UBT College
Faculty of Modern Music and Digital Production

MODERN MUSIC, DIGITAL PRODUCTION AND MANAGEMENT, BA

REACCREDITATION OF THE STUDY PROGRAME

REPORT OF THE EXPERT TEAM

Zagreb, 20th July 202

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1. INTRODUCTION

1.1. Context

Date of site visit: 9th of June 2022

Expert Team (ET) member(s):

● A red. prof. art. Marina Novak, University of Zagreb Academy of Music, Croatia

Coordinators from Kosovo Accreditation Agency (KAA):

● A Shkelzen Gerxhaliu, SO for Evaluation and Monitoring

● B Flamur Abazaj, SO for Evaluation and Monitoring

Sources of information for the Report:

● A Self-evaluation Report (SER) UBT College

● B additional documents (Statute UBT, Strategic Plan UBT, The National Qualifications Framework, CV, Syllabuses, other legislative documents)

● C supplemental documents requested by expert (9/6/2022) and corrections (19.07.2022)

● D Information obtained during the on-line meetings with management of the institution, teaching and administrative staff, students, external stakeholders and employers of graduates; visiting relevant websites, video presentation of the facilities

Criteria used for institutional and program evaluations
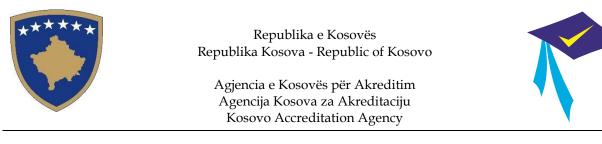
● A KAA **Accreditation Manual**

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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. Ulpiana Aliaj 2. Korab Shaqiri 3. Liburn Jupolli 4. Tomor Kuqi
09.50 – 10.35	Meeting with quality assurance representatives and administrative staff	1. Diana Lekaj 2. Adelina Thaqi 3. Bardha Meta 4. Murat Retkoceri 5. Nexhat Çoçaj 6. Sadije Topojani
10:40 – 11:40	Meeting with the heads of the study programme:	1. Ulpiana Aliaj 2. Liburn Jupolli 3. Tomor Kuqi 4. Leutrina Pireva 5. Besa Llugiqi 6. Blerim Emerllahu 7. Kristina Palokaj
11:40 – 12.25	Lunch break (provided at the evaluation site)	
12:25 – 13:10	Meeting with teaching staff	1. Fatlume Bunjaku 2. Aida Gjikolli 3. Luan Durmishi 4. Alban Zogaj 5. Dukagjin Muhaxheri 6. Yllnor Kurti 7. Xhevdet Gashi 8. Dren Suldashi 9. Artan Hasani
13:15 – 14:00	Meeting with students	1. Elma Eminaj 2. Zgjim Ukimeri 3. Auron Deva 4. Diana Mehmetaj
14:05 – 14:50	Meeting with graduates	N.A.
14:55 – 15:40	Meeting with employers of graduates and external stakeholders	1. Genc Salihu 2. Sunid Spahiu
15:40 – 15:50	Internal meeting of KAA staff and experts	

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15:50 – 16:00	Closing meeting with the management of the faculty and program	

*All meetings were held through Zoom video-communication service.

1.3. A brief overview of the institution under evaluation

BT College was built on the experience of the Institute of Enterprise Engineering and Management (IEME). The College was licensed to operate as a private bearer of higher education by the Ministry of Education, Science and technology no. 808/02-1, date. 18.10.2004. The institution's philosophy has been to offer competitive education programs that would base teaching on labour market demands and international practices. UBT is demand-driven though it has also provided mechatronics and robotics programs that it feels can contribute to Kosovo's long-term economic and social development.

UBT student orientation is balanced between three broad areas: (1) ICT, mathematics and natural science, (2) Engineering, manufacturing and construction and (3) social science.

UBT has 20 academic units – faculties on six campuses in Kosovo.

Faculty of Modern Music, Digital Production and Management (Faculty MMDPM) at UBT College has begun its work in 2019 upon accreditation of the bachelor level study program Modern Music, Digital Production and Management (MMDPM) BA 180 ECTS. In 2021, the study program Master in Modern Music, Digital Production and Management (120 ECTS) was accredited. It is settled on the main campus in Prishtina. The faculty employs 21 full-time teaching staff.

The Bachelor of Modern Music Digital production and Management study program aims to provide students with a comprehensive music education focusing on an understanding of music pedagogy, the artistic creation/composition of musical works, and the individual and spiritual role of music art.

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Name of the institution	UBT College
Faculty / Department	Faculty of Modern Music, Digital Production and Management (MMDPM)
Main and/or Branch Campus:	Main Campus
Name of the study program	BA- Modern Music, Digital Production and Management
NQF Qualification Level	NQF Level Six
Accreditation / Reaccreditation	Reaccreditation
Academic degree and title of diploma in long and short form	Bachelor of Arts (with Major)
Program profile (specialization)	Arts and Humanities
Erasmus Code	03.2 Music and Musicology
Profile of the academic program (specialization/ major)	A. Modern Music- Composition B. Modern Music- Vocal Performance C. Modern Music- Instrument Performance D. Audio Production E. Music Management
The minimum duration of the study	3 years / 6 semesters
ECTS	180
Type of study	Regular/Full-time
Modules/Courses (titles)	Module I- Major Courses (Main courses of the specific fields), Module II- General Professional Courses, Module III- Professional Support Courses,
Number of students	30 students per year
Full time scientific / artistic staff (Number of staff per category)	prof ass. 1 lecturer 21 assistant 1
Tuition Fees	1200€ (data for 2019/20)

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2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.

