



UBT College, Prishtina

Real Estate and Infrastructure Management, BA, 180 ECTS
(Initial Accreditation)

REPORT OF THE EXPERT TEAM

April 15, 2025, Prishtina

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INTRODUCTION

Sources of information for the Report:

- *UBT Self-Assessment Report*
- *UBT Statute*
- *The Strategic Plan,*
- *The Evaluation Report on Quality Management,*
- *Key Performance Indicators*
- *Other UBT documents*

Criteria used for institutional and program evaluations

- *KAA Accreditation Manual*
- *Testimonials of faculty, staff, students and stakeholders*
- *ESG standards, guidelines, and best practices*

Site visit schedule

Programme Accreditation Procedure at UBT College	
Programmes:	Real Estate and Infrastructure Management, BA, 180 ECTS (Accreditation)
Site visit on:	15 April 2025
Expert Team:	Dr. Rainer Harms Dr. Goran Oblakovic Asnate Upmacis, PhD student
Coordinators of the KAA:	Ilijane Ademaj Ahmeti, KAA Arianit Krasniqi, KAA

A brief overview of the programme under evaluation

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	Edmond Hajrizi Visar Hoxha Elmi Kelmendi
09:40 – 10:20	Meeting with quality assurance representatives and administrative staff	Dugagjin Sokoli, Jehona Hoxha, Artan Tahiri, Elmi Kelmendi and Murat Retkoceri
10:25 – 11:25	Meeting with the program holders of the study program	Visar Hoxha, Fuat Pallaska, Veli Lecaj, Liridon Kryeziu, Sokol Loci
11:25 – 12:25	Lunch break	
12:25 – 12:55	Visiting facilities	Lirigzona Morina, Fisnik Laha
12:55 – 13:35	Meeting with teaching staff	Armend Ymeri, Arta Mulliqi, Beni Kizolli, Besa Jagxhiu, Egzonë Osmanaj, Gonxhe Beqiri, Njomëza Zejnullahu, Hazer Dana,
13:35 – 14:15	Meeting with students	Olsa Fejzullahu (Management & Business)

		Blinera Brahaj (Management & Business) Erisa Shaqiri (Management & Business) Diellza Rukolli (Management & Business) Hana Mehmetaj (Law), Hana Ferati (Law), Lyra Begolli (Law), Idea Uka (Law), Dardan Asllani (Law)
14:20 – 15:00	Meeting with graduates	Not applicable – new program
15:00 – 15:40 14:20 – 15:00	Meeting with employers of graduates and external stakeholders	Anjola Aliaj (online) – CEO ADY Legal and Development Tirana, Albania Besnik Vrella – CEO Shtëpiaku FM Company Dhurata Hoxha – CEO Montis Global LLC Gent Sejdiu (Online) – Project Manager Sustainable Transportation Reform, City of Prishtina Meriton Cana – COO Anem Real Estate Petrir Morina, Sales Manager, Balfin Real Estate, Albania and Kosovo Ylli Alaj, CEO, Ylli Alaj BI
15:40 – 15:50 15:00 – 15:10	Internal meeting of KAA staff and experts	
15:50 – 16:00 15:10 – 15:20	Closing meeting with the management of the faculty and program	Visar Hoxha

PROGRAMME EVALUATION

1. MISSION, OBJECTIVES AND ADMINISTRATION

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

The Management of Real Estate and Infrastructure (BA) program is aligned with the mission of UBT college, which focuses on "offer(ing) a dynamic and innovative 21-century academic environment (and providing) provides a supportive and challenging opportunity for the students, faculty and staff in participatory and self-governance setting." (UBT website). The planned introduction of the program shows the faculty's innovative spirit. The program's content suggests innovative aspects in terms of content and delivery (e.g. big data support for Real Estate and Infrastructure Management).

The program intends to serve students from Kosovo and Albania, strategically addressing regional workforce needs in the Real Estate sector. The program is designed to equip students with skills that meet labour market demands in Kosovo and Albanian job markets. The program emphasizes business, law, and civil engineering aspects of Real Estate Management, aligning with industry needs and providing a strong foundation for interdisciplinary education. These learning outcomes are clearly defined and must be made publicly available to students, employers, and stakeholders via the university website.

Discussions with employers and student interest assessments were conducted before launching the program. The analysis confirmed a strong demand for Real Estate professionals, justifying

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the program's implementation. The number of students requested for the program was supported by discussions with Industry leaders. External data and reports analyzing labor market needs and employment prospects for Real Estate professionals were also considered. While meetings have been conducted with relevant stakeholders, the additional systematics and documentation of a labour market needs test may support the cause of the new program. The study program is not yet publicly available. This is because it is a new-to-be-accredited program. We advise the Faculty to publish the study program as soon as possible, should the State Council of Quality reach the positive decision of accrediting the study program at its meeting in May 2025, all the documents related to the Faculty of Real Estate and study program should be made publicly available within the period of two weeks upon receiving the positive decision on accreditation.

