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Kosovo Accreditation Agency



UBT COLLEGE - Ferizaj Branch

Management, Business and Economics, BSc

Reaccreditation

REPORT OF THE EXPERT TEAM

March 2025, Ferizaj

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INTRODUCTION

Date of site visit: 21st March 2025

Expert Team (ET) members:

Prof. Marina Gregoric;

Prof. Rocio Martinez Torres;

Arnoldas Solovjovas, PhD Student

Coordinators from Kosovo Accreditation Agency (KAA):

Milot Hasangjekaj, Head of Post-Accreditation Division

Leona Kovaçi, KAA Officer

Sources of information for the Report:

- Self-Evaluation Report
- Agenda, list of participants and minutes of the KP meeting,
- Agenda, list of participants and minutes of the meeting – Alumni,
- Agenda, list of participants and minutes of the meeting – BI,
- Annex 1 - CVs
- Annex 2 - MBE Strategy English
- Annex 3 - MBE Research Strategy
- Annex 4 - MBE_Organogram
- Annex 5.1 - UBT-Code-of-Ethics
- Annex 5.2 - Ethic Sub-Committee of Faculty

- Annex 6 - Regulation-on-anti-plagiarism
- Annex 7 - Generative-AI-Policy-UBT
- Annex 8 - License Turnitin
- Annex 8.1 - Evidence from Turnitin
- Annex 9 - Handbook-for-student-Eng
- Annex 10 - QUALITY-ASSURANCE-MANUAL-UBT-07.03.2024
- Annex 10.1 - Quality Assurance Subcommittee Member
- Annex 11 - Quality-Assurance-Policy-of-College-UBT
- Annex 12 - List of staff publications - Ferizaj
- Annex 13 - ECTS-users-guide_en
- Annex 14 - Regulation-for-the-handling-of-student-complaints
- Annex 15 - Guideline-for-Student-Assessment-UBT
- Annex 16 - Guide-for-Constructive-Alignment-of-Learning-Outcomes-w...
- Annex 17 - Regulation-for-the-handling-of-student-complaints
- Annex 18 - List of partners
- Annex 19 - Regulation-on-Standards-to-Election-into-Higher-Academic-...
- Annex 20 - Industry Board Members
- Annex 21 - MBE-3rd-Call for Paper-2024
- Anonymised example of a case of unethical behaviour dealt with by the Faculty Ethics Sub-Committee and the follow-up carried out.

- Professional Development Plan designed in the last 3 years.
- Evidence of the number of candidates applying for promotion positions
- List of academic training courses in the last 3 years and evidence of the number of MBE academic staff attending the course
- List of academic staff from MBE who participated in international activities and the activities in the last 3 years
- Percentage of academic staff from MBE participating in international projects
- Table showing the similarity and compatibility of the MBE program with those of other universities
- Anonymised student in-practice's reports with different evaluations
- Evidence of any contracts with companies for student interns
- List of companies with internship students in the previous 3 years
- Evidence of any interdisciplinary activity
- List of companies visited in the last 3 years (study visits) and the relationship to the organising subject
- Evidence of the Annual Revision of Program Learning Outcomes
- Evidence of the Annual Evaluation and Adaptation of Teaching Methods
- Evidence of adaptation of students with ADHD to the MBE program
- Evidence of students who have received help after underperformance
- Evidence of any case in which the content or teaching methodology has been adjusted because of high failure rates
- Evidence of subjects with high failure rates
- Evidence of assistance or support to incoming Erasmus students
- Evidence of percentage of Erasmus students who attends to foreign language courses
- Evidence of the questionnaire to collect and analyse feedback from international exchange
- Evidence of research collaborations with other universities
- Evidence of cooperation with local business
- Evidence of workshops and/or training programs to industrial professionals

Criteria used for institutional and program evaluations

- *KAA Standards and performance indicators for external quality assurance applicable for re-accreditation of study program;*
- *Site visit discussions with all participants in the meetings.*

Site visit schedule

Time	Meeting	Participants
09:00 - 09:50	Meeting with the management of the faculty where the programme is integrated	Prof. Dr. Edmond Hajrizi Prof. Dr. Visar Hoxha Asst. Prof. Dr. Muhamet Gërvalla Assoc. Prof. Dr. Arta Mulliqi
09:50 - 10:35	Meeting with quality assurance representatives and administrative staff	Assoc. Prof. Dr. Ylber Limani Asst. Prof. Dr. Ermal Lubishtani Assoc. Prof. Dr. Gonxhe Beqiri Asst. Prof. Dr. Artan Tahiri BSc. Albiona Berisha BSc. Skender Ramadani
10:40 - 11:40	Meeting with the head of the study programme	Asst. Prof. Dr. Kestrim Avdimetaj Asst. Prof. Dr. Labeat Mustafa Asst. Prof. Dr. Artan Haziri Asst. Prof. Dr. Gresa Mjaku Asst. Prof. Dr. Engelbert Zefaj
11:40 - 12:25	Meeting with teaching staff	Prof. Dr. Blerton Abazi Asst. Prof. Dr. Shpresim Vranovci Asst. Prof. Dr. Sema Kazazi Asst. Prof. Dr. Fisnik Bytyqi Asst. Prof. Dr. Ardian Uka Assoc. Prof. Dr. Bekim Marmullaku Asst. Prof. Dr. Deniz Çelçima Asst. Prof. Dr. Albulena Jahja
12:25 - 13:25	Lunch break	
13:25 - 14:00	Visiting Facility	MSc. Fatime Tahiri Asst. Prof. Dr. Artan Tahiri MSc. Murat Retkoceri Asst. Prof. Dr. Muhamet Gërvalla
14:00 - 14:45	Meeting with students	Valentina Kadriu Anita Salihu

		Vlera Sejdiu Hana Jupa Olse Bllaca Ardit Qorolli Antigona Ferati
14:45 - 15:30	Meeting with graduates/alumni	Leola Bytyqi Nora Jashari Medina Shabani Elda Qosa Elife Maliqi Lendita Sadiku Eron Muhaxheri
15:35 - 16:15	Meeting with employers of graduates and external stakeholders	Feim Brava (Balkan Panel L.L.C.) Sakip Imeri (EK Consulting) Fitim Krasniqi (KAT Consulting) Virtyt Hasani (Nera Group SHPK) Edona Grainca (Credins) Mustafë Hasani (KOSTT)
16:15 - 16:25	Internal meeting of KAA staff and experts	
16:25– 16:35	Closing meeting with the management of the faculty and program	

A brief overview of the programme under evaluation

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

The Bachelor program of Management, Business and Economics in the Ferizaj branch is designed to provide students with in-depth knowledge of a wide range of aspects related to management, business and economics. Additionally, many of the skills that participants learn throughout this program are highly transferable between fields and occupations. This study program creates value for students, businesses, and society through activities that lead to career success and the advancement of knowledge and competencies. The program aims to target

students from the region of Ferizaj, Kosovo, and regional countries (e.g. North Macedonia). The city itself has more than 106,204 inhabitants and has several surrounding municipalities (Hani i Elezit – 10,155 inhabitants, Kaçanik – 34,753 inhabitants, Viti – 47,347 inhabitants, Shtime – 26,762 inhabitants, Lipjan – 57,380 inhabitants) that can reach 282,601 inhabitants with the surrounding municipalities and nearby villages and the potential is present for the MBE program[1]. Therefore, the program will target students from all the municipalities near Ferizaj. MBE's primary strategic focus extends beyond local boundaries, aiming to capture a meaningful percentage of graduates in regional municipalities as well. The table below presents pertinent data concerning the population of high school students in Ferizaj and other municipalities within the MBE target demographic.

Moreover, since the last reaccreditation of the MBE Program in Ferizaj, the student registration quota consistently reached maximum capacity, with demand exceeding the allocated limit. The statistics show that there is a great demand to register in the MBE program over the years.