The mission and the objectives of the Undergraduate program in Modern Music, Digital Production and Management at UBT are to prepare students/graduates to assume responsibility in the practice of the Modern Music Industry and multi-disciplinary areas related to music and entertainment as a whole medium, and to provide them with comprehensive knowledge of the principles related to each field that comprises the complex nature of this industry. More detailed - The mission of the Bachelor of Modern Music Digital production and Management study program is to provide students with a comprehensive music education focusing on an understanding of music pedagogy, the artistic creation/composition of musical works, and the individual and spiritual role of music art.

According to the Statute the mission of UBT College is [1]

a) To create, convey, develop and generate knowledge through teaching, and research, aiming to prepare qualified specialists and future scientists;

b) Provide opportunities to benefit from a lifelong higher education;

c) To assist economic development at the national and regional levels;

d) Contribute to the enhancement of the standards of democracy and civilisation of society and in the preparation of young people for such a society;

e) Realises basic and applied research using organisational, core and subsidiary units;

f) Provides service to third parties in compliance with the mission

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[1] https://www.ubt-uni.net/wp-content/uploads/2021/01/Statuti-i-UBT-English.pdf

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It can be recognised that the MMDPM study program is in line with the mission of the whole UBT because the goals correspond to the first task of the mission, which encourages creating, conveying, developing and generating knowledge through teaching, research, aiming to prepare qualified specialists and future scientists.

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.

According to The National Qualifications Framework descriptors[2] for the level 6 of the NQF "Individuals must have advanced knowledge in and about the field of work or study, including a critical understanding of theories and principles, advanced practical, cognitive and creative skills and be able to demonstrate mastery and innovation to solve complex and unforeseen problems in the specialized field of work or study. At this level, students should carry out tasks or studies that include managing complex technical and professional activities or projects, which may include decision-making responsibility in unforeseen work or study contexts, or manage the professional development of individuals and groups.

… Programmes in formal higher education Level 6 programmes offer in-depth knowledge and skills that are consistent with first cycle study programmes. They can be professional or academic in content and have credit value, and can last three or four years of full-time study.

These qualifications are in accordance with the first cycle of the Bologna process and relevant Dublin descriptors and lead to a Bachelor's degree. Based on the knowledge and skills necessary for professional practice and may be the basis of a license to practice the profession." (pp 45- 46)

The study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration (3 years, 180 ECTS).

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[2] https://akkks.rks-gov.net/uploads/national_qualification_framework_handbook_2020.pdf

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The proposed study program's learning outcomes are set in very detail.

Standard 1.3. The study program has a well-defined overarching didactic and research concept.

Production and Management (MMDPM) is organised into five tracks – majors:

A.   Modern Music- Composition

B.   Modern Music- Vocal Performance

C.   Modern Music- Instrument Performance

D.   Audio Production

E.   Music Management

Courses are organised into three modules: Major Courses (Main courses of the specific fields), General Professional Courses, and Professional Support Courses,

According to SER and syllabuses, active learning is highly promoted. These include case studies, project work, problem-based learning and simulated learning. Site visits and practice placements are important features of the teaching and learning process. In addition, a relatively small teacher-student ratio helps better achieve the learning outcomes.

The study methods and requirements for course completion are specified in the course syllabus and available to the students before the course starts. Each course syllabus describes topics to be covered during the course objectives, subject content for each week, organisation of work, requirements for a seminar and individual work, gives a list of required and recommended reading and sets of attendance and specific assessment rules.

The study program does have a well-defined overarching didactic concept. The concept of artistic/scientific research is not represented to a greater extent.

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.

According to the submitted documents, the studies are conducted under the general principles applicable to the performance of activities in the Department, Regulations and Guidelines of

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the Academic Council and the Statute of UBT. Lectures for the course during the BA studies MMDPM are held by academic staff and associates who have obtained academic degrees in the relevant fields of arts, digitalization, and science according to the Law on Higher Education. Teaching is organized on the premises of the University, Classrooms and Studios of MMDPM at UBT, excursions and other relevant places designated by the academic staff.

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.

Academic staff and students are obliged to comply with the provisions of the Code of Professional Ethics and Conduct at UBT.

Academic community members must execute their obligations towards students, colleagues and employees professionally and follow the principles of objectivity, impartiality and mutual respect.

In cases of violation of the Code of Ethics and Conduct, the Dean may initiate proceedings before the Department Sub-Committee on Ethics.

Staff and students may appeal the decisions of the Department Sub-Committee on Ethics before the UBT Ethics Committee, which is the highest authority for addressing potential breaches of the Code of Ethics.

