UBT College
Sports Science and Movement (B.Sc.)

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

April 15, 2025, *Munich*

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1. INTRODUCTION

Context

Date of site visit: April 04, 2025

Expert Team (ET) members:

- Dr Chris Richter
- Dr. Snjezana Schuster
- Lali Giorgidze

Coordinators from Kosovo Accreditation Agency (KAA):

- Ilirjane Ademaj Ahmeti, KAA Officer
- Milot Hasangjekaj, KAA Officer
- Leona Kovaci, KAA Officer

Sources of information for the Report:

- Self Evaluation Report_Sport_BACHELOR..docx;
- Self Evaluation Report_Sport_BACHELOR..pdf
- Syllabus
- All Sylabus.pdf
- Annex>-Project List
    - Project list.xlsx
- Annex>Academic Titles Draft Regulation -
    - Regulation-on-Standards-to-Election-into-Higher-Academic-Titles-UBT-2.pdf
- Annex>Anex C_Experts recomandation
    - Experts recomandation.docx; Experts recomandation.pdf
- Annex>Anex D_LIST OF BOOKS
    - ANNEX D- BOOKS RELATED TO SPORT_ALL.xlsx; List of books.docx
- Annex>Anex E_Publication list
    - STAF_PUBLICATION_LIST.xlsx
- Annex>Annual-Action-Plan-aligned-with-5-Year-Action-Plan[2]

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- o Annual-Action-Plan-aligned-with-5-Year-Action-Plan[2].pdf
- Annex>Code of Ethics
    - o Code of Ethics_UBT_SPORT_SCIENCE_MOVEMENT.pdf
- Annex>End of the Year Appraisal of Staff
    - o End of the Year Appraisal of Staff_Avdi Pireva.docx; End of the Year Appraisal of Staff_Abedin Bahtiri.docx
- Annex>Faculty Anual Raport 2023-2024
    - o Anual Faculty Raport 2023-24.pdf
- Annex>Guide for Constructive Alignment of Learning Outcomes with Learning Activity and Student Assessment
    - o Guide for Constructive Alignment of Learning Outcomes with Learning Activity and Student Assessment.pdf
- Annex>Guidelines-for-Student-Assessment
    - o Guidelines-for-Student-Assessment-SPO-Faculty.pdf
- Annex>Handbook-for-student
    - o Handbook-for-student-alb (1).pdf; Handbook-for-student-alb (1).docx
- Annex>INDIVIDUAL FIVE-YEAR STAFF PLAN
    - o Five Year Plan Masar Gjaka.docx; Five Year Plan Abedin Bahtiri.docx; Five Year Plan Agron Thaqi.docx
- Annex>INDUSTRY PARTNERSHIP
    - o INDUSTRY PARTNERSHIP.docx
- Annex>Individual Development Plan (IDP)
    - o Individual Development Plan 2024-2025_Abedin Bahtiri.docx; Individual Development Plan 2023-2024_Masar Gjaka.docx
- Annex>Industry-program-and-Faculty-review-2023-2024
    - o Industry-program-and-Faculty-review-2023-2024.pdf
- Annex>List of partnerships with universities
    - o LIST OF PARTNERS.xlsx
- Annex>List of staff
    - o List of staff.pdf
- Annex>MoU with Stakeholders
    - o QKUK.pdf; Fitnes Gym Prishtina.pdf; Qendra studentore dhe UBT per shfrytezimin e salles 1 tetori.pdf; Memorandum mirekuptimi UBT SOPA SPORT.docx; MoU NSH" Inex Sharr Planina" Brozovic.pdf; Marreveshja me Jord

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Capital LLC.pdf; UBT-Ministria e Kultures,Rinis dhe Sportit.pdf; Klubi futbollistik 2 korriku.pdf; Terapia fizikale Rehabilitimi.pdf; MOU UBT dhe Universiteti i Sporteve te Tiranes.pdf; Qendra Kombetare e Mjekesise Sportive dhe UBT.pdf

- Annex>Organogram
  - o Organogram, Faculty of Sport Science and Movement.pdf
- Annex>Regulation for registration of student
  - o Regulation for student registration.docx
- Annex>Research plan
  - o RESEARCH PLAN Sport and Movement Science.pdf
- Annex>Self-Assessment of Individual Development Plan (IDP)
  - o Self Assessment of Individual Development Plan 30.09.2024_Masar Gjaka.docx; Self Assessment of Individual Development Plan 26.12.2024_Abedin Bahtiri.docx
- Annex>Staff development plan 2021-2026
  - o Staff development plan 2021-2026_Faculty of Sport and Moevement Science -.pdf
- Annex>Stakeholders Survey raport
  - o D3, Stakeholder Survey, report.pdf
- Annex>Strategic Plan_Sport and Movement Science Faculty
  - o Strategic Plan 2021-2026_Sport and Movement Science Faculty.pdf
- Annex>UBT Quality Assurance Regulation
  - o UBT Quality Assurance Regulation.docx
- CV>CV_Staf_English
  - o Driton Kukai_CV.pdf; Diellor rizaj _CV.pdf; Besnik Skenderi_CV.pdf; Denis Celcima_CV.pdf; BLERTA ABAZI_CV.pdf; Emrush Thaci_CV.pdf; Muhamet Avdyli CV.pdf; Ermal Lubishtani_CV.pdf; Kujtim Thaçi _CV.pdf; Sami Sermaxhaj_CV.pdf; Avdi Pireva _CV.pdf; Agron Thaqi _CV.pdf; Masar Gjaka_CV.pdf; Milaim Berisha CV.pdf; Engelbert Zefaj_CV.pdf; Fatbardha Qehaja Osmani_CV.pdf; Majlinda Kelmendi_CV.pdf; Gazmend Temaj_CV.pdf; Ferid Selimi_CV.pdf; Abedin-Bahtiri_CV.pdf; Edmond Hajrizi-CV.pdf; ALMA LAMA_CV.pdf

Additional requested sources of information for the Report:

- Provide the most current list of internship agreements.

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- Supply documentation of the last two QA changes implemented.
- Provide the minutes of the last two industry board meetings.
- Provide a list of publications that included students
- Provide meeting minutes that support the mapping of industrial needs to learning outcomes.
- Provide evidence for the stated 5% dropout rate.
- Share thesis supervision guidelines.
- Share a report prepared for an industrial or sporting partner mentioned during the facility viewing.

Received additional requested sources of information for the Report:

- 1. List of internship agreements
  - o Fitnes Gym Prishtina.pdf; Football Club "2 Korriku".pdf; MOU UBT dhe Universiteti i Sporteve te Tiranes.pdf; Marreveshja me Jord Capital LLC.pdf; MoU NSH" Inex Sharr Planina" Brozovic.pdf; National Centre of Sports Medicine and UBT.pdf; PRO-BASKET sports gym.pdf; Peja SPA "Onix.pdf; Physical Therapy "Rehabilitimi.pdf; Qendra Klinike Universitare e Kosoves.pdf; Qendra studentore dhe UBT per shfrytezimin e salles 1 tetori.pdf; SPA "Nëna Naile" Rehabilitation Center.pdf; UBT- Table Tenis Federation.pdf; UBT-Ministria e Kultures, Rinisë dhe Sportit – Instituti Arkeologjikë i Kosovës.pdf
- 2. Supply documentation of the last two QA changes implemented
  - o Documentation of co-teaching in Master program.pdf; Peer to peer evaluation report December 2024.pdf
- 3. Provide the minutes of the last two industry board meetings
  - o Industrial board Meeting_1.pdf; Industrial board Meeting_2.pdf
- 4. Provide a list of publications that included students
  - o List of publications that included students.pdf
- 5. Provide meeting minutes that support the mapping of industrial needs to learning outcomes
  - o Transcription Industrial Board_16.09.2024.pdf
- 6. Provide evidence for the stated 5% dropout rate
  - o DROPOUT_BA_MA.pdf
- 7. Share thesis supervision guidelines

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- o All about thesis_Thesis supervision gudeline, regulation and procedures, template.pdf
- 8. Share a report prepared for an industrial or sporting partner mentioned during the facility viewing
  - o Marreveshja me Jord Capital LLC.pdf; PRO-BASKET sports gym.pdf; Report prepared for an industrial or sporting partner mentioned during the facility viewing.pdf

Criteria used for program evaluation:

- The KAA Manual
- Information supplied by received documents.
- Information supplied by received additional documents.
- Information received during the side visit.

Site visit schedule

09:15 – 09:50: Meeting with the management of the faculty where the programme is integrated (Sport Science and Movement BSc & Health and Physical Activity MSc).

