UBT College

Bachelor Study programme in Applied Chemistry

Accreditation

REPORT OF THE EXPERT TEAM

March 19, Prishtina

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INTRODUCTION

Date of site visit: March 19, 2025

Expert Team:

- Professor ***Mladen Krajacic***, PhD
- Professor ***Brigitte Vannier***, PhD
- ***Elisa Knief***, Student-expert

Coordinator form Kosovo Accreditation Agency

- ***Shpresa Shala,*** Head of Monitoring
- ***Olsa Ibrahimi,*** KAA Officer

Sources of information for the Report:

- Self-evaluation report by the Faculty of Mathematics and Natural Sciences A
- Syllabi Documents
- Teaching Staff CV Documents
- On-site visit and meeting with representatives of the institution and the study programme, students, graduates and employers

Criteria used for institutional and program evaluations

- Standards and performance indicators for external evaluation according to the KAA Accreditation Manual
- Compliance with the overall mission statement of the Faculty, and the University
- Consistency with the National Qualifications Framework
- Consistency with the Framework for Qualifications of the European Higher Education Area

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Site visit schedule

Programme Accreditation Procedure at UBT College	
Program:	Medical Biochemistry, BSc 180 **(Re-accreditation)** Applied Chemistry, BSc 180 **(Accreditation)**
Site visit on:	**19.03.2025**
Expert Team:	Prof. Mladen Krajacic; Prof. Brigitte Vannier; Ms Elissa Knief, student expert;
Coordinators of the KAA:	Shpresa Shala, Head of Monitoring Olsa Ibrahimi, KAA Officer

Site Visit Programme

Time	Meeting	Participants
09:00 - 09:50	Meeting with the management of the faculty where the programme is integrated	Edmond Hajrizi **- Rektor** Visar Hoxha **- Prorektor** Fisnik Laha **- Dekan** Albina Fejza – **Pro dekane**
09:50 - 10:35	Meeting with quality assurance representatives and administrative staff	Dugagjin Sokoli **– Quality assurance** Artan Tahiri **– Head of Administration** Demokrat Nuha **– Academic Staff** Murat Retkoceri **– Head of infrastructure and student service** Lorikë Salihu **– Quality officer** Erion Mecini **– Coordinator of schedule** Erleta Avdylaj **– Student represantive**
11:25 - 12:00	Meeting with the head of the study programme: Applied Chemistry, BSc 180 **(Accreditation)**	Fidan Feka **– Applied Chemistry** Belma Nallbani **– Applied Chemistry** Arianit Gashi **– Applied Chemistry**
12:00 - 12:45	Lunch break	
12:50 - 13:40	Visiting Facility	Lirigzona Morina – **Director of the campus** Vesë Pakashtica **– Academic staff** Armend Cana **- Academic Staff** Nerxhivane Gërguri **- Academic staff** Arianeta Nura **– Academic Staff** Rina Krasniqi **- Academic Staff**
13:45- 14:25	Meeting with teaching staff	Valon Durguti **– Academic staff** Kujtim Thaqi **– Academic staff** Diellor Rizaj **– Academic staff** Veton Haziri **– Academic staff**

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		Luiza Zeqiri **– Academic staff** Hyzer Rizani **– Academic staff** Osman Fetoshi **– Academic staff** Suzana **Aliu – Academic staff** Eda Mehmeti **– Academic staff** Sami Makolli **– Academic staff** Getiana Balaj **– Academic staff** Pajtim Bytyqi **– Academic staff**
14:25 - 15:05	Meeting with students	Anila Ademi Albin Ademaj Suna Rudi Gresa Zejnullahu Veronë Krasniqi Fiona Dalipi Elbiona Nicaj Fortesa Suma
15:10 - 16:00	Meeting with employers of graduates and external stakeholders	Agim Krasniqi **– QMF Lipjan** Brikenda Mulla **– Qendra Rajonale e Shendetësisë Publike Pejë** Afrim Kotorri **– Liori Laboratory** Shkumbin Shala **– Instituti Hidrometorologjik i Kosovë** Luan Sylejmani **– Laboratori Jeta** Burhan Rashiti **– Buli Medical** Jona Gashi **– Era Med**
16:00- 16:05	Internal meeting of KAA staff and experts	
16:05– 16:10	Closing meeting with the management of the faculty and program	Edmond Hajrizi **- Rector** Visar Hoxha **– Vice-Rector** Fisnik Laha **- Dean** Albina Fejza – **Vice-Dean**

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A brief overview of the programme under evaluation

UBT College originated from the Institute of Enterprise Engineering and Management, founded in 2001. It was officially established as a higher education institution in 2004, aiming to offer competitive study programs in social sciences, with a focus on management, business, economics, and law. In parallel, the institution expanded into technology-oriented disciplines, starting with computer sciences and engineering and later incorporating mechatronics, robotics, architecture, and civil engineering.