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.

According to SER, the Quality Assurance Sub-Committee monitors performance and produces quality enhancement measures at the Department level. They implement many review and monitoring activities to ensure transparency in performance assessment and propose changes to the quality assurance policy, structure, curriculum review, teaching, assessment, student support services, infrastructure and equipment and public information. The result is an Annual

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Quality Report with facts and figures using the Performance Assessment Scorecard submitted to the Department Council, Dean and UBT Quality Assurance Committee. The challenges noted in the report are discussed annually to produce an Improvement plan as part of the Annual Plan.

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.	X	

Compliance level: fully compliant

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ET recommendations:

1. *define QA procedures and indicators of QA specifically for art/music-related study programs*

2. *develop a concept of artistic and scientific research in the study program*

2.2. Quality Management

Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

The SER reports that all stakeholders are responsible for the self-evaluation. The structure of the system is clearly described in the UBT Quality Manual.

UBT has established the Office for Quality Assurance and Performance (OQA), which has systematically proven and facilitated the process of involving all relevant groups and instruments in continuous quality improvement.

The Faculty's Quality Assurance Manual, also used in the MMDPM BA program, describes structures, policies, mechanisms, instruments and indicators. The faculty has a designated Quality Assurance Officer and a Quality Assurance Sub-Committee that work with the highest Quality Assurance bodies at UBT. The Subcommittee consists of 5 members: three teaching staff representatives, administrative staff representatives and student representatives. This Quality Assurance body continuously evaluates academic and administrative services in the framework of quality improvement and deals with the necessary preparations for external evaluation, identifies the situation and performance indicators, develops improvement activities, and periodic monitoring and evaluation of the academic programme, student services, resources and stakeholder engagement policies. The duties of other responsible bodies and persons are described in detail.

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Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.

According to the UBT Quality Manual, the evaluation and planning for improvement processes are integrated into standard planning procedures. These processes include assessing academic performance and identifying possible shortcomings within the policies, goals, and objectives set out in the program. The recommendations for the improvement and plan for activities or policies are parts of the report.

SER report that, on the faculty level, they use its quality management mechanisms and teams and at the same time monitor the work of all actors (students, staff, internal, external actors, etc.) and the main processes involved in the implementation of study programs and services for students. These processes include evaluating academic performance and identifying possible shortcomings within the policies, goals, and objectives set out in the study program. As a result of systematic and chain work, the subcommittee periodically prepares reports to evaluate the program's quality, which in some instances include recommendations for improvements, activities or policies that address the challenges and potential identified gaps and deficiencies. The final step consists of an annual report with recommendations for the Improvement Plan of Activities and policies that faculty can undertake to address the identified challenges.

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.

According to the UBT Quality Manual[3], Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution. Instructions on conducting QA processes are explained in detail.

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[3] https://www.ubt-uni.net/wp-content/uploads/2021/01/UBT-Quality-Manual.pdf

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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.

The UBT Quality Manual envisages evaluation at the institution, individual faculty and study program level through various surveys, self-evaluation and peer assessment. Sets of indicators have been developed that should provide a better overview of the situation.

Some of the procedures have special attention in the QA processes:

– student assessment procedures;

– continuous monitoring and evaluation of the study program MMDPM BA performance;

– procedures for selection, appointment, evaluation and staff development,

– procedures for evaluating premises, equipment and student services,

– procedures for evaluating student services

Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

According to the SER, Faculty MMDPM uses numerous continuous mechanisms such as meetings, research, studies, surveys, and questionnaires that ensure the required standards are continuously met. They also engage all stakeholders to monitor teaching, learning, research, staff development and ongoing program performance.

Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.

SER reports that, as part of the quality assurance process, the institution conducts regular surveys with students, staff and stakeholders. Survey data is collected, stored and processed in the institutional database. Advanced statistical analysis is performed to highlight key concerns, trends, correlations, and other descriptive variables. Study/research data is collected, stored and

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processed based on institutional data, published and used for quality assurance and performance improvement where needed.

The student survey intends to inform the institution whether teaching staff are familiar with existing testing and examination methods and receive support in developing their skills. The evaluation process is done online by providing anonymity and absolute privacy to the students, usually at the end of each semester. The head of the programme further analyses the received results, and actions are taken based on the needs arising from the evaluation. After processing the assessments from the quality office/subcommittee and the dean, they are sent individually to each lecturer and programme leader, who then analyses and consults the lecturer for the necessary improvements.

Surveys for graduates and employers have not yet been conducted because the study program is only being run for the third year, so there are no graduates.

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.

The QA system envisages that faculty will take evaluation results, investigation of the student workload, academic success and employment of graduates into account during the further development of the program.

Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g., every three years) for consideration within the institution indicating its strengths and weaknesses.

The QA system envisages that faculty reports on the overall quality of the program periodically for consideration within the institution, indicating its strengths and weaknesses.

At Faculty MMDPM, the teams and competent bodies of the faculty for quality assurance have comprehensively evaluated the MMDPM BA program. This process occurs once in three years

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as a primary basis of quality assurance and as a basic element of the re-accreditation process. The evaluation process reviews the program's learning outcomes, teaching methodology, and the quality of the program and its courses.

Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.

According to the SER, UBT College constantly improves quality assurance structures and procedures. The existing quality management framework is regularly reviewed for appropriateness and effectiveness. Considering internal and external guidelines and recommendations, existing quality tools are systematically improved and optimized.

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	
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	X	

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evaluation results, investigation of the student workload, academic success and employment of graduates.		
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: fully compliant

ET recommendations:

1. *make publicly available relevant QA reports and summaries*

2. *increase student participation in academic life, including active involvement in the design and implementation of QA processes*

3. *include external stakeholders in QA processes at the faculty*

4. *Develop new QA procedures based on the results of self-evaluations and external evaluations of quality assurance systems*

2.3. Academic Staff

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.

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SER provides a relatively precise list of 32 teaching staff members, 26 full-time (FT) and six part-time (PT) academic staff members. Apart from the academic title, the field of their activity and the duration of the contract, no other data are presented.

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. Procedures, selection criteria and evaluation of regular staff and associates are defined and developed following the Law on Higher Education, Labour Law and UBT Statute. According to the SER, all academic staff complies with the legal requirements for teaching positions according to the Administrative Instructions for Accreditation.

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.

The programme teaching staff is mainly full-time. The list has been verified with the e-Accreditation System operated by the Kosovo Accreditation Agency.

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.

In SER, the faculty declares that the regular staff covers more than 90% of the course curriculum in the MMDPM BA study program.

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.

The Faculty MMDPM has met the minimum requirements specified in the Administrative Instruction on Accreditation. SER provides a list of eight full-time teaching staff that complies

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with the requirements. The National Quality Council has approved the staff list, their employment status and qualifications.

However, defining the exact size and number of study groups is necessary due to the nature of the study field in which individual mentoring teaching prevails. The workload of the teaching staff is, in this case, directly dependent on the number of students.

Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.

SER reports the existence of The Staff Development Plan at the faculty. It has several key objectives: to provide a framework for allowing appropriate development opportunities designed to improve the knowledge, skills and behaviours of staff, which will enhance personal growth and effectiveness in individuals, teams and the organisation in the pursuit of excellence in all of its activities and strategies.

The institution recognises that institutional excellence can only be achieved and maintained by appropriately skilled, experienced and motivated staff. Therefore, the faculty is committed to: resource staff development and require Departments to provide developmental plans as part of the financial planning process, establish performance indicators against staff performance to be measured, and identify and deliver selected and targeted development activities, supporting each institutional strategy and the overall Faculty development.

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.

According to the SER, dean ensures that mechanisms for allocating workloads are approved and implemented in faculty and are made available to the staff following Faculty Council Workload Policy. The overall individual workload allocation adheres to the following principles: the mechanism is comprehensive, transparent, takes account of work requirements

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and contributes to the efficient and effective application of resources. The 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. Information about the workload allocation for each staff member is used as a source of information for promotion applications.

The engagement of teaching staff in the academic and broader community is well elaborated, and their contacts with students outside the regular teaching hours.

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.

According to SER, staff evaluation is conducted regularly through self-evaluation, students, peer and superiors' evaluations and occur at least once each year. The Year-End Review is a report that records staff productivity in research, teaching, service and administration. Dean is responsible for performing the initial staff performance evaluation. QA Sub-Committee reports annually about teaching performance. The UBT Research Department provides information on staff research productivity.

In additional documents, Faculty provide evidence of dean reports for the past three years. Still, there is no proof that the results of the evaluation are in some form publicly available.

Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.

The quality assurance procedures in the staff selection process, appraisal and staff development are outlined in the UBT Quality Manual. According to the SER, Human Resource Manager is responsible for developing, managing, evaluating and implementing appropriate selection, appointment and recruitment procedures. Institute for Development of Education and Academic Affairs (IDEAA) offer pedagogical skills training for the teaching staff, which is

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focused on the following topics: student-centred learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem-based and project-based learning, E-learning, assessment and integrating key skills into the curriculum.

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.

According to the Labour Law of the Republic of Kosovo, an academic staff member retires at age 65, but with the possibility of part-time engaging in the teaching process even after retirement. According to the SER, all staff meet the Administrative Instruction's legal requirements.

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	X	

employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.		
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	
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. *encourage FT teachers to enrol in doctoral studies and receive doctorates in the specialized scientific/ artistic field,*

2. *increase the number of teachers in higher academic titles (assistant professors, associate professors, full professors),*

3. *define in more detail within the QA system indicators related to the development of teaching and related skills, their transfer within the faculty and other collaborating institutions,*

4. *encourage continuous improvement of teaching and other academic skills,*

5. *encourage the development of new and improvement of existing teaching materials,*

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6. *publicly release a summary of the aggregate teacher evaluation results in an appropriate manner.*

2.4. Educational Process Content

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.