Attended by: *Prof. Dr. Edmond Hajrizi-Rector, Prof. Dr. Visar Hoxha-Vice Rector, Prof. Asst. Dr. Agron Thaqi-Dean, Prof. Asoc. Dr. Masar Gjaka- Responsible for the Bachelor's Program in Sport Science and Movement, Prof. Asoc. Dr. Milaim Berisha- Responsible for the Master's Program in Health and Physical Activity*

09:50 – 10:20 Meeting with quality assurance representatives and administrative staff

Attended by: *Prof. Dr. Dukagjin Sokoli-Responsible of Quality Assurance, Prof. Asst. Dr. Fatbardha Qehaja – Staff member, MSc. Skender Ramadani-Member of Quality Assurance and Administrative Staff*

Artan Tahiri – Head of Administration

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10:20 – 11:10   Meeting with the program holders of the study programmes: Sport Science and Movement BSc

Attended by: *Prof. Asst. Dr. Abedin Bahtiri, Prof. Asoc. Dr. Masar Gjaka, Prof. Asst. Dr. Agron Thaqi*

11:10 – 11:55   Meeting with the program holders of the study programmes: Health and Physical Activity MSc

Attended by: *Prof. Asoc. Dr. Milaim Berisha, Prof. Asst. Dr. Pranvera Ibrahimi, Prof. Asst. Dr. Avdi Pireva*

11:55 – 12:35   Lunch break

12:35 – 13:15   Visiting facilities

13:05 – 14:00   Meeting with teaching staff (Sport Science and Movement BSc & Health and Physical Activity MSc)

Attended by: *Prof. Asst. Dr. Sami Sermaxhaj Prof. Asst. Dr. Gazmend Temaj, Prof.Dr. Harald Tschan, Prof.Dr. Paolo Parisi,Prof. Asst. Dr. Flutura Ajazi, Prof. Asst. Dr. Blerta Abazi, Prof. Asst. Dr. Diellor Rizaj*

14:00 – 14:40   Meeting with students

Attended by: *Elvir Kutleshi Leonora Shabani, Lirim Maksudi, Florent Miftari, Jona Macula, Drin Skenderi, Era Deva, Anila Selmani*

14:40 – 15:10   Meeting with graduates

Attended by: *Burim Peli, Mevala Jakupi, Anesa Korça, Xhelal Shatri*

15:50 – 16:40   Meeting with employers of graduates and external stakeholders

Attended by: *Kushtrim Gëzim Murseli, Arben Krasniqi, Kastriot Gjoci, Driton Kuka, Majlinda Kelmendi, Distria Krasniqi*

16:40 – 16:50   Internal meeting of KAA staff and experts

16:50 – 17:00   Closing meeting with the management of the faculty and program

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A brief overview of the institution and program under evaluation

Overview of the Institution: Established in 2004 in Pristina, Kosovo, the University for Business and Technology (UBT) has emerged as an institution for higher education and lifelong learning. UBT is licensed by the Ministry of Education, Science and Technology of Kosovo and holds accreditation from the Kosovo Accreditation Agency, ensuring that its programs meet quality standards. The university's strategic approach to education is deeply rooted in a strong educational philosophy, national educational policies, and a keen understanding of the socio-economic environment. UBT is committed to providing its students with an education that is both relevant and impactful, preparing them to succeed in a changing world. The university actively monitors and integrates developments in international education, such as the EU Lisbon Strategy and the initiatives of the Bologna Group. This ensures that UBT's programs are not only competitive within Kosovo but also aligned with the best practices and standards of the wider European and international academic communities. Through its commitment to quality, relevance, and innovation, UBT is playing a crucial role in the development of Kosovo's human capital and contributing to the country's economic and social advancement.

Mission of the Study Programme: The program's mission is rooted in the institution's overarching mission to foster a dynamic and intellectually stimulating academic environment. This environment is designed to equip students with the knowledge, skills, and opportunities they need to successfully navigate the complexities of the modern world. The program places a emphasis on excellence in both teaching and research, recognizing that both are essential for advancing knowledge and preparing students for future leadership roles. Furthermore, the program is committed to promoting sustainable development practices and incorporating a global perspective into its curriculum and research initiatives. It recognizes the interconnectedness of global challenges and the importance of cultivating leaders who can think critically and creatively about solutions that benefit both their local communities and the wider world. By emphasizing leadership development, the program aims to empower students to become catalysts for positive change in a wide range of fields and to contribute meaningfully to regional and global progress.

Structure of the Study Programme: The BA program consists of six courses per semester, with each course having a credit value ranging from 5 to 8 ECTS (European Credit Transfer and Accumulation System). This allows students to balance their workload

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effectively, while maintaining a consistent workload throughout their studies. Based on the SER, the BA program is designed to be student-centred, with a focus on achieving the program's learning objectives through planned activities such as attending lectures, seminars, independent study, project preparation, examinations, and other required tasks.

A student's ECTS workload includes completing all planned course activities, including lectures, seminars, independent study, project preparation, examinations, and other requirements. One ECTS credit corresponds to a 25-hour workload. To complete the program, students must earn 180 ECTS credits, which are spread over 6 semesters. Didactical methods used are lectures, exercises, internships / work placements, homework, consultations with professors, seminars, individual work and exams.

The 1st Semester has 6 compulsory classes and one elective class. Compulsory classes include Sport in history, culture and society; Fundamentals of physical activity: the theory of movement; Biology and genetics, with basic elements of biochemistry; Biochemistry of exercise; Team sports I (Football – Basketball); and Functional anatomy. Students also select one elective from options including Basics of computer technologies, English (basic-intermediate), Team sports (Rugby), Individual sports (Table tennis-Fitness), Sports Journalism, and Games.

The 2nd Semester has 6 compulsory classes and one elective class (same options as 1st semester). Compulsory classes include Human physiology; General psychology; Theory and methodology of training and exercise– 1; Team sport II (Volleyball – Handball); Individual sports I (Artistic - Rhythmic gymnastics and dancing); and Scientific thinking, research methods and statistics.

The 3rd Semester has 7 compulsory classes and one elective. Compulsory classes include Exercise physiology; Biomechanics; Theory and methodology of training and exercise – 2; Exercise testing and prescription; Sport psychology; Sport pedagogy and ethics; and Individual sports I (Athletics - Skiing). Elective options include Team sports (Futsal), Academic writing and communication skills, Individual Sports (Yoga & Pilates), and Individual sports (Badminton).

The 4th Semester has 6 compulsory classes and one elective (same options as 3rd semester). Compulsory classes include Physical activity in health and disorder; Nutrition,

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health and exercise; Sports medicine and first aid; Sport sociology and legislation; Individual sports II (Athletics – Martial arts - Swimming); and Biostatistics and computer technologies.

The 5th Semester offers three specializations, each with seven compulsory classes. specialisations are:

1. HEALTH, PREVENTION AND REHABILITATION: Sports medicine and public health; Physical activity in growth and aging; Physical exercise, personal training and rehabilitation; Adapted physical activity, disease and disability; Performance assessment and monitoring; Computer science and technologies in sport and movement; and English (Advanced/conversation).

2. SPORT COACHING AND TRAINING: Sport psychology and pedagogy; Advanced science of training and exercise; Long-term athletic development; Performance assessment and monitoring; Advanced biomechanics and kinesiology; Computer science and technologies in sport and movement; and English (Advanced/conversation).

3. SPORT MANAGEMENT AND SOCIOECONOMIC DEVELOPMENT: Sport economy and entrepreneurship; Sport and social psychology; Sport management and marketing; Sport and innovation; Sport policy and sustainable development; Sport and social integration; and English (Advanced/conversation).

The 6th Semester has 4 compulsory classes focused on Internship (Practice in Laboratory / Health or Sports centre / Working place and related experience).

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2. PROGRAM EVALUATION

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.

The SER reports that the program aligns with the institution's mission (link) and strategic goals, and provides a detailed analysis of the program's curriculum, facilities, intended learning outcomes, and market demand. The SER highlights the program's public availability (link) and justifies the optimal student enrolment number, using supporting arguments and needs analysis. Additionally, facilities and equipment are described as sufficient for supporting the enrolment of 60 students per year.

While facilities and equipment are described, there is no mention of how these resources are periodically evaluated to ensure they remain adequate as student numbers or requirements evolve. In the response to this report the following was reported: facilities are evaluated monthly by UBTs faculty, while there is a regular communication between the Dean and the managing director of the used facilities. Details on the periodic review mechanisms for the curriculum and whether this includes external stakeholders or an ongoing feedback process are missing. However, during the conducted site visits, the expert team feels confident that there is an ongoing feedback process including external stakeholders.