Facilities and equipment dedicated to the implementation of the study program are capable of catering to the number of students intended to be enrolled. This is supported by the SER, the interviews with teachers and administrators, and the site visit. The UBT facilities support additional students.

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

The university enforces a Code of Ethics, a Faculty Ethics sub-committee, a university central ethics committee and anti-plagiarism software (Turnitin) to prevent academic misconduct. Students and faculty are required to adhere to these policies, ensuring fairness and integrity in academic work.

The Turnitin check is used to detect plagiarism. Consequences of misconduct are staggered between study year, percentage plagiarism, and first- or second-time offence. The procedure that follows suspected plagiarism is clear and documented.

Ethical standards for teaching and research are clearly outlined in university policies, course syllabi, and student handbooks. Teachers are acquainted with the procedures as well. Since this program is under new accreditation, UBT cannot present any Ethics Sub-Committee meeting minutes. Yet, UBT provides annual reports of the Ethics Committee of the UBT as a whole. The reports suggest that an effective way to resolve ethical issues is in place. The student interviews suggested that, in general, UBT students are aware of the procedures.

We suggest that UBT consider additional low-threshold opportunities to report misconduct, such as independent ombudspersons and anonymous reporting channels.

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)

At UBT, digital platforms are used to collect data on, e.g. student progression, graduation rates, employability, and student satisfaction. Also, relevant data on staff performance and resource management are collected and used (see also the Evaluation Report on Quality Management). As much as privacy regulations allow, this information is shared.

The Real Estate Program taps into the Information Management system of the UB. Thus, infrastructure is in place. Yet, as this is a new program, program-specific data are not available.

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 university has established policies that define administrative responsibilities and budget allocations for the study program. The faculty also provided a more detailed breakdown of financial distribution specific to the real estate program.

The Program will manage administrative responsibilities through existing university structures. Key administrative staff (Dean, Program Director, Program Coordinator, and a Quality Officer) for the program have already been recruited.

Administrative staff at the university have access to general professional development opportunities through a professional development plan. Examples include sessions on academic support services, student engagement, budget management, higher education administration, real estate industry developments, and technology in education (Source: SER). As this is a new-to-be accredited program, specific professional development activities could not be reported. We advise the Program to systematically track, store, and report professional development activities of administrative staff.

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)

Not applicable (first accreditation of the program). The committee acknowledged that the quality improvement of the Real Estate program will follow the established procedures of UBT college.

ET recommendations:

1. *Visualize the mission/objectives of the different units (Program / Faculty / UBT college. A clear visualization allows you to show connections between mission/objectives at different levels to better create synergies and detect gaps *
2. *Provide a list of KPI for core activities, e.g., enrolment increase/number, retention rate, graduate employability, number of new industry partnerships, increase/number of*

scientific publications, research funds through projects and collaborations, percentage of students and staff participating in international mobility, etc.)

3. *Create an even more structured, evidence-based approach to assess labour market needs.*
4. *Define and report personal, and professional development plans for administrative staff engaged in the delivery of the study program.*

Timeline for fulfilling: 1 year

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)

The HEI (UBT College) established an internal quality assurance system in line with national regulations, ESG and other international standards. The quality assurance system is established at the institutional level as well as at the UBT College level, and it is governed by the Quality Assurance Policy and Quality Assurance Manual. The Faculty's Quality Sub-Committee is responsible for evaluating and improving the system. A dedicated Quality Assurance Coordinator, M.Sc. Jehona Hoxha has already been assigned (SER p. 30). All stakeholders, including students, alumni, industry, and staff, are represented, as evidenced by the documentation and testimonials provided during the meetings. The list of members of the Quality Assurance Commission of College UBT can be found in the Quality Assurance Manual, pages 4 and 5. The system is established for an already existing program. It will be replicated for the new Real Estate and Infrastructure Management program. The activities include self-evaluations conducted, including course evaluations by students, semester reviews, annual reviews of programs, and surveys with alumni and industry partners etc.

The quality assurance policy covering all aspects related to the delivery of the study is publicly available and posted on the HEI website. The internal quality assurance procedures for the study program are also defined by the internal regulations of HEI. These documents include (but are not limited to):

- The Quality Assurance Manual,
- The Strategic Plan,
- the Quality Assurance Policy.

The HEI collects indirect measures frequently (each semester) and uses it to manage, improve all its activities, and further develop them. The implementation timeline is defined, and testimonials show that the HEI is quite responsive. Direct measures, i.e. to measure learning outcomes, are measured through a Learning Outcomes Achievement Matrix, so a cycle for continuous improvement (PDCA) is fully implemented. The current procedures include annual evaluations of teaching effectiveness and infrastructure adequacy, contributing to ongoing

quality improvements. The HEI could consider revising some of the learning outcomes. More on this in section 4.1.

