INSTITUTIONAL AND PROGRAM EVALUATION

SELF-EVALUATION REPORT   UBT COLLEGE BRANCH GJILAN

2020/2021

Gjilan

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1. INTRODUCTION

1.1. A brief overview of the institution and program under evaluation

UBT College was built on the experience of the Institute of Enterprise Engineering and Management (IEME) since 2001. The College was licensed to operate as a private bearer of higher education by the Ministry of Education, Science and Technology no. 808/02-1, date. 18.10.2004, in order to generate Add Value in the Higher Education System in Kosovo and the region. The philosophy of the institution has been to offer competitive education programs that would base teaching on labor market demands and international practices. UBT student orientation is balanced between three broad areas: (1) ICT, mathematics, and natural science, (2) Engineering, manufacturing, and construction, and (3) social and humanity Science.

UBT offers a dynamic and innovative 21-century academic environment. UBT provides a supportive and challenging opportunity for the students, faculty, and staff in a participatory and self-governance setting. Building on a tradition of teamwork between Students, faculty, staff, and administrators, UBT is committed to enhancing its participation as an active member of the community by providing learning opportunities driven by teaching and research excellence, intellectual interaction, and creativity. UBT is a preeminent center of intellectual and cultural activity in Kosovo, improving the region's quality of life through the skills, knowledge, experience, and engagement of its faculty, staff, students, and alumni. UBT will be a leading contributor to the growth and strategic development of Kosovo and the region. UBT will serve Kosovo and the region, by preparing leaders for the 21st century with a global outlook and the skills needed for educational, social, economic, political, environmental, and cultural advancement.

In delivering the mission statement for the benefit of students and all other stakeholders, the institution has identified several strategic objectives: (i) achieving academic excellence - the institution aspires excellent quality standards and consistent active learning approaches which offer authentic experiences and an inspiring, values-based learning environment to a diversity, (ii) developing research, innovation and social responsibility - offer innovative ways for learners, spin-in and spin-out companies as well as external clients to engage with enterprise supports and applied research, thus creating new knowledge and new employment, (iii) creating a positive working and learning environment- the institution aims to offer a high-quality and supportive working and learning environment for all types of students (full-time, part-time, priority groups) and staff, (iv) maintaining and increasing internationalization and regional partnerships - formation of the new local and international higher education alliances and continued excellent performance against international and regional efficiency and effectiveness benchmarks and (v) partnering with the community - will continue to forge strong links with industry and wider society, which will be supported through mainstream funding, alternative income streams and

volunteering arrangements to provide service to the industry and the community at institutional, staff, and student levels.

The governance of UBT is regulated by the Statute of the institution. As a private bearer of higher education, UBT statutory regulations respond to the requirements and practices sanctioned by the Law on Higher Education, the Administrative Instruction for the Accreditation of Private Bearers of Higher Education (PBHE), Administrative Instruction for the Licensing of PBHE, Administrative Instruction for Business Registration of the Ministry of Trade and Employment Law of the Ministry of Labour and Social Welfare. UBT is governed by UBT Governing Board, Academic Council, President, and Executive Council. Every statutory body has standing and ad-hoc structures, sub-committees, and working groups. The Governing Board is collectively responsible for the management and control of affairs of the College and for ensuring that an effective system of internal control and representation is implemented in the institution.
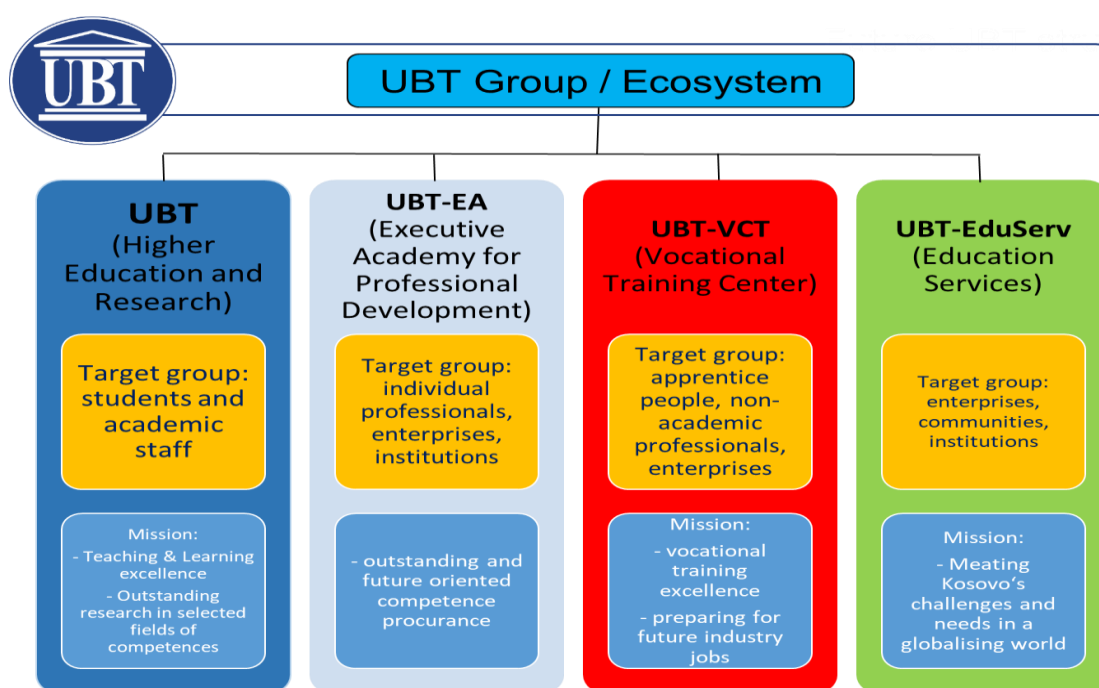
UBT College Gjilan Branch is part of the wider UBT Ecosystem. Its main products and service are related to (i) higher education and research, (ii) executive academy for professional development, (iii) vocational training center, and (iv) services.

Deans of Faculties are responsible for the academic management of studies. Faculties are responsible for unit academic strategy, student examination, teaching and learning, research and development, links with industry, operational and procedural aspects including quality policy implementation. The number of Faculties is jointly proposed by the President and Academic Council. The Faculty has the following structure: Dean and Faculty Council. Depending on the size and level of development, the Faculty Deans are assisted by Vice-Deans for Academic and Student Affairs, Vice-Dean for Research, and Vice-Dean for External Relations. Faculty Councils are composed ex officio by program chairs, Faculty management, staff representatives, student representatives, and industry representatives. The Faculty is responsible to the Rector of UBT on managerial affairs whilst the responsibility for academic affairs is delivered to the Academic Council. UBT has 19 academic units:

Acronym	Faculty
MBE	Faculty of Management, Business, and Economics
ISM	Faculty of Information Systems
CSE	Faculty of Computer Science and Computer Engineering
MEK	Faculty of Mechatronics
EE	Faculty of Energy Engineering
INI	Faculty of Construction and Infrastructure
ASP	Faculty of Architecture and Spatial Planning
ID	Faculty of Integrated Design
ADM	Faculty of Arts and Digital Media
MDPM	Faculty of Modern Music, Digital Production and Management
NPH	Faculty of Nursing, Technical Medicine and Public Health
DNT	Faculty of Dentistry
PHMC	Faculty of Pharmacy
GMC	Faculty of General Medicine
FST	Faculty of Food Science and Technology
AGE	Faculty of Agriculture and Environment

MC	Faculty of Media and Communication
PS	Faculty of Political Science
LAW	Faculty of Law

UBT study offer and students orientation is closely linked to job creation trends in the past decade. The institution also has a significant share of students in one of the most dynamic employment growth sectors in recent years. While the institution's study offer is demand-driven, the areas where students demand is relatively high used to be supply-driven: Mechatronics and Civil Engineering. UBT has been a leader in introducing interdisciplinary studies that provide a value-add for the industry's competitiveness. It has profited from its vast partnerships to offer internationally recognized study programs. It has a niche in internationalization both for being able to attract foreign staff, foreign-educated Kosovans as part of its teaching body and for offering mobility options to students and staff

	ESAC Study Field	UBT Study programs
01	Agricultural Science	- BA Food Science and Technology - MA Food Science and Technology - BA Agriculture Engineering and Environments
02	Architecture, Urban and Regional Planning	- BA Architechtue and Urban Planning - MA Architechture and Urban Planning
03	Art and Design	- BA Integrated Design (Product, Information, Fashion) - BA Arts and Digital Media - BA Modern Music, Digital Production and Management
04	Business Studies and Management Science	- BSc Management, Business, and Economy - MSc Management, Business, and Economy
05	Engineering, Technology	- BSc Mechatronics Management - MSc Mechatronics Management - Diploma in Energy Engineering - BSc Energy Engineering and Management - MSc Energy Engineering - BSc Civil Engineering and Infrastructure - MSc Civil Engineering and Infrastructure
10	Law	- LLB Law - LLM European and International Business Law - LLM Private and Property Law - LLM Law, Computer Criminology and Forensics
11	Informatics, Mathematics	- BSc Computer Science and Engineering - MSc Computer Science and Engineering - BSc Information Systems - MSc Inforrmation Systems

12	**Medical Sciences**	● BA Nursing ● BA in Anesthesiology Technition ● BA in Radiology Technition ● Integrated Studies in Pharmacy ● Integrated Studies in Stomatology
14	**Social Sciences**	● BA Political Science ● MA Political Science ● MA Public Policy and Management
15	**Information, Communication**	● MA Media and Communication ● MA Media and Communication

The institution has been home to the largest concentration of students and staff in science, technology, engineering, and maths. Our offer has been markedly unique for its focus on industry value add skills and teaching philosophy. Nearly all other public and non-public institutions have seen a significant increase in students in social science, law, and humanities. UBT study body and program portfolio have been dominated by a steady increase of students in non-traditional study fields in Kosovo. While the institution has been demand-driven and grown in close consultation with industry, non-governmental and governmental sectors, it has also pioneered supply-driven programs in mechatronics, civil engineering, computer science and robotics, artificial intelligence, advanced medical care, and biomedical engineering.