Over the years, UBT has made additional efforts to introduce biotechnology and biomedical sciences, leading to the accreditation of new study programs, including Food Science and Technology, Agriculture and Environmental Engineering, Nursing, Integrated Studies in Pharmacy, Stomatology, Anesthesiology, and Radiology.

UBT College holds a license from the Ministry of Education, Science, and Technology (MEST) No. 808/02-1, dated 18.10.2004. The institution was first accredited by the Kosovo Accreditation Agency in 2009 under its current name. The acronym UBT stands for the *University of Business and Technology*. Since its initial accreditation, the institution has undergone multiple external accreditation procedures at both the institutional and program levels.

The college is based on a modern campus on the outskirts of Prishtina. A network of specialist ambulatory clinics provides strong clinical support for medicine-related study programs. Additionally, UBT is associated with and supported by several specialized professional centers, such as the Centre for Technology Transfer, IPR and Innovation; the Centre for Knowledge Management and Library; and the Centre for Professional Development and Lifelong Learning. Beyond its main campus in Prishtina, UBT operates regional centers in Ferizaj, Prizren, and Pejë.

In the past three years, the *Faculty of Medical Biochemistry and Biotechnology* has received accreditation for its *Bachelor's program in Medical Biochemistry* and *Master's program in Biochemistry*. However, there are inconsistencies in UBT College's organizational structure. The Faculty of Medical Biochemistry and Biotechnology is not listed on the UBT College website, and the *Faculty of Food Science and Technology* is presented as being responsible for the programme in *Food Science and Biotechnology*. Previous accreditation reports have also noted that the internal structure of UBT College remains unclear, raising concerns about transparency in faculty organization.

UBT College and the *Faculty of Medical Biochemistry and Biotechnology* is recently establishing the *Bachelor's Study Programme in Applied Chemistry* which is a subject if this accreditation.

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PROGRAMME EVALUATION

The programme evaluation consists of 7 standard areas through which the programme is evaluated.

1. MISSION, OBJECTIVES AND ADMINISTRATION

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area. The expert team must ensure that each indicator is elaborated within the report in two to three sentences).

Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)

In spite of the bachelor's study programme in engineering chemistry, as well as the three study programmes in biochemistry are already available in Kosovo, UBT College decided to offer a new related Bachelor Study Programme in Applied chemistry.

In the Self Evaluation Report, the institution considered a strong need on industry-ready professionals in the country. The program's curriculum includes advanced chemical techniques such as materials chemistry, green chemistry, and process engineering, reflecting the faculty's commitment to providing students with the most up-to-date scientific knowledge and practical skills. This aligns with the faculty's broader goal of contributing to sustainable development within the chemical industry. The programme attends to contribute to the global chemical industry, while the program also nurtures leadership skills essential for driving innovation in both local and international contexts. The program's mission is to contribute to the strategic growth of Kosovo's chemical sector mirrors the faculty's objective of fostering national development. By training chemists who are well-versed in both the theoretical and practical aspects of applied chemistry, the program actively contributes to the advancement of the industrial and environmental sectors in Kosovo.

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UBT claims to implement an integrated strategy to establish itself as an internationally recognised and competitive, research-intensive university, committed to the transfer of knowledge and the provision of a word-class education and service. However, the institution must be careful not to spoil that mission and vision by following demand-driven orientation. High-quality approach might be endangered by high-pressure intentions of offering competitive programmes and attracting as many students as possible.

The programme is offered by the Faculty of Medical Biochemistry and Biotechnology, the same constitutive unit which already provide both bachelor's and master's programmes in medical biochemistry and biochemistry, respectively. The institutional facilities and equipment are remarkably growing, but a capability of catering the growing students number seems to be a permanent issue of this institution.