PROGRAMME EVALUATION

1. MISSION, OBJECTIVES AND ADMINISTRATION

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)

The study program MBE, offered by UBT College in Ferizaj branch, is in line with the mission and strategic goals of the higher institution, covering needs of society and it is publicly available on the website of the UBT College (<https://www.ubt-uni.net/wp-content/uploads/2025/01/2025-.ENG-BSc-Ferizaj-1.pdf>.) The program contributes to the societal goals offering students well structured courses in areas such as business, management, marketing, finance and accounting, and it responds to the needs of society, especially in the Ferizaj region, by preparing professionals for the business sector and current market needs. The major advantage of the program is identified in the following aspects: well structured courses, five specializations/orientations in 5th semester (Management, Entrepreneurship and Innovation, Marketing and Sales, Accounting, Auditing and Taxation, International Business),

strong relationship with business sector in Ferizaj and Kosovo (large number of cooperation agreements), their dedication in supporting students in their studies, especially in the project based learning, study cases and internships, motivated and committed professors and administrative staff. Such cooperation with industry correspondents with the overall development of society (ESG 1.1). The mission and objectives have been developed in alignment with the mission of the Higher Education Institution. The Management, Business and Economics (MBE) study program is structured and delivered in 3 years with courses covering Economics, Management, Leadership, Financial and Operations Management, Marketing, Business Law, Statistical methods, English language, Mathematics, International Trade and Research methods in the first two years. Additionally, elective courses offered are in line with current trends of the business sector and they reflect actual market needs of competencies required by companies and institutions in Ferizaj and Kosovo (Data science, Decision making theory, Business Ethics and Financial analysis). Internship is integrated in the curriculum in the 6th semester together with Seminar, Project management and Bachelor thesis as mandatory courses. According to SER and data collected during the expert team visit, all stakeholder groups confirmed high satisfaction with a study program concept, especially their relationship with the business sector. The value offered to students is high involvement of academic staff and business sector in enabling students to gain competitive knowledge, skills and learn business practices required locally, regionally and internationally. Information about the program is publicly available and offers students and other stakeholders an overview of its benefits and orientations. According to the information provided in the SER and as per the interviews with academic staff and management, the MBE program supports the realization of UBT's mission and meets the strategic and social needs of Kosovo. SER provides a detailed overview of the relationship between the structure of the MBE study program and the mission, vision and strategic goals of the UBT College (pg. 8-12). The major emphasis is on: Dynamic Academic Environment, Supportive and Challenging Opportunities, Participatory Self- Governance, Teaching and Research Excellence, Community and Regional Engagement, Preeminence and Intellectual Activity, Global Outlook and Leadership Preparation, Excellence in Teaching and Learning, Focus on Creativity and Collaboration, Leadership and Governance, Local and International Engagement and Commitment to the Transfer and Creation of Knowledge. Alignment of the Content and Structure of the study program with the institution's strategic goals (<https://www.ubt-uni.net/en/ubt-en/mission-and-vision/strategy/>) and explained in detail in the SER (pg. 11-12). During the site visit, expert panel members witnessed high awareness and dedication of academic and administrative staff about the mission, vision, strategic goals and the alignment of the study program under evaluation. This was also confirmed by external stakeholders and employers of graduates during the meeting with them. The students also strongly agree that the program is in line with market needs and most of them get employment opportunities already during their studies, and alumni representatives are already enrolled in masters study programs, have good jobs or run their own family businesses.

The Management, Business and Economics (MBE) study program at UBT College is closely aligned with UBT's position in the target geographic and research area, as it recognizes the unique economic and development needs of Kosovo and the Ferizaj region. Alignment with Geographic and Research Context is identified through Economic Importance and the Needs of the Industry, Uniqueness of the Program in the Region and Strong Research Arm and Multidisciplinary Focus. Expert team representatives were convinced from the SER and information received from all stakeholder groups during the site visit meetings that business representatives in Ferizaj and large businesses require qualified staff in marketing, sales, banking and finance, accounting, auditing, operational management, project management, and other areas addressed by the MBE study program. By analysing study program learning outcomes it is clear that the intended learning outcomes of the study program are in line with the institution's/academic unit's mission and strategic goals and they are publicly available. Knowledge, skills and competencies students gain by completion of study program are systematically elaborated in SER (pg. 14.) As elaborated in SER (pg. 16-17) the private sector in Kosovo plays a very significant role in economic stability, affecting the reduction of the trade deficit and the creation of new jobs. Kosovo's economy showed higher annual growth in 2023 compared to the previous quarter of 2022. The significant economic impact of these sectors indicates a critical need for skilled professionals and experts in the field of economics who can lead and manage new economic and financial trends based on entrepreneurship and innovation. Market research indicates that businesses face serious problems with human resources in areas such as management, sales, marketing, auditing, and accounting and the curriculum of the MBE program in Ferizaj is considered innovative because it addresses the specific needs and demands of the market. The demand for qualified graduates in Management, Entrepreneurship and Innovation; Marketing and Sales; International Business; Finance, Banking and Insurance; and Accounting, Auditing, and Taxation motivates UBT College management to increase the number of students to be admitted to study program under evaluation to 120, from current 70. The aim of the UBT Colleges is to continuously contribute to the growth and strategic development of Kosovo and the Ferizaj region. Additionally, there is a constant demand from the high school graduates in the region of Ferizaj to offer them the MBE study program in order to remove the travel and other costs to come to Prishtina. The UBT facility in Ferizaj has the necessary infrastructure to develop and implement the study program under evaluation. The facilities consist of classrooms for teaching, administrative offices, offices for program representatives and quality assurance, labs equipped with technological tools and students can develop their theoretical and empirical knowledge through programs such as Stata, SPSS, SAP S/4 Hana, Office 365, Miro, Slido, etc.. The MBE study program at UBT College in Ferizaj is fully supported by dedicated facilities and equipment, accommodating the planned enrollment of 120 students per year. The program has access to several large lecture classrooms dedicated to the MBE study program, including classes L201 with 100 seats, L301 with 100 seats, L001 with 60 seats, and L002 with 60 seats. For smaller

group exercises/workshops, there is dedicated classroom L601, as well as a PC lab with 50 computers for technical exercises and software-based assignments. Expert team visited facilities and identified sufficient infrastructure in Ferizaj, with some possibilities for students and academic staff to use facilities in Pristina. Lectures and communication with students is provided onsite and online and academic staff are available to students remotely, too. More detailed description of the infrastructure, which demonstrates the fulfillment of conditions necessary for implementing the program for the student population, can be found in chapter 7, Infrastructure and Resources with recommendations for further improvement. Current facilities and equipment dedicated for the implementation of the study program are capable of catering the intended number of students to be enrolled with possible improvements in Ferizaj branch.

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)

As presented to expert team during the site visit and elaborated in the SER, supported with additional documents as evidences, the UBT College has a comprehensive legal framework that ensures academic freedom and the Management, Business and Economics (MBE) study program implements clear policies and effective mechanisms to guarantee academic integrity and prevent unethical behaviour. The UBT Code of Ethics, the anti-plagiarism regulation and the policy on generative artificial intelligence are publicly available and help address plagiarism, academic dishonesty and discrimination. Mechanisms such as the use of Turnitin software, disciplinary processes and student training on referencing ensure the implementation of the rules. As explained during the meetings with management and quality assurance representatives, the Ethics Sub-Committee at the MBE Faculty and the Central Ethics Committee monitor and handle cases in a transparent and impartial manner. All policies and decisions are publicly accessible, while students and staff are regularly informed through communication channels, training and manuals. The Code of Ethics is available online to all staff and students at <https://www.ubt-uni.net/wp-content/uploads/2021/01/10-41-V2-UBT-Code-of-Ethics.pdf>. The plagiarism at College UBT is specifically addressed by the Regulation on anti-plagiarism, and publicly available online at <https://www.ubt-uni.net/wp-content/uploads/2024/10/Regulation-on-anti-plagiarism.pdf>. The issue of the use of generative AI is regulated by the Generative AI Policy of UBT and is publicly available at <https://www.ubt-uni.net/wp-content/uploads/2024/10/Generative-AI-Policy-UBT.pdf>. The evidence for the operation of licensed software is available in Annex 8. Academic staff and students use Turnitin software to detect plagiarism. As explained in SER and discussed during the meeting with academic staff, in cases of detection of similarity, the academic staff reviews the percentage to determine the extent of plagiarism. If plagiarism is up to 10%, first- and second-year students receive a warning, while third-year students have their grades cancelled.