UBT TOTAL STUDENTS (ESAC CATEGORY, 2019)

Category	Students
15.Information, Comm.	147
14. Social Science	154
10.Law	184
01.Agriculture	323
03.Arts and Design	577
04. Business Studies	1007
02. Architechture	1193
05.. Engineering, Technology	1366
12.Medical Science	2080
11.Infomatics, Mathematics	2737
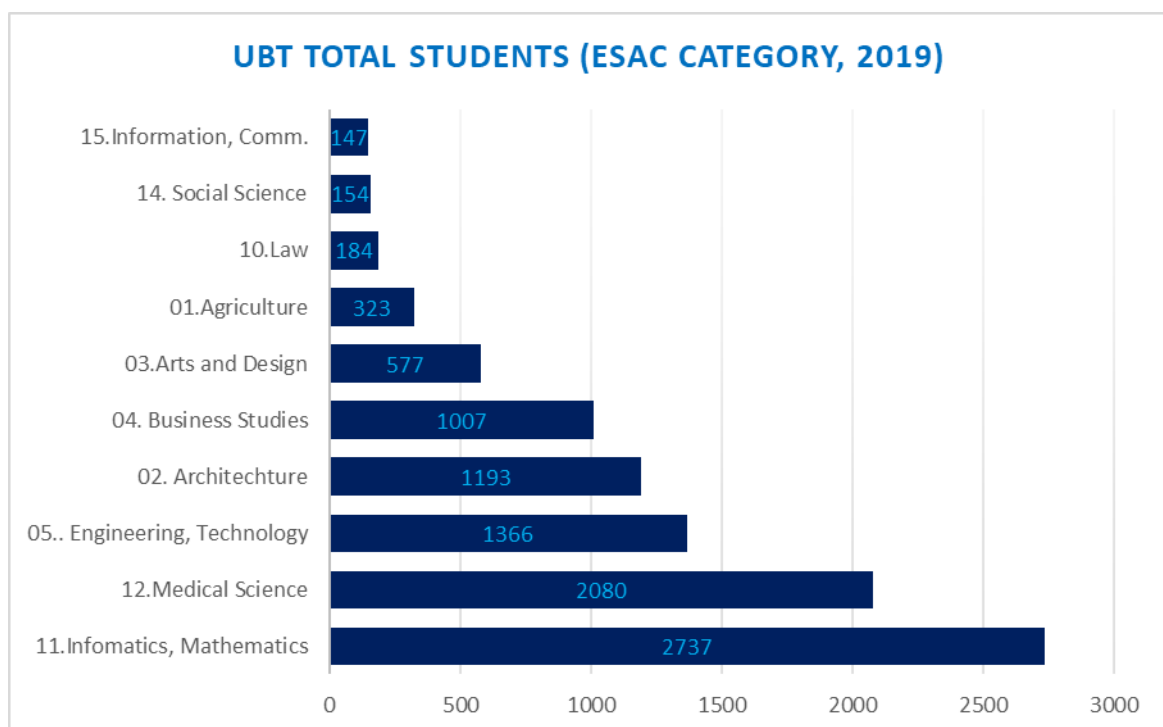
UBT has attracted some of the most capable and motivated students during the past decade. This is reflected in the metrics of annual student intake and the total number of the student body. The institution has been a major provider of specialist and unique programs of study in engineering,

computer science, civil engineering, medical science, architecture and spatial planning, social science, and humanities. As a result, the annual student intake has quadrupled compared to 2008. UBT has had a steady increase in the number of student annual intake compared to other competitors and institutions.

Student intake 2010-2011 though 2019/20120
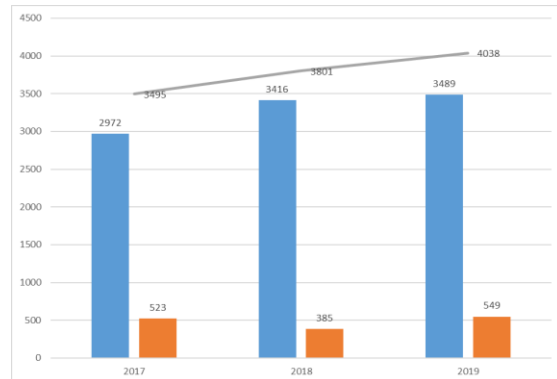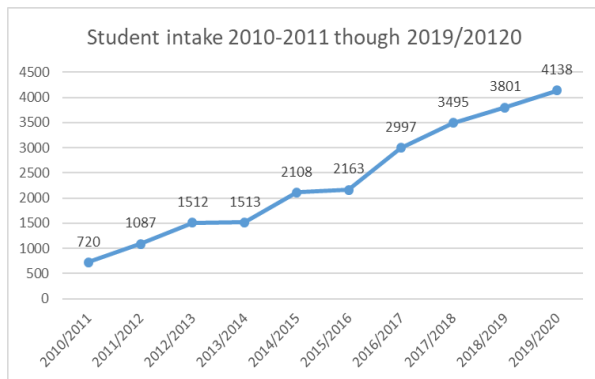
National stakeholders generally percept UBT to be a distinct and quality-oriented educational institution. Industry employers view UBT graduates as a primary choice when offering employment opportunities. The industry highly views and trusts our education systems and skills that we provide in ICT, business management, communication, writing, and analytical skills. Our graduates not only have an average of 98% employment rate post-graduation but also have been able to get quality and high incomes jobs in the banking and insurance industry, business, public institutions, and civil society organizations. Our focus on improving business practices and systems through academic programs, research, and certification programs contribute to increasing business systems and processes at a time when the industry is trying to realign itself into the global business cycle.

UBT diversified services and products have also attracted students from various areas of Kosovo, gender, and under-represented groups. The provision of education and training activities have been catered and tailored to meet the demands of contemporary developments in the industry and society. The organization operates in several locations and branches, and its infrastructure houses one of the largest libraries in Kosovo and over 100 laboratories. It has offices and contact points in all regions of Kosovo and abroad:

	Campus	Location
1	UBT Prishtina Campus 1 and 2 – ESLG College	Prishtina
2	UBT Innovation Campus – UBT Science and Technology Park – Member of IASP	Lipjan
3	UBT Prizren Campus - Branch	Prizren
4	UBT Ferizaj Campus - Branch	Ferizaj
5	UBT Peja Campus - Branch	Peja
6	UBT Gjilan Campus - Branch	Gjilan
7	UBT Austria Office	Vienna
8	UBT Hungary Office	Budapest
9	UBT Albanian Office	Tirana

UBT's contribution to higher education is based on continued collaborative relations with other providers of higher education within Kosovo. This has covered joint projects in access, teaching, and learning innovations. The organization has contributed positively to regulatory bodies and sought to advance a reputation of integrity, quality, and reliability. UBT has strong links with relevant professional bodies which are nurtured through the academic departments and at the program level. Such links will be maintained and strengthened, where consistent with our educational philosophy and pedagogical approaches and where they will be beneficial to learners and graduates. UBT provides data and actively participates in the National Statistics Committee, Private Sector Development Agency, National Employment Center, National ICT Association, National Research Committee, etc. UBT is recognized for the promotion of international quality and standards in Kosovo, the most active institution in efforts to internationalize the education system and opportunities in Kosovo and as a venue for high-level international experts and knowledge transfer. UBT students and staff have been beneficiaries of extensive mobility programs of the European Commission Erasmus Exchange programs, Tempus programs, Sigma projects, etc.