The HEI has an adequate monitoring plan for implementing the quality assurance procedures for the newly proposed study program. The E-akreditimi online platform has been established to facilitate quality control and monitoring.

The quality system defines the timeline and responsibilities for academic and administrative staff.

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

As explained in the Standard 1.1, the Management of Real Estate and Infrastructure (BA) program is aligned with the mission of UBT college, which focuses on "offer(ing) a dynamic and innovative 21-century academic environment (and providing) provides a supportive and challenging opportunity for the students, faculty and staff in participatory and self-governance setting." (UBT website). The planned introduction of the program shows the faculty's innovative spirit. The program's content suggests innovative aspects in terms of content and delivery (e.g. big data support for Real Estate and Infrastructure Management).

The proposed study program underwent an adequate and transparent internal quality assurance process. It was formally approved by the designated strategic management bodies of both the UBT College and the institution. The proposed study program was initially planned and evaluated by the working groups created by the college, with inputs from various stakeholders and from the market (some of the bodies involved were the Faculty Quality Sub-Committee, Faculty and Academic Councils, Curriculum Development Team, etc.). Additionally, the study program was also evaluated by the specific external subject team, including industry representatives and international academic advisors. (SER pp. 31-32). Its continuous improvement is planned in accordance with standing practices at the HEI. The systematic approach was utilized.

Key performance indicators for monitoring the quality of the study program delivery are defined in accordance with the HEI's best practices, and the achievement of these indicators is monitored annually (SER pp. 32).

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)

As mentioned above in Standard 2.2, assessing the study program's relevance to the needs of society, specifically in the labor market, was performed systematically. The HEI has rich formal communication with external stakeholders. During meetings, the expert team noticed uniform understanding of the necessary competencies in the labor market. UBT regularly

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conducts industry surveys that evaluate the employability, practical skills, innovation, and community contribution of graduates, for already established programs this is performed regularly on an annual basis.

The quality assurance system would ensure the study program undergoes regular checks to establish whether the estimated workload (ECTS) allocation of students and the defined learning outcomes are achievable, realistic and adequate (ECTS User Guide (2015)). This is performed through a variety of indirect measures (i.e., student surveys, faculty self-assessments, surveys of external stakeholders, etc.). Additionally, the faculty uses a Learning Outcomes Achievement Matrix, which is filled by each professor at the end of the course as a self-evaluation tool to assess whether the course learning outcomes (CLOs) were realistic, achievable, and adequately addressed during the course. Therefore, direct measures are utilized. Students of other programs fully understand ECTS and workload assignments. The constructive alignment of learning objectives, teaching methods and assessment methods is performed following Biggs and Tang (2015) (SER p. 34).

The HEI conducts various evaluations (SER p. 35), and all internal and external stakeholders, including students, staff, alumni, and employers, are involved in the monitoring processes of the study program. Questionnaires, focus group discussions, and different evaluations are utilized to evaluate student performance and workload, academic success, resources, employment of graduates, etc. Faculty, employers, students, alumni and staff have confirmed in meetings that their feedback is collected and considered in program adjustments, ensuring continuous improvement.

The information on existing programs is collected systematically and regularly, and external stakeholders, including employers, alumni and graduates, are surveyed annually. Internal stakeholders are surveyed every semester or annually. The data collected is analyzed, and concrete actions are taken to ensure that the program is current.

The results of the monitoring processes and the resulting action plans are communicated to all stakeholders and published on the HEI website. The results of the surveys are based on decision-making and curriculum updates. Besides surveys and industry feedback, HEI utilizes accreditation reports to update course content and teaching methodologies. Improvements are integrated into the HEI's quality assessment process and strategic planning.

Reports on quality assurance activities and improvement measures are published on the university website.

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

HEI has made all policies, regulations and guidelines pertaining to the new study program publicly available on its website, ensuring transparency for all stakeholders (internal and external) (SER p. 37 - The Study Regulation of College UBT). The information available about the new program includes (but is not limited to) admissions criteria, enrolment quotas, curriculum and credits, assessment methods, final qualifications, etc. Therefore, information on admission criteria, recognition of qualifications, enrolment quotas, syllabuses, learning

outcomes, credits, assessment methods, and final qualification are published (SER p. 37 and website).

Available information for existing programs includes learning outcomes, curriculum, syllabuses, lessons schedules, consultation hours, administrative issues, and exams, as well as any other information related to the events within the academic unit.

Information on pass rate, dropout rate, and graduate employment are publicly available and objectively presented. Data on graduate employment, pass rate, and dropout reports are collected and made publicly available. Data accuracy, reliability, and objectivity was confirmed in the meetings with external and external stakeholders. All data is continuously updated on the HEI's website and noticeboards on the campus (SER p. 37).

ET recommendations:

- 1. Consider adding international dimension to the proposed study program,*
- 2. Consider improvements to the quality system as well, through more specific KPIs for core activities, e.g. number of new industry partnerships, increase/number of scientific publications, etc.)*

Timeline for fulfilling: 1 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 employment of academic staff at UBT is regulated by national laws, internal university policies, and accreditation standards. Hiring follows a structured selection process, with job openings announced online and within the university premises (SER p. 38).