For plagiarism up to 20%, first-year students' grades are cancelled with an opportunity to resubmit the work, while second-year students must repeat the course without the option to resubmit. Third-year students must repeat the course and attend training on proper referencing. If similarity exceeds 15% (excluding quotes, bibliography, and minor sources), it is classified as plagiarism. The process involves meeting with the student to discuss the suspicion, and, if confirmed, appropriate penalties are imposed. Repeated or contested cases are referred to the Faculty Ethics Sub-Committee, which conducts hearings to determine further sanctions. The Sub-Committee follows the guidelines of the Code of Ethics to impose penalties ranging from warnings to expulsion, based on the severity of the offense. In the case the similarity index is above the threshold, the thesis must be improved and re-submitted. The evidence of plagiarism check, can be found in Annex 8.1. The regulations and procedures related to Ethical standards are published online and can be accessed through the following link: <https://www.ubt-uni.net/en/ubt-en/about-ubt/regulations-and-policies/>. The MBE Faculty has a Sub-Committee for ethical issues, which works in full harmony with the committee at the UBT level. All ethics Sub-Committee minutes are documented and accessible to stakeholders. The student handbook is published online (<https://www.ubt-uni.net/wp-content/uploads/2021/01/Handbook-for-student-Eng.pdf>). Statistical data regarding the usage of Turnitin are available in the Turnitin dashboard and accessible based on the stakeholder's needs. Statistical data regarding the plagiarism cases are presented on the Annual Report of the Ethics Committee in the below Indicator 4. For the MBE study program in Ferizaj, syllabuses are updated and a section about ethical standards and plagiarism is included in the syllabuses. See syllabuses are available online (<https://www.ubt-uni.net/wp-content/uploads/2025/01/1.2-Study-plan-and-syllabuses-Ferizaj-ok.pdf>.) The procedures are described in detail in SER, pg. 20-21 and the expert team discussed protocols and procedures during the site visit. It is clear that professors and students are informed, together with administrative staff about the ethical codes, its implications and eventual changes. The Faculty Ethics Sub-Committee and the UBT Ethics Committee serve as the primary bodies responsible for handling cases of unethical behavior. As explained in SER and confirmed by quality assurance representatives, in cases of issues related to ethical code, a formal complaint can be submitted by any member of the academic community. The case is reviewed by the Sub-Committee, which gathers evidence, hears testimonies, and applies appropriate penalties based on the Code of Ethics rules and regulations. Anonymous examples of past cases and their resolutions are also shared in an anonymous version and also as statistical data. The evidence of dissemination of ethical cases are available in the following documents:

- Annual Report of Ethics Committee of UBT 2020-2021 available online
<https://www.ubt-uni.net/wp-content/uploads/2022/01/Annual-report-of-the-Ethics-committee-for-the-academic-year-2020-21fin.pdf>
- Annual Report of Ethics Committee of UBT 2020-2021 available online in
<https://www.ubt-uni.net/wp-content/uploads/2024/09/Annual-Report-of-the-Ethics-Committee-for-the-Academic-Year-2021-2022.pdf>

- Annual Report of Ethics Committee of UBT 2022-2023 available online in <https://www.ubt-uni.net/wp-content/uploads/2024/09/Annual-Report-of-the-Ethics-Committee-for-the-Academic-Year-2022-2023.pdf>
- Annual Report of Ethics Committee of UBT 2023-2024 available online in <https://www.ubt-uni.net/wp-content/uploads/2024/09/Annual-Report-of-the-Ethics-Committee-for-the-Academic-Year-2023-2024.pdf>

Overall impression of the expert team is that the UBT College and program under evaluation MBE in Ferizaj, has clear policies and understanding of importance of implementation of ethical issues, quality assurance, research and academic integrity and prevention of plagiarism, including prevention of all kinds of unethical behavior. During the meeting with all stakeholder groups there was a clear proof of their professionalism and awareness of the importance of ethical behavior.

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 information management system at the level of the MBE study program in Ferizaj branch of UBT College, complies with the standard requirement to include relevant, updated and reliable information. The program uses an advanced information management system to collect, process and distribute relevant and reliable information. As evident from the SER, the system includes SMIS, Moodle, and other sources. The Personal Data Protection Law is respected and student privacy is guaranteed. Students and staff actively participate in the analysis of information and planning for improvements through regular meetings, and reports are publicly available. The following data are regularly collected; student progression, graduation rates, employability, student satisfaction, information related to program implementation, staff performance, and resource management. UBT College adopts concrete action plans for monitoring the implementation of the study program defining clear objectives, timelines, and responsibilities to ensure the program is running effectively. In cases of deviations such as difference in planned teaching hours, compliance with schedule, cancelation of classes without valid reasons, etc. the corrective measures apply. Students' overall performance is evaluated each semester and students are offered additional hours and consultancy or tutoring when needed. The SMIS System, the Faculty Administration System, the Moodle System enable the tracking of student activities and their progress to review all student data for each subject and to evaluate student performance. Feedback provided by students is taken into consideration for improvement of courses and syllabuses in the future semesters. UBT College complies with Kosovo's Law No. 06/L-082 on the Protection of Personal Data to protect personal data and process data lawfully, transparently, and only for specific, legitimate purposes. The data collection is limited to necessary information, ensuring

data accuracy, and storing personal data only as long as required. Personal data is safeguarded against unauthorized access, loss, or damage through appropriate security measures. Students' rights to data access, rectification, and erasure are respected, and all staff are trained on the principles of data protection. The institution's data processing activities are monitored by a designated Data Protection Officer (DPO) at the Student Affairs Department. The Law on Protection of Personal Data is available online in Gazeta Zyrtare e Republikës së Kosovës. All above described information is available in SER and was discussed with quality assurance representatives during the site visit and regulations apply to the institutional level. Expert team got the feedback from heads of the study program and academic staff that they are aware and pay attention to the importance of participation in continuous improvement of the program and its development based on continuous quality monitoring, anticipating internal evaluation processes and feedback from external stakeholders, too, because business sector plays important role in the creation of the study program under evaluation. Feedback from external stakeholders and employers of students is collected during formal and informal meetings. The entire focus of the feedback from different stakeholder groups encompasses various aspects such as curriculum, teaching methods, resources, administrative processes, student performance, and implementation of the teaching process. The faculty has a robust system for monitoring student groups throughout the bachelor's cycle, with each group having a representative who communicates with the program. Students and academic staff are involved in all decision-making structures, including the Sub-Committee for quality assurance and the ethics Sub-Committee within the Faculty. As elaborated in SER, the continuous improvement process includes planning follow-up activities based on the analysis, such as revising the curriculum, providing additional training for staff, or improving student support services. Meetings with professors and students (each group of students has a representative of their group selected by them) are regularly organized. The MBE Faculty is part of the COWEB project (<https://cowebproject.eu/>), which supports the MBE Faculty in discussing and getting the best practices of virtual collaboration with students, staff and regional and international partners towards the application of digital tools within subjects. In conclusion, the expert team members find commitment to quality assurance implemented by UBT College and collection of data, its analysis and management of data, and corrective actions positive and in line with regulations, student's and market needs.

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)

The study program under evaluation has dedicated administrative staff, and Student Information Management System (SMIS). The MBE study program is supported by administrative structure; the Dean, Branch Coordinator, and Quality Officer, IT and

administrative staff. The Administrative and Budgetary Support Policy provides sufficient resources for the operation and development of the program, while the continuous training of administrative staff through professional development continuously improves their skills. MBE Faculty organogram can be found in Annex 4. College UBT has an Administrative and Budgetary Support Policy to ensure sufficient resources for its operations and growth. It establishes procedures for maintaining adequate staffing (Article 2) and conducting annual staff evaluations (Article 3), while providing ongoing training and development opportunities (Article 4). The policy outlines how the program receives its annual budget (Article 5), the process for conducting a financial review to ensure financial health (Article 6), and the use of contingency funds for unexpected expenses (Article 7). An annual review of the policy (Article

8) ensures its effectiveness, incorporating input from key stakeholders such as faculty, staff, and students (Article 9) to ensure the policy remains aligned with the program's evolving needs. The Administrative and Budgetary Policy of UBT College is available online (<https://www.ubt-uni.net/wp-content/uploads/2024/10/Administrative-and-Budgetary-Support-Polcy.pdf>). Information is available in SER and proves that the UBT College achieves goals in teaching, learning, research, and community service. (ESG 1.6) During the meeting with administrative staff it was evident that they support student's needs and the MBE study program under evaluation in various aspects. Students are satisfied with the support they receive. Administrative staff participate in the Professional Development Plan, which is designed to enhance their skills and ensure their effectiveness in supporting the program's delivery. The plan includes annual training sessions on topics such as academic support services, student engagement, and budget management, ensuring that they remain up-to-date with best practices. They attend workshops and conferences related to higher education administration, industry developments in areas of management, business and economics, and technology in education. Regular performance evaluations are conducted, identifying areas for further growth, and staff members are encouraged to pursue certifications or advanced studies relevant to their roles. The plan also includes mentorship opportunities, where junior staff can learn from more experienced colleagues, and cross-departmental collaboration, which helps broaden their expertise. (SER, pg. 24). Administrative staff participate in language training organized by the Institute of Language Studies at UBT College which provides training sessions for both administrative and academic staff. Other trainings organised for administrative staff include the following:

- Microsoft Office Skills Training delivered by Murat Retkoceri in September 2024;
- Emotional Intelligence Training delivered by Deniz Celcima in September 2024;
- Turnitin and Plagiarism Detection Training delivered by Betim Gashi in November 2024

All above elaborated standards show the commitment of management, academic and

administrative staff in achieving excellence and providing support to students from different academic, research and administrative perspectives. During the meeting with students, the satisfaction with staff was also noted and they did have only positive opinions and experiences.