There are inconsistencies in UBT College's organizational structure. The Faculty of Medical Biochemistry and Biotechnology is not listed on the UBT College website, as well as the above-mentioned programmes. On the other hand, the Faculty of Food Science and Biotechnology is presented as being responsible for the Food Science and Biotechnology programme. Previous accreditation reports have also noted that the internal structure of UBT College remains unclear, raising concerns about transparency in faculty organization.

Standard 1.2 The study program Is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)

The *Bachelor Study Programme in Applied Chemistry* defines general learning outcomes that are consistent with both national and European qualification frameworks. With strong focus on appliance in biomedicine and medicinal chemistry, the proposed programme answers the demand for professionals who are going to face the challenges of contemporary social circumstances. It follows institutional policies and regulations.

Procedural and academic issues seem well developed at the level of the College, complying with general ethical principles in research, teaching and other academic and administrative activities. They are translated to the particular study programme and made publicly available to both staff and students.

Standard 1.3 Relevant information is collected, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)

The higher education institution has a system that collects relevant, updated, and reliable information.

Personal data are processed lawfully, transparently, and only for specific, legitimate purposes. UBT ensures compliance by implementing a robust data protection framework that protects student privacy during the delivery of its study programs. The institution limits data

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collection to necessary information, ensures data accuracy, and stores personal data only as long as required.

The programme in Applied Chemistry adopts a collaborative approach to feedback and analysis, resulting in actionable changes designed to enhance the overall educational experience. Both students and faculty are integral to the planning, execution, and follow-up of these initiatives. This participatory approach helps the institution align its academic offerings with student needs, faculty expertise, and broader strategic goals, ensuring a responsive and adaptable program.

Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)

College UBT has the Administrative and Budgetary Support Policy that ensures that the Applied Chemistry programme has sufficient resources for its operations and growth. It establishes procedures for maintaining adequate staffing and conducting annual staff evaluations, while providing ongoing training and development opportunities.

UBT College supports the study programme by a robust administrative structure that includes a Dean, a Vice Dean, and a Quality Officer. This team ensures that the teaching and learning needs of both students and academic staff are fully met.

The administrative staff engaged in the delivery of the study program is subject to a professional development plan including annual training sessions. The staff is supported in attending workshops and conferences related to HE administration and involved in professional development and English language trainings.

Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)

Although this is the first accreditation of the *Study Programme in Applied Chemistry*, it is necessary to emphasise the same issue that has been identified in the previous accreditation processes for study programmes provided by the same constitutive unit. The institution has been repeatedly recommended to clearly present its organisational structure. However, as stated above, the internal structure of UBT College remains unclear, raising concerns about faculties as constitutive units that deliver study programmes. If the Study Programme in Applied Chemistry is implemented by the *Faculty of Medical Biochemistry and Biotechnology*, this constitutive unit has to be recognisable at the university website.

Furthermore, the ability of the institution to ensure proper laboratory environment and enable course-specific students' hands-on activities remains uncertain regarding the wishful number of students in the programme(s).

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ET recommendations:

1. The institution is recommended to take care about consistency in proclaiming mission and goals. Statements regarding professional, educational and research excellence have not been followed by too ambitious intentions to attract too large and not realistic number of students.
2. The *Faculty of Medical Biochemistry and Biotechnology* has to be clearly presented on the institutional website.
3. The previous accreditation reports raised complaints on untransparent organisational structure. To ensure to be re-accredited in the next accreditation process, the institution has to resolve this serious issue.
4. The institution is expected to implement the recommendations from previous accreditation reports.

2. QUALITY MANAGEMENT

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Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)

The Faculty of Medical Biochemistry and Biotechnology at UBT College has implemented a robust internal quality assurance (IQA) system compliant with national regulations, European Standards and Guidelines (ESG), and international benchmarks. This dual-level system—spanning institutional and faculty operations—ensures rigorous monitoring of academic and administrative processes. Governed by a Quality Assurance Manual, the framework standardizes excellence in teaching, research, and management.