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.

The program maintains policies and procedures that uphold academic integrity and freedom. These include using Turnitin for plagiarism detection (link), implementing regulations on generative AI use (link), and adhering to the Code of Ethics. The faculty Ethics Sub-Committee and UBT Ethics Committee handle cases of unethical behaviour, and there are clear procedures for plagiarism outcomes and academic dishonesty consequences. Ethical standards are included in syllabuses, and statistical reports provide insights into case management. The SER outlines these procedures and mechanisms and supports them with reports from the last 3 years (2020-2021, 2022-2023 and 2023-2024).

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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.*

The institution has implemented an information management system that collects relevant, current, and reliable data on various aspects of the study program. Concrete action plans are in place, defining objectives and responsibilities for program monitoring, and including corrective actions to address any deviations. The program evaluation and follow-up activities involve participation from both students and staff, while industry consultation is integrated into the program design. Student privacy is maintained through institutional compliance with data protection laws.

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.*

The SER outlines the administrative support provided, including a comprehensive staffing and budgetary support policy, a structured administrative staff hierarchy, and a professional development plan for administrative staff. It also provides evidence of administrative staff participation in professional development programs, such as language training and specific skill sessions.

The SER does not explicitly state the outcomes or improvements resulting from the professional development programs for administrative staff.

Standard 1.5: *The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented.*

Based on the SER, the program utilizes a structured quality assurance system, incorporating regular evaluations and reports. Internal processes result in an annual Quality Improvement Action Plan. External recommendations from accreditation panels are addressed in a plan submitted to the Kosovo Accreditation Agency. The SER lacks specific examples of activities or actions implemented in response to prior recommendations. Furthermore, it doesn't provide detailed evidence or documentation of outcomes or improvements resulting from these plans. The expert team found that the university had made several improvements since the last accreditation, including infrastructure improvements, such as a new lab with technology; the addition of 2 outdoor facilities; new staff; the addition of online student evaluations, which are

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public; an extended network through the Shape Project (Vienna and Rome), now in its second year; and increased research and student involvement, which has resulted in around 10 papers co-authored with students.

Compliance level: Fully compliant (5 out of 5; 100%)

ET recommendations:

1. Develop comprehensive guidelines for appropriate ChatGPT use by students and staff. These should include permitted uses (e.g., research, writing support), prohibited uses (e.g., plagiarism, generating harmful content), ethical considerations (e.g., academic integrity, avoiding bias), data privacy and security measures, training and support resources, and enforcement procedures.
2. Establish metrics to measure continuous development effectiveness across skills, behaviour, performance, engagement, motivation, and ROI. Track skill learning, proficiency, application impact, behaviour adoption, relevant KPIs, participation, feedback, and job satisfaction.

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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.

The faculty has established a well-structured internal quality assurance system aligned with national regulations, ESG standards, and international practices. It functions effectively at both the institutional and unit levels and is supported by clear procedures, a dedicated Quality Assurance Coordinator, and a Quality Sub-Committee. The Quality Assurance Policy is publicly available and covers all aspects of programme delivery, with the PDCA cycle forming the basis for continuous improvement. Despite the strong formal framework, the re-accreditation process has identified several areas for further enhancement. Most notably, there is limited evidence of how the PDCA (Plan-Do-Check-Act) cycle has led to concrete improvements in study programme delivery. Systematic documentation of quality improvement measures and their outcomes—especially from the past two academic years—is needed to better demonstrate effectiveness. Student evaluations are conducted in multiple areas, yet remain optional. While the response rate is relatively high, student engagement could be further improved through tools like real-time feedback and clearer communication of how feedback informs changes. Enhancing transparency through approaches such as "You said – we did" would support this goal. Positive developments in mapping learning outcomes to assessment methods, particularly in certain departments, are acknowledged. However, broader adoption of rubrics and peer evaluation practices would promote consistency and fairness in student assessment across the faculty.

Finally, while teaching workload is generally well-managed, maintaining a sustainable balance between teaching, research, and administrative duties remains a challenge. Ongoing monitoring and targeted support in this area would benefit both staff well-being and programme quality. The faculty has built a solid foundation for internal quality assurance. To further mature the system, it is recommended to focus on evidence-based improvements, more active stakeholder engagement, and the systematic use of external and internal feedback to drive continuous enhancement of study programmes.

Standard 2.2: The study program is subject to a process of design and approval established by the HEI.

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The study programme is designed and approved in accordance with institutional procedures aligned with the university's mission and strategic objectives. The approval process was transparent and involved relevant faculty and university bodies. Both internal and external stakeholders, including academic experts and industry professionals, were involved in the programme's development, ensuring its relevance and alignment with labour market needs. Key performance indicators (KPIs) are defined and monitored annually to support quality assurance and strategic alignment. Nevertheless, certain shortcomings were observed in the operationalisation of continuous programme improvement. Furthermore, although student evaluations are conducted, the impact of this feedback on programme development is not sufficiently documented. While there is awareness of the importance of aligning learning outcomes with assessment methods, implementation across departments varies—with the sports field showing the most progress. Additional challenges include limited administrative capacity, the need to strengthen the culture of responsibility for quality, and further development of professional support for newly hired academic staff.

Systematically record and publicly present examples of programme changes resulting from KPI analysis, student evaluations, and input from industry boards. Develop concise case studies showcasing implemented improvements. Introduce additional real-time feedback mechanisms (e.g., through Moodle), with clear procedures for analysis and communication of results.

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.

The faculty demonstrates a well-established process for the periodic monitoring and review of its study programs, with significant involvement from various stakeholders, including industry experts, students, alumni, staff, and employers. Feedback is regularly collected through surveys, interviews, focus groups, and questionnaires, which serve as important inputs for program improvements and curriculum adjustments. The program also ensures that realistic workload allocations are set and that learning outcomes are achievable. The quality of student practice is regularly monitored using key processes, and the HEI publishes quality assurance documents, communicating action plans based on collected feedback.

The re-accreditation process has highlighted several areas where the faculty's monitoring and review practices could be further strengthened. While feedback from stakeholders is actively sought, there is a lack of detailed evidence demonstrating how stakeholder input has

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directly influenced changes and improvements in the study program. Concrete examples or case studies documenting the impact of feedback on curriculum adjustments or the implementation of action plans over the past two academic years are missing. This would help to better demonstrate the responsiveness of the program to the needs and expectations of stakeholders.

The selection process for engaging stakeholders, particularly industry representatives, and the mechanisms used to ensure that their feedback accurately reflects broader industry perspectives, require further clarification. A more systematic approach to stakeholder engagement and clear documentation of the feedback process would enhance the credibility of the program's quality assurance efforts.

Student evaluations, while regularly conducted, remain optional, which limits the completeness and representativeness of the feedback. Although the faculty has achieved a relatively high response rate of 80%, there is potential for greater engagement by introducing additional tools for real-time feedback. A clearer communication strategy, explaining how feedback leads to specific changes, would help increase transparency and encourage further student participation.

The faculty is making progress in mapping learning outcomes to assessment methods, with notable advancements in certain departments, such as sport sciences. The integration of pedagogical training and mentorship programs from the outset would contribute to building a stronger teaching culture and better equip new hires for their roles. The faculty has established strong relationships with external stakeholders, including industry boards, alumni networks, and international partners, and maintains over 300 collaboration agreements. However, a more systematic approach to documenting and analysing the contributions of these partnerships would provide clearer insights into their direct impact on program quality. Regular reports and meeting minutes from industry boards and external partners would help to strengthen the faculty's monitoring and review processes. In terms of workload, while faculty members' teaching hours are capped at a reasonable level, ongoing monitoring of workload distribution, including administrative and research responsibilities, would help ensure that faculty members can maintain a high standard of teaching while managing their other tasks effectively. While the faculty has established a comprehensive process for monitoring and reviewing its study programs, there is room for improvement in documenting and demonstrating the tangible outcomes of stakeholder feedback. Strengthening the stakeholder engagement process, enhancing the transparency of student evaluation systems, and implementing systematic

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practices for tracking improvements and assessing the effectiveness of changes will further enhance the faculty's internal quality assurance framework.

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

The faculty has made efforts to ensure that relevant information about the study program is clear, accurate, objective, and publicly available. The Self-Evaluation Report (SER) outlines the availability of various documents related to study program regulations, student assessment, quality assurance, syllabus development, admission criteria, dropout rates, pass rates, graduate employment, and the accuracy and regular update of information. The faculty also claims that updates are made on an annual basis to ensure that the information remains current and relevant.