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)

The implementation of recommendations from the previous reaccreditation is available in the table, as part of the chapter 8 of SER. Most of the recommendations are fully accomplished while the others are in the process of realization. It is evident that the management and staff took the recommendations and its implementation seriously. The MBE study program implements a continuous quality improvement system based on recommendations which is observed during the site visit too, from the discussions and during the meetings. As explained in the SER, the regular processes include evaluations by students, alumni and industry, resulting with Quality Improvement Plan that is monitored and updated annually (<https://www.ubt-uni.net/wp-content/uploads/2025/01/2.1-241015-Quality-Improvement-Plan-2024-25-MBE-ENG.pdf>), while for the implementation of the recommendations from previous reaccreditation processes related to the Kosovo Accreditation Agency (KAA), expert recommendations are included in action plans and reported in re-accreditation processes, ensuring continuous improvement and compliance with academic standards. The data is available in SER and elaborated by management, academic staff, heads of the study programs and external stakeholders, because they also participate in many activities related to projects, advisory when integrating recommendations from previous recommendations.

ET recommendations:

1. *Continue effectively monitoring and improving ethical behavior*
2. *Continue publishing all relevant documents on the official website*
3. *Continue to update relevant policies and regulations*
4. *Continue to implement remaining ongoing recommendations from previous accreditation to reach the full implementation*

2. QUALITY MANAGEMENT

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)

UBT College has established an internal quality assurance procedure that is built based on regulations in both national and international areas. The SAR states that the internal quality assurance system aligns with the ESG standards (SAR p .27). The two documents in UBT define internal quality assurance: the Quality Assurance Policy and the Quality Assurance Manual. The manual describes the high-standard processes for teaching, learning, and research. The quality assurance policy outlines the framework by which quality is assured. Both documents are publicly available on the official UBT website.

The Quality Assurance Officer supports the programme quality. As stated, this person is responsible for monitoring the study programme's success rate by constantly contacting internal and external stakeholders (sub-committee, graduates, industry partners, etc).

An important procedure in the internal quality assurance system is the Plan-Do-Check-Act scheme. The expert panel wondered if UBT College could provide an example of implementing such a scheme. A study module is being developed and involves all the internal and external stakeholders. Afterwards, it is presented in practice, and students provide feedback on improvement. If required, an action plan is developed for improvement and again the study module tried in practice. It seems that UBT has established a proper Plan-Do-Check-Act procedure.

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

The expert panel does not doubt that the study programme was built in alignment with the institution's mission and strategic plan. As stated in SAR, the programme seeks to train students to be professionals in innovative entrepreneurship and help improve the region's business environment (SAR p. 30). To meet the goals, the study modules were prepared with the help of academic and industrial partners.

To be approved, the study programme went through quite a long process. Initially, the procedure starts at the Faculty level with the creation of the Curriculum Development Team. The team defines the main learning outcomes based on the feedback received, curriculums are suggested, assessment methods are discussed, and the whole report is sent to the Faculty Council for approval and to the UBT Academic Council to ensure compliance with academic standards (SAR p. 31). Based on the information provided, the expert panel does not doubt a clearly and transparently defined study programme development procedure.

Key performance indicators are also defined to monitor the quality of the study programme. The SAR Table 8. presents key performance indicators for the study programme. They include

student satisfaction rate, number of student enrolment, module pass rate, employment rate, drop- out statistics, etc. The expert panel does not doubt that defined indicators are suitable for describing the general success and view of the study programme.

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)

During the site visit, the expert panel was informed that the study programme is constantly monitored with the help of various sources. Regular questionnaires are sent to all related stakeholders, meetings and focus groups are the key elements that allow the programme to remain relevant and updated with market trends. In the SAR, there are examples of changes made based on the collected feedback: new orientations like Finance, Banking and Insurance, and specific subjects such as Data Science and Decision theory were introduced (SAR p. 32). This proves to the expert panel that the study programme undergoes regular monitoring.

The workload in the study programme is evaluated with ECTS credits. 1 ECTS is equal to 25 study hours. When designing study modules and their outcomes, study programme developers considered the needed classroom and individual homework hours to achieve the results. A different teaching and assessment method can require more credits to achieve the module results than other methods. Yet the experts are pleased to know that each module was carefully designed and that most of the impacts requiring more credits were reviewed.

As mentioned earlier, one of the key elements of the success of the study programme is the inclusion of many internal and external stakeholders. UBT has established a clear system for regular feedback collection and partner meetings. For example, at the end of each semester, students participate in surveys to provide feedback on the modules, teachers, etc. If there is a need for more qualitative answers, focus groups with the students can be organized during the semester (SAR p. 34.). Alumni are also engaged through the annual surveys and also through their professors with whom they remain in contact after graduation. Regular meetings with the partners allow UBT to follow new trends in the labor market.

In the 6th semester of the study programme plan, students must choose between an internship or a project that is related to industry. During the site visit, it was explained that students are constantly informed and guided through the process during the internship weeks. The company has a signed internship agreement, and a specific mentor is assigned to help the student. Afterwards, the internship, the feedback process for the internship is conducted. Three different surveys, with specific questions, are conducted for the students, mentors, and employees.

The expert panel sees evidence of feedback, resulting in a specific action plan for improving study processes. The survey answers are included in the Annual Faculty Quality Report. The report specifies areas for improvement and from it a Quality Improvement Action Plan is being developed. The results of the monitoring process and action plans are publicly available on the official webpage. Yet, for the expert panel, it was evident that students were unaware of any previous or current activities related to improving a specific study area. The administration can publish the report with all the information, and it theoretically seems that the feedback is provided

backwards to the students. Yet if the students do not know where to look for it, they might think that nothing is done with their answers, which can result in them not filling out the surveys again.

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

As mentioned earlier, the expert panel can find all relevant information regarding the study programme publicly available on the UBT webpage (SAR p. 37). Also, information is published regarding the study programme structure: admission criteria, syllabus, learning outcomes, credits, et Study programme success indicators, such as dropout rates, employability of graduates, and module pass rate, are also publicly available. The expert panel seem to find the information accurate and reliable.

ET recommendations:

- 1.** *The expert panel recommends finding a better way to communicate to the students feedback reports and specific action plans for improvement. This recommendation is to be implemented during the first year*

3. ACADEMIC STAFF

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)

The recruitment of academic staff and their promotion is regulated through the following documents: Regulation for establishing procedures for the recruitment of academic staff, Employee Handbook, and Standards for election into titles of higher education teachers, scientific workers, higher education associates and research associates at UBT. The process is clear, objective and transparent. The academic staff promotion is merit-based and is not an automatic process. The recruitment process is developed by looking for academic staff who meet the first two strategic objectives of the institution: achieving academic excellence and developing research, innovation and social responsibility.

Candidates receive information about the post to be filled during the recruitment process and, once recruited, they receive an orientation course to learn how the university works, what is expected of them and what they can expect from the university. The University advertise vacancies for academic staff on the website.

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 academic staff is qualified (almost 85% have a doctorate degree) and is mostly hired full time (90%), but the percentage of permanent and temporary faculty is not known. From the analysis of the CVs it can be seen that around 55% of the faculty is Assistant Professor, Associate Professor or Professor. None of the employees has more than one regular employment relationship according to the e-accreditation portal of Kosovo Accreditation Agency.

According to Table 11 of the self-report, the staff is not overburdened, 57% being at the teaching limit (20 teaching hours per year), and the total teaching hours in the program per annum is 222 hours. However, we draw attention that in Table 15, if we add up the total number of ECTS, it amounts to 267 (not counting those dedicated to Bachelor thesis). In other words, although the study program includes 222 ECTS for students, the university must offer more ECTS to offer the different modules in Year 3, Semester 5, which means that the total number of ECTS to be covered by the academic staff is 267 and not 222. If the weekly hours dedicated to Lectures and Practicum are only considered, the total number of teaching hours amounts to 145 hours. Therefore, it is recommended to clarify the total academy staff time dedicated to teaching.

Although the student/teacher ratio is appropriate when considering the whole study programme, it is even more important to consider this ratio for the average number of subjects (taking into account those that differ the most from the average), as it informs the quality of teaching received by the students and influences the teaching methodology to be used. In other words, the student/teacher ratio per subject should not exceed 1/30.