The institution has established the following spin-offs:

Name	Description
Quality Kosova	Kosovo Association for Management – a member of the International Project Management Association and European Organisation for Quality
CA – CASE	Kosovo Association for Control, Automation and Systems Engineering – Member of International Federation of Automation and Control
KA – SIM	Kosovo Association for Modelling and Simulation – Member of EUROSIM European Federation of Simulation Associations
KAAAF	Kosovo Association for Accounting, Auditing, and Finance
IES	Intellectual Excellence Service
UBT ADRC	UBT Academic and Development Regional Centres
UBC	Budapest Join Transformative Research Centre jointly with the University of Budapest for Technology and Economics and Szent Istvan University
IFC	International Professional Certification and Evaluation
EON – UBT	Joint Excellence Centre of Augmented and Virtual Reality – Immersive Technology

In terms of contribution to national goals, UBT plays a crucial role, both in developing the ethos and systems of a smarter society and giving people hope through supporting their journey to attain qualifications, engage in research, development work, or entrepreneurial endeavor. UBT has contributed to enhancing employability prospects and personal fulfillment for various segments of the population availing of our services. UBT has specially made a mark in helping Kosovo become a member in international and scientific bodies like IFAC, CIGRE, IPMA, EFQM, EOQ, IEEE, EUROSIM, BUA, FIRA, PLAN, EURAM, SAP University Charter, AESOP, EUCEET, AECEF, ENSE, ELFA, EUROBEN, BGA, ITA, etc.,

The College's research strategy is designed to support the creation of a knowledge society by working with firms and public sector agents in building the appropriate infrastructure to build centers of research, development, and innovation that will be unique for Kosovo and which will be capable of attracting resources at local and international levels. To achieve this research strategy has prioritized and invested in establishing centers of research, stimulate the development

of research and cluster activities to maximize opportunities for research groups to create appropriate critical mass, enhanced relationships and partnerships with stakeholders in the industry, academia, and the public sector to increase combined research capacity and strengthen the commercialization process, fostered mechanisms of technology and knowledge transfer both out of an into the College and created integrated research and studies quality assurance framework compliant with international best practices. UBT has a number of institutes and research centers:

I	**Institutes**	● Institute for STEM Research and Innovation - IEME ● Institute for the Development of Education and Academic Affairs - IDEAA ● Institute of Foreign Languages and Intercultural Competence ● Institute of Politics and International Relations ● Institute of Life Sciences and Innovation ● Institute of Rule of Law and Justice ● Institute of Media and Communication
II	**Centres of Excellence**	● Centre for Biomedical Simulation and Training ● Center for Tourism and Hospitality ● Center for Statistics, Data Processing, and Forecasting ● Center for Modelling and Simulation ● Center for Software Development and Innovation ● Center for Incubation and Start-Ups ● Center for Arts, Multimedia and Culture ● Center for Cyber Security and Privacy ● Center for Professional Development and Lifelong Learning ● Executive Academy ● Center for Technology Transfer, IPR and Innovation ● Center for Knowledge Management and Library ● Center of Enterprise Resources Planning ● UBT SAP University Alliance ● INSPIRE - Center for Social Innovation – UNICEF ● Center for Resilience and Sustainable Development ● Governance Innovation Centre(GIC) – Public Simulation Lab ● Center for Counselling ● Center for Urban Studies
III	**Offices**	● Office for International Relations ● Office for Quality Assurance ● Office for Students Services ● Office for Career Development, Alumni and Internship ● Research Development Office(RDO) ● Civic Engagement Office
IV	**Labs**	● More than 100 Labs

UBT emphasizes its international orientation. The international strategy is shaped and informed by the rapid globalization and worldwide interconnectedness within which higher education operates. We consider internationalization a core theme cross-cutting all of our activities and reflect it as such across all ambitions of our College Strategy. As part of its internationalization effort, the institution seeks to deliver: commitment to embed international themes across all of our program curricula, teaching, research, and innovation, offers all students the opportunity to have an international experience, developing our international footprint through partnerships and/or student recruitment in key areas, specifically Western Balkan Area. In particular, UBT has over 250 international partnership agreements ranging from joint-programs, research, staff development and exchange, student exchange, and knowledge transfer. The main focus is offering a globally relevant and culturally rich experience by connecting our students to the global student body and encouraging all students to undertake curricula and extra-curricular activities with an international perspective.

Customer interest in UBT products and services is also evidenced by the interest shown in the UBT webpage and UBT Social media platforms. The number of UBT webpage visits has increased exponentially to 1,7 million views according to Google Analytics (2019). Similarly, UBT social media and Media (UBT TV, Radio Campus) Group hits have also increased to about 21 million according to Facebook and Instagram UBT page data.
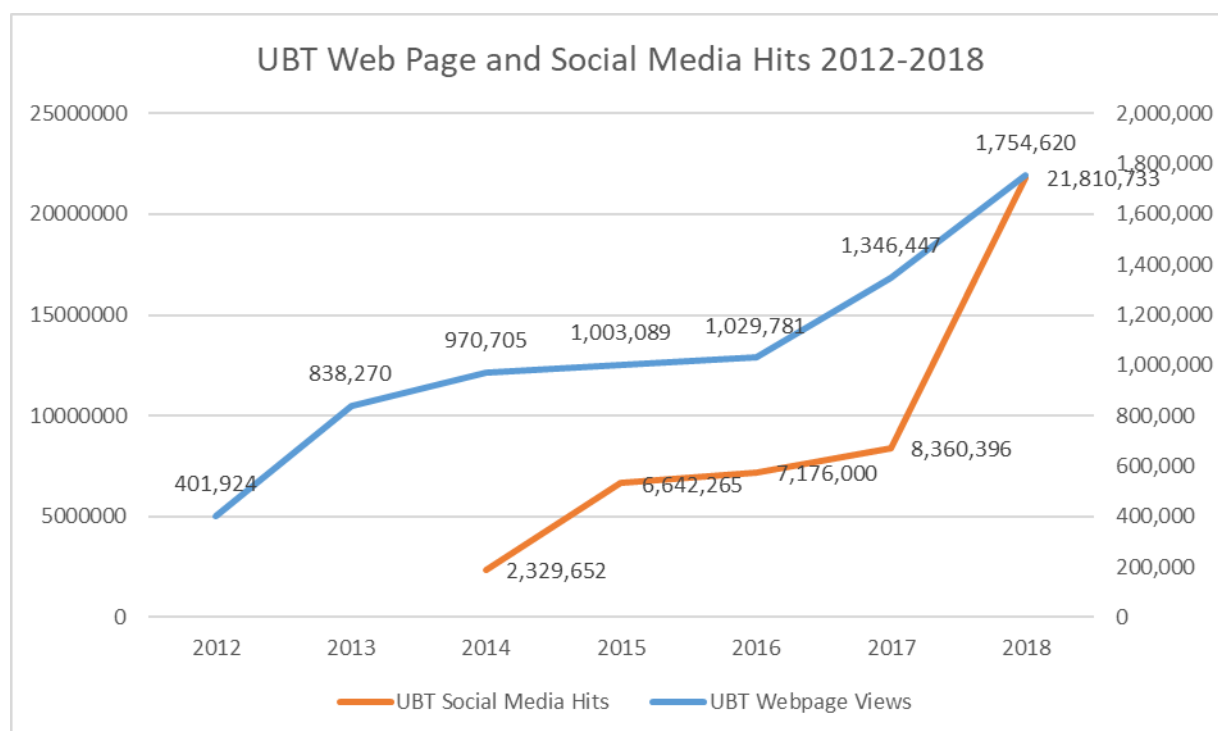
UBT has been referenced and cited in the Kosovo media. The number of articles and success stories referencing UBT has increased steadily from 148 in 2014 to 624 in 2018 and much more in the last time.

UBT Media Stories and citations

Year	Value
2012	
2013	
2014	148
2015	384
2016	502
2017	620
2018	624
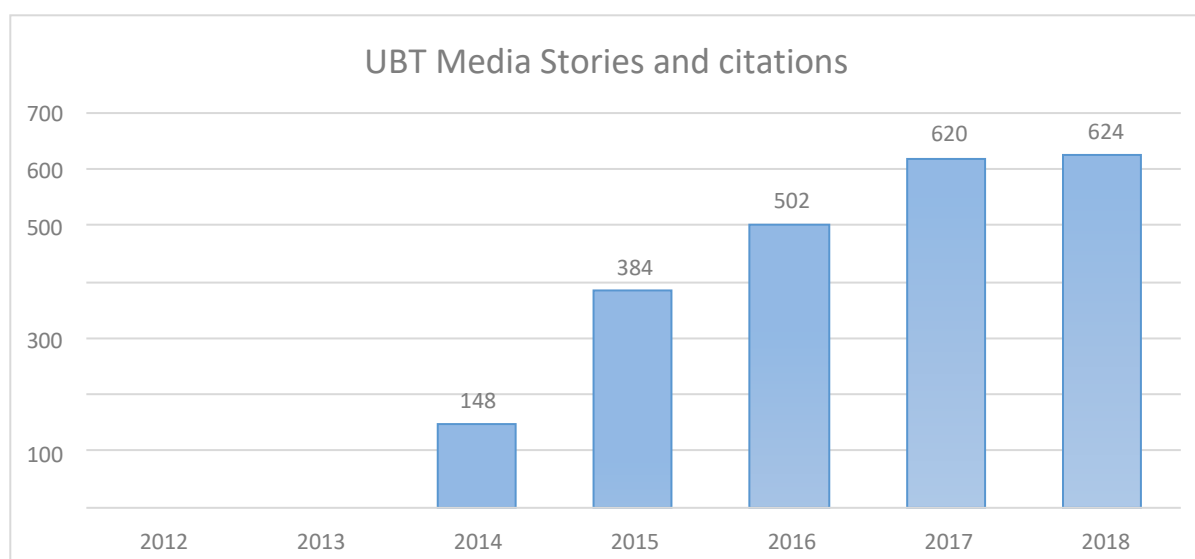
Developments in the external environment