The BA in Modern Music, Digital Production and Management is a three years / six semesters study program with 180 ETCS credits. It consists of 5 personalized study modules, study concentrations: Composition, Vocal Performance, Instrument, Audio Production and Management. Although students select a personalized module in their field of study, they are encouraged to choose and study interdisciplinary areas, which increase their exposure to as many different topics and concepts as possible. All this enables practical benefit and advancement in the requirements of the market. The acquisition of disciplinary, methodological and generic skills and competencies is assured through properly defined learning outcomes.

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.

As mentioned in standard 1.2., the study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration and general learning outcomes. Individual program

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components are combined to best meet the specified training objectives and provide acceptable forms of teaching and learning.

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.

Disciplines within the study program are provided in a logical flow. General and specific competencies are clearly presented. It is preferable to interconnect the learning outcomes of each subject with appropriate, general learning outcomes at the study programme level. The study program is comparable with the similar in the EHEA.

Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.

Syllabuses are mainly presented correctly, with detailed descriptions of their aims and objectives and expected results purpose. The teaching and assessment methods are defined, however, uniformly without describing the specifics of individual methods of teaching and testing and more specific content of testing.

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

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language when students begin their studies. This may be done through language training prior to the commencement of the program.

The program is offered in Albanian, but the study material in some subjects is in other languages. The study program provides the English language as an elective course.

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.

Through discussion with the students and teaching staff on the existing study program, it was noted that communication between them is clear and that the goals and learning outcomes at the individual level of communication are well explained. At the beginning of the academic year, Dean delivers an introductory session. Students receive general and programme-specific information at this session, including the expected programme learning outcome, educational content, timetable, assessment schedule, an overview of the subjects being delivered that semester, and teaching and learning strategies. In addition, The Student Handbook[4] with essential information is provided to the student through the Student Portal and Faculty homepage.

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.

Teaching strategies correspond to the specifics of this study program and individual subjects. Core subjects are mostly practice-oriented and typically organized as studio-based courses that assume active participation in hands-on assignments and teamwork, involving creative and research tasks. Individual work generally is research, analysis, testing or finishing a task or project started during the course.

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[4] https://www.ubt-uni.net/wp-content/uploads/2021/01/Handbook-for-student-Eng.pdf

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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.

Students' knowledge is continually assessed during the coursework and at the end of each course. Assessment methods are mainly appropriate. As mentioned, teachers communicated all information clearly at the beginning of the course. Subjects that are graded numerically (5-10) are based on: regular attendance of classes, results achieved at colloquiums, practical examination, and final testing of theoretical knowledge.

Regulations for basic studies in UBT[5] regulate procedures regarding assessment, exams and appealing to the grades.

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.

SER reports that the Exam Registry and applications are administered using the Student Management Information System (SMIS). The documents related to the student exam application and the exam results are kept indefinitely, while the colloquium documents are kept for three years. In that case, SMIS allows tracking and comparing results across different subjects, studies, and generations of students.

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.

The Faculty MMDPM has established a set of criteria to help identify students at risk of non-completion. This information is combined with assessing students' learning methods and

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[5] https://www.ubt-uni.net/wp-content/uploads/2022/04/Regulation-_first-study-cycle.pdf

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abilities to provide appropriate pedagogical support. They also established a mentoring program in which each student has a mentor who can provide effective guidance and support to the student group. The mentoring program offers ongoing support to students during their studies. Other support provided includes volunteer workshops in problem areas and exam preparation activities.

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.

During meetings with teaching staff and students, they noted that students have the opportunity to get practical knowledge in a professional environment (festivals, concerts, recording studios, etc.). Music Management has a course *Practice in cultural institution* which specifically includes practical experience outside faculty. However, not all practice stages have particularly allocated ETCS credits, and the students' work at the practical training organisations is not officially monitored through activity reports.

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.

SER reports that the institution has several agreements with public and private education and cultural institutions - to offer further opportunities for graduates, exchange of practices and research. They mention such cooperation for now with two institutions abroad. They plan to expand their collaboration with respectable institutions such as Aalborg University, Denmark,

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Stanford University, San Francisco, Czech Academy of Music, Vienna Academy of Music, Vienna Conservatory, EFTA, Skopje, Macedonia, Westminster College, IRCAM, Paris, etc.

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, especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc.	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.	NA	NA
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	

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Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated 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	X	

Compliance level: fully compliant

ET recommendations:

1. *link learning outcomes in individual courses with general outcomes at the study level; the learning outcomes need to become more complex over the years of study*

2. *shape LO in such a way that their achievement can be measured and evaluated*

3. *update the literature with recent editions*

4. *describe in more detail the content and requirements of the exam in certain course syllabuses*

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5. *describe more precise elements of student practice outside the faculty in individual courses, assign ECTS workload and evaluation method*

6. *develop procedures related to the monitoring of student practice (protocols, selection of mentors, reports, methods of monitoring and evaluation)*

7. *formalize cooperation with local educational and cultural institutions and related industries through signed agreements.*

8. *consider signing agreements with companies and corporations not only for internships but also for research projects*

2.5. Students

Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.