The re-accreditation process revealed gaps in documenting and ensuring the availability of current information. There's a lack of concrete evidence for consistent annual updates, clear mechanisms, or timelines for this regularity. While faculty claim regular updates, supporting documentation is missing, reducing transparency. Specific descriptions and examples of objective KPI presentation (dropout, pass, and graduate employment rates) were lacking but provided in supplementary documents. Clearer evidence of how these KPIs are communicated publicly, including accessibility, accuracy, and regular updates (e.g., public reports or dashboards), is needed for enhanced transparency. In response to this report UBT reported: The institution has initiated the development of a centralized digital dashboard that will publicly present key performance indicators (KPIs), such as dropout rates, pass rates, and graduate employment statistics. This dashboard will be updated annually and will be integrated into the institutional website to ensure accessibility, accuracy, and transparency. Furthermore, internal procedures are being formalized to define clear timelines and responsibilities for data collection, validation, and publication.

Basic reports of changes from past action plans exist. Student feedback collection could be improved through live options like Moodle, with clearer communication on how feedback influences changes. The data and metrics validating assessment effectiveness and improving learning outcomes require systematic documentation and sharing. While some departments (e.g., sports sciences) have advanced learning outcome mapping, this should be expanded. The process for updating and communicating dropout, pass, and graduate employment rates needs clarification. Providing specific examples or reports on their monitoring, evaluation, and public sharing would boost transparency. Although the faculty acknowledges the need for accurate,

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current information, further formalization and documentation of update and transparent communication processes are necessary. Clear, objective KPI examples and better real-time student feedback mechanisms will reinforce transparency and continuous quality improvement.

Compliance level: Fully compliant (4 out of 4; 100%)

ET recommendations:

1. Make assessment reports public / publicly available, along with a plan on how to address the identified issues.
2. Add conclusions in your reports. Within the conclusion, do focus on learning outcomes (QA instruments linked to the academic process should also verify if the intended learning outcomes of a discipline/programme were met until the graduation moment).
3. To improve the next SER, provide concrete examples and evidence of successful recruitment and staff performance outcomes. Ensure that the recruitment and staff advancement processes are clearly outlined and supported by objective data.
4. Continuously track and evaluate the effectiveness of staff development programs.

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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.

The study program's delivery is supported by teaching staff recruited in accordance with national legislation and internal regulations, ensuring an objective and transparent process. The faculty adheres to legal requirements and institutional regulations in the recruitment process, and all vacancies are publicly advertised, with clear and transparent procedures for candidate selection. Detailed job descriptions and employment conditions are provided to candidates, helping them understand their roles and obligations within the academic environment.

The program is regularly updated to meet European standards, ensuring that students are prepared for both academic and professional challenges. The program includes a major in the final phase of the degree and offers guest lectures, which enrich the learning experience. Furthermore, students engage in internships during their sixth semester, completing 200 hours of internship work and earning ECTS credits. The faculty maintains partnerships with a variety of institutions, and internal and external mentors guide students through these internships. Specific examples of these partnerships and internship templates should be requested for further documentation. Faculty members have easy access to meetings with management, facilitating the flow of communication. However, interactions with higher management are more challenging. Despite this, the faculty has biannual meetings with larger groups and committee involvement, promoting collaboration and addressing issues. The Dean plays an active role in the program and maintains good communication with program holders, ensuring that decisions regarding program changes are informed by all relevant stakeholders.

Changes to the program are influenced by feedback from students, alumni, and employers. For example, internship flexibility has been improved based on feedback, and technology has been integrated to monitor student workloads. Additionally, the faculty has developed unique partnerships, such as sending students to a judo partner organization to gain practical experience. The faculty's commitment to aligning the program with industry standards and professional associations is demonstrated by partnerships with sports organizations and ministries. The SER highlights that graduates will be leaders in their fields.

The academic staff reported good support from the Quality Assurance (QA) Coordinator and institutional QA structures in monitoring and improving the program. There is an ongoing

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commitment to mapping learning outcomes to assessment methods, in alignment with national frameworks, and with input from both students and industry partners. Documentation of these processes, including meeting minutes and approval documents, should be reviewed for evidence of active engagement with the QA system. The program has a relatively low dropout rate of 5%. The program benefits from industry collaborations, such as those with the Basketball Federation and the Ministry of Sports, which directly influence the curriculum and research initiatives. Notable examples include a study with the Down Syndrome Association and the Federation's consultation on futsal strategies. These collaborations enhance both the curriculum and research initiatives, showcasing the program's strong ties to the industry. The recruitment process for teaching staff at the faculty is structured to ensure transparency and alignment with national legislation and internal policies.

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

The study program is supported by a sufficient and qualified permanent academic staff, ensuring its effective delivery. The faculty employs 100% full-time academic staff, including 20 members with doctoral degrees, who are well-equipped to support the academic and professional development of students. This staffing level aligns with European standards, and the student-to-teacher ratio is exceptionally favourable at 1:10, exceeding the required standard of 1:30. This ratio ensures that students receive personalized attention and adequate support throughout their studies.

The workload distribution adheres to national labour laws and European norms, with specific teaching hours outlined per week, ensuring that academic staff are not overburdened and can devote sufficient time to research, mentoring, and curriculum development. The faculty ensures that all academic staff possess the necessary qualifications to deliver courses and mentor students, which is essential for maintaining the academic rigor of the program. The commitment to maintaining a highly qualified and balanced academic staff helps foster an environment conducive to effective teaching and student success. During the reaccreditation discussion, it was highlighted that while the program has a robust academic staff structure, it is essential to ensure ongoing professional development, especially for new hires who may not have prior teaching experience. Staff members confirmed that training and mentorship are provided to help new faculty integrate into their teaching roles, although some expressed challenges in managing administrative responsibilities and workload distribution. Furthermore, there was a discussion about the integration of students in leadership roles and research

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projects, where students are encouraged to apply for research initiatives and lead projects. However, further clarification on how these opportunities are structured and how they contribute to the overall academic development of students would be beneficial.

Overall, the faculty demonstrates a strong commitment to ensuring that the study program is supported by a qualified and adequately staffed team. While the academic staff is well-qualified, ongoing efforts to monitor staff development, workload balance, and mentoring for new faculty will be key to maintaining the high standards of the program in the long term.

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.*

The study program is supported by teaching staff who undergo objective and transparent advancement and reappointment procedures, aligned with both national legislation and internal regulations. UBT ensures that staff promotion and reappointment are based on clear and measurable criteria, as outlined in the Employee Handbook and relevant institutional regulations. The process takes into account multiple factors such as teaching quality, research output, student feedback, and contributions to the institution's strategic goals.

Advancement is closely tied to UBT's strategic objectives, ensuring that staff development supports the overall mission and vision of the institution. Promotions are based on achievements in teaching excellence, research contributions, and engagement with the academic community. Faculty members are evaluated through a combination of student feedback, management assessments, self-evaluations, and peer reviews, which are essential in determining the appropriateness of promotions and contract renewals. Specific criteria for different academic titles, such as publication records, teaching experience, and other relevant achievements, are also included in the process. During the reaccreditation discussions, it was noted that while the procedures for advancement are in place, more transparency could be provided regarding how staff members are evaluated in relation to the institution's strategic goals. Staff members emphasized that these procedures are largely in line with national regulations. UBT's staff advancement procedures are aligned with national standards and internal regulations, ensuring objectivity and transparency.

Standard 3.4: *The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development.*

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The academic staff engaged in the delivery of the study program at UBT is entitled to robust institutional support for professional development, as outlined in the SER. The institution has an operational plan in place to facilitate continuous professional growth, ensuring that staff have access to a range of development opportunities. These opportunities include training for teaching and assessment methods, participation in international activities, and support for research program development. Newly employed staff members also receive onboarding support to help them integrate effectively into their roles. Moreover, academic staff are encouraged to participate in various development programs, contributing to their growth in both teaching and research domains. UBT's commitment to professional development is reflected in the emphasis placed on providing training in effective teaching strategies, assessment methods, and the continuous improvement of pedagogical skills. Participation in international activities is another key component, allowing staff to broaden their academic horizons and stay current with global trends and innovations in education. The SER lacks details on how the impact of professional development activities is tracked and assessed, particularly regarding their direct influence on teaching quality or research output. The institution does not provide clear information on how frequently these professional development activities and processes are reviewed or updated to ensure their effectiveness. Furthermore, while academic staff are encouraged to engage in development opportunities, there is no indication of how their progress is systematically monitored or evaluated to assess the tangible benefits of such activities. During the reaccreditation discussions, it was noted that while there is strong institutional support for professional development, additional mechanisms to track and assess the outcomes of these activities would provide clearer insights into their effectiveness. Establishing clear metrics or feedback loops would enable UBT to better measure the impact of professional development on teaching quality, research output, and overall staff performance. UBT offers comprehensive institutional support for the professional development of academic staff, with a well-established framework for training, international engagement, and research development. To enhance this support further, there is a need for a more systematic approach to tracking and assessing the impact of these activities, as well as regular reviews to ensure they continue to meet the evolving needs of both the staff and the institution.