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Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)

The Applied Chemistry Program at UBT adheres to a comprehensive quality assurance policy that covers all aspects of program delivery, including teaching, learning, research, and administrative support.
The link to the manual is: https://www.ubt-uni.net/wp-content/uploads/2024/10/QUALITY-ASSURANCE-MANUAL-UBT-07.03.2024.pdf

The link to the Quality Assurance Policy is: https://www.ubt-uni.net/wp-content/uploads/2024/10/Quality-Assurance-Policy-of-College-UBT.pdf

Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)

The study program has been developed with direct consultations and interviews from key Applied Chemistry sector stakeholders to ensure its relevance and alignment with market needs. During the needs analysis for the program, each industry expert was carefully consulted to ensure that the study program aligns with real market demands and fills existing gaps in the Chemistry and proposed including more rigorous training in appraisal standards for Applied Chemistry.

Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)

The university has made all relevant policies, regulations, and guidelines publicly accessible on its official website, ensuring transparency and ease of access for students and stakeholders.

The Study Regulation of College UBT that regulates master studies, where all procedures are explained can be found in "Regulation of the second phase of studies", https://www.ubt-uni.net/en/ubt-en/about-ubt/regulations-and-policies/ (https://www.ubt-uni.net/sq/ubt/per-ubt/politikat-rregulloret/ .

In this regard, student assessment is regulated by Regulation on Student Assessment.

Student evaluation is continuous and evaluation method is clearly defined by each professor in the course syllabus. The regulation is available online in https://www.ubt-uni.net/wp-content/uploads/2021/01/8-41-V2-Rregullore-per-vleresimin-e-studenteve-Eng.pdf

The quality assurance principles, mechanisms, procedures, and manual are guided by the Regulation on Quality Assurance. The regulation also stipulates the procedure of drafting of

quality assurance reports, and self-evaluation reports, which is available online in https://www.ubt-uni.net/wp-content/uploads/2021/01/UBT-Quality-Manual.pdf

The Guideline for Syllabus Development and Review of College UBT is available online in the link https://www.ubt-uni.net/wp-content/uploads/2021/01/Manueli-per-syllabus-2020.pdf

ET recommendations:

1. The institution might have to consider a strategy of recruiting students and communicate an appearance of a new study programme.
2. The Faculty (constitutive unit) has to ensure sufficient and appropriate facilities for the new study programme.
3. The institution is advised to develop new partnerships with chemical companies to ensure new internships positions.

3. ACADEMIC STAFF

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

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Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)

UBT advertises vacancies for staff on the official website.
The HEI has clear, objective, and transparent processes for staff recruitment and employment conditions as outlined in the Staff Handbook. This transparent process ensures compliance with set standards for fairness and objectivity in recruitment. The HEI follows well-established procedures for selecting the best candidates for each position, as outlined in the Employee Handbook of UBT. Recruitment procedures align with both the strategic goals of the institution and the specific needs of study programs, ensuring that only qualified candidates are selected. Faculty and UBT conducts a transparent process where candidates for employment are provided with full position descriptions and employment conditions.

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Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)

The institution claims to recognize excellence in teaching and research and is adequately committed to enhancing its academic staff by attracting highly qualified individuals. Indeed, some staff members, who earned their PhD degrees from reputable higher education institutions, stand out as impressive professionals with a strong track record. Their positions as authors in academic publications clearly demonstrate their personal contributions to the field. The allocation of specific course content to them is therefore fully justified, as they are recognized as appropriate lecturers for the respective courses based on their area of expertise and the scientific disciplines in which they have published research.
Unfortunately, some other staff members could be considered qualified, but not excellent.

Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)

The teacher advancement procedures at UBT College are transparent and objective, as outlined in the Employee Handbook and the Regulation on Standards for Election into Higher Academic Titles. The process for advancing a professor into higher academic titles follows a structured approach, starting with a call for applications approved by the Academic Council, and involves the submission of a comprehensive application that includes personal details, CV, and bibliography of published works, and evidence of pedagogical qualifications.

The structured approach guarantees that the election into administrative positions is conducted with a high level of transparency, aligning with the institution's commitment to merit-based advancement and leadership development.
UBT College ensures that the promotion of academic staff into higher grades is strictly based on demonstrated excellence and significant achievements, following a clear and structured process outlined in its internal regulations.

Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)

The institution develops an annual operational plan for the professional development of academic staff, which is grounded in the long-term staff development strategy of the Faculty.