The admission procedures are clear and formally adopted. The Faculty Council Regulation regulates them. All applicants within the enrolment quotas for full-time students who have completed lower and upper secondary school have the right to enrol in the programme. The Regulation on Undergraduate Studies determines which secondary school is appropriate for enrolment in the study. The study program's admission is based on a public call and the conducted entrance examination. Based on the entrance examination results, the Commission for the Entrance Examination creates a ranking list determining which candidates have become entitled to enrol based on the results achieved in the entrance examination and psychophysical abilities for the particular major in the study program.

This procedure is public, students are aware of it, and they concluded that admission requirements are consistently and fairly applied to all students.

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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.

According to the SER, a candidate seeking admission in the program should: (a) have passed the high school national examination, with arts, design, social science and other general programs being key requirements. Successful applicants should have achieved 40% or higher national Matura examination in these subjects.

Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.

According to SER, the number of students per lecture and seminar is between 20-30 students, big groups of 10-20 students, small groups of 3-5 students, and for this kind of study program, individual lectures are provided. The planned size of study groups is optimal to ensure an effective and interactive teaching and learning process for this kind of study.

Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

According to SER, academic staff is available for consultations or assistance if needed at least 2 hours per week, but students can contact them at any time for questions or consultations.

Students agree that the evaluation process is discussed at the beginning of the year in each course, and they can contribute if they want to change something. They also agreed they have no objections about exams or any assessments.

Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.

The faculty stated that students' knowledge is continually assessed during the coursework and at the end of each course, as stipulated by the Student Rulebook. During an exam, the overall

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knowledge acquired in the teaching process and represented by a single course of more related courses is tested. Exams are obligatory for all the mandatory and elective courses. By definition, exams are public except for the practical parts. Only persons who can prove their legal interest are eligible to have an insight into the exam records. The exam content is determined by the course syllabus, whereas the mode of examination, assessment and duration of certain parts of the exam is regulated by Faculty Council. The Faculty Regulation on Undergraduate and Graduate studies regulate the organisation of the exam terms, their number and schedule, and students' rights and responsibilities concerning the registration and taking the exams.

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.

SER reports about Disability Support at UBT aim to support students with disabilities and help them achieve educational goals. Students with physical disabilities, learning disabilities, persistent illness or short-term illness or injury must enrol accordingly on admission to the College to ensure that they receive appropriate assistance during their studies. The College staff strives to assist students with disabilities in fulfilling their full academic potential.

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.

Records of student completion rates at UBT are kept for all courses and the program as a whole. As mentioned in standard 4.9., SIMS provides valuable data in the QA procedure of monitoring the ongoing study programs.

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Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.

SER reports that special attention is given to this area. The Faculty operates the plagiarism detection software (Turnitin) to detect potential violations. Ethical aspects are considered in the Code of Ethics and Student Conduct.

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.

As mentioned in Standard 4.6, Dean delivers an introductory session at the beginning of the academic year. Students receive general and programme-specific information at this session, including the expected programme learning outcome, educational content, timetable, assessment schedule, an overview of the subjects being delivered that semester, and teaching and learning strategies.

The Student Handbook[6] with essential information is provided to the student through the Student Portal and Faculty homepage. Students receive information, including the program, assessment specifications, faculty facilities, assessment regulations, student support available, code of conduct, student complaint and disciplinary proceedings, deferral information, and other important information.

Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.

SER reports clear regulations of the formal side of transfer between higher education institutions, faculties and study programs. Students must submit the transfer request in communication with the transfer offices designated by the Ministry of Education, Science and Technology.

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[6] https://www.ubt-uni.net/wp-content/uploads/2021/01/Handbook-for-student-Eng.pdf

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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.

As mentioned in standard 4.10, Faculty MMDPM established a mentoring program in which each student has a mentor who can provide effective guidance and support to the student group. The mentoring program offers ongoing support to students during their studies. Tutors are obliged to have weekly meetings with their students.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	X	
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	

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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: fully compliant

ET recommendations:

1. *improve the promotion of the Erasmus+ and similar programs for students and encourage more students to attend those programs,*

2. *improve outgoing and incoming mobility for the program,*

3. *try to adapt the course literature to the present and use more recent and more up-to-date books and articles,*

4. *develop adequate regulation with regards to the flexible treatment of students in special situations*

2.6. Research

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.

SER reports that upon establishing the MMDPM study program, UBT intends to support basic and applied research of the highest quality separately and in conjunction with all the Cultural Institutions, especially concerned with the Departments of Music, Production and Music

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Legislation. Within two years of the implementation of the program in Modern Music, Digital Production and Management, UBT is planning to establish and put in function two research institutes: Institute for Musicology, which will conduct regular research will be in charge of documenting a wide array of activities and projects that are related to the Music Industry in Kosovo, and Institute of Music Innovation – this institute will deal will the newest and most advance structures related to Music and Sound as an art and science.

Both institutes' programs are set very ambitiously. Centre for Modern Music, Digital Production and Management already exists, and it is a platform where research on Modern Music, Digital Production and Management topics can be conducted. The Centre enables MMDPM majors to participate and assist their professors in research. It also allows students to gain hands-on experience as future Modern Music practitioners, expertise, and a general idea of how the industry works before entering the entertainment industry market. The guidelines for development are laid out in the strategic document of UBT College.