Skills are a critical asset for individuals, businesses, and society. The importance of skills is even more pronounced in a globalized society and era of digitalization. It has become essential for governments, businesses, students, and especially disadvantaged groups to ensure that skills taught at schools and career paths are relevant for the working world, that they are maintained and further improved to enhance employability and productivity. Student enrolment in higher education has grown significantly due to a combined effect of increased access, youth demographics, and women's education. Matching skills and jobs has become a priority policy concern. Skill mismatches happen to a significant extent because of the information failure between governments, students, and businesses. High and persistent mismatches are costly both to the government, businesses, and especially labor. Skill mismatches have become more prominent as societies become part of the global economic system and technological trends.

Unemployed Undergraduates/Graduates in Kosovo ('000) - Kosovo 2018
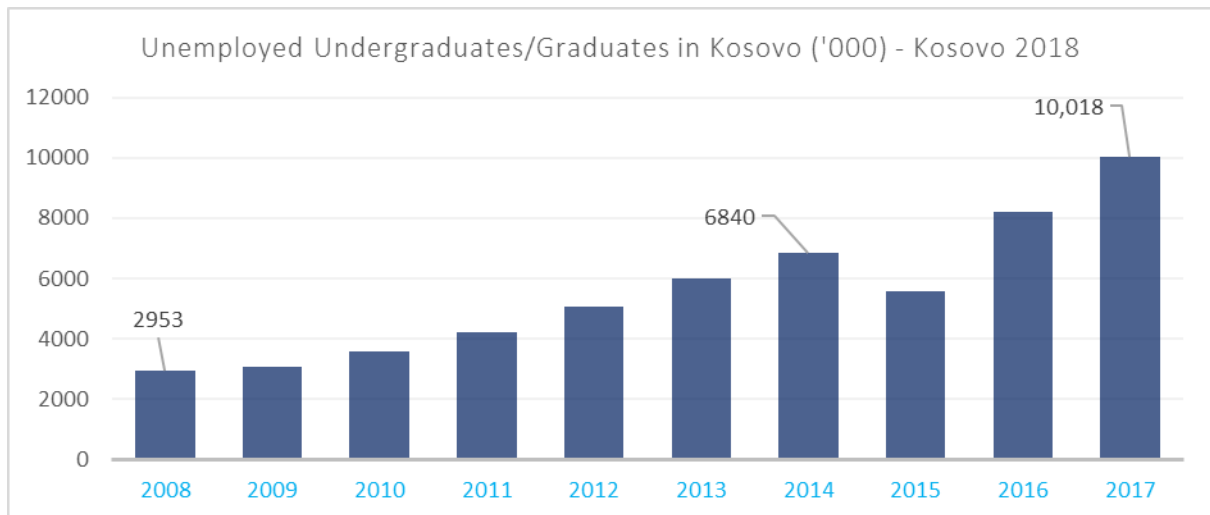
The Kosovo unemployment paradox seems to partly fall into this trend: employers failing to find adequate skills and qualifications and graduates failing to find jobs. Kosovo has high levels of unemployment ranging from 27-32 percent in recent years. However, unemployment tends to be significantly higher among women and youth. While there are a number of structural bottlenecks that account for the situation, it has generally been assessed that investments in education programs, choice of education, and career paths do impact the likelihood of labor employability and productivity. Women in Kosovo tend to be oriented towards areas of education that correspond to low demand and mainly government jobs.

Youth tend to be focused on areas that are not necessarily useful for the local and regional labor market. Nearly 50 % of students both in upper secondary education and higher education tend to study law and social science. There has been general and persistent negligence of high return areas of study both for the economy and potential employment including science, technology, engineering, and mathematics. A combined effect of poor education methods/conditions and student concentration in areas with low demand has resulted in a significant number of graduates with undergraduate and graduate diplomas. Offering quality education in areas experiencing a shortage of skills is essential for addressing national social and economic challenges.

The Government perspective on higher education was laid out in the Kosovo Strategic Education Plan and Medium Term Expenditure Framework. Government strategies emphasize the importance of skills in the sectors of energy, mining, transport, telecommunication, information technology and communication, medicine, rural development, and agriculture. UBT is fully in accordance with this Strategy. In this case, UBT is a role model to support the woman's participation in UBT employment and student's gender is very good even our large number of students are in the area of STEM. UBT for the moment is one of the private largest employees in Kosovo. But also the largest job creation in Kosovo. For example, more than 60% of all jobs in ICT in Kosovo have been covered by UBT former students.

Follow Graphs show the Development of Staff Structure at UBT, the Gender Situation of UBT Staff in comparison with other Institutions in Kosovo, and the Gender Structure by UBT Students.
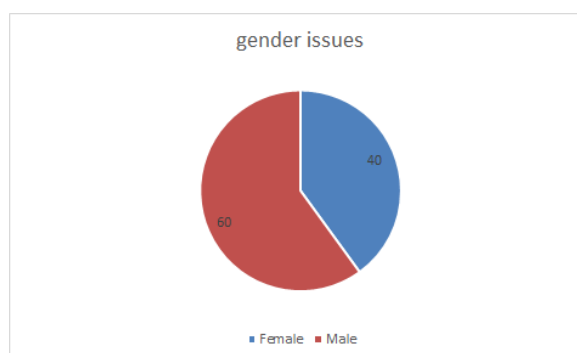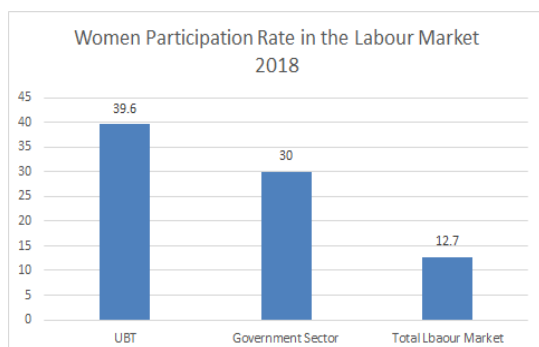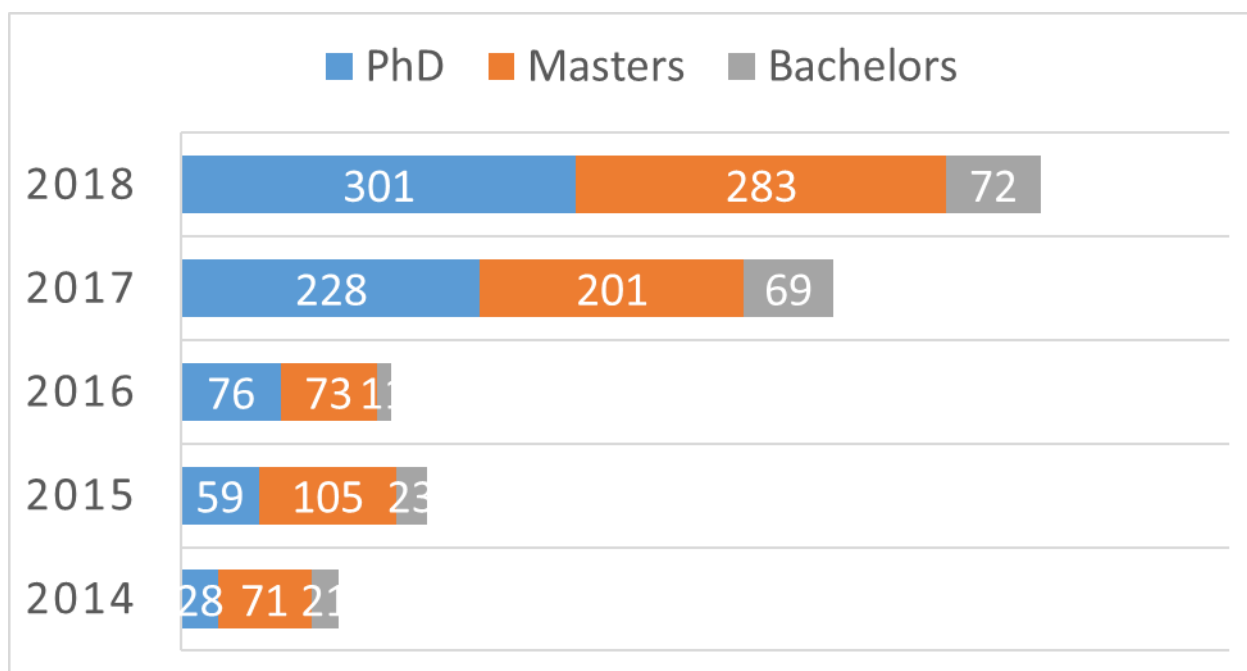
Another Government Strategy on European Integration highlights the need to enhance human capital in public policies (education, social work, employment, trade and industry, economic development, and legal reform). A recent Government multi-annual program based on the EU 2020 Strategy outlines a number of skills that are needed to improve productivity and human capital including entrepreneurship, information and communication technology, business, textile, wood processing, agribusiness, and tourism. The number of students in higher education is expected to increase significantly in the coming years. Kosovo is expected to register an average annual increase of 8% due to demographic changes until 2025. All regions are expected to register an increase in student supply due to youth demographic trends. The number of students enrolling in higher education should continue to be about 35,000 students annually.