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.*

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The SER outlines the role of external associates in supporting the study program, emphasizing their qualifications and work experience, which align with the intended learning outcomes. These external associates are involved in various aspects of the program, including teaching, research integration, and the supervision of theses. Their contributions are integral to ensuring that students are exposed to a diverse range of expertise and industry perspectives. Additionally, the workload of external associates is structured to support their teaching responsibilities without overburdening them, ensuring that their engagement remains effective. External associates are provided with specific training aimed at familiarizing them with higher education practices, which is designed to enhance their teaching preparedness. This training helps ensure that external associates are equipped to deliver the study program effectively, contributing to a high-quality learning environment. The SER lacks clarity on the frequency and framework of ongoing training or professional development activities designed to keep external associates up to date with evolving industry trends, new educational methodologies, or changing guidelines in higher education. While UBT ensures that external associates possess the necessary qualifications and work experience to contribute to the study program, there is a need to establish more structured mechanisms for assessing their ongoing performance and supporting their professional development. Regular evaluation, coupled with targeted training and development opportunities, would ensure that external associates remain aligned with the program's objectives and are able to adapt to changes in both educational practices and industry trends.

Compliance level: Fully compliant (5 out of 5; 100)

ET recommendations:

1. Strengthen transparency, objectivity, and stakeholder involvement in recruitment, evaluations, and staff advancement processes, aligning them with strategic institutional goals.
2. Provide ongoing professional development and structured training for all staff members, both permanent and external, to ensure continuous improvement in teaching and research practices.

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Educational process content

Standard 4.1: *The study program's 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.*

The study program is structured around clearly defined, precise, and comprehensive learning outcomes that align with the institution's mission and strategic goals. These outcomes are designed to be student-centred, referencing best practices from the ECTS Guide (2015) and ensuring that students acquire relevant knowledge, skills, and competencies. The program learning outcomes are publicly available and have been mapped against similar programs within the European Higher Education Area (EHEA) to ensure comparability and relevance to European standards. A key strength of the program is its flexibility and adaptability, demonstrated by its regular updates in line with European standards and the needs of the industry. The program incorporates a major during the final part of the degree, and students are encouraged to engage in internships with various institutional partners. These internships, which involve 200 hours of practical work and contribute to ECTS credits, allow students to gain real-world experience and develop a deeper understanding of their field. An internal and external mentor system is in place to provide guidance and support, and staff members visit students during their internships to monitor their progress and ensure they meet the required expectations. At the end of their internships, students present their work, providing a tangible output that is assessed and aligned with learning outcomes. Throughout the program design process, feedback from students, alumni, and industry stakeholders plays an integral role in shaping the curriculum. For instance, recent changes in the internship structure, such as increased flexibility and the integration of technology to monitor student progress, were influenced by feedback from industry partners. A specific example includes a partnership with a judo organization, where students were sent to study directly at the site, enabling them to learn in a practical, hands-on environment. This approach is meant to enhance student engagement and motivation.

The program encourages students to take initiative and leadership roles by involving them in research projects and community engagement activities. There is no clear evidence provided that differentiates the program from others in terms of fostering leadership skills or involvement in decision-making, such as managing projects or mentoring peers. Although students are encouraged to apply for research projects and participate in the process, further evidence and examples of leadership opportunities would strengthen the program's claim of

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preparing graduates as leaders in their fields. The final decision regarding any program changes lies with the faculty council, where there is a strong exchange of ideas and input from both faculty members and higher management. The faculty council plays a crucial role in shaping and approving changes to the program, ensuring that it remains relevant to industry standards and aligned with the institution's mission. Additionally, regular meetings and committees, including those involving the dean and program holders, contribute to the continuous improvement and monitoring of the program. These mechanisms ensure that feedback is collected, reviewed, and incorporated into the program design, maintaining a dynamic approach to curriculum development. The program's alignment with industry standards is also supported by collaborations with various industry partners, such as the Basketball Federation and the Ministry of Sports. These collaborations benefit both the program's curriculum and research initiatives, offering students access to real-world experiences and opportunities for practical application of their learning. The dropout rate is low, standing at approximately 5%, which suggests that the program is successful in retaining students. This rate is a positive indicator of student satisfaction and the program's effectiveness in delivering relevant and engaging content. The study program is well-structured, with clear and comprehensive learning outcomes that align with both institutional goals and European standards. Stakeholder feedback, including that from students, alumni, and industry partners, is integral to the continuous improvement of the program. However, further evidence of how learning outcomes are designed with active stakeholder involvement and how feedback is systematically incorporated to improve these outcomes would enhance the program's transparency and responsiveness to evolving industry needs.

Standard 4.2: *The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors.*

The study program's intended learning outcomes are designed to comply with both the Kosovo Qualification Framework (KQF) and the Framework for Qualifications of the European Higher Education Area (QF-EHEA), ensuring alignment with national and European standards. These learning outcomes focus on providing a balance of theoretical knowledge and practical skills that are essential for students pursuing a career in the Sport Science and Movement sector. This alignment ensures that the program adheres to recognized international standards, contributing to the academic and professional mobility of graduates across Europe. The program effectively integrates both theoretical and practical components, ensuring that students gain a well-rounded understanding of the field. The intended learning outcomes are

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structured to meet the competencies required at the level specified by the National Qualification Framework and the European Qualifications Framework. These outcomes are not only in line with national expectations but also facilitate the development of skills that meet the demands of the European labour market, enhancing the employability of graduates. Feedback from industry professionals, alumni, and stakeholders confirms that the program is aligned with the needs of the Sport Science and Movement sector, ensuring that graduates are prepared for professional challenges. However, there is a need for more explicit evidence of how specific learning outcomes map to particular levels in the KQF and QF-EHEA to ensure clear transparency and understanding of how the program meets these frameworks. The program provides opportunities for students to engage in internships, research projects, and community-based activities, which help them to apply theoretical knowledge in real-world contexts. This practical approach further strengthens the alignment of the learning outcomes with both national and European qualification standards. The study program demonstrates strong compliance with the Kosovo Qualification Framework and the European Qualifications Framework. The intended learning outcomes are designed to equip students with both theoretical knowledge and practical skills required in the Sport Science and Movement sector. However, providing more detailed evidence or documentation of how these learning outcomes are specifically mapped to the national and European qualification levels would improve the clarity and transparency of the program's alignment with these frameworks.

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.*

The curriculum of the study program is structured in a logical and coherent manner, starting with foundational courses that provide students with a strong base of knowledge and gradually progressing to more specialized topics and practical experiences, including internships. This structure ensures that students meet all the necessary prerequisites before advancing to more complex and specialized subjects. The curriculum covers core disciplines required for the field, ensuring that students gain the essential competencies and skills needed to achieve the intended learning outcomes. Workshops on curriculum mapping have been conducted to ensure that the program aligns competencies with learning outcomes, which guarantees that students acquire the knowledge and skills necessary to succeed in their future careers. The program is designed to foster a smooth progression through the studies, with a clear pathway from introductory courses to more advanced topics, while also providing opportunities for practical application

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in the field through internships. The curriculum is also benchmarked against similar study programs within the EHEA, ensuring its relevance and comparability with other programs in the region. This alignment with European standards helps ensure that graduates are equipped with the skills and knowledge required to be competitive in the European and global job markets. The curriculum is well-structured and coherent, enabling students to progress smoothly through their studies while meeting the intended learning outcomes. It is aligned with European standards and ensures that students gain both theoretical and practical knowledge.

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.

At present, Standard 4.4 is not applicable, as the program is not designed to lead to regulated professional qualifications. However, the faculty should be prepared to adapt the programme should there be changes in the regulatory framework or should it decide to develop programmes aligned with EU directives or the standards of relevant professional bodies in the future.

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).