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.

According to the SER, the Dean ensures that workload distribution mechanisms are approved and implemented in the faculty and made available to staff following the Faculty Council Policy. The division of labour should be done in consultation with staff members, considering their skills and experience. It must recognize the position of the employee within the research - the learning connection it has with the research. The workload distribution should consider employees' administration, research, and service for their professional discipline and service to the broader community.

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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.

Faculty MMDPM defines research as participation or presentation in the following: articles published in indexed journals, conference papers, proceedings, books, concerts, presentation of innovative work, instrument innovation, written compositions (all types of compositional forms), albums, sound design (including all types of media).

Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.

In SER and the CV of teachers, evidence of their artistic and professional activity in the field they teach is provided.

Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.

In SER, Faculty MMDPM states that academic staff focuses on their practices in different mediums accomplished in creative industries and the music business. UBT generally offers opportunities for the development of research projects. They routinely make available research and professional development allowances to staff and direct support for the plan of designated research chairs. The faculty also considers one-time support on an ad hoc basis for special purposes such as international conferences and seed or matching funds for competitive external grants.

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Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.

There is no specific evidence of achieving this standard. Instead, SER presents plans and expectations from cooperation with external stakeholders. The stakeholders include national and international research centres, government and funding agencies, and industry partnerships.

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.

In SER, information about academic staff scientific and/or artistic activities are missing. Therefore, it is impossible to determine whether this standard is reached.

Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.

This standard is not mentioned in SER.

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.

Academic staff are encouraged to include in their teaching relevant information about research and artistic and scientific activities relevant to the course they teach. There is evidence that many of the research processes are embedded in the curriculum. Professors may show this link through their teaching methodologies and their involvement in research activities. Promoting active learning in students, with an emphasis on identifying interesting, cutting-edge problems, problem-solving techniques and team-working, can act as a preliminary to the research process.

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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.

Academic staff must conduct research following all legal, ethical and contractual obligations. The research must be publicly available. Exceptions can only be made in case of contractual obligation, confidentiality or privacy, which may arise in connection with scientific research or the need to ensure the protection of any intellectual property arising from research and then only with the dean's approval. Staff are required to comply with UBT and the Faculty Code of Ethics.

Standard 6.11. Students are engaged in research projects and other activities.

SER reports that there is an intention to actively involve students in research projects and other activities.

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity	X	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	

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Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.		X
Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.11. Students are engaged in research projects and other activities.		X

Compliance level: partially compliant

ET recommendations:

1. *establish and put in function two research institutes mentioned in standard 6.1.*

2. *draw up an appropriate research development plan for Faculty MMDPM*

3. *develop specific criteria according to which faculty would evaluate the scientific/artistic research of FT staff*

4. *establish a system for recording and evaluating the scientific and artistic activities of FT academic staff*

5. *introduce formal measures to encourage research in and about the arts among the FT staff at the faculty*

6. *encourage teachers to publish their scientific/artistic works in relevant publications*

7. *promote student involvement in the formal research projects*

8. *organize professional development training related to research in the field of music*

2.7. Infrastructure and Resources

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.

Faculty MMDPM provides evidence of current premises, human resources and equipment.

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.

The submitted financial plan for the past three and the next five years assumes constant income from several sources: student fees, research projects, services, donations and funding from the central budget of UBT. Expenditures are stable.

Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:

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.

Faculty MMDPM is settled in the UBT main campus in a new annexe with classrooms, studios and workshops. According to the data in SER, the premises are equipped with appropriate equipment for teaching (musical instruments, software, audio production studio equipment etc.). Partially, by mistake, there is data about premises for another faculty.

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UBT has a student library infrastructure, housing over 250,000 books, resources, and services to support their learning and research. There are a reading room and group and individual study rooms. Facilities include an open-access computing area and multi-function printing/scanning/photocopying devices. SER states that the number of music-related books is minimal.

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.

Faculty MMDPM provided information on the size in m2, the capacity of classrooms and other spaces intended for teaching and practice, and the installed equipment. According to the given data, the premises and equipment are suitable for teaching in the proposed study program.

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 recognised publishers, from the last 10 years;

d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;

e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.

As mentioned previously, the UBT library has an appropriate number of seats in reading and group work rooms. UBT Library has rich traditional and online literature in Albanian and English. UBT owns the most extensive library in the region. The library is stocked with about 80,000 titles, an important resource for academic staff, scientific research and students. UBT also has an electronic library, where students and academic staff have access to online libraries such as EBSCO host, J-Store, Sage journals etc., allowing students to access newer scientific articles that they can use for their research studies.

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

UBT disability support aims to provide support for students with disabilities and assist in achieving educational goals. Students with physical disabilities and ongoing illnesses or short-term illnesses or injuries must 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.

