines were referred to in the SER. (Standard 4.10).

The study program includes practice stages and the intended student learning outcomes are clearly specified in the syllabus document (annex A; page 58). Assessment processes (written report, 2 employer reviews, presentation to faculty commission at the end of the 3rd semester) are suitable to ensure that those learning outcomes and the strategies to develop that learning are understood by students (Standard 4.11).

In respect to Standard 4.12, the SER and the conducted interviews provided sufficient evidence that there are cooperation agreements, contracts with institutions, organisations, and practical training units.

Compliance level: Substantially compliant (9 out of 11; 83%; FAILED 4.7, 4.9)

ET recommendations:

1. Define guidelines that clarify how students in special situations like international competitions (for professional athletes), medical leave (e.g. during the phase of the COVID19 pandemic) or who had a death in the family are to be treated.
2. Ensure that grading is done in an appropriate, valid and reliable way. To further improve, introduce a random peer grading - e.g. 5% of all exams are also graded by another staff member or external expert.



2.5. Students

The experts could not get impressions from the students since this is accreditation of a new study program and also we didn't meet students from bachelor study programs. Consequently, the conclusions made are derived from the documents provided and from the meetings with faculty members. There is a good structure of formal documents provided to students which can be found on the web page of the university. Information for the studying student can be found via e-services (moodle, student, knowledge centre, etc). Anti plagiarism software is used for detecting copyright content from assignments of students. Also, students have at their disposal the e-libraries provided by the university, such as J-store, EBSO, UBT Koha, Sage Journals. The regulations and criteria for enrolment are clear and openly announced, and help is provided to the students in need.

Compliance level: Substantially compliant (5 out of 6; 83%; Failed 5.6; did not judge 5.2, 5.4, 5.5, 5.7, 5.11)

ET recommendations:

1. Define policies for student achievements out of the regular structure of the semester. For example how do you deal with classes / subjects that have been completed elsewhere - in other words under what terms would you award ETCS for work done outside UTB. If such documents exist, point clearly to the regulation in the SER and make it publicly available - as when accessing the regulations and policies [webpage](#) on the 12th of May 2022 at 08:43 the regulation to “16 - Regulation of Internship” was not connected to a document.
2. Offer the option for extra English classes to students with insufficient knowledge of English
3. Offering flexible treatment to students in special situations – e.g. students missing their exams because they are on medical leave.
4. Continue the efforts of informing students about their rights and responsibilities.
5. Continue your already good efforts of developing policies and procedures for recognition of prior-learning.



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2.6. Research

The described research plan in the SER (page 65) is advanced in respect to comparable universities (clear layout of key areas) but lacks detail in respect to financial, logistic, and clear pathways / milestones. While human resources are clearly allocated, no additional information about expected cost (subject recruitment, measuring material, etc) or any clearly defined milestone could be found in the SER. This was confirmed during the interviews (Standard 6.1).

In respect to the human resources, there seem to be clear processes in place that define / approve the allocation of workloads, which are made available to the staff in accordance with Faculty Council Workload Policy (page 65). In the policy the following 4 principles are defined: (1) work requirements and efficient and effective application of resources; (2) requirement to undertake research is a career expectation and over time will be balanced as appropriate with the other obligations of academic staff including significant administrative responsibilities; (3) allocation of teaching and other responsibilities in the light of the research record of academic staff; and (4) workload to be equitable, reasonable, and safe (Standard 6.2).

What is not clear from the SER is what is considered research by UBT. However, the ET could find online the following regulation: [Regulation Scientific Research and Publication](#) (Standard 6.3). The submitted material (SER page 67 and PUBLICATION LIST.xlsx) and the SER demonstrate 35 peer-reviewed publications that provide evidence for Standard 6.4, 6.5 and 6.6. The output of staff members per year is 0.1 peer-reviewed publications per year. While this is not high, the publications generated by the staff members are of much higher quality (based on the journals) than comparable universities. Further, UTB did not artificially inflate this number by double counting material or conferences (Standard 6.7).

Based on the SER and the conducted interviews, staff members are encouraged to include information about their research activities into the courses they teach when appropriate, together with other significant research developments in the field (Standard 6.8).