Demographic projection in Kosovo: higher education age group 18-24 (2018)
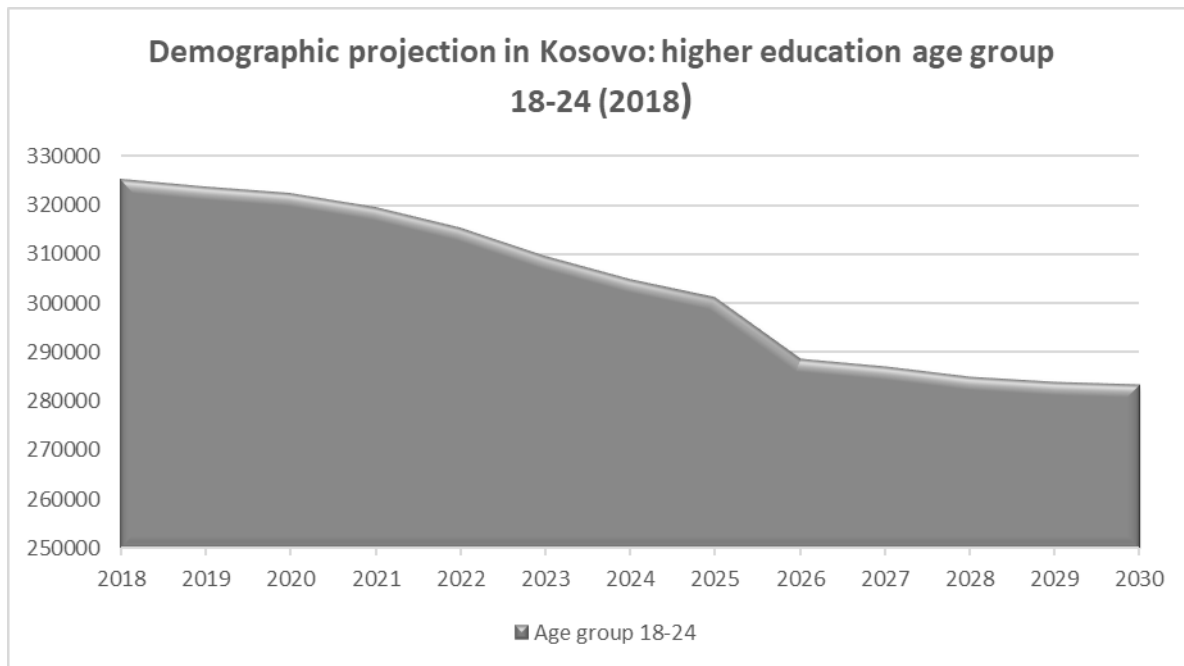
The College monitors developments both in the internal and external environment. Those developments pertain to the political/legal requirements, economic indicators, social indicators, and technological readiness. With regard to the changes in the external environment, UBT devotes particular attention to initiatives and developments in the context of the EU Lisbon Strategy, the Bologna Group, the European Network of Information Centers, EU Directives on Regulated Professions, and European Qualification Framework. With regard to developments and best practices in quality assurance UBT regularly monitors the European Association of Quality Assurance in Higher Education. In relation to best practices in HE management, programs, services, and funding models it regularly monitors the developments in the European University Association (EUA). Best practices related to student and staff mobility follows the developments in the EU Erasmus + Initiative. Developments related to research and industry cooperation are monitored in the context of Horizon 2020 Initiative, Western Balkans Research and Innovation Initiative, OECD SEE Reports, and Regional Cooperation Council (RCC) Smart Growth Initiative.

UBT also focusing on the Implement Best Practice of Quality Management. UBT is certified according to ISO Standard for Quality Management Systems ISO 9001:2015 (only Institution in Kosovo) and, its Laboratories are accredited according to ISO 17025, is working according to HEInnovate Principles, UN SDG 2030 and also is Certified According European Foundation for Quality Management highest level of Recognized for Excellence 5* (the only Institution in Western Balkan). Based on it UBT promotes the concept of entrepreneurial innovation Ecosystem University. UBT has become many Awards and Prizes for its success and quality work in different fields and different levels: National, European, and International. In 2019 UBT got the

FIRST GLOBAL – GOLDEN MEDAL, 1st World Wide from 193 countries, regarding its great contribution to support Youth in STEM Knowledge, in the International Competition of Robotics First Global Challenge

About 50 different Units/Subsystems/Sub Companies are created in UBT to support this Ecosystem: HEALTH: (licensed Policlinics – 20 Special Clinics, Dentistry, Pharmacy), PRODUCTION (Machine Tool Production), ICT (Software Development, Cyber Security, 5G Testbed, VR/AR, Internet Service Provider), FOOD (Green House and Food Production), MEDIA (UBT TV, Radio Campus, Knowledge Center, Publishing), BUSINESS DEVELOPMENT (Consulting, Training, Certification), CREATIVE INDUSTRY (Design, Furniture, Fashion, Music, Art, Multimedia), CONSTRUCTION ENGINEERING, ARCHITECTURE DESIGN, Urban Planning, etc.

One of the most important aspects also is the Digitalization and Virtualization of Higher Education Institution, where UBT also show a leadership role not only in Kosovo. UBT created more than 40 Applications self (in the house) developed to support UBT Digitalization. Here are included also: the Kosovo Database for Research and Development Publication, UBT Stats – the DATA Center for Data Processing and Statistics, Digitalization of Architectural Heritage and Design Projects of Modernism, UBT Library Information Systems and Knowledge Management, 5G Enabled for real smart environments and also AVR Cluster and Academy of Augmented and Virtual Reality. Those all support the UBT Environment to become University 4.0.

UBT follows national trends and changes in the education legal framework, standards, and administrative instructions. In the dimension of quality management, it regularly participates and contributes to Kosovo Accreditation Agency Capacity Development Seminars and EU Tempus Seminars. With regard to institutional management and standards, it regularly monitors legal standards and amendments to the Law on Higher Education, Administrative Instruction on the Accreditation of Private Bearers of Higher Education, National Qualification Framework and Administrative Instruction on the Licensing of Private Bearers of Higher Education and National Bologna Group Experts (HERE). As part of the Strategic Plan process it has consulted the Kosovo National Development Plan 2016-2021, Kosovo Strategic Education Plan 2017-2021, Kosovo Vision for Skills 2016-2021, Kosovo Research Plan, Kosovo Innovation Strategy as well as sectors strategies in trade, ICT, public administration, business, law, transport, and agriculture

A brief overview of the UBT Branch in Gjilan

UBT College Branch Gjilan will be built to meet the needs of the local market and establish a better connection with the local and regional community of Gjilan. The College UBT was licensed to operate as a private bearer of higher education by the Ministry of Education, Science and technology no. 808/02-1, date. 18.10.2004. The philosophy of the institution has been to offer competitive education programs that would base teaching on labor market demands and international practices. UBT College Branch Gjilan will be demand-driven though it will also offer programs management, business, and economy, where it feels that it can contribute to the local and regional economic development of Gjilan.

The governance of UBT College Branch Gjilan is regulated by the Statute of the UBT College. As a private bearer of higher education, UBT College Branch Gjilan statutory regulations respond to the requirements and practices sanctioned by the Law on Higher Education, the Administrative Instruction for the Accreditation of Private Bearers of Higher Education (PBHE), Administrative Instruction for the Licensing of PBHE,

UBT Branch Gjilan is governed by respective UBT Faculty Councils and the Director of the Branch. Every statutory body has standing and ad-hoc structures, sub-committees, and working groups. The Director of the Branch is responsible for the management and control of affairs of the Branch and for ensuring that an effective system of internal control and representation is implemented in the branch. UBT Faculty Councils are responsible for the management of academic affairs within the study programs of the branch that fall under the responsibility of each independent Faculty Council. The program coordinators in the branch reports to the Dean of respective Faculties at UBT College.

UBT College Branch Gjilan   College is part of the wider UBT Group Ecosystem and is created to support closely the Regional Development.