UBT follows a detailed academic staff recruitment process, as outlined in the Employee Handbook (available online).

Recruitment is initiated through the Program Director/Head of Department, followed by the formation of a Search Committee (composed of faculty members and HR representatives). Job vacancies are widely advertised, selection criteria are predefined, and the Search Committee reviews applications and conducts interviews. The final decision is made by the Management Board after committee recommendations (SER pp. 38-39). The process is fair and objective. The recruitment process is transparent and structured, ensuring clarity for applicants, reviewers, and the institution (The regulation on recruitment is available online).

Faculty and UBT conduct a transparent process where candidates for employment are provided with full position descriptions and employment conditions. Documents provided to the

candidates and new hires include the Employee Handbook and the Code of Ethics. The orientation course is conducted by the General Secretary of UBT for all new hires.

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)

All courses (100%) are delivered by full-time faculty with academic titles. A total of 20 faculty members have already been employed (SER pp. 40-42). The HEI's academic staff, including full-time professors, meets all accreditation requirements and plays a key role in the institution's growth (i.e. 50% of the faculty is full-time, for every 60 ECTS credits at least one professor with a doctoral degree, none of the full-time academic staff holds more than two teaching positions, etc. The current student-to-teacher ratio is 1:10, which is well below the 1:30 requirement. The new program can be easily delivered with the current faculty and staff.

Faculty members adhere to regulated teaching loads. Currently, all teachers are under the norm. The university prioritizes aligning staff expertise with study programs, employing full-time staff with industry knowledge to ensure program sustainability. All course instructors are full-time staff with the necessary qualifications and research experience. The program maintains a strong academic foundation, supported by qualified Ph.D.-holding faculty, ensuring high-quality education and compliance with academic standards. UBT ensures strict adherence to these rules, with staff verification conducted through the e-accreditation platform and confirmed by the Kosovo Accreditation Agency (KAA) (more than 50% of the academic staff are full-time faculty, complying with Article 26, point 5.3.3 of Administrative Framework No. 15/2018 on Accreditation in Kosovo).

With the program under evaluation, HEI ensures that faculty members are not overburdened and maintain their teaching effectiveness and job satisfaction. Teaching hours and course assignments follow European institutional standards, allowing faculty adequate time for research, student mentorship, and professional development. This balance supports a high-quality educational environment that benefits students and staff (SER p. 47).

HEI fully complies with the Standards 3.2.

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 academic staff at the HEI are eligible for advancement and reappointment through a regulated process. This process is regulated by the Employee Handbook and the Regulation on Standards for Election into Higher Academic Titles (SER p 48-49 and online). The process is transparent and initiated by a call for applications approved by the Academic Council. The applications are reviewed by an Academic Staff Election Committee, which is composed of members from both the central and faculty levels. The Academic Council grants the final

approval through a majority vote. Administrative positions in which professors could be elected are governed by the Employee Handbook and follow a structured and transparent procedure. The final decision on administrative positions is made by a selection committee composed of representatives from the faculty, HR, and senior management, ensuring that the process is thorough, objective, and fair. This structured approach guarantees a high level of transparency and merit-based advancement and leadership development.

The promotion of academic staff to higher grades is based on excellence and important achievements, as well as international achievements in their scientific discipline and publications in international journals with an impact factor. A primary criterion for promotion is scientific work published in international journals indexed on platforms such as SCOPUS and Web of Science. Additionally, to be appointed as a full professor, candidates must have mentored final theses, authored textbooks, excelled in teaching, participated in projects, have international engagement, and received positive student evaluations. This requirement is defined by articles 20-25 of the Regulation on Standards for Election into Higher Academic Titles. During the meetings, faculty confirmed objective and transparent process. The process is governed by rigorous qualitative and quantitative criteria that align with national standards and the institution's strategic goals.

The results of the feedback are taken into account in the advancement and reappointment of teaching staff and in the renewal of contracts. Performance evaluations are conducted through structured questionnaires and reports integrated into the BTU system, which are confidential, allowing staff to access their evaluation results in real time. Academic staff are by:

- Students are asked to assess teaching effectiveness (under Article 24 of the Employee Handbook).
- Management, focusing on criteria like curriculum development, course management, research activities, and service to the college (under Articles 23-29 of the Employee Handbook)
- Self-evaluations are used to assess adherence to the individual development plans.
- Peer Evaluations, which are conducted occasionally.

The evaluation results, summarized in reports, are published on the HEI's website and include student evaluations on courses and teaching effectiveness.

Academic appointments and advancement are competitive and merit-based, guided by the HEI's internal regulations, and national and international standards.