Academic staff has publications and training related to the programme of study. The workload of the academic staff is distributed between teaching hours (10-20) and the rest dedicated to research, management, and contribution to the community.

There is a mentorship system implemented across all semesters to support students in learning and progress. As this is something valuable, UBT should provide transparency and

visibility of this mentoring system in its Quality Plan.

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 procedures for faculty promotion in the curriculum are transparent and objective. Information on promotion can be found in the Employee Handbook and in the Standards for Election to Titles of University Teachers, Research Associates, University Associates, and Research Associates at UBT, which are publicly available on the University's website. Promotions are based on quantitative and qualitative criteria in accordance with national standards and the institutional objectives. These include teaching experience; publications in journals indexed in Web of Science or SCOPUS; other publications such as book chapters, monographs, or conference proceedings; student feedback; international engagement; and teaching contributions. The University conducts annual evaluations of academic staff by students, academic staff, management, and self-evaluations, which are taken into account in future promotions.

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 UBT College has developed a Long Term Operational Plan of the UBT College for the Development of Academic Staff (2023-2028), which is available on the Web. This plan includes actions such as support for publication in high-impact journals and international conferences, promotion of international mobility and exchange programmes (ERASMUS+, Horizon Europe), and support for leading large-scale research projects, and is monitored and evaluated annually.

The University has two documents, accessible on the Web, that guide academic staff in the development of their teaching: the Guideline for Constructive Alignment of Learning Outcomes with Teaching Activities and Assessment Methods and the Guidelines for Student Assessment. The content of these documents is also communicated through workshops involving all academic staff.

The University encourages and supports participation in international activities (Germany, Italy, Albania). Although the number of academic staff participating is low, an increase is observed in 2024 and, foreseeably, also in 2025.

New academic staff receive two weeks of induction training on the functioning of the institution (policies, systems, roles, academic organisation), teaching issues (competency-based learning, use of platforms, integration of research in teaching, etc.).

The UBT supports academic staff in the development of their research programmes by providing advice on writing research proposals through the UBT Project Office. It also claims to provide peer-to-peer support from senior faculty.

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)

For the 2024/2025 academic year, 4 external associates have been recruited to collaborate in

the teaching of some subjects, contributing their professional experience in tax, accounting, internationalisation, or data in competitive markets. They were previously trained in teaching methods and practices in higher education.

The external associate has a weekly workload of 2 hours dedicated to exercises. In addition, three of these people are co-supervising theses (it is assumed bachelor theses) with academic staff of the programme.

ET recommendations:

1. *It is necessary to explain the reason for the divergence between the total hours in both Tables 11 and 15. **This recommendation is to be implemented during the first year***
2. *It is necessary to know the proportion of permanent academic staff, not only the full-time one. If this percentage is low, it is recommended to increase it.*
3. *It is necessary to know the teacher-student ratio per subject. If the ratio is higher than 1:30, it is recommended to divide the groups into smaller ones. **This recommendation is to be implemented during the first year.***
4. *Continue to encourage and support the academy staff to participate in international activities.*
5. *Provide transparency and visibility of the mentoring system in the Quality Improvement Plan.*
6. *Continue to involve external associates in the study programme.*
7. *Continue to ensure language skills improvements for older professors.*

4. EDUCATIONAL PROCESS CONTENT

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)

According to information available in SER and provided during the meeting with stakeholders it is evident that the program under evaluation MBE has intended learning outcomes which are formulated clearly, precisely and comprehensively following the best practices. The learning outcomes of the programs are aligned with the published mission and strategic goals of UBT College and Faculty of Management, Business and Economics. In the curriculum of the program it can be identified the integration of the market requirements of Kosovo and Ferizaj as a fast growing business hub. The alignment is explained in detail in the SER and justifies its structure. The detailed analysis is available in SER, pg. 57-60 covering alignment of the LO with all 5 strategic goals, with the mission (PLO 1 – PLO9). The program learning outcomes of the MBE study program in Ferizaj are also aligned with the goals of the Faculty of [management-business-and-economics/aims-and-objectives/](https://www.ubt-uni.net/en/study/bachelor-programs/management-business-and-economics/aims-and-objectives/). The intended learning outcomes include aspects of critical and analytical problem solving skills and are also a good base for further academic research or further studies. The MBE program under evaluation is organized in 3 years, 6 semesters, containing 180 ECTS and the structure of the courses and distribution of ECTS per course follows the Bologna system. During the first 2 students have at 6 compulsory courses per semester and in year 3 they select one of the offered orientations: Management, Entrepreneurship and Innovation, Marketing and Sales, Accounting, Auditing and Taxation, International Business. They consist of 4 compulsory courses and 2 elective courses. Elective courses offered are: Data Science, Decision Making Theory, Business Ethics and Financial Analysis (each containing 3 ECTS). Thesis consists of 30 ECTS and it can be written as part of the internship or based on the topic agreed between the mentor and student. The program's intended learning outcomes (PLOs) are framed from a student-centered perspective, ensuring that graduates will have the knowledge and skills to perform effectively upon completion. This means that each PLO is designed to reflect the skills, knowledge, and competences that students will develop through their studies. The programme learning outcomes, content and teaching methods are designed on the basis of Kosovo National Qualification Framework and the Framework for Qualifications of the European Higher Education Area. The program learning outcomes of the MBE study program under evaluation are consistent with the Framework for Qualifications of the European Higher Education Area because the defined learning outcomes enable students to apply their knowledge and understanding, can communicate information, ideas, problems and solutions, and have developed those learning skills, which are all required learning outcomes under the Framework for Qualifications of the European Higher Education Area and Kosovo National Qualifications Framework (NQF). This is evident from the SER and was explained by management and heads of the study program. The UBT College is strongly connected to the business sector and does prove that program learning outcomes are in line with market requirements and use the examples of best practices in their creation. Intended learning outcomes are in line with the level of studies and include the development of generic and specific competencies, and are divided in knowledge, skills, and competences. The program learning outcomes enable students to demonstrate

knowledge, gather and interpret data, apply and implement knowledge, and communicate in an analytical way, which are fully in line with learning outcomes foreseen for Level 6 by the Framework for Qualifications of the European Higher Education Area Level 6. The intended learning outcomes of the MBE study program are in harmony with similar study programs carried out in the European Higher Education Area. The UBT college provided expert panel with the list of institutions where the program is compared with similar study programs, such as Schellhammer Business School, The University of Applied Sciences Upper Austria, University of Graz, VIA University College Oakland University, Vienna University of Applied Sciences, Johannus Fachschule, Copenhagen Business School, University of Southampton and the University of Sheffield. The overall evaluation of the standard 4.1. is positively evaluated by expert panel members anticipating the UBT College is well connected with local and international environment, businesses, institutions, especially international universities when it comes to comparison and defining competitive advantage of the study program.

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

The study program and curriculum of the study program MBE complies with the national framework of qualifications. Indicators are well explained and elaborated in the SER and during the meeting with stakeholders. The National Qualifications Framework (NQF), which is an important component within the reforms of the education and professional training system in Kosovo, is taken into account when developing the curriculum of the study program together with European Qualifications Framework (EQF). According to data available in SER and information perceived during the meeting with management, quality assurance representatives and heads of the study program, expert team can confirm that UBT College and the study program under evaluation do anticipate all important regulations, concepts and recommendations for delivering a quality for bachelor students and equip them with competencies for the real sector, including competences that enable them to continue with further education and research. Members of Alumni were already enrolled at Master studies and have completed bachelor at the program under evaluation at UBT College which also proves the competencies and knowledge gained on the bachelor level are recognised not only in terms of finding career opportunities, but also to enroll to higher level study programs. The program learning outcomes enable students to demonstrate knowledge, gather and interpret data, apply and implement knowledge, and communicate in an analytical way, which are fully in line with learning outcomes foreseen for Level 6 by the Framework for Qualifications of the European Higher Education Area Level 6 (SER, 65). The intended learning outcomes of the study program under evaluation are at the level of bachelor. Consequently, the indicator 2 of standard 4.2 is not applicable for the study program under evaluation.

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)

The study program under evaluation complies with Standard 4.3, as it demonstrates a logical

flow and competency alignment throughout the curriculum, where the intended learning outcomes are achieved by students and they can smoothly progress through their studies.