Deans of Faculties are responsible for the academic management of studies in the branch and supervise the academic affairs within the Branch through respective program coordinators. Faculties are responsible for unit academic strategy, student examination, teaching and learning, research and development, links with industry, operational and procedural aspects including quality policy implementation. The number of Faculties is jointly proposed by the President and Academic Council. The Faculty has the following structure: Dean and Faculty Council. Depending on the size and level of development, the Faculty Deans are assisted by Vice-Deans for Academic and Student Affairs, Vice-Dean for Research, and Vice-Dean for External Relations. Faculty Councils are composed ex officio by program chairs, Faculty management, staff representatives, student representatives, and industry representatives. The

Faculty is responsible to the Rector of UBT COLLEGE on managerial affairs whilst the responsibility for academic affairs is delivered to the Academic Council.   UBT College Branch Gjilan   will have 1 academic unit:

Acronym	Faculty
MBE	Faculty of Management, Business, and Economics (BSc and MSc)

UBT College Branch Gjilan study offer and students orientation is closely linked to job creation trends in the region. The branch has a significant share of students in one of the most dynamic employment growth sectors in the region, which is Computer Science, architecture, design, architecture, nursing and management, business, and economy. While the institution's study offer is demand-driven, the areas where students' demand is relatively high used to be supply-driven.

UBT College Branch Gjilan will be recognized for the promotion of international quality and standards in Kosovo in general and the region of Gjilan in particular, the most active institution in efforts to internationalize the education system and opportunities in Kosovo and as a venue for high-level international experts and knowledge transfer.

The branch's research strategy is part of overall UBT College's research strategy and is designed to support the creation of a knowledge society by working with firms and public sector agents in building the appropriate infrastructure to build centers of research, development, and innovation that will be unique for Kosovo and the region of Gjilan. The branch's research strategy is implemented through numerous institutes and research centers established by UBT College as presented before, part of it is working on the Branch level.

The UBT College Branch Gjilan will apply programs that reflect its regional and national priorities. Based on its cultural history it offers a dynamic academic competitive environment of innovative technologies. The institution continuously cooperates with industries and businesses and has managed to create community excellence by providing good educational opportunities, guided by the best methods of teaching, research, and sustainable development as an intellectual and research interaction.

UBT College Branch Gjilan will offer study programs for the labor market according to the requirements of industries in partnership with all municipalities in the region Gained knowledge during the internships and professional studies students manage to get employed quickly. In this way, UBT becomes a great contributor to the professional development of Kosovo and the region. The programs offered at the UBT Branch are unified, uncompetitive, and highly acceptable for the public and society in general in Gjilan and the region. UBT operates as a model of higher education on the border of Serbia and North Macedonia.

2. Institution Evaluation

2.1. Public mission and institutional objectives

Standard 1.1. The institution has a defined mission statement that includes three main pillars: teaching, research, and community service

UBT College Branch in Gjilan implements the principal mission of the UBT College which is to provide a dynamic and innovative academic environment. The UBT College Branch in Gjilan will apply excellence in teaching, learning, and research within a comprehensive, student-oriented environment to foster graduates or to encourage graduates to advance their leadership role in business, professions, industry, public service, and society in the country and particularly in the Eastern part of Kosovo, Anamorava. The mission of the College is also to provide a supportive and challenging opportunity for the students, faculty, and staff in a participatory and self-governance setting.

Building on a tradition of teamwork between students, faculty, staff, and administrators, UBT College Branch Gjilan will implement the mission of UBT College, which is the commitment to enhance its participation as an active member of the community by providing learning opportunities driven by teaching and research excellence, intellectual interaction and creativity.

UBT College Branch Gjilan will promote knowledge creation and knowledge transfer and is committed to the educational development of Gjilan and its society in a way that reflects its regional and national priorities. aims to improve the region's quality of life through the skills, knowledge, experience, and engagement of its faculty, staff, students, and alumni.

Standard 1.2. The mission of the institution has been defined and, if the case, revised, based on a consultation process involving external and internal stakeholders.

The UBT College Branch in Gjilan, Senior Leadership includes all stakeholders in the decision-making process where all decisions are made through preliminary discussions.

The role of core management is focused on delivering solutions in complex situations, enabling synergies and collaboration between administrative and academic units, fostering a culture of quality and responsiveness, while considering cost implications.

The role of the Director of Branch is to provide leadership on all matters related to cooperation between administrative and academic units and implement the culture of quality and responsiveness of UBT College while considering the budgetary implications of the branch. Program Coordinators create and harmonize the cooperation between study programs in the Branch and respective faculties at the UBT College.

The mission and vision of the institution were developed through a process of staff consultation and extensive debate led by senior management at the College level but also the Branch level.

The mission and vision of the branch are the same as the mission and vision of UBT College which reflects the core values of the institution and is systematically incorporated into all UBT activities through strategy development and program review on an annual basis.

A task force exists to explore more closely the values of the institution and see how they are implemented at the Branch level. With the support of external partners, the task force through the wide surveys of all staff identifies what are and what they consider should be the major values of UBT College Branch level and identify all "bottlenecks" in this process. To address all the findings of the task force, a series of meetings and presentations with the staff is organized. The initiative objective is to improve the collective understanding and direct the institution towards common goals, always considering closely the specific regional characteristics of the Branch Gjilan.

Branch Management makes every effort to act as role models to promote the high institutional values by personal and active involvement in developing and improvement activities. Improvement initiatives are either generated by regular assessment and review activities, EFQM, and ISO models of the College UBT (main institution). Improvement actions such as strategy reviews, organizational realignments, facilities management, drive for excellence, etc have been triggered and implemented by core management of UBT College with active support from all ladders of management, including the involvement of the Branch Director. Effectiveness of leadership is reviewed firstly through a series of questions in the staff satisfaction survey and secondly through the annual performance appraisal. Leadership effectiveness is also reviewed informally through open and democratic culture at the branch level, personal interaction, and the use of electronic groups. Empowerment, trust, communication, and collaboration are essential elements of UBT College (main institution) and the same values are pursued also at the branch level.

The task force review both internal and external communication practices also at the Branch level and recommended steps to improve effort and streamline the channels. The minutes of core management at UBT College level are published and communicated to all ladders of management, including The Director of the Branch. The branch uses internal digital interaction platforms to ease communication and information flow within the Branch and with the UBT College.

  UBT College Branch Gjilan strictly implements the approach of continuous improvement adopted at the UBT College. The total quality principles are established and transitioned further to continuous improvement complying with quality assurance standard guidelines of the European Network of Quality Assurance Agencies (ENQA) and ISO and EFQM models. In this regard, staff members have been encouraged to participate in improvement projects. Managers are also encouraged not only to participate in such projects but also actively support and allocate time to measure, train, and implement quality principles. Appropriate training was provided through the quality module of the project management training and more recently through specific EFQM training: both introductory and assessor training. All mid-level managers have gone through internal and external training while the President is a Certified Assessor and Quality Management Expert.   UBT College Branch Gjilan   follows the Quality Management that is led by the Quality Assurance Committee and Office of the UBT College which supports

the entire organization, including the branch to follow the processes of ISO 9001 as well as internal and

external audit processes.

Standard 1.3. The mission is recognized by the members of the academic community of the institution.

UBT College Branch Gjilan follows numerous approaches to recognize and react to the requirements and expectations of stakeholders in the region of Gjilan, including the local community. Branch Management is fully involved in the initiation and operation of the related processes. Branch Management is encouraged and pursues the strategy of UBT College of networking with relevant local and regional stakeholders regularly to keep in touch with changing needs and expectations originating from the local and region of Gjilan. Given that UBT College Gjilan is a branch of a very important academic institution pursues the principle that the main delivery chain of products and stakeholder involvement is paramount from initial product development, regular product reviews to the final performance of students in the regional and national labor market to ensure continuing alignment with changing stakeholder needs.

The Director of the Branch follows an efficient approach for regular collaboration with all stakeholders in exchanging views, understand the strategy and the needs of the branch. The Director of the Branch explains the strategy of regionalization of College UBT to all stakeholders and explores any opportunities for collaboration with the Director of the Branch follows both formal and informal communication channels in stakeholder engagement. Overall improvement actions are planned and implemented based on the results of the stakeholder survey. The Director of the Branch actively supports this process and fully participates in customizing the questionnaire according to evolving needs and context. The Director of the Branch engages with stakeholders through regular meetings and participation in stakeholder events in the region of Gjilan. The purpose of this approach is to ensure stakeholder satisfaction with product delivery of the Branch but also receive inputs into the branch's strategy for the development of new and innovative study programs, including strategy implementation and strategy review. This is a primary source of objective feedback that is used to gauge stakeholder needs and expectations, to assess the alignment of strategy, to measure stakeholder satisfaction, and to obtain information about stakeholder perception of branch's performance.