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 HEI has an annual operational plan for the professional development of the academic staff engaged in the study program and demonstrates their participation in the development activities, all in accordance with the Long Term Operational Plan of College UBT for Developing the Academic Staff, (SER p. 51 and online). The HEI has consistently created conditions for research and scientific activities and is committed to financially supporting academic staff to achieve competitive results at the national and international levels. The five-year staff development plan for 2024-2029 outlines a comprehensive approach to achieving

these objectives by providing targeted support through mentorship, research opportunities, and leadership training. This commitment is supported by the Employee Handbook, professional growth (Article 8), the performance evaluation process (Article 23), engagement in continuous learning and skill enhancement (Article 28), and alignment across dimensions. Additionally, central to this effort are two key documents: the Guideline for Constructive Alignment of Learning Outcomes with Teaching Activity and Assessment Methods and the Guidelines for Student Assessment (SER p. 52 and testimonials).

The HEI proves that all academic staff engaged in the study program are involved in professional development programs, i.e. the Workshop on Effective Mentoring of Theses was held in May 2024 for all the academic staff of all faculties of UBT. Other examples of workshops include workshops on constructive alignment and effective assessment methods.

The HEI provides support to all academic staff of the study program in the development of skills related to testing and assessment methods, some of the examples are:

- Microsoft Office Skills Training (Trainer: Murat Retkoceri, September 2024) – SER, p. 29
- Emotional Intelligence Training (Trainer: Deniz Celcima, September 2024) – SER, p. 29
- Turnitin and Plagiarism Detection Training (Trainer: Betim Gashi, September 2024) – SER, p. 29
- Workshop on Constructive Alignment and Effective Assessment Methods (March and November 2024) – SER, p. 54
- Workshop on Effective Mentoring of Theses (May 2024) – SER, p. 54
- Introduction to Higher Education Teaching Methods and Practices for Industry Associates (17 September 2024) – SER, p. 57
- Language Training by UBT Institute of Language Studies (December 2024) – SER, p. 53
- Workshop on Consistent Student Assessment Using Rubrics and Multiple Assessors (March 2024) – SER, p. 53

The HEI proves that all academic staff in the study program participate in international activities (Article 29 of the Employee Handbook). The UBT staff actively participate in international projects, mobility programs, and study visits to foreign higher education institutions. Gonxhe Beqiri took part in ERASMUS Mobility at Technical University in Dresden and Lecce University in Italy, Binak Beqaj engaged in an academic exchange at University Iuav di Venezia, Visar Hoxha conducted a study visit at New University, and Hasan Metin participated in a program at the London School of Economics (SER pp. 52-53).

During the meeting, faculty testified that newly employed teachers undergo adequate training to strengthen teaching competencies before starting their teaching activity at the HEI. The centrally conducted introduction course is followed by specialized workshops over the next two weeks. Specialized workshops provided by different departments, such as IT, HR, the Research Office, and the Secretary's Office, are conducted during the first week. In the second week, the orientation shifts to the faculty or department level, where staff members engage in detailed familiarization with their specific roles, responsibilities, and curriculum requirements.

Therefore, the HEI ensures newly employed staff members undergo adequate onboarding aimed at familiarizing them with HEI's standard operating practices, most importantly, QA standards and procedures, standards of ethical behaviour, etc. The HEI instituted and supports mentoring by senior colleagues in project teams, assistance in developing research proposals, and funding (SER p. 54).

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)

Even though the program is only proposed at this time, several external associates have been recruited for it (SER p. 54). External associates include the latest research, trends, and know-how from the labour market in the teaching process (evidenced by CVs).

Evident from the meetings is that external associates are often former university professors who are fully academically qualified. The HEI's best practice introduces external associates to the regulations and practices in higher education. For example, a specialized training session titled "Introduction to Higher Education Teaching Methods and Practices for Industry Associates" was held on 17 September 2024. Evident in the meetings was a full understanding of ECTS credits, learning outcomes, teaching methods, assessment methods, etc. Further, external associates are expected to co-supervise the thesis.

The workload and expectations from the external associates are up to 2 hours per week, so it is clearly agreed to ensure that the teaching is performed on high quality.

ET recommendations:

1. *Consider enhancing the staff mobility strategy and follow up on a yearly basis.*

Timeline for fulfilling: 1 year

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)

There are eleven learning outcomes formulated for the programme:

- Demonstrate an understanding and be able to interpret the laws, rules, and regulations under which the industry operates from the managerial perspective, including aspects of real estate agency and brokerage, as well as real estate contract law.