The MBE program is designed following a logical and structured flow to ensure the development of knowledge, application-competencies and general and specific skills in accordance with the standards of the European Higher Education Area (EHEA), as stated and proved in the SER and the curriculum of the program presented. During the first two years, students acquire general theoretical and practical knowledge in management, business and economics, while in the third year they focus on specific orientations, developing in-depth competencies. Five major orientations in the third year of the study offer students specialisation in Management, Entrepreneurship and Innovation, Marketing and Sales, Accounting, Auditing and Taxation, Finance, Banking and Insurance, and International Business. During the meeting with external stakeholders, students and graduates, expert panel got information that such competencies contribute to easy job placements of students, finding good opportunities to work in a real sector. Kosovo as a business especially in Ferizaj which has a fast growing economic and entrepreneurial development requires such competencies of human resources and future managers. During this program, students engage in market research, start-up and development of new businesses, business processes, production and sale of products and services. The curriculum ensures the precise determination of general and specific competencies. General competencies such as critical thinking, problem-solving, and effective communication are developed through courses like Academic Writing, Research Methods and English language. During the last (sixth) semester, students have Internship and project management courses, and Bachelor Thesis. The concept of the study program curriculum, courses and internship allow students to progress through the studies and gain intended learning outcomes. This is also supported by different evaluation methods and corresponding requirements for exams which are organized in different forms. The structure and content of the study program under evaluation is comparable with similar study programs carried out in European Higher Education Area; Schellhammer Business School, The University of Applied Sciences Upper Austria, University of Graz, VIA University College Oakland University, Vienna University of Applied Sciences, Johannus Fachschule, Copenhagen Business School, University of Southampton and University of Sheffield. The rules defining the order of students' progression through the program courses ensure that the learning outcomes of previously successfully passed courses are sufficient to meet the prerequisites of the next courses in the curriculum, which is evident in the structure of the curriculum of the MBE study program. Foundational courses such as "Introduction to Financial Accounting" and "Management" in the first semester provide the essential accounting and managerial principles that are necessary for understanding more complex subjects in later semesters. Similarly, "Academic Writing" equips students with the writing skills needed for courses that includes projects/seminars in the upcoming semester where they will be required to present their findings in a written form. The curriculum also includes specific prerequisites for advanced courses, ensuring that students have successfully acquired the necessary knowledge and skills before advancing. For instance, students must complete Statistical Methods for Business 1. before progressing to Statistical Methods for Business 2," and Research Methods before applying analysis on SPSS/Stata or other tools. Furthermore, Introduction to Financial Accounting course must be accomplished before International Accounting Standards and Reporting (SER, 69). The core disciplines necessary for achieving the learning outcomes and acquiring competencies in the respective fields are adequately covered by the program courses and presented in the mapping of competencies on the course

level against the program learning outcomes has been performed, including the constructive alignment of course learning outcomes with learning activity and assessment methods. There were two workshops on Constructive Alignment and Curriculum Mapping organized, for all study programs, including MBE study program under evaluation. (<https://www.ubt-uni.net/en/ubt-successfully-conducted-a-comprehensive-workshop-on-constructive-alignment-of-learning-outcomes/>).

The syllabuses include all necessary information about the courses, learning outcomes, course descriptions, objectives, content and expected learning outcomes, teaching methodology, methods of evaluation, literature, number of ECTS and lesson plan. In addition to already structured syllabuses it is recommended to revise evaluation/examination concepts to determine how students pass each learning outcome (not only type of exam but also type of the relationship between exams and specific learning outcomes). This is constructive alignment which allows students to pass learning outcomes within the course. In case of failing any, they could retake only learning outcomes they fail, instead of repeating the whole exam. According to the alignment of learning outcomes, as additionally elaborated by UBT College management, there is already existing practice implemented to certain extent. If a student fails to meet the required 50% in the exam, they will be given a re-examination consisting only of the assessment method related to the specific learning outcomes they failed to achieve. For example, if a student fails to demonstrate the ability to apply a particular skill (such as applying concepts from a course), their re-examination would be tailored to address that specific learning outcome. In this case, the re-examination might involve a case study to assess the application of the knowledge they were unable to demonstrate during the original exam. This method ensures that students are only reassessed on the areas where they were unsuccessful, rather than repeating the entire exam, thus supporting a more focused and effective path to achieving the intended learning outcomes. This is specified in the Guide for Student Assessment of UBT and Guide of Constructive Alignment of UBT. At the beginning of each semester, starting from the first week, the academic staff is obliged to present and discuss with the students the content of the syllabus, starting from the goals and objectives, methods, and assessment instruments, as well as the clarification of the learning. While the current syllabuses include comprehensive evaluation methods, UBT College management anticipates the need to clearly link each learning outcome to specific assessment components. To address this, the recommendation is to revise the syllabus format to include a Learning Outcome–Assessment matrix, which will clarify how each outcome is measured.

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 MBE study program does not lead to a regulated profession defined by EU Directives. This indicator is not applicable for the study program under evaluation.

However, there is international cooperation at the level of the study program and the faculty, with different international collaborations. MBE study program in Ferizaj is designed based on industry feedback and partnerships with industry sectors. Course content is updated by the integration of emerging trends to make sure that the study program is regularly reviewed and updated to be in line with market needs. For the creation of the learning outcomes and the development of the content and structure of the curriculum, different professional advices contributed to the quality of the program, such as: SCAAK (an organization that offers

education programs of high standards in accordance with the regulations for the profession), Board for International Standards of Accounting Education (BSNEK). As a result of a successful collaboration between SCAAK and UBT College, all students can attend seminars and get certifications for different levels in accordance with the International Standards of Supreme Auditing Institutions (ISSAI). Professors are motivated to publish in Scopus and WoS, and their expertise also contributes to the quality of learning outcomes and study program quality. Study program MBE is highly appreciated amongst students and industry representatives and market demand for such a program is high, especially in Ferizaj.

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 University has approved the Regulation on Compulsory Practice in which it regulates Internships as a compulsory element in study programmes and students may not undertake them if they have previous relevant work experience. This regulation regulates the Expected Learning Outcomes of the internship, the parties involved (student, university, and company), the duration, the student's responsibility for arranging a place for traineeship, the mentor, and the documents to be handed in once the internship has been completed.

In the study programme, all three parties must agree on the work programme.

The duration of the Internship corresponds to 6 ECTS, with 60% corresponding to work in the company and 40% to independent work, such as the preparation of reports, reflection on practical experiences, research related to the Internship and preparation for evaluations, as stated in the Regulation.

The University sent some names of companies that have collaborated in the students' traineeships in the last three years.

In the study programme, it is not mandatory to do an Internship, but to choose between doing a Project or an Internship.

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

The programme under assessment is designed to achieve, through the different modules, the Learning Outcomes that will enable students to train to practice their profession in the discipline of Business, Economics and Management. A varied Teaching methodology is used according to the subject in question, with lectures, case studies, exercises/problem-based learning, and seminars, although other methodologies such as flipped classroom, quizzes, simulations, study visits, or laboratory (which seems to be the use of software for data analysis, such as SPSS) are also used.

The interconnection between the learning methodologies called Interdisciplinary Activity and Visits is positively valued.

The study programme evaluates Learning Outcomes every three years and adapts them to the changes and needs of the environment. It also evaluates triennially (according to the evidence submitted) the Teaching methods to adapt them to the Learning Outcomes.

Although the self-report shows how the different teaching methodologies used are viable to support the demand for student diversity, it is from the evidence requested and provided that it really becomes clear how the assessed programme adapts this methodology to specific

cases (e.g., methodological adaptation to students with ADHD).

Moodle is used in most of the subjects as a course tool, allowing interaction between students and teaching staff, the deposit of teaching materials, etc. In addition, advanced statistical or simulation software is available for the development of teaching that requires it (EViews, SPSS, Stata, R, SAP S4/Hana).

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)

The Study plan is published on the university website, but not the syllabus.

The Learning Outcomes have been grouped into three categories: Knowledge, Skills and Competence. The syllabus also includes the learning outcomes for each of the subjects. According to Table 16, the Orientation module (3) does not have any Learning Outcome related to the Competences category (PL08 and PL09 are blank). However, according to the syllabus and the self-report (page 86), this module makes students develop some competences. For future reporting, it is advisable to match them in the table to give them visibility and avoid inconsistencies in the documentation.

Assessment methods are included in the syllabus for each of the subjects. These methods follow the Guidelines for Student Assessment of UBT. However, it would be useful to also include the assessment criteria to be taken into account to check the acquisition of the Learning Outcomes. One thing is the assessment description (the methods to be used are described), the assessment methods (the methods to be used are indicated), and the assessment criteria (the criteria that determine whether the Learning Outcomes have been obtained are specified).

The self-report notes that the Regulation for Undergraduate Studies specifies the time allowed for the teaching staff to inform students of the results of the assessment according to the number of students to be assessed and shows a table with the same.

The Regulation on the Handling of Student Complaints at BPRAL UBT College contains the appeal procedure.