UBT institution collaboration in partnership is of vital importance to an academic organization through all stages of delivery and a meritorious advantage of UBT management in implementing the strategy. Management promotes and supports partnerships with other academic and research organizations and universities to stimulate mobility and creativity. UBT mid-level management is encouraged to operationalize program boards, with stakeholders consulted on program content and their linear distribution. Curriculum boards in various fields include formal communication methods. Boards are there to ensure that academic programs are subject to periodic but also annual reviews. Executives receive information about the overall curriculum model, as well as annual reviews to ensure that program components (curriculum courses) are updated and updated to meet stakeholder expectations. Our good understanding of the industry and linking memoranda to partnerships strive to advance the practical training of students with employment opportunities. Partnerships with public institutions seek to maximize UBT's impact on society as a key interlocutor on national education issues, active participants in civil society organizations in the fields of business, public administration, ICT, local development, construction, and spatial planning. Partnerships with international development institutions aim to

contribute to R&D efforts in the most efficient way by making primary research and research resources for joint projects. UBT management pays close attention to partnerships with students and student organizations to monitor the progress of their quality and to contribute to the further development of the program strategy. Support Services (Management) encourages the development of support activities to seek further improvements in the delivery of advanced practice any service approaches such as procurement, finance, regulatory plan, information systems, infrastructure management, and potential external partners

Senior management has also provided an organizational structure to support stakeholder engagement. It is worth noting that the parties involved in addition to the UBT Board have internal management structures that include the inter-institutional co-operation office with relevant positions, industry co-operation office, alumni officer, and other relevant bodies that support stakeholder engagement. Interested in: Career Center and Academic Program Boards, participation in conferences, joint mobility activities, contributing to important national committees, and other events to support stakeholder engagement.

Standard 1.4. The institutional mission provides an effective guide for strategic planning, decision making, and operations of the institution.

The Director of the Branch regularly communicates the mission and strategy of UBT College through multiple channels. The prime vehicle to foster the culture of excellence is the Business Plan which is also drafted at the Branch level and is available and communicated to staff through internal communication vehicles. The Director of the Branch attends the management meetings at UBT College, which take place on a regular and are dedicated to the core business or support of people management and general issues. Fixed slots during the year are fixed for the Director of the Branch to speak to all staff members at the Branch level and communicate the Branch's position in the emerging local and regional political, economic, and technological trends. These all staff meetings also serve to reinforce the central corporate message at the branch level and are an opportunity to talk to staff about the branch's progress and challenges in the Gjilan regional higher education market.

Based on Articles 22 and 23 of the UBT Statute, the Branch Council has been established which manages the activities of the branch. Within this council are responsible for the program, departments and the same is managed by the Branch Director.

While the Industrial Board aims to support the institution in realizing the demands of the labor market. All this is realized through consultations, workshops, and joint seminars with businesses which are realized through the Industrial Board of UBT and in which the representatives of important institutions are present.

UBT College Branch Gjilan follows a culture of openness, trust, tolerance, and debate which originated at the UBT College and is transmitted as a culture to all its respective branches, including the branch in Gjilan. The Branch avails of extensive use of central electronic newsgroups and intranet of College UBT. This is done to pursue maximum transparency in all activities of the branch and consequently, the branch's staff are widely informed on internal and external issues which may affect the implementation of the central strategy of UBT College and fulfillment of the strategic objective of being closer to local communities by providing tailored products for the local and regional communities. The Director of the

Branch actively participates in debates and attempts to respond to questions, comments, and criticisms. The debate is also encouraged in management meetings of UBT College and everyone is invited to air their views. The regional views from respective branches of UBT College, including the Branch of Gjilan, are given serious and careful consideration.

The Director of the Branch communicates the objectives and targets of the Branch to the respective staff through performance management appraisal to implement the strategic objectives of the UBT College at the branch level. The annual appraisal is also an opportunity for the Director to debate with staff on all matters. This is a 180-degree appraisal where appraisers are encouraged to comment on management performance and behavior and offer constructive criticism. Outside scheduled meetings, both the Director and the staff implement an open-door policy where both staff and students are encouraged to talk about issues of concern regarding the performance of UBT College Branch Gjilan.

To further the culture of excellence, the Director promotes the staff training to help them absorb the organization's strategy, systems, and processes but also develop new skills and competencies in their respective areas of expertise. The Branch Director pursues the staff development policy of UBT College set out for the Branch, which is designed to meet the staff's long term development objectives. Through the internationalization policy of UBT College at the central level, the staff of the branch is encouraged and supported by the management to stay at international partner institutions of UBT College to help fulfill staff personal ambitions but also as a means to enrich UBT College Branch Gjilan management practices. Recognition by the Branch Director for the work of the staff is an essential aspect of modern human resources policy and the Director of the Branch has taken every opportunity to implement the recognition policy. The annual promotion round is the formal way to recognize individuals for excellent work and potential. The Branch Director as the leadership of the branch also recognizes the excellent performance of teams and departments operating at the Branch level.

Standard 1.5. Medium and long-term institutional objectives are consistent with and support the mission.

Since its foundation, UBT has gone through different phases of development and change. The change process was a result of changes in the external environment and its growth. For every change staff members have been encouraged to provide their opinions and ideas about the Branch's development. The early first phase of change happened in

Introduction of attractive study programs meeting the needs of the local market. The later phase has been growing into new programs, which are of utmost importance for the regionalization strategy of UBT College as part of senior management effort to ensure a more flexible and responsive organization to the needs of the region and the local community. UBT College Branch Gjilan implements a flexible matrix management model adopted by the center (College UBT). The two primary reasons for the choice of the model is to increase flexibility and facilitate the empowerment of staff to respond to changes in the external local and regional environment.

The effective delivery of change is ensured through planning and communication with staff. Staff

members have always been regularly are included in the change process given that change requires staff reallocation and retraining. The self-assessment has been an essential means to stimulate and involve staff in the improvement and in identifying and implementing improvement actions. After each self-assessment, the staff is encouraged to draft plans and actions to implement improvements and Branch Director is instructed to allow time for staff to implement these actions. The Branch Director leads by example and participates in improvement projects of the Branch.

The development and review of the Strategy of UBT College for Gjilan Branch take into account the mission statement of College UBT, national educational policies, and the local and national social-economic environment within which graduates will work. The Strategy that the UBT College Branch Gjilan implements provides a solid base for integrating academic excellence, humanistic education, and entrepreneurial education. Analysis of the surrounding educational environment in the region is a key feature of the development of strategic objectives for branches of UBT College. Before strategic objectives for the Branch are set, the needs of the local learners and the local community are ascertained. Educational local market analysis provides information on the skills needed by the industry trends and employability at the local and national level. The process of strategy review is an important element in the UBT College strategic plan since it provides important inputs to accommodate new ideas and knowledge. Such changes are triggered by innovative practices in learning and teaching as well as advancements in a particular subject of discipline.

2.2. Strategic planning, governance, and administration

Standard 2.1. The institution has a strategic plan for a period of minimum three years.

UBT College Branch Gjilan implements the following Strategic Plan adopted at the central level:
Teaching and Learning Excellence
Excelling as a teaching and learning institution that offers challenging and innovative educational experiences.
Objective 1. Continue to provide a dynamic and challenging intellectually rigorous educational program that responds to the needs of learners in a complex region and global community.
Strategies:
  A. Continue to develop and evaluate effective coursework, both in the major and general education which provides knowledge, skills, and perspectives that will be required of a productive 21st Century global citizen.
  B. Use advanced technology in the learning process, fostering critical thinking about communication skills and skills in computer science technology. Employ effective cutting-edge technologies in the teaching and learning process.
  C. Foster development of critical thinking, information literacy, computer competency, writing, reading, and visual and oral communication.
Objective 2. Interpret and apply the Proactiv theory that links academic learning and experience to the preparation of interventions using assessment and development outcomes. Continuous follow-up of teaching excellence and faculty scholarship

Strategies:

    A. Increase the number of new positions in addition to the replacement of any retiring, non-retained, or non-returning faculty.

    B. Recruit and retain faculty who demonstrate excellent and innovative teaching skills.

    C. Support collaborations that create linkages between academic and experiential learning.

    D. Encourage experimentation and risk-taking in teaching and learning.

    E. Provide faculty development programs that enhance teaching skills and celebrate teaching best practices and achievements.

Objective 3. Expand information, knowledge, and data resources.

Strategies:

    A. Transform the current information and data centers "the library of the future," one that pushes the technology envelope and, as appropriate, brings together elements that currently reside in various units of the campus to create a hub for the benefit of students, faculty, and community users.

    B. Expand the collection of resources and databases related to regional, national, and international interests.

    C. Maintain and update learning materials.

Objective 4. Promote positive, productive teaching-learning environments that emphasize the importance of the partnership between faculty and students and cultivates each student's sense of personal responsibility to undertake the work necessary to take full advantage of educational experiences.