The study program provides a well-defined approach to regulating student practice periods, with clear roles and responsibilities for all parties involved, including students, academic staff, mentors, and external organizations. The College ensures that students are fully aware of the intended learning outcomes for their practice periods, aligning these outcomes with the program's educational goals. External organizations play a key role in providing practical learning environments for students, with established cooperation agreements in place. These organizations are involved in the delivery of the practice period, offering students the opportunity to gain real-world experience in relevant fields. The collaboration is structured through clear agreements that define the expectations, responsibilities, and the roles of both the institutions and the students. The College has set up mechanisms to monitor and ensure the effectiveness of the student practice period. These mechanisms include structured documentation, regular progress reports, and feedback systems to track the students' performance during their practical placements. Mentors, both internal and external, are assigned to guide students through the process, ensuring that the practical experience is aligned

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with the intended learning outcomes. There is a gap in terms of specific learning outcome verification procedures.

The SER does not provide detailed information on how the learning outcomes from the practice period are formally assessed or verified. While feedback is gathered, the absence of a clear assessment framework or criteria for verifying whether the learning outcomes have been achieved during the practice period could limit the effectiveness of the feedback system. To improve this, it would be beneficial to include clear, measurable criteria for evaluating the achievement of learning outcomes, such as rubrics or assessment forms. This would allow for more objective and consistent evaluation of students' performance during their practice periods and ensure that all parties (students, mentors, and academic staff) have a clear understanding of how success is defined and measured. In response to this report UBT stated this: During the internship, students are required to submit regular reports on the work they perform. A committee established within the faculty monitors the internship by conducting site visits to the internship locations. At the end of the internship of the Bachelors program, students present their experience to the faculty-appointed committee who evaluate the experience.

Standard 4.6: *The study program is delivered through student-centred teaching and learning.*

The study program is delivered through a student-centred approach, as outlined in the SER. The program employs a variety of didactic concepts and pedagogical methods designed to engage students actively in the learning process. These methods include interactive learning, practical exercises, and industry-relevant knowledge, ensuring that students are not only recipients of information but also active participants in their educational journey. The use of technology is a key component of the teaching and learning strategy. Various technological tools and platforms, such as learning management systems and multimedia resources, are integrated into the curriculum to facilitate learning and enhance engagement. These tools enable a dynamic learning environment, where students can access materials, collaborate with peers, and receive timely feedback. The SER highlights that technology is continuously adapted to meet the needs of the students, though further details on how these tools specifically improve learning outcomes are lacking. The program also places a strong emphasis on accommodating diverse student populations. This inclusivity is achieved through the design of flexible learning pathways and personalized support mechanisms that cater to the varied needs of students. The faculty's commitment to creating an inclusive learning environment ensures that all students, regardless of background or ability, have the opportunity to succeed. Feedback

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systems are an essential part of the student-centred approach. The program includes regular assessments, surveys, and peer evaluations, providing students with opportunities to reflect on their progress and contribute to the improvement of the program. These feedback mechanisms not only help students develop their learning but also inform ongoing adjustments to teaching strategies and content.

To strengthen this aspect of the program, it would be beneficial to provide more concrete examples of how technology has been leveraged to improve learning outcomes, such as the use of digital tools for collaboration, assessment, or content delivery. Additionally, incorporating specific evaluation metrics for both teaching methods and technology use would help ensure continuous improvement in the program's delivery.

The study program effectively adopts a student-centred approach, with a focus on interactive learning, technology integration, and inclusivity.

Standard 4.7: *The evaluation and assessment used in the study program are objective and consistent, and ensures that intended learning outcomes are achieved.*

The evaluation and assessment practices outlined in the SER for the study program are designed to be objective, consistent, and aligned with the intended learning outcomes. The report highlights the program's adherence to systematic assessment methodologies, with clear mappings between the learning outcomes and the contributions of individual modules. It also includes a comprehensive description of the assessment criteria, grading methods, and feedback mechanisms that ensure the evaluation process is both fair and reliable. The program employs objective grading methods, supported by published assessment criteria that students can refer to in order to understand how their performance will be evaluated. Grading is consistent across modules, and the program ensures that students receive timely feedback on their work, allowing them to identify areas for improvement and enhance their learning experience. A functional student appeals process is also in place, providing students with an opportunity to contest their grades if they believe the evaluation was not fair or accurate. Despite these strengths, the SER does not explicitly explain how feedback is used to guide students towards improving their learning outcomes. While feedback is provided, there is no clear connection between the feedback given and the steps taken by students to enhance their academic performance. For instance, there is no detailed explanation of how feedback on assignments, exams, or projects is used to support students in achieving the intended learning outcomes. The SER does not include specific examples or data demonstrating the effectiveness

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of the assessment methods in ensuring that learning outcomes are achieved. While the assessment practices are described in detail, tangible results or student performance data post-feedback are not provided to illustrate how these methods have contributed to student success or improvement. This would be valuable in showing the impact of assessment and feedback on the overall learning process.

To further strengthen the evaluation and assessment process, it would be beneficial to include examples or case studies of how feedback has been used to improve student performance. Additionally, incorporating student performance data or analysis of trends in academic achievement following feedback could provide evidence of the effectiveness of the program's assessment methods. This could include information such as changes in student grades after receiving feedback, improvements in the quality of work submitted, or the achievement of specific learning outcomes over time. The study program's evaluation and assessment methods are well-structured, with clear criteria, objective grading, and timely feedback.

Standard 4.8: Learning outcomes are evaluated in terms of student workload and expressed in ECTS.

The SER demonstrates that the study program evaluates learning outcomes in terms of student workload and ECTS credits. It provides a comprehensive overview of how learning outcomes are aligned with both program and course-level objectives, ensuring that each course's content and structure correspond to the program's overall learning goals. The SER details how theoretical and practical knowledge is assessed, mapping course learning outcomes to broader program goals. The program assigns ECTS credits to courses based on the total number of study hours required, which include various types of learning activities, such as lectures, seminars, practical work, and independent study. This ensures that the workload for each course is appropriately balanced and that ECTS credits reflect the cognitive and practical demands placed on students. The SER provides examples to illustrate how the allocation of ECTS credits is aligned with the level of cognitive demand and the type of activities involved, demonstrating a clear connection between the learning outcomes and the ECTS assigned.

While the SER provides a strong outline of the process and methodology used to allocate ECTS credits, it lacks specific details on how students are directly involved in validating the workload or providing feedback on the ECTS allocation process. The involvement of students in evaluating the workload and their role in providing feedback on whether the workload is

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appropriate for the credits awarded is not addressed. Student feedback is a critical element in ensuring that the ECTS credits reflect the actual workload, and the program could benefit from actively seeking and incorporating such feedback into the process. In future evaluations, it would be beneficial to include mechanisms for gathering student input on their perceived workload and how it aligns with the ECTS credits awarded. This could be done through surveys or feedback forms where students assess whether the allocated ECTS credits appropriately reflect the time and effort they invest in the course. Furthermore, including examples of how student feedback on workload has influenced changes in ECTS allocation would demonstrate the program's commitment to continuous improvement and responsiveness to student needs.

The SER demonstrates a well-structured process for aligning learning outcomes with ECTS credits, providing clarity on how workload is calculated and how learning activities contribute to credit allocation. However, the inclusion of student involvement in the validation of workload and feedback on ECTS allocation would strengthen the transparency and effectiveness of this process, ensuring that it remains closely aligned with students' experiences and expectations.

Compliance level: Fully compliant (7 out of 7; 100)

ET recommendations:

1. Define guidelines that clarify how students in special situations like medical leave or who had a death in the family are to be treated.
2. Engage more actively with students, alumni, and industry representatives in curriculum design and review to ensure the program is industry-relevant and meets student needs.
3. Incorporate more international perspectives and encourage interdisciplinary learning to provide a broader, globally relevant educational experience.
4. Improve transparency in learning outcomes, ECTS allocation, and student workload evaluation, ensuring alignment with both national and international standards.
5. Implement regular updates and revisions to the curriculum based on feedback, industry developments, and student performance to maintain its relevance and quality.

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Students

Standard 5.1: *Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available.*

The basic eligibility criteria for admission to the program are clearly defined and publicly communicated. Candidates must have completed upper secondary education and successfully passed the national Matura examination, in line with the requirements of the Ministry of Education, Science, Technology and Innovation (MESTI). The updated website outlines a multi-component evaluation process, including academic performance (30%), a theoretical entrance exam (15%), a motoric test (20%), sports background and experience (up to 25%), and a motivational letter (8%). A health check remains a mandatory, disqualifying criterion but is not scored. The structure reflects the program's effort to align its selection process with the physical and academic demands of the field.