In respect to ownership of intellectual property (Standard 6.9), while research activities follow all statutory, ethical, and contractual obligations any intellectual property

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arising out of the research from staff members is required to comply with UBT and Faculty Code of Ethics. However, what comply with UBT means is not defined in the SER nor is there a mention of what rules apply to students who have been involved in the creation of intellectual property. This should be defined somewhere even if it seems that students are not actively participating in ongoing research and rather be exposed to research through mini-research projects, promotion of the students' engagement as consultants for industry, engagement of some students as research assistants in research projects, organisation of annual student conference - where undergraduates and graduates can present their research projects and problem-based (Standard 6.10; page 70).

Compliance level: Partially compliant (7 out of 10; 60%; Failed: 6.1, 6.7, 6.9)

ET recommendations:

1. Define clear regulations, of ownership of intellectual property and clear procedures set out for commercialization of ideas that originated from ideas coming from students with staff members - e.g. Master thesis.
2. Define clear policies that define what is recognized as research.
3. Develop a clearly defined research plan that defines clear outcomes and landmarks. Landmarks could be deadlines for data captures, a submission for a grant or other steps during a research project / pipeline.
4. Continue the way in which to publish research studies and disregard the Standard 6.7 in favour of high impact research as you have done so far!



2.7. Infrastructure and resources

In respect to long-term implementation of the study program, human resources and equipment are adequate for the program, while no information could be found in the SER about which premises that are used are owned and which premises are rented. Additionally the ET did not receive any information about the duration of any rented facilities. During the conducted interview the ET was told that only the sport facilities (which ones was not specified) are rented, in a long term contract (no duration supplied), while other facilities are owned (Standard 7.1, 7.3). While information about space, facilities and gyms/labs has been provided, no information was given about the size and number of seats. This is similar to the description of the total number of seats in the libraries. Here the ET could only find percentages, which do not allow the evaluation of the maximal number of students that could be enrolled in the program (Standard 7.4; 7.5).

In respect to the financial sustainability of the study program, the SER reports (page 70) reports a +10TE, -20TE, +16.7TE earning for 2022, 2023, and 2024. No needed student numbers have been provided while no strategy has been presented in what processes will be in place if the income from student fees is lower than expected (Standard 7.2). In respect to Standard 7.6 (The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs), the SER reports the following: “Students with physical disabilities and ongoing illnesses or short-term illness or injury are required to register accordingly, on admission to the College to ensure they receive the appropriate assistance during their studies. In so far as is possible, College staff endeavour to assist students with disabilities in meeting their full academic potential. UBT infrastructure has been certified as meeting the minimum standards for special needs students.”

Compliance level: Partially compliant (3 out of 6: 50%; Failed: 7.2, 7.4, 7.5)

ET recommendations:

1. Recommendation for student dormitories if foreign students are planned to be enrolled in the future.
2. Define strategies in place to stay financially stable with low student numbers
3. Provide clear information for the next SER with clear numbers, and rental agreements.



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3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

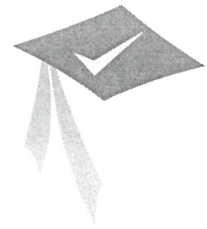
As seen from the previous sections, the compliance situation per general areas is:

General Area	Compliance level
Mission, objectives and administration	Partially compliant
Quality Management	Substantially compliant
Academic staff	Substantially compliant
Educational process content	Substantially compliant
Students	Substantially compliant
Research	Partially compliant
Infrastructure and resources	Partially compliant

In conclusion, the Expert Team considers that the study program *Health and Physical Activity (M.Sc.)* offered by BPRAL UBT College is *substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends to *accredit* the study program for a duration of **3 years** with a number of **30** students to be enrolled in the program. The number of students is based on the evaluations done by the ET and the accreditation report of the corresponding BA program Health and Physical Activity.



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Expert Team

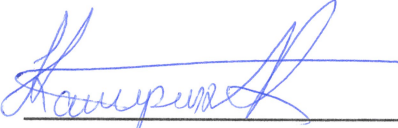
Dr Chris Richter


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13.05.2022
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Katerina Klimoska
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13.05.2022
(Date)