The *Faculty of Medical Biochemistry and Biotechnology* at UBT College claims to have a well-defined strategic goal focused on the advancement and development of its academic staff. This strategic goal emphasizes the importance of elevating full-time academic staff to higher academic titles, enhancing research capacity, and supporting both early and mid-career faculty

members. The ET would like to comment that elevating academic staff to higher academic positions is does not enhance research capacities, but rigorous criteria on what is considered meaningful research.

We do believe that UBT has funds and readiness to support staff development by continuous learning, and skill enhancement. However, just a part of the academic staff is outstanding. There are also some who could not be considered excellent and their publications may not be directly related to the course subjects they teach. Their proficiency in English is also insufficient and does not reflect the level expected of internationally recognized researchers or educators capable of delivering cutting-edge scientific knowledge and relevant course content.

Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG1.5)

There are no external associates - all the teaching staff engaged in the Bachelor Study Programme in Applied Chemistry is affiliated with UBT College.

ET recommendations:

1. Some academic staff members have to make additional effort to improve their English proficiency and foster their scientific reputation and international recognition.
2. CV documents are expected to be consistent in clearly presenting all the levels of education, former and recent position and track record with clearly and properly cited journal publications (not links!) separated from conference contributions.
3. CV documents of younger academic staff (assistants) would also be informative.

4. EDUCATIONAL PROCESS CONTENT

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Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)

This document presents a comprehensive alignment of the Program Learning Outcomes (PLOs) for the Medical Biochemistry and Biotechnology program at UBT College with institutional, national, and European Higher Education Area (EHEA) standards. The PLOs are designed to equip graduates with analytical, practical, and research competencies in applied chemistry, ensuring readiness for industrial, academic, and professional careers. Structured around knowledge (e.g., physicochemical analysis, chemical principles), skills (e.g., data processing, research dissemination), and competences (e.g., ethical practice, industry standards), the outcomes reflect the program's mission to foster innovation, research excellence, and industry preparedness.
The PLOs adhere to the European Credit Transfer System (ECTS) guidelines and constructive alignment principles (Biggs & Tang, 2015), emphasizing student-centered, verifiable outcomes. Benchmarking against comparable programs in the EHEA (e.g., University of Tirana, University of Zagreb) confirms their compatibility with Level 6 qualifications under the Kosovo Qualifications Framework and EHEA standards. While awaiting formal accreditation, the program's commitment to transparency and good practices—such as stakeholder feedback integration and cyclical quality reviews—underscores its alignment with ESG and institutional strategic goals (e.g., academic excellence, research innovation).

Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)

This study program has been designed in accordance with both the Kosovo Qualifications Framework (KQF) and the European Higher Education Area (EHEA) The program learning outcomes (PLOs) are structured to develop students' theoretical knowledge, practical skills, and professional competencies. These outcomes fully meet the requirements of both the KQF and EHEA frameworks for Level 6 qualifications. The PLOs are carefully crafted to avoid overlap with other study programs while maintaining clear alignment with the graduate qualification profile.

The program emphasizes:

1. Advanced knowledge in specialized chemical fields
2. Independent research capabilities
3. Complex problem-solving skills
4. Mastery of cutting-edge laboratory techniques

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5. Professional leadership and ethical standards
6. Effective scientific communication
7. Interdisciplinary integration

Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)

This study program features a structured curriculum designed to progressively develop students' knowledge and skills in applied chemistry. Beginning with foundational courses in General Chemistry and basic laboratory techniques, the program systematically advances to specialized topics such as Physical Chemistry, Chemistry of Nanomaterials, and Instrumental Methods of Analysis. Benchmarked against leading European programs (including those at the University of Tirana, University of Zagreb, and multiple German universities of applied sciences), the curriculum meets EHEA standards, facilitating student mobility and global employability. The program's structure emphasizes:

1. Progressive knowledge building from fundamentals to specialization
2. Explicit alignment between course sequences and competency development
3. Integration of research methods and practical applications
4. Compliance with international standards for chemistry education

Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)

The profession related to applied chemistry is not regulated in Kosovo.

Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)

The Compulsory Practice Regulation at UBT College establishes a structured framework for integrating professional traineeships into higher education programs, ensuring students gain practical experience aligned with their academic training. The intended learning oucomes are clearly specified. The regulation defines key elements, including:

- Roles and responsibilities of students, academic mentors, and host organizations
- ECTS credit allocation (e.g., 12 ECTS for Applied Chemistry), with 60% dedicated to hands-on work and 40% to independent study
- Student-led placement procurement, supported by the college when needed

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- Mentorship and work program oversight, involving both academic and industry supervisors
- Documentation and evaluation, including trainee reports and employer feedback
- Exemption provisions for prior relevant experience

The program emphasizes collaboration with the labour market (a list of 46 companies for internship positions is given page 68), formalized through contracts with employers and structured feedback mechanisms. While the Applied Chemistry program's practical implementation awaits accreditation, the existing regulatory framework—benchmarked against European standards—ensures readiness for scalable industry partnerships and robust student monitoring.

Standard 4.6 The study program is delivered through student-centred teaching and learning. (ESG 1.3)

The Applied Chemistry program at UBT College employs an innovative 60:40 theory-to-practice ratio, with 40% of curriculum delivered through practical case studies, ensuring robust skill development. The program's didactic framework demonstrates Curriculum Design & Alignment, Pedagogical Approaches, Continuous Improvement, Inclusive Education and Technology Integration. The program maintains rigorous standards through regular stakeholder feedback integration, benchmarking against international chemistry programs, dynamic adaptation to industry trends and educational research and comprehensive support systems for all learner profiles.

Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)

A detailed description of the PLO is given page 76. The comprehensive assessment system implemented in the Applied Chemistry program at UBT College is designed to ensure rigorous evaluation of student learning outcomes while maintaining academic integrity and fairness. The assessment framework features: **Systematic Assessment Methodology (**Faculty training through dedicated workshops (November 2023 and March 2024), **Transparent Assessment Practices (**Pre-published assessment criteria and grading scales in course syllabi, Clear grading policy with ECTS conversion **Detailed Guidelines for Student Assessment** specifying (Anti-plagiarism measures, Multiple assessment methods per course, Rubric-based evaluation standards), **Quality Assurance Mechanisms (**Multiple assessor system, Pair assignment comparison method and **Student Support Systems (**Guaranteed feedback timelines Mandatory assessment consultations with improvement guidance, Comprehensive appeals procedure)

The program's assessment strategy demonstrates strong alignment with European higher education standards, emphasizing both rigorous evaluation and student development. While

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newly accredited and thus lacking historical appeal cases, the established procedures reflect institutional best practices in maintaining assessment validity and reliability.

Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)

The systematic approach to assessment and workload calculation in the Applied Chemistry program at UBT College, ensures alignment with learning outcomes and European Credit Transfer and Accumulation System (ECTS) standards.

Key Features of the Assessment Framework are outcome-Based Assessment Criteria, ECTS-Based Workload Calculation, Cognitive Demand & Learning Activities and Quality Assurance Mechanisms. This structured approach guarantees that graduates achieve both academic proficiency and professional readiness, meeting European Higher Education Area (EHEA) standards.

ET recommendations:

1. The study programme probably responds to the labour market demands, however, the goal to include 60 students in the programme does not seem realistic in terms of laboratory and other practical work premises and equipment.

5. STUDENTS

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)

UBT College has a well-defined, comprehensive, and publicly available set of admission requirements and criteria for the *Applied Chemistry Program*, applicable to both domestic and international students. Domestic applicants must have successfully completed secondary

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education and passed the Matura Exam. For international applicants, their secondary education diplomas must undergo recognition and equivalency evaluation by the Ministry of Education, Science, Technology, and Innovation of Kosovo. The admission criteria and process for the program are fairly applied to all students. Transfer admissions are permitted only from study programs that share at least 70% content similarity with the *Applied Chemistry Program*. Course transcripts must be submitted and evaluated by the Faculty Transfer Sub-Committee. If courses are identical in content, they are automatically recognized.

Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)

UBT College has an established system for monitoring students' progress and providing support to those facing academic challenges. This monitoring process includes continuous assessment throughout the academic year, evaluating performance in exams, assignments, and projects. Additionally, the system tracks retention rates, particularly after the first and second years, and assesses student engagement based on participation, attendance, group projects, and exam performance. The results of these assessments are regularly communicated to both academic staff and students through established channels, including faculty meetings, email notifications, and the Moodle platform. Students identified as underachieving are flagged for additional support based on faculty-defined criteria. The program is designed to be student-friendly, offering initiatives such as the *Learning to Learn* Tutorship, peer assessment with high-achieving students, and the option of reduced course loads to better accommodate individual learning needs.

Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)

UBT College actively informs students about international exchange mobility opportunities, primarily through ERASMUS+ Student Mobility KAA 171 projects and partnerships with 400 universities. Students are regularly notified of open calls, and the eligibility criteria—including required ECTS, GPA, and English proficiency—are clearly defined. Those enrolled in the study program are encouraged and supported in participating in international exchange programs, with guidance provided by the Office of International Cooperation. Financial support for international mobility is available through KAA 171, ensuring accessibility for students. Additionally, UBT offers a range of services to assist incoming foreign students, including accommodation support, orientation programs, and academic advising, helping them integrate successfully into the institution. The HEI has established regulations for the recognition of ECTS credits. Furthermore, UBT systematically collects and analyses feedback from both national and international students, using the insights to develop a Quality Improvement Plan.

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Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)

The programme ensures adequate staff for student support, with a well-structured system at multiple levels. The Student Support Department at UBT College consists of 20 staff members at the central level, while the Career Office has five dedicated staff members assisting students with career guidance and job placements. At the program level, students receive academic and administrative support from the Dean and Study Coordinator. Additionally, the IT Department, comprising 20 staff members, provides technical assistance to ensure students have access to necessary technological resources. At the faculty level, tutors and academic advisors, selected from among the academic staff, offer personalized support for learning and academic progress. Additionally, the programme has a comprehensive system for informing students about available services. This includes information packages for new students and orientation sessions. Students also have easy online access to various regulations and handbooks, including the Convention of Students' Rights. Moreover, the Faculty of Medical Biochemistry and Biotechnology fosters student engagement through diverse extracurricular activities. Students are regularly informed about faculty initiatives such as the Biochemistry Research Symposium, Laboratory Skills Workshops, and Health and Science Career Networking Events.

ET recommendations:

No recommendations

6. RESEARCH

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Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.

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The Applied Chemistry (BSc) program at UBT College is supported by institutional resources ensuring the achievement of its research objectives. The program benefits from Financial Support (Performance-based bonuses (€1,000 for Q1/T2 first authors; €800 for second authors) and salary increments for academic advancement), Dedicated research hours (672 annual paid research hours per full-time faculty member, tied to outputs (Q1-Q4 Scopus articles, book chapters, conference papers) and Publication support: Dual publishing schemes (author-distributed or revenue-sharing) through UBT Press.

Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.

The Applied Chemistry (BSc) program at UBT College is supported by academic staff of which some demonstrates strong research performance through its faculty's scholarly outputs and professional engagements, aligned with national and international standards. A Research evaluates Faculty research through peer-reviewed publications in indexed journals (Scopus, Web of Science, Clarivate). The publications of the faculty are also monitored: Total 214 Scopus/Web of Science publications, 214 other publications (books, conference proceedings), 2,654 Google Scholar citations (2,030 Scopus citations), Notable contributors: Prof. Eda Mehmeti (34 WoS publications, 1,460 citations) and Prof. Hyrije Koraqi (25 WoS publications, 346 citations). Participation at Conferences in Poland, Turkey, Netherlands, China allow presentations on environmental chemistry, genome editing, and antimicrobial agents. The Professional Qualifications (at least a Master's degree) of the staff Kosovo's requirement of 5+ years professional experience and a promotion policy encourage researcher to publish in high-impact publications.

The research quality is not consistent and related to all the staff members. The above-mentioned impressive numbers presented in the Self Evaluation Report are not consistent with some CV documents submitted to accreditation process.

Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.

A list of all the international collaborations is illustrated on the page 104 (including collaborations with foreign universities). Some academic staff members actively engage in collaborative research partnerships with higher education institutions (HEIs) abroad. These collaborations play a crucial role in advancing their research, fostering knowledge exchange, and enhancing the quality of education and professional practice within the program.

Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.