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

Although the assessment methods used in each subject are suitable for the assessment of learning outcomes, the assessment criteria are not specified. It is not a question of specifying the assessment methods, but rather of the criteria on the basis of which it will be determined whether the student has achieved the learning outcomes.

The syllabus includes the ECTS workload for each subject distributed among the different activities to be carried out.

ET recommendations:

1. *Revise syllabuses in terms of evaluation of specific learning outcomes in relation to number of ECTS and evaluation method*
2. *It is advisable to consider whether it would be compulsory to do an Internship in the study programme or not.*
3. *It is recommended that learning outcomes and teaching methods continue to be periodically evaluated and adapted.*

4. *It is recommended that the teaching methods continue to be adapted to students with special needs.*
5. *It is recommended to include in the syllabus of the subject the assessment criteria to be used to pass the subject, not only the assessment methods. **This recommendation is to be implemented during the first year***
6. *It is recommended to structure the syllabus in the same order as the syllabus in order to facilitate the search for the subjects.*
7. *It is recommended to include in the syllabus for each subject, in addition to the specific LOs expected to be achieved, their correspondence with the PLOs of the Bachelor's degree in Management, Business and Economics. **This recommendation is to be implemented during the first year***

5. STUDENTS

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)

The UBT College has established a clear and comprehensive admission system for the candidates. The established regulations follow both national and international standards. SAR clearly describes cases when a local and international student wants to start/continue studies. A local student must complete secondary education and succeed in the Matura exam (SAR p. 94). For an international candidate, there is a mandatory diploma recognition procedure which must be equal to Kosovo's secondary education level. All the needed information is publicly available on the UBT website. The application procedure is conducted online; a coordinator makes a technical review of all the candidates and later provides a list of selected names to the Faculty Council for approval (SAR p. 95).

The expert panel was interested in how most students knew about UBT and their study programmes. It was mentioned that family members and close friends who studied or heard of UBT recommended studying here. The expert panel believes that showing quality-based results publicly makes people speak of the institution in a good way so that it works as an advertisement.

There is also a possibility of having transferred students from another institution. Yet, UBT must strictly follow national regulations. According to SAR, the transfer is only possible under the similarity of both programmes in 70 %. The faculty has established a sub-committee to review these cases.

During the site visit, based on the information provided in the SAR, the expert panel could not identify any cases of admission procedures that were unfair and untransparent. It seems that the whole procedure is followed based on the regulations.

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)

The UBT College has established a well-defined student success monitoring system. The system looks carefully at the students' progress and the grades received in the module. It also looks at the general picture of how many students managed to pass the course in the semester and annually. During the site visit, the expert panel wondered if a low success rate in a specific

course is a proper signal for the faculty that something is wrong and actions must be taken. The experts confirmed that module content and teaching methods can be reviewed and suggested improvements for these cases.

As the system identifies students who require support, assistance is provided. During the site visit, psychological support and a tutorship system in the college were mentioned. If there is a need to understand the module better, additional courses and lectures can be organized, and preparations can be made before the final exams. The SAR mentions that even Learning to Learn Tutorship, where students provide academic assistance to other students, is implemented (SAR

p. 97). The expert panel believes student success monitoring and supporting system works well. Another proof of this is the low dropout number of the students.

A great example of monitoring student progression is the collection of feedback after the semester. At the end of the semester, students must fill in the surveys and provide anonymous feedback with suggestions on how to improve study quality. Based on the answers, courses can be reviewed for improvement if needed. Based on the information provided in the SAR, the collected survey results are communicated to stakeholders like students and teachers at the faculty level (SAR p. 98). Yet, the expert panel could not receive an answer about what kind of recent changes were implemented based on the student data. There were examples provided based on the experience of other faculties in UBT College, but the expert panel did not receive any for the current one under evaluation. The expert panel recommends highlighting better the results and the action plans for improvement. During the site visit the students could confirm that they are well aware of the possibilities inside the programme and afterwards as they finish it. They are aware of possibilities in the labour market or continuing studies at the master's level.

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 has established an International Cooperation Office, which regularly informs students of the possibility of participating in the international mobility programme. Currently, the MBE Faculty has established connections with more than 400 universities. As explained, the Office for International Cooperation informs students on the calls and supports filling in the application forms, submitting needed documents, helping with accommodation, etc. (SAR p 98). The expert panel does not doubt the College's support, yet there are still low numbers of students participating in the mobility programmes. The panel understands that this is a common practice in many higher education institutions but recommends encouraging students to participate, and the ones who participated should be encouraged to share their experiences.

UBT publishes all the information regarding the application procedure on the official college webpage. The information is also available in English. The Office for International Cooperation also provides services for international students arriving in the country regarding the study process, accommodation, and foreign language courses.

After the mobility programme is finished, the College collects feedback on the study process from both local and international students. The information gathered is about the study process, infrastructure, general experience of the mobility programme and what suggestions the students provide for improvement. The data is collected, and a specific action plan is conducted if needed (SAR p. 100).

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)

As mentioned earlier, UBT College provides adequate student support services. Starting with services regarding academic and study module consultation and tutorship programmes. The Career office helps students shape their skills and prepare for the labor market (UBT helps its students find a job). The IT department covers issues related to software programmes or e-learning systems. Based on the information provided, the expert panel sees adequate employee involvement in student support services. According to SAR, the Student Support Department consists of 20 employees and 5 employees work in the Career Office.

During the site visit, the students explained in detail that there was an orientation week at the beginning of the first semester. This helped students to adapt quicker to the new environment and meet up with the teachers and the infrastructure. All the needed information regarding the regulations is easily accessible on the official website (SAR p. 101).

The SAR states that UBT has a defined procedure for appeals and complaints. Students can write a complaint if there is an objective issue with the grading of the module. A procedure starts when the complaint is given to the faculty administration. Students are informed of the made decision. During the site visit, the student confirmed that teachers devote much time to explaining how plagiarism works and the requirements one must follow. The expert panel believes that a constant reminder of the ethical requirements prevents plagiarism cases in the study processes.

UBT provides extracurricular activities for the students during summer holidays and semesters. Activities include festivals, trips, sports clubs, social events, etc. There are also academic activities such as workshops or student conferences (SAR p. 102).

ET recommendations:

- 1) *Find a way for students who participated in the mobility study programmes to share their experiences with others.*

6. RESEARCH

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

The MBE Faculty has designed a strategic research plan aligned with that of UBT for the years 2022-2025 which defines its mission and vision, objectives, research areas and priorities, research groups or clusters, projects (only until 2024), budget (items in which it will be distributed and proportion), results (how it will be disseminated: journals, conferences). It has also developed a Regulation on Research and Scientific Work of the College UBT accessible through the Web that regulates research dissemination policies.

The strategic research plan defines five objectives and five priorities, but does not define for each of them the activities to be carried out, the monitoring indicators, or the time frame for achieving them. This plan shows how the budget will be distributed among different items: administrative costs, staff, equipment, distribution, mobility, proofreading, and other costs, but does not indicate what the source of funding will be. There is also no monitoring plan to check whether the objectives set are being met. The strategic plan provides information on completed projects (research plan) in which research groups have worked, involving a certain number of students in them. This demonstrates, to a certain extent, a structured plan of action to achieve the objectives set.

In order to achieve the research objectives, the self-report states that the MBE Faculty makes use of the financial and logistical resources that the UBT offers to support research, in addition to the academic staff hired. The financial resources are dedicated to incentivising academic staff for the publication of high quality articles and books. Logistical resources refer to tools, laboratories and technology for the development of research, as well as the development of annual conferences for the dissemination of results.

The Regulation on Research and Scientific Work of College UBT, approved in 2019, consists of 8 articles dedicated to General provisions, Boards for scientific research, Committee for scientific research, Recession, Evaluation, Publication, UBT Journal, and Entry into force, noting that this regulation is more aimed at the dissemination of research results than at regulating the research itself.

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.

Most academic staff publish at least one scientific article or present a paper at a conference per year. However, the vast majority of articles are not always indexed in Web of Science or Scopus, although they are indexed in EBSCO, World Cat, DOAJ, etc. In addition, the self-report states that research is validated through consultancy work, knowledge transfer, and participation in applied research projects, managed through the Research Office.

The self-report specifies that, according to the Regulation on Standards for Election into Higher Academic Titles at UBT, academic staff must accumulate 80 points through publications in Web of Science or SCOPUS journals in order to be promoted, with a further 20 points added for publication in other non indexed journals, participation in consultancy projects or professional activities. However, a reading of the Regulation on Standards for Election into Higher Academic Titles at UBT shows that the criteria are less demanding. It is true that 80 points must be achieved through publications, but depending on the degree to which one is applying, the number of publications indexed in WoS or SCOPUS varies, and the 80 points can be obtained with other publications as long as they have the minimum required. In any case, it is true that publications in WoS and SCOPUS are required for promotion.