- Understand the architectural designs that add value to real estate and the role of strategic management in enhancing property value.
- Learn to effectively plan and develop space, built environment, and infrastructure within the scope of urban sprawl, changing demographics, migration, scarce natural resources, and social infrastructure, and apply knowledge of entrepreneurship and partnership negotiation in these contexts.
- Gathered and interpreted data on financial real estate transactions to establish judgments related to real estate investments, incorporating skills in financial analysis of real estate investments and massive valuation techniques.
- Apply different methods of real estate valuation, including machine learning, for real estate appraisal to enhance accuracy and efficiency.
- Understand how to apply various marketing channels to sell real estate products, with a focus on real estate digital marketing and client relations.
- Understand how the main determinants affect housing prices, such as demography, net migration, and spatial planning, and incorporate knowledge from real estate development and organizational change perspectives.
- Communicate with the accountant in preparing financial statements and the financial department for cost-optimization accounting for internal purposes, and understand the implications for real estate leadership and management.
- Critically evaluate public-private partnership contracts, considering aspects of partnership negotiations and strategic management.
- Work in teams in preparation and execution of real estate and infrastructure development projects, leveraging skills in leadership and organizational behaviour.
- Critically analyze a real estate phenomenon through various disciplinary perspectives, including legal, financial, managerial, and technological viewpoints.

The self-evaluation report clearly demonstrates how the programme learning outcomes align with the UBT mission and strategic goals.

While the expert team believes that the programme serves the needs of the sector and society in Kosovo in general, certain technical improvements could be made concerning the learning outcomes.

First of all, four of the eleven learning outcomes contain "understand"/"demonstrate understanding," which are not measurable verbs. The expert team strongly suggests revising these learning outcomes to ensure they are measurable. UBT has used "understand" as a universal verb to represent knowledge. However, the measurable verbs used for knowledge at the bachelor's level usually are "define", "describe", "identify", "list", "match", "name", "outline", "reproduce", "select", "state" etc.

Also, the expression "learn to" used as the verb in one of the learning outcomes is related to the learning process itself but not the learning outcome.

In the self-evaluation report, UBT clearly argues how the program learning outcomes are aligned with the program goals and objectives.

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

Regarding formulation of the learning outcomes, UBT refers specifically to Section 3.3 and Annex 4 of the ECTS Users' Guide 2015.

The learning outcomes have been classified according to the standard classification – knowledge, skills and competencies. Overall, they are in line with the bachelor's level qualification and both the National Qualifications Framework and the European Qualifications Framework. However, the remarks under standard 4.1 should also be considered here, for example, the use of “learn to” to represent a skills outcome and “understand” to represent a learning outcome in general.

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

The program is well designed, starting with foundation subjects/models and moving to specialised/advanced elements. Introductory modules provide information that will be crucial for learning the following modules, and the advanced modules include prerequisites to demonstrate which elements they build upon.

During program development, specialists from various countries were consulted regarding the content, and a comparison with several programs in other European countries was conducted. The expert team also learned that UBT has an active practice of constructive alignment and curriculum mapping and that the representatives of this program have taken part in such activities.

The expert team would like to praise the close cooperation with the industry that UBT had during the program design and truly recognizes this example of industry-university collaboration as a remarkable one.

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 program does not lead to any regulated profession. However, part of it can lead to the profession of Real Estate Appraiser, for which a license needs to be obtained in Kosovo. The representatives of the Supervisory Board of Licensing of Real Estate Appraisers and the Association of Real Estate Appraisers of Kosovo were involved in program design. As a result, the program provides the components necessary for preparation for the Real Estate Appraiser qualification exam.

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)

UBT has a solid history of implementing compulsory practice, and there is an institutional policy (Regulation on Compulsory Practice at UBT College) for that.

The institutional regulation documents the roles and responsibilities and the general framework, including templates; the program plan demonstrates the specific place of the practice in the program curriculum. However, the SER and the original annexes included no information on the specific learning outcomes for the compulsory practice for this particular program and add a second sentence. The learning outcomes for compulsory practice were provided only as part of comments on factual errors, therefore, the expert team has not considered them in the overall judgement. The expert team acknowledges the receipt of this information and strongly recommends that the learning outcomes of the practice are also mapped to the overall learning outcomes of the program.

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

The study program has not been implemented yet. However, the information presented to the experts is sufficient to conclude that the program is very much practice-oriented. The diverse teaching and learning methods presented both in the self-evaluation report and during the discussions foresee practical activities and place the student at the centre of the learning process.

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

A Constructive Alignment of Learning Outcomes with Learning Activity and Assessment Methods for the program was performed. It resulted in a mapping demonstrating how the course learning outcomes help achieve the program learning outcomes and what teaching and assessment methods are to be applied for each subject. The expert team has studied the mapping developed for separate semesters and concludes that the evaluation methods are appropriate. The UBT has a general policy – Guidelines for Student Assessment – that defines the general assignment criteria.

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

Student workload estimation has been an element of the program design process in general. All subject learning outcomes have been linked to specific assessment methods that represent the best outcomes. The study program has not yet been implemented, and an analysis of the calculated and actual workload should be done once the program is implemented. However, the current calculation seems fair, and significant effort has been put into aligning the course content with a manageable workload and adequate methods for assessment.