Most of the teaching staff are constantly encouraged to conduct specialized research in the narrow field of specialisation which ensures an alignment with their instructional content. Research findings are systematically incorporated into lectures, seminars, and practical sessions, enriching student learning with real-world applications. By bridging research with teaching, the program prepares the students for careers in medical biochemistry.
Although some CV documents do not reflect excellence and international recognition, the institution appears ready and capable of supporting and fostering high-quality research.

ET recommendations:

1. Further efforts are recommended in developing a strong research environment and obtaining a consistent academic reputation of all the staff members.
2. Collaborations with foreign universities and companies is a strong point that should be reinforced.
3. The PhD degree should also help in the coming year to create a good dynamic in research.

7. INFRASTRUCTURE AND RESOURCES

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

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Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)

In general, UBT College is impressively equipped possessing premises for performing educational activities and research.

However, when the study programme in Applied Chemistry in question, the institution has to be aware that every expert team will primarily be focused on specific laboratory premises,

equipment and consumables. The only thing that matters is a concrete and specific laboratory environment that enables conducting students' hand-on activities, as described in the programme curriculum. This has been regularly considered an issue in the previous accreditation reports.

In recent years, the institution succeeded in improving practical work capacities. There are two laboratory/practicum rooms suitable for chemical/biochemical work with group not exceeding 10 students. Furthermore, there are two laboratory rooms with ability to host various (including chemical) practical activities, as well as one microscopy practicum and one microbiology practicum. Few additional smaller and specifically equipped rooms could serve for methodology demonstration and individual student's work or work in very small groups. A modern computer room for approximately 20 students is also available, as well as modern and comfortable lecture rooms. For sure, the institution made a progress in providing laboratory premises and equipment.

However, great ambitions to establish new study programmes attracting more and more students (in principle, as much as possible) will always cause concerns in terms of proper environment for a given number of students.

Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)

UBT's libraries across its campuses house over 10,000 books, including those related to the Study Programme in Applied Chemistry. These books are supported by access to electronic databases like JSTOR, SAGE Journals, EBSCO, and others, providing students and staff with access to thousands of academic papers and research articles.

For the Applied Chemistry Program, the library contains books that are closely aligned with the curriculum and research objectives, ensuring students have access to essential learning materials. In addition, 100 reading seats are available in the library, which comfortably meets the requirement that 10% of the total number of students enrolled in the program have access to library seating at any given time.

At UBT College, the Applied Chemistry Programme is supported by specialized IT facilities designed to enhance students' learning and research capabilities. The Innovation Campus houses several dedicated PC labs equipped with modern computers and software, enabling students to carry out complex biochemical analyses and research projects using cutting-edge technologies. These labs are designed to meet the growing technological needs of biochemistry education, ensuring students have the resources necessary to succeed in both their coursework and research endeavours.

Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)

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The Applied Chemistry Programme at UBT College is supported by a well-structured financial plan, ensuring the program's sustainability and growth over the next five years. This comprehensive plan is aligned with UBT's Strategic Plan objectives, integrating a balanced income model that includes student tuition fees**,** industry partnerships**,** consulting services**,** research funds, and contract research. These diverse income streams contribute to the long-term financial health of the program, guaranteeing its ability to meet strategic goals and provide high-quality education to students.

In addition to tuition fees, the program will also generate revenue from various external sources, including industry partnership, research funds and contract research.

ET recommendations:

1. The institution is advised to recognize that any initiative to establish new study programmes related to chemistry, biochemistry, biotechnology, or similar fields will inevitably raise concerns regarding laboratory facilities and equipment. Therefore, further progress in providing an adequate and appropriate environment will be expected.

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Final recommendation of the Expert Team:

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

In conclusion, the **Bachelor's Study Programme in Analytical Chemistry**, provided by the **UBT College**, is considered **substantially compliant** with the standards included in the KAA Accreditation Manual. Therefore, it is recommended **to be accredited** for a duration of **3 years** with a number of **30 students** to be enrolled in the programme.

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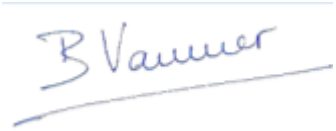
Expert Team

Chair

Mladen Krajacic	**March 10, 2025**
(Print Name)	(Date)

(Signature)

Member



Brigitte Vannier	**March 10, 2025**
(Print Name)	(Date)

(Signature)

Member

Elisa Knief	**March 10, 2025**
(Print Name)	(Date)

(Signature)

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