These improvements represent progress toward greater transparency. However, some areas would benefit from further clarification. For instance, the academic criteria refer to a "minimum passing score" but do not specify precise grade thresholds or GPA equivalents, leaving room for ambiguity in how candidates are comparatively assessed. While the inclusion of a motivational letter is a positive step, more information is needed about the evaluation criteria used to assess its content and how it influences overall admission decisions.

Additionally, the website still does not explain how fairness, equity, and non-discrimination are ensured throughout the admissions process. There is no mention of targeted outreach, reasonable accommodations, or procedures for supporting applicants from underrepresented or disadvantaged backgrounds. Ensuring inclusive practices and communicating them publicly would strengthen the program's commitment to equity.

Finally, although the university has previously mentioned engagement in international mobility, there remains a lack of detailed, publicly available information regarding the recognition of prior learning or completed study periods. Publishing clear guidelines for credit transfer and recognition would enhance transparency and facilitate student mobility.

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.*

UBT College has developed a range of measures to support student progression. The institution monitors students' academic performance throughout the academic year, using continuous assessment methods such as exams, assignments, and projects. Students who are identified as underperforming are

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flagged for additional support based on faculty-defined criteria.

To assist students facing academic challenges, the faculty offers various support mechanisms. These include academic advising, tutoring sessions with course mentors, exam preparation activities, and reduced course loads. The institution also runs programs such as "Learning to Learn Tutorship" and peer mentoring initiatives, where high-achieving students provide academic support to their peers. Summer sessions and supplemental instruction are available to help students' complete courses and remain on track with their studies. While these initiatives reflect a strong commitment to student support, the process by which students are referred for help, and how the effectiveness of such interventions is reviewed, could be described more clearly.

The faculty monitors course completion rates, student engagement, GPA trends, and retention rates. This data is used to identify areas where additional academic support or curriculum adjustments may be required. For example, courses with high failure rates may be reviewed and revised. Low levels of student engagement also prompt the faculty to increase promotion of support services and offer personalized guidance. The use of student feedback is a valuable part of this process, informing decisions on how to improve the learning experience.

Students are kept informed about available academic support and teaching staff availability. Consultation hours are communicated through institutional channels such as Moodle, emails, and faculty meetings. However, ensuring that this information is communicated systematically across all courses and that it remains easily accessible to students would enhance its impact.

The program also provides students with a clear understanding of progression options after graduation. This includes opportunities for further study in related master's programs and employment in sectors such as education, sports organizations, or rehabilitation centres. Career guidance is provided through orientation and advising sessions, helping students make informed decisions about their future. To strengthen this further, the integration of career planning into the learning journey across all years of study could be considered.

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

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UBT College has established several mechanisms to support the internationalization of its programs. The institution has an operational Office for International Cooperation, consisting of a director and four officers, which provides dedicated support to students throughout the process of applying for and participating in international exchange opportunities. Students are regularly informed about available mobility programs, particularly through Erasmus+ KA171 projects and through bilateral agreements (MOUs) with more than 400 partner universities.

The recognition of ECTS credits follows both national legislation and institutional regulation. Specifically, the College applies Article 29 of the Law on Higher Education of the Republic of Kosovo, which requires a minimum of 70% alignment in content and learning outcomes for a course to be recognized. This legal framework is complemented by internal procedures at UBT, although the public availability and clarity of these internal processes could be further enhanced. Publishing concise, student-friendly guidelines explaining the credit recognition process in practice, such as required documentation, timelines, and appeal procedures, would make the process more accessible and transparent.

While the institutional infrastructure for internationalization appears well established, it is noted that no students from the Sport Science and Movement program have participated in international mobility—whether short- or long-term—over the past three years. The university has explained that many students are active athletes, often representing Kosovo at the national level, which significantly limits their availability for extended mobility due to demanding training and competition schedules.

In light of this, a more tailored approach to internationalization is needed. The faculty should consider expanding short-term, blended, and virtual mobility formats that align with students' time constraints, as well as building partnerships with institutions that support elite athletes. Additionally, further efforts are needed to integrate international perspectives into the curriculum and to raise awareness among both staff and students about flexible mobility options. These steps would help ensure that students benefit from international exposure and intercultural learning, even within the limits of their athletic commitments.

To further strengthen the program's international dimension, the institution could work with the faculty to embed mobility more directly into the program structure, promote the added value of international experience, and ensure that teaching staff actively support and encourage mobility. Integrating international perspectives into the curriculum and inviting returning

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students to share their experiences may also help build a stronger culture of international engagement.

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.

UBT College has in place several components of a student support system. These include professional, academic, and technical support structures; access to key regulations and information; career and academic advising; complaint and appeals procedures; and a range of extracurricular and co-curricular activities. However, while many foundational elements exist, the approach to student support appears to be fragmented and largely administrative. The current system could be strengthened by adopting a more integrated, student-centred support model that fully responds to the needs of a diverse and growing student population.

At the institutional level, UBT provides a central Student Support Department with 20 staff members and a Career Office with 5 staff dedicated to guiding students on career development. In addition, 20 staff members from the IT Department support students in accessing and using technological resources. Within the faculty, the Vice Dean and Study Coordinator offer academic and administrative guidance. This staffing structure provides a basis for supporting students, but with the faculty planning to enrol 60 students annually, amounting to approximately 180 students across three years, it is important to ensure that the support services are scaled appropriately, both in terms of staffing capacity and the quality of interaction. There is no clear evidence that student support is delivered based on a structured model of academic advising or case management, nor is it clear whether support is proactive or reactive in nature.

Academic and career guidance is provided through faculty tutors and advisers, and the institution supports peer tutoring through the Learning to Learn program. These are important steps, especially the use of peer support, which promotes student engagement. However, it is not clear how systematically these roles are implemented across all courses, or how students are selected for peer mentoring, raising concerns about consistency and transparency. The academic advising process would benefit from clearer coordination, training for faculty involved, and routine monitoring to ensure it is reaching all students, especially those who may not self-identify as needing help.

The Career Office supports employability and job placement, but there is limited evidence of structured career planning integrated into the curriculum of the program. Career services appear to be offered in parallel to, rather than embedded within, academic program. In a

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professional field like sport science, where career pathways can range from education and health promotion to coaching and fitness entrepreneurship, students would benefit from ongoing career orientation linked to coursework, alumni engagement, and employer collaboration.

The institution has an established complaint and appeals process that is clear and time-bound, involving multiple levels of review. The process is communicated to students during orientation and via institutional channels, such as the Student Council and published regulations. The structured timelines and appeal mechanisms are appropriate, and the availability of independent review bodies is a strength.

UBT promotes student participation in extracurricular activities, particularly in line with the nature of the program. There is evidence of sports clubs, recreational spaces, and participation in national and international competitions. However, there is little indication that activities are tailored to students with different needs, such as part-time or mature students, international students, or those from vulnerable or under-represented backgrounds. Similarly, there is no mention of dedicated support for students with disabilities.

The university reports that it has a team of staff members with backgrounds in psychology and medicine who provide specialized support for students with learning difficulties. This includes personnel from the Counselling centre and medical staff, who are said to offer personalized support to promote academic success. While this initiative is commendable, it is important to note that information about these support services is not publicly available on the university website. Furthermore, there is no data on the accessibility, usage, or outcomes of these services. To ensure transparency and accountability, the university should consider clearly communicating the availability, scope, and effectiveness of learning support services through its official channels.

Finally, while the institution assigns responsibilities to various units and staff members involved in student support, there is no clear indication that a senior member of staff has formal oversight of the entire student support system, as required for coherent development, coordination, and quality assurance of services. Without this strategic leadership, student

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support remains dispersed and lacks a clear line of accountability or long-term development planning.

Compliance level: Substantially compliant (based on the indicators 70% compliance)

ET recommendations:

1. To further enhance the transparency and inclusiveness of the admissions process for the program, it is recommended to clearly specify academic thresholds (e.g., GPA or grade criteria), detailing how each component—such as the motivational letter—is evaluated, and ensuring consistency across all public sources.

2. To promote equity, the institution should publicly communicate how fairness and non-discrimination are upheld during admissions and consider targeted outreach or support measures for underrepresented groups.

3. Clear and accessible guidelines for the recognition of prior learning and credit transfer should be published to support student mobility and academic progression.

4. In line with the program's stated mission to contribute to sustainable development, community health, and leadership in physical well-being, the faculty is encouraged to incorporate additional qualitative criteria in the admissions process. This may include a motivation letter or brief written statement that allows applicants to demonstrate their values, social commitment, and alignment with the transformative objectives of the program.

5. Expand publicly available information for international candidates, including eligibility criteria, document recognition, application timelines, support services, and language requirements.