ET recommendations:

- 1. The learning outcomes should be reconsidered regarding the expressions used and their measurability.*
- 2. The information on compulsory practice has to be more program-specific (learning outcomes, etc.) already at this stage of program design, as the practice is important for achieving the general program level learning outcomes.*

Timeline for fulfilling: 6 months

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)

As this is a bachelor study programme, the admission policy and procedure are standard - applicants must have successfully completed secondary education and passed the Matura Exam. As stated in the self-evaluation report, the admission process is initiated through a public call, and students must submit a set of documents, including their secondary education diploma, for review. The Faculty Council then evaluates candidates based on specific criteria, such as Grade Point Average (GPA), which must be at least 3.0 for admission.

There are no additional requirements for admission, such as a test, exam, etc.

As this program is new, no program-specific admission information could and has been published. However, the general UBT admission policy and procedures and those of similar programs are available online.

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)

It is said that the Faculty of Real Estate has already established a system for monitoring student progression. However, the expert team cannot assess compliance with this standard as the program (and none of the programs foreseen in the faculty) is operational.

However, there is evidence of student progression data being collected at UBT for other study programs.

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

As this is a new study program, no student exchange has occurred. UBT, as an institution, has a long history of national and international cooperation and has signed a memorandum of understanding with more than 400 universities.

Also, it must be noted that while aiming for a regional audience, the program is currently submitted for accreditation in Albanian only and without specific subjects held in English. Therefore, the possibilities for international exchange are limited.

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)

UBT has a designated Student Support Department and a Career Office. According to the self-evaluation report, information packages are provided to all new students, and the information on different regulations is easily accessible on the UBT website. UBT is proud of its Learning to Learn Support Program, which assists students with sub-optimal performance.

ET recommendations:

1. *To introduce program components in English to facilitate a broader student exchange.*

Timeline for fulfilling: 2 years

6. RESEARCH

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

The study program has defined scientific/applied research objectives that are reflected in the research development plan of the Faculty of Real Estate at UBT college. The SER achieves to support this statement by first listing the study program objectives, then the faculties' research objectives, and finally by linking these two argumentatively. The faculty research plan in the appendix to the SER provides a more fine-grained picture. The evaluation committee appreciated the action-oriented nature of the faculty research plan (detailing activities,

timelines, and goals). We note that this plan is rather input-based (funding, staff). In terms of research areas, the plan lists a large number of them but does not prioritize them.

Financial resources, workload, incentives, and publication support effectively support the research strategy. The interviews with staff supported this view, also in the light of the absence of potential negative side effects that generous research support may have towards other program goals.

The Regulation on Research Work and Publications of College UBT suggest that publications in various outlets count as scientific. The majority of these outlets suggest a peer review. In the narrow sense of the formulation of indicator 3 of standard 6., the program complies.

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

The validation of academic staff research and/or professional activity is based on scientific and applied research publications, artistic products, technological transfers, consultancy centres, scientific parks and/or professional activity. The SER lists each of the ways to validate staff performance. The evaluation points are annual talks and career progression procedures. Staff are aware of these standards.

The publication quality and frequency (the latter staggered by a hierarchical layer) are outlined in the Regulation on Standards for Election into Higher Academic Titles. CVs indicate that these requirements are upheld. The definition of “high quality” can be sharpened.

Finally, the academic staff in this program are all full-time tenured staff with a minimum academic title of Assistant Professor. Suggested external associates have a minimum of a master’s degree and at least five years of professional experience.

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 involved in the study program actively collaborate with regional partners. The SER provides a detailed list of staff members and their community engagement. We suggest focusing community engagement on topics related to the program under accreditation so that staff can create synergies in their many activities.

The academic staff is also active in collaborations with colleagues from national and international IHEE. The SER lists these IHEs. We appreciate that these collaborations are largely international, and some go beyond Kosovo’s closest neighbours. The SER does not disclose the type and content of the collaboration.

The academic staff will be facilitated to cooperate with local business partners through joint research projects, cooperative strategies for development, and shared use of equipment. The claim made in the SER is substantiated by the concrete actions outlined in the Strategic Plan of the Faculty of Real Estate 2024-2029. The degree to which actions have already been taken

includes advisory roles of faculty members and a realized project. The academic staff is supported in knowledge transfer with industry and the public sector. Examples include staff advisory roles.

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.

The teaching staff of the study program have a track record of research in their respective fields. The CVs indicate that staff largely publish in their area of expertise. Also, the SER and the literature lists of the syllabi provide evidence that publications are indeed used in teaching. Staff has a history of including students in their research projects, as evidenced by a reference table in the SER. The committee believes that this effective tradition will remain. We note that only four staff members are active in publishing with students.