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 adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process;	X	

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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.		
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	
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 recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	X	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Compliance level: fully compliant

ET recommendations:

1. *procure continuously necessary and maintenance of existing musical instruments, IT and other equipment and software, sheet music and literature,*

2. *acoustically isolate and adjust the acoustics of classrooms for the needs of music lessons and performing (acoustic panels - absorbers and reflectors)*

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3. *increase the acquisition of new scientific/ artistic books and publications specifically for the program and include more up-to-date books and publications in the curriculum,*

4. *encourage translation of the essential literature to the Albanian language,*

5. *subscribe to specialized databases and online services,*

6. *consider investing and adapting the rest of the infrastructure and facilities to the needs of persons with disabilities,*

7. *educate of teaching staff and professional person help to adapt teaching materials to students with special needs,*

8. *sign contracts/agreements which would enable student practice in the field*

3. FINAL RECOMMENDATION OF THE ET

The QA system at the UBT College level has well-developed policies, legal frameworks and procedures.

The BA study program in Modern Music, Digital Production and Management, with its majors in Modern Music: Composition, Vocal and Instrument Performance, Audio Production and Music Management, connects the theoretical and practical field of modern music uniquely. It is necessary to constantly analyse the labour market's needs and predict trends in the near future, considering the regulation of the number of students in each major. Although highlighted as an essential component of the study, professional practice with future potential employers must be better regulated and valued.

The current academic staff is competent and covers all areas of the study program. Encouraging scientific/artistic excellence should be stimulated by the possibility of advancement in academic titles.

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

Therefore, recommendations follow that could contribute to that:

1. *define QA procedures and indicators of QA specifically for art/music-related study programs*

2. *develop a concept of artistic and scientific research in the study program*

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3. *make publicly available relevant QA reports and summaries*

4. *increase student participation in academic life, including active involvement in the design and implementation of QA processes*

5. *include external stakeholders in QA processes at faculty*

6. *develop new QA procedures based on the results of self-evaluations and external evaluations of quality assurance systems*

7. *encourage FT teachers to enrol in doctoral studies and receive doctorates in the specialized scientific/ artistic field*

8. *increase the number of teachers in higher academic titles (assistant professors, associate professors, full professors)*

9. *define in more detail within the QA system indicators related to the development of teaching and related skills, their transfer within the faculty and other collaborating institutions,*

10. *encourage continuous improvement of teaching and other academic skills*

11. *encourage the development of new and improvement of existing teaching materials*

12. *publicly release a summary of the aggregate teacher evaluation results in an appropriate manner*

13. *link learning outcomes in individual courses with general outcomes at the study level; the learning outcomes need to become more complex over the years of study*

14. *shape LO in such a way that their achievement can be measured and evaluated*

15. *update the literature with recent editions*

16. *describe in more detail the content and requirements of the exam in certain course syllabuses*

17. *describe more precise elements of student practice outside the faculty in individual courses, assign ECTS workload and evaluation method*

18. *develop procedures related to the monitoring of student practice (protocols, selection of mentors, reports, methods of monitoring and evaluation)*

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19. *formalize cooperation with local educational and cultural institutions and related industries through signed agreements*

20. *consider signing agreements with companies and corporations not only for internships but also for research projects*

21. *improve the promotion of the Erasmus+ and similar programs for students and encourage more students to attend those programs*

22. *improve outgoing and incoming mobility for the program*

23. *try to adapt the course literature to the present and use more recent and more up-to-date books and articles*

24. *develop adequate regulation with regards to the flexible treatment of students in special situations*

25. *establish and put in function two research institutes mentioned in standard 6.1.*

26. *draw up an appropriate research development plan for Faculty MMDPM*

27. *develop specific criteria according to which faculty would evaluate the scientific/artistic research of FT staff*

28. *establish a system for recording and evaluating the scientific and artistic activities of FT academic staff*

29. *introduce formal measures to encourage research in and about the arts among the FT staff at the faculty*

30. *encourage teachers to publish their scientific/artistic works in relevant publications*

31. *promote student involvement in the formal research projects*

32. *organize professional development training related to research in the field of music*

33. *procure continuously necessary and maintenance of existing musical instruments, IT and other equipment and software, sheet music and literature,*

34. *acoustically isolate and adjust the acoustics of classrooms for the needs of music lessons and performing (acoustic panels - absorbers and reflectors)*

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35. *increase the acquisition of new scientific/ artistic books and publications specifically for the program and include more up-to-date books and publications in the curriculum,*

36. *encourage translation of the essential literature to the Albanian language,*

37. *subscribe to specialized databases and online services,*

38. *consider investing and adapting the rest of the infrastructure and facilities to the needs of persons with disabilities,*

39. *educate of teaching staff and professional person help to adapt teaching materials to students with special needs,*

40. *sign contracts/agreements which would enable student practice in the field*

In conclusion, the Expert Team considers that study program Modern Music, Digital Production and Management BA, offered by UBT College Faculty of Modern Music, Digital Production and Management is Fully compliant with the standards included in the KAA Accreditation manual and, therefore, recommends to accredit/not to accredit the study program for a duration of 5 years with a number of 30 students per year to be enrolled in the program.

Compliance level: Fully compliant
Student quota: 30 students per year
Duration of reaccreditation: five (5) years

Expert Team

Chair

(Signature)   (Marina Novak)   (20.07.2022)

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