6. To foster diversity and non-discrimination, consider developing transparent guidelines or policies that promote the fair treatment of all applicants, including those from underrepresented backgrounds.

7. Enhance career readiness by embedding career planning into the curriculum. This could include workshops, alumni talks, portfolio development, and links to internships or employment opportunities related to sport science and health.

8. The institution should develop a more systematic approach to evaluating the impact of tutoring, exam preparation sessions, and other support activities. Regular analysis of

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student outcomes, feedback from participants, and follow-up data would help identify what works best and inform future improvements.

9. Develop and publish clear criteria for selecting students for academic mentoring and support, including how at-risk students are flagged, how referrals are made, and how participation is monitored.

10. To enhance internationalization in the Sport Science and Movement program, the university should develop and promote flexible mobility formats—such as short-term, blended, or virtual exchanges—that accommodate the demanding schedules of elite athletes.

11. Develop a more integrated and proactive student support strategy that is responsive to the growing and diverse student body, including the anticipated 180 students in the program over three years. Support should not rely solely on student initiative but include routine follow-ups, early alerts for academic risk, and coordinated care for students facing personal, academic, or social difficulties.

12. Appoint a senior staff member with responsibility for student support to oversee development, coordination, and evaluation of student services across academic, psychological, career, and welfare domains.

13. Ensure consistent and structured delivery of academic advising and peer mentoring, with transparent criteria for tutor selection, defined roles, and regular evaluation of impact on student progress.

14. Strengthen targeted support for under-represented and vulnerable groups, including students with disabilities, international students, mature learners, and those from disadvantaged backgrounds. This includes identifying specialized staff or trained advisers for inclusive support.

15. The university should ensure that information about support services for students with learning difficulties—such as available staff, procedures, and types of assistance—is clearly and visibly communicated on its official website. It is also recommended to systematically monitor and evaluate the effectiveness of these services and make relevant outcome data available to demonstrate their impact and support continuous improvement.

16. Embed career guidance into the academic experience of the program through course-linked activities, alumni engagement, and partnerships with employers in the fields of sport, health, and education.

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Research

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

The program aligns with the institution's mission and research strategic goals (Advancement of Exercise Science and Human Performance, Injury Prevention and Rehabilitation, Health Promotion through Physical Activity, Technological Innovation in Sports Science, Sustainable Sports Infrastructure and Facility Management, Socio-Cultural Impact of Sports, Sports Psychology and Mental Resilience). It has defined scientific/applied research objectives (link) and engages in collaborative and technologically advanced studies. The program is supported by sufficient financial, logistical, and human resources and adheres to policies meeting international research standards. While the SER outlines resources and research objectives well, it does not provide specific financial figures or detailed logistic plans that assure the long-term sustainability of resources. In response to this report UBT stated: Ten percent of the institution's annual budget is allocated to research, demonstrating a strong commitment to academic development and scientific advancement.

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 SER outlines the commitment to high-quality research and professional activity, validating academic staff's work through indexed publications, consultancy work, patents, and applied research projects. The SER does not explicitly mention artistic products, technological transfers through centres, or scientific parks as validation tools beyond mentioning patents.

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 SER describes the involvement of academic staff in community service, collaborative research, cooperation with local business partners, and technology transfer initiatives. Staff members participate in various committees and fora for community development, collaborate with national and international HEIs, engage with local sports organizations through formal agreements, and contribute to industry through technology transfer and knowledge sharing.

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.

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The SER describes the integration of academic staff's research into the curriculum and the engagement of students in research activities. Examples of research publications embedded in course curricula are provided, demonstrating how teaching is aligned with faculty research. Additionally, the involvement of students with faculty in research projects, data collection, and joint publications is detailed.

Compliance level: Fully compliant (4 out of 4; 100%)

ET recommendations:

1. The faculty aims to proactively pursue additional European grant opportunities to enhance its financial stability. This initiative involves actively identifying and establishing partnerships with suitable institutions and researchers across Europe. Securing external funding will reduce reliance on internal resources, fostering greater financial autonomy for research and development projects.

Infrastructure and resources

Standard 7.1.: The HEI ensures adequate premises and equipment for performing education processes and research.

UBT provides adequate premises and equipment for educational activities and research. The Lipjan campus offers modern facilities including classrooms, laboratories, gyms, and telemedicine chambers. IT technologies and licensed software are available in laboratories and for curriculum support. The infrastructure is designed to accommodate a planned increase in student enrolment.

Information about ownership documents and proof of long-term right of use for premises and equipment in the period of five years is missing. In response to this report UBT stated: All the equipment and facilities mentioned - classrooms, laboratories, gyms, telemedicine chambers, equipment, are fully owned by UBT. There are no time restrictions or expiration dates regarding their use, and they are available for long-term, uninterrupted operation in support of both educational and research activities.

Standard 7.2: The HEI ensures adequate library resources for study program.

The library is equipped with reading and group work rooms, and a comprehensive book

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stock tailored to the Sport Science and Movement program. It provides access to electronic resources like EBSCO, SAGE, and JSTOR. The library operates extended hours beyond normal class times, offering 100 reading seats and 90 group work seats for 180 students. It subscribes to domestic and foreign publications and periodicals, ensuring comprehensive academic material coverage. The text does not specify whether there are extended hours during exam periods. In response to this report UBT stated: We confirm that the library operates with extended hours at all times, including during exam periods, to ensure students have consistent and flexible access to study spaces and academic resources throughout the academic year

Standard 7.3: *The study program is appropriately funded to deliver its intended educational activities and research.*

The SER describes the financial sustainability of the program at UBT through projected income from various revenue sources over five years, detailing student fees, project revenues, consulting services, industry training, donations, and contract research. It also highlights expenditures for staff, research, maintenance, and infrastructure improvements. The institution gains additional funding from national and international sources and allocates these for program development and improvement, including research incentives, capital investments, staff workshops, and scholarships. The UBT heavily relies on student tuition fees as a primary income source, which may pose a risk to financial sustainability should enrolment numbers fluctuate. The SER does not clearly specify contingency plans should projected student enrolments and tuition incomes not meet expectations. Based on table 25 (page 119 SER) there is a significant income created via project revenues in 2025.

Compliance level: Fully compliant (3 out of 3; 100%)

ET recommendations:

1. The faculty aims to proactively pursue additional European grant opportunities to enhance its financial stability. This initiative involves actively identifying and establishing partnerships with suitable institutions and researchers across Europe. Securing external funding will reduce reliance on internal resources, fostering greater financial autonomy for research and development projects.
2. The intention is to prioritize the use of open-source software alternatives to proprietary programs (such as JASP instead of SPSS, and Python in place of MATLAB). This strategic decision aims to enhance the employability of graduates. Many employers, particularly smaller organizations or those in sectors with limited resources, may not possess the financial capacity to acquire expensive proprietary software licenses. By

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gaining proficiency in open-source tools, graduates develop skills that are readily transferable across a wider range of professional settings, thereby increasing their appeal to potential employers and facilitating a smoother transition into the workforce. This focus on open-source software ensures that students acquire practical and universally applicable skills, independent of the financial constraints that might exist within different organizations.

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3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

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

In conclusion, the Expert Team considers that the study program *Sports Science and Movement (B.Sc.)* offered by *UBT College* is **fully compliant** with the standards included in the KAA Accreditation manual. Therefore, the ET recommends accrediting the study program for a duration of **5 years** with **80** students to be enrolled in the program.

Guidelines and Policies: Develop comprehensive guidelines for ChatGPT use. Define guidelines for students in special situations. Establish transparent guidelines or policies for fair treatment of applicants. This point focuses on the need for clear and comprehensive guidelines and policies across various aspects of the institution, including the use of AI tools, the treatment of students in specific circumstances, and ensuring fairness in admissions.

Assessment and Evaluation: Make assessment reports public with action plans. Add conclusions to reports focusing on learning outcomes. Continuously track and evaluate the effectiveness of staff development programs. This point emphasizes the importance of robust assessment and evaluation processes, including making reports public, focusing on learning

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outcomes, using varied assessment methods, evaluating support program effectiveness, and ensuring transparency in academic elements.
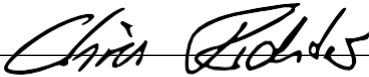
Financial Stability and Resource Management: The faculty should aim to proactively pursue additional European grant opportunities. Prioritize the use of open-source software to enhance graduate employability. This point focuses on securing additional funding through grant opportunities and making strategic decisions regarding resource utilization, such as prioritizing open-source software, to enhance financial stability and graduate employability.

APPENDICES *(if available)*

1. none

Expert Team

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