45 of the 54 academic staff have a PhD degree, and the rest have an MSc and 5 years of professional activity in UBT or previous.

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.

The academic staff provides R&D services to the community as a member of the professional

scientific committee, board member in community service organisations, developing workshops and courses to community service organisations.

Academic staff collaborate with members of other national and international university institutions through collaboration agreements.

Cooperation with local business partners through joint research projects is managed through the Research Subcommittee, as indicated in the self-report, allowing academic staff to access industrial equipment and participate in projects bridging the gap between academia and practical applications.

Courses and workshops are held with professionals from industry and the public sector to disseminate technological advances and research results.

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.

Almost half of the teaching staff have publications related to the subject they teach (23 out of 54). In any case, it can be seen from the analysis of their CVs that the teaching staff have publications related to the disciplines of economics, business, and management.

Students are involved in scientific research by academic staff, and it mainly takes the form of papers presented at conferences.

ET recommendations:

1. *Continue improving English and foreign language competence, specially for the elder staff members.*
2. *Continue supporting the cooperation between senior staff and younger staff.*
3. *It is recommended that a new research plan be designed for the coming years in line with the university's research plan, including, in addition to the mission, vision and objectives, for the latter, the activities to achieve these objectives, the monitoring indicators, and the timeframe for achieving them. It should also include the sources of funding, the budget, and the resources available.*
4. *It is recommended that the regulation on research and scientific work of college UBT be amended to include the rules, procedures, and documents for the organisation of scientific research activities of academic staff, researchers, and students, as well as the code of ethics in research. **This recommendation is to be implemented during the first year.***
5. *It is also recommended to focus publications on high impact journals included in Web of Science and Scopus.*
6. *It is recommended to lead more research projects. Few academic staff lead research projects.*
7. *Participation in Erasmus+ projects is recommended*
8. *Showing evidence of how course syllabuses are updated with teachers' research is recommended.*

7. INFRASTRUCTURE AND RESOURCES

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

UBT College in Ferizaj provides adequate space and equipment for the implementation of the educational process and scientific research of the MBE study program in Ferizaj for the current number of students. There is an access for students to digital platforms where all important information for students is available (schedule of the lectures and WS, study materials, location of lectures, etc.) Students have online and onsite access to professors and academic staff and students express their satisfaction with availability of staff. The infrastructure is only to certain extent adapted for students with special needs, while not for disabled students. Lecture halls and library allocated in the higher floors are not accessible because there is no elevator. According to additional clarification of improvement of facilities it has been elaborated that that UBT College took already and is preparing to introduce improvement of accessibility and infrastructure for students and staff with special needs. This will be done by outsourcing a company for the installation of an elevator in the respective building. This action demonstrates UBT's commitment to creating an inclusive and accessible academic environment for all members of the community.

Classrooms and laboratories are equipped with necessary technology for lectures and educational processes, although the offices and rooms for professors are quite old and professors do not have their cabinets/offices. In this aspect the infrastructure of UBT College in Ferizaj is limited. Expert team did not have the opportunity to visit the campus in Prishtina. Professors are not based in Ferizaj and they come to Ferizaj only when they have lectures or meetings. Although the facilities are not very modern in Ferizaj, students still have a high demand for Ferizaj campus, due to the high cost of traveling to Pristina and convenience to study in the city they live. The total infrastructure consists of 1500 m². In the SER, table 24 and 25, a detailed list of infrastructural capacity is provided. The following classroom facilities are available at UBT College in Ferizaj:

Classroom Type	Classroom Nr.	Floor	m ²	Seat Capacity
• Classroom	L201	1	130	100
• Classroom	L301	2	130	100
• Classroom	L001	0	84	60
• Classroom	L002	0	84	60
• Group Work Room	L601	4	58.8	32

Laboratory consists of 50 computers and it is used by students and professors of the MBE study program in Ferizaj is equipped with adequate tools and software and academic staff yearly request or update their needs for additional tools, software and other resources, IT equipment needed for the educational process. UBT College has licensed applications such as Office 365, SAP S4/Hana, accounting software, data processing software SPSS, Stata, AR and VR tools, etc. in Ferizaj. Students apply the latest version of SAP S4/Hana to simulate business processes (sales and distribution, material management, finance and controlling, HR, etc.) and together with AR/VR tools, Miro, Slido and other tools. These applications allow students to directly link theoretical knowledge to practical, industry-based tasks and study activities. This was also emphasized by dedicated academic staff during the site visit and meeting with them. The expert team acknowledges the intention towards infrastructure improvement provided by additional clarification from UBT College management. To increase the spaces for the different purposes that can be used by students and staff, UBT has rented a new modern facility with approximately 2128 m² that can be used by students and

professors in Ferizaj for the new Academic Year as per this accreditation. This will enable the Academic staff to have their own dedicated space. The new infrastructure is modernized and equipped with an elevator. The distance from the main campus of Ferizaj is approximately 1km and around 10 min walk.

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

UBT College in Ferizaj ensures adequate library resources for the study program under evaluation, MBE. Library is well-equipped with reading rooms, group work rooms, and a comprehensive book stock tailored to the courses included in the MBE study program. The library contains around 590 books specifically related to MBE areas, ensuring that all relevant disciplines are covered.(SER, pg. 126) During the site visit the expert team had the opportunity to visit the library, which also offers access to electronic resources (EBSCO, SAGE, and JSTOR). The library has 62 reading seats. Library provides access to databases like Scopus and Web of Science, ensuring students and staff have access to high-quality research articles and academic resources, which was confirmed during the meeting with academic staff and explained in SER.

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

The study program MBE in Ferizaj is appropriately funded to deliver its intended educational activities and research, which is presented in details in the table Management, Business and Economics BSc, Ferizaj: Projected Incomes 2025/2026 – 2029/2030 (SER, pg. 127). Income is generated by students' fees, research projects, consulting services and donations. Since the UBT College is a private HEI with highly motivated management and staff, strong collaboration with business and institutional sector, it can be concluded that the funds are sufficient for the study program under evaluation for the current number of students and certain increase in numbers in the years to come up to year 2030 (five years business plan). Additional funds and income is generated by research projects and business consultancy provided by UBT College staff. They are involved in national and international projects, (QUADIC, COWEB, ALLED II, and local projects). Overall conclusion of the expert team is that UBT College has sufficient funds, motivated staff and management, with a proactive approach towards gaining funds and benefits for the study program MBE under evaluation in Ferizaj and they can increase the number of students to certain extent, but they should also consider improving facilities for professors (consultancy rooms and cabinets). It was explained that most of the professors do not have offices in Ferizaj, they work remotely and come to Ferizaj few times a week, using common office space with limited resources. To achieve sustainability in the educational process it is not sufficient to have academic staff on visiting schedules. Therefore it is highly recommended to ensure cabinets for professors with updated infrastructure and have more of them based in Ferizaj.

ET recommendations:

- 1. Keep continuously enlarge and update library and study premises*
- 2. Keep improving digital access to journals and research papers, books and other literature by subscribing to databases and give access to academic staff and students*

3. *Continue searching for internal and external funding by offering programs of lifelong learning, summer and winter schools, and increased participation in local, regional and international projects, all in order to increase internal budget for the faculty and study program under evaluation.*
4. *Continuously keep improving the infrastructure for academic staff and students to ensure sustainability of the study program on the long term in Ferizaj*

FINAL RECOMMENDATION OF THE EXPERT TEAM

1. MISSION, OBJECTIVES AND ADMINISTRATION	Fully compliant
2. QUALITY MANAGEMENT	Fully compliant
3. ACADEMIC STAFF *Mandatory	Fully compliant
4. EDUCATIONAL PROCESS CONTENT	Substantially compliant
5. STUDENTS	Fully compliant
6. RESEARCH	Fully compliant
7.INFRASTRUCTURE AND RESOURCES *Mandatory	Fully compliant
Overall Compliance	Fully compliant

OVERALL EVALUATION AND JUDGMENTS OF THE ET

UBT College in Ferizaj, MBE Bachelor study program demonstrated an overall full-compliance, with 6 fully compliant and 1 substantially compliant area of evaluation including the mandatory areas. According to the Manual requirements, the Expert Team recommends to accredit the study programme for 5 years, with the 90 students, at UBT College in Ferizaj.

Expert Team

Member



Marina Gregoric

14/04/2025

(Signature)

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