ET recommendations:

- 1. Specify the research topics in the faculty's strategic research plan. This allows you to focus your energies on the most promising areas. A new strategy beyond 2025 for the coming years must be developed.*
- 2. Specify "scientific" research to contain only peer-reviewed contributions. Preferably, specify those in the top 50% (Q1 and Q2) of the outlets in the field to align with stricter quality standards.*
- 3. Specify the research areas in which staff is supposed to publish. The CVs show that only a minority of staff publishes in a narrowly defined real estate domain.*
- 4. Systematically list how the staff is involved with local business partners in Real Estate.*
- 5. Systematically list how staff transfer knowledge between the industry and the public sector.*
- 6. For indicator 6.4.1, create a list of names, courses, and references to have all information on how research is used in teaching in one view.*
- 7. In addition to publishing, consider and report ways how students can be involved in faculty members' research, e.g., with research-driven education.*

Timeline for fulfilling: 2 years

7. INFRASTRUCTURE AND RESOURCES

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

The HEI (the UBT College) has adequate premises and equipment for educational activities and research. The UBT College is part of UBT and conducts activities within the main Prishtina campus. It has sufficient space, classrooms, reading rooms, cabinets, and solid space for the academic staff to implement study programs adequately. The HEI has facilities at two locations:

- Lipjan Innovation Campus: 27,132 m² of space, including amphitheatres, laboratories, classrooms, studios, a library, a dental clinic, clinical rooms, advisory centres, translation rooms, and reading halls.
- Prishtina Dukagjini Center: 5,000 m² of space, with 19 dedicated rooms for teaching and student activities.

The space, equipment, and entire are fully functional and capable of serving existing students and the students of a newly proposed program. There is space, equipment and the number of teachers for the new study program.

Premises and equipment dedicated to implementing the study program are adjusted to students with special needs, i.e., there are several elevators, entrances, and hallways are wide, and a ramp at the main entrance.

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

The HEI's library is adequately equipped with reading rooms for individual work, spaces for group work and its own book stock according to the courses for the proposed study program. The UBT library holds a comprehensive book stock of 560 titles for the Real Estate program specifically tailored to the field of real estate, with more than 50% published within the last 10 years. The variety of books in the fields of economics, real estate and infrastructure management is sufficient. Students and research staff can access main research databases, including EBSCO, JSTOR, and SAGE Journals.

Students have rooms for extracurricular group work or individual work, and these facilities have extended working hours (9.00- 19.30). The HEI has adequate software for the disciplines of study included in the curriculum, with a valid license (including Licensed Software: AutoCAD, ArcGIS, Risk Solver, SPSS, Microsoft Project, QuickBooks, Athena Impact Estimator, and Open-Source Software: QGIS (Geographic Information System), OpenMaint, UrbanSim, OpenLCA (Life Cycle Assessment software), OrangeHRM (Human Resource Management), Mautic (marketing automation software).

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

The financial background of the HEI is stable, as it is a large private university. The budget calculations for the newly proposed program are sufficient, with stable UBT funding, the sustainability of the program for the next five years is demonstrated. (SER pp. 123-135).

Some of the planned resources are:

- Staff Development and Research Grants: €24,000 is planned for Lead Scholars, with €16,800 allocated for Young Scholars in 2025
- Infrastructure and Technology Investment: €4,000 is allocated for infrastructure, rising to €12,000 by 2027.
- Curriculum and Learning Enhancement: €12,500 annually
- Student Support and Scholarships: starting at €5,000 in 2025 and reaching €15,000 by 2027.

Even though the UBT has different funding sources, including research grants, donations and sponsorships from individuals and companies, private and public partnerships, and European Union funds (i.e. €500,000 from international research projects over five years). Further diversifying funding is recommended.

ET recommendations:

1. *UBT College has created a program-specific, long-term financial plan and strategy, so rigorous implementation is essential. Consider strengthening this aspect, so the program would not rely heavily on central UBT funding.*

Timeline for fulfilling: 3 years

Overall evaluation and judgments of the ET

UBT College in Prishtina, MANAGEMENT OF REAL ESTATE AND INFRASTRUCTURE (BA) demonstrated an overall full compliance, with compliant area of evaluation including the mandatory areas. According to the Manual requirements, the Expert Team recommends to accredit the study programme at the UBT College in Prishtina for 3 years, with 80 students.

<i>General Area</i>	<i>Compliance level</i>
<i>Mission, objectives and administration</i>	<i>Fully Compliant</i>
<i>Quality Management</i>	<i>Fully Compliant</i>
<i>Academic staff</i>	<i>Fully Compliant</i>
<i>Educational process content</i>	<i>Substantially Compliant</i>
<i>Students</i>	<i>Fully Compliant</i>
<i>Research</i>	<i>Fully Compliant</i>
<i>Infrastructure and resources</i>	<i>Fully Compliant</i>

Expert Team

Chair



Goran Oblakovic, PhD

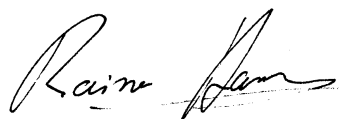
05.05.2025

(Signature)

(Print Name)

(Date)

Member



Rainer Harms, PhD

05.05.2025

(Signature)

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Member



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