Strategies:

    A. Foster student leadership through team building and involvement in the community.

    B. Provide spaces for group and collaborative study, including "smart" group meeting rooms.

    C. Offer small, medium, and large venues for hosting cultural and learning communities.

Community Engagement

The UBT research strategy is designed to support the creation of a knowledge society by working with public sector firms and agents to build the appropriate infrastructure to build research, development, and innovation centers that will be unique to Kosovo and which will be able to attract resources locally and internationally.

Objective 1. Promote a positive image for the institution by enabling communications oriented to awareness and the establishment of communication in the interest of UBT and the relevant branch.

Strategies:

    A. Establish an exchange of oriented communication on the value of placing information regarding the College's contributions to education and local and other industries.

    B. UBT College in its branch as an institution located in the selected area of location in the middle of prospective students, parents, community leaders, and potential donors at the national and local level.

    C. Technology and knowledge transfer incentives through the knowledge and technology transfer center with support programs for the research element.

Objective 2. Improving and building relationships and partnerships with industry, academia, and public sector stakeholders to increase the combined research capacity and strengthen the commercialization process.

Strategies:

A. Encourages student leadership through team building and community involvement.
B. Provide group study and collaboration spaces, including meeting rooms in "smart" groups.
C. Provide small, medium, and large venues for hosting cultural and learning communities
D. Build new opportunities and expand on existing collaborations for faculty, staff, and students to contribute to community advancement, including addressing community economic, social, and cultural issues.

Objective 3. Build more bridges between research and teaching; and among our local and national communities to create a culture of engagement, inclusion, and belonging.

Strategies:

A. Create collaborations and connections with district schools to raise awareness of college programs and improve the active academic culture created among elementary and high school students.
B. Bring institutional practices and local community organizations to campus for cultural, educational, and sports activities.
C. Expand and foster student exchange agreements, internships, and service-learning opportunities within our communities.
D. Actively develop and motivate student exchange agreements, industrial practices, and service-learning opportunities within our communities.

Objective 4. Engage our communities in the life and mission of the UBT College and Offer innovative ways for learners, spin-off and spin-out companies, as well as external clients to engage with enterprise support and applied research, thus creating new knowledge and employment.

Strategies:

A. Provide small, medium, and large venues for hosting cultural and learning communities.
B. Increase involvement of alumni, retirees, community leaders, and others in the UBT College and its branch through service on boards, speaking engagements, mentoring programs, and philanthropic opportunities.
C. Involve our community audiences in assessing how the UBT College and its branch can address local and regional needs.
D. Promote community and UBT's relationships through increased attendance and participation at UBT academic, cultural, athletic, and other events.
E. Development and innovation that will be unique to Kosovo and which will be able to attract local and international resources.

Infrastructure

A. Develop and maintain an administrative, fiscal, and physical environment that supports the UBT College's mission.

Objective 1. Maintain an environment of continuous performance improvement.

Strategies:
   A. Establish performance measurements, set goals for improvements, and review improvement progress and services regularly.
   B. Objective 2. Ensure sound administrative and fiscal practices and policies responsive to the UBT College's needs.

Strategies:
   A. Meet the UBT College's internal and external requirements and mandates for financial reporting, audits, assistive technologies.
   B. Monitor, identify and implement effective and efficient fiscal and administrative policies and procedures that meet goals while minimizing risk and allowing for feedback and input.
   C. Continuously apply new technology for cost containment and improved customer service.
   D. Develop and administer a budget plan formed on shared principles, accurate and timely data, and anticipated future needs based on the economic climate.
   E. Maximize competitive bidding processes to ensure best value purchases and to engage a wide range of suppliers.

Standard 2.2. The strategic plan is drafted in close consultation with the academic community at the institution, as well as external stakeholders and private sector.

The Branch's methodology to development and improvement is built on a continuous responsive process that looks for improvement of outcomes. The Branch identifies its stakeholders (students, staff, internal and external stakeholders), the key processes involved in the implementation of programs and services to students at the branch level. The next step involves the evaluation of the performance against stated policies and objectives and the identification of gaps and deficiencies. The final step involves a report and recommendations for an Improvement Plan for activities and policies that could be taken to address the identified challenges.

Standard 2.3. Strategic planning is integrated with annual and longer-term budget processes that provide for regular adjustments.

UBT College Branch Gjilan presents a stable financial position, through growth in student enrolment numbers and supplementary incomes from non-tuition fees, commissioned research projects, and business consultancy. Revenues from internal sources and external finances will finance the development of UBT in the extended years.

Additional commitment will be invested in the Research and Development Institute (RDI) and its component institutes, which generate between 15%-20% of the overall income.

UBT College Branch Gjilan through UBT College's commitment to securing EU and other projects; will enjoy from the income that is projected to derive from these sources not more than 5% of the overall income.

The initiative of establishment of the Gjilan Branch of UBT College will offer a great opportunity for quality education of the community of Gjilan.

The financing of this unit will be realized by the current institution's resources that will be dedicated to

building necessary capacities in Gjilan Branch.

As noted above, throughout its further development, UBT College Branch Gjilan will preserve the core values of UBT College. The major expense and investment categories of the Branch take into consideration the mission, vision, and core values of the UBT College as well as the essential development of the Branch and its research component. The projected research-related budget at the central level will enhance accordingly from about 10% at the beginning of this period to around some 15% of projected revenue, which will support research-related activities at the Branch level too.

Academic staff salary continues to be the largest expense, at the UBT College Branch Gjilan. Significant funds are allocated to capacity building for the local professors to continue their professional advancements at different partner universities of UBT College.

Investments in labs and other fixed assets take up some 10% of the overall budget throughout the period. However, at the end of the period, owing to the high volume of turnover, it is expected slightly to fall in percentage terms, while nevertheless maintaining a satisfactory trend of investment.

UBT College Gjilan Branch's financial planning has budgeted for partnering with the local community of Gjilan as one of its core commitments.

Standard 2.4. The strategic plan takes full and realistic account of aspects of the internal and external environment affecting the development of the institution.

The UBT Gjilan branch implements and incorporates the Central Risk Assessment and Management Policy adopt times at the central level to regularly assess internal and external risks and propose mitigation measures and structures. The Branch Risk Assessment Procedure is performed and reviewed annually at UBT College as a central institution. The Internal Auditor of UBT College is responsible for policy implementation and oversees the risk assessment matrix and the risk mitigation plan of the institution and its respective branches. The institutional risk assessment policy categorizes the risk into:

	Risk	*Description*
1	*Strategic risk*	*Assessment of risks that impede the achievement of strategic goals and competitive environment.*
2	*Financial risk*	*Assessment of market and investment risks*
3	*Operational risk*	*The systems implementation involved changes to business processes concerning transaction processing by decentralized department administrators and staff*

4	*Compliance Risk*	*Compliance with externally imposed and internally adopted policies and procedures on management, teaching, research, and communication.*
5	*Reputational Risk*	*Assessment of external and internal risks that may affect the institutional brand*

The annual risk assessment process that takes also at the branch level is designed to evaluate the drivers of risk or factors that introduce risk to its operating environment. Risks are initially categorized into strategic, financial, operation, compliance, and reputational risk. Risks are then evaluated based on the likelihood of occurrence: high, medium, and low. An Annual Risk Assessment is performed by the UBT College Internal Auditor. The Annual Risk Report and Review serve to dynamically model and simulate the effect of each risk so that the risk owners can produce mitigating actions. A full Risk Management Action Plan is produced annually and distributed to risk owners in the organization.

Standard 2.5. The implementation of the strategic plan is monitored on short and medium-term targets, and outcomes are evaluated

The Scorecard model adopted at the central college level and implemented by the Branch tracks the results that the respective branch has achieved in key outputs which contribute to the overall outcome of contributing to the society where the institution operates. It tracks key results in four essential dimensions:
Customer results – which includes the number of students, their satisfaction and their performance in the labor market,
Financial results – tracks organization' funding for the strategy,
internal business – tracks the number of products and services (academic programs, research activity, and training) and
Learning and growth - the number, quality, and satisfaction of staff members with the organization.

Standard 2.6. The institution has a decision-making system and internal operating regulations in conformity with current legal provisions

The governance of UBT College Branch Gjilan is regulated by the Statute of the UBT College applicable to branches. As a branch of a private bearer of higher education, the statutory regulations respond to the requirements and practices sanctioned by the Law on Higher Education, the Administrative Instruction for the Accreditation of Private Bearers of Higher Education (PBHE), Administrative Instruction for the Licensing of PBHE, Administrative Instruction for Business Registration of the Ministry of Trade and Employment Law of the Ministry of Labor and Social Welfare.   UBT College Branch Gjilan shall be governed by respective UBT Faculty Councils and the Director of the Branch. Every normative act and every decision taken by the governing bodies shall respect the academic freedom of the College members,

shall refrain from actions that prohibit the application of the law, refrain from actions that can inhibit the teaching and research advancement, avoid conflicts of interest and respect ethical norms issued under the authority of the Statute. The governing mechanism at the branch level implement protection policies from any form of discrimination and prohibit the infringement of gender balance and refrain from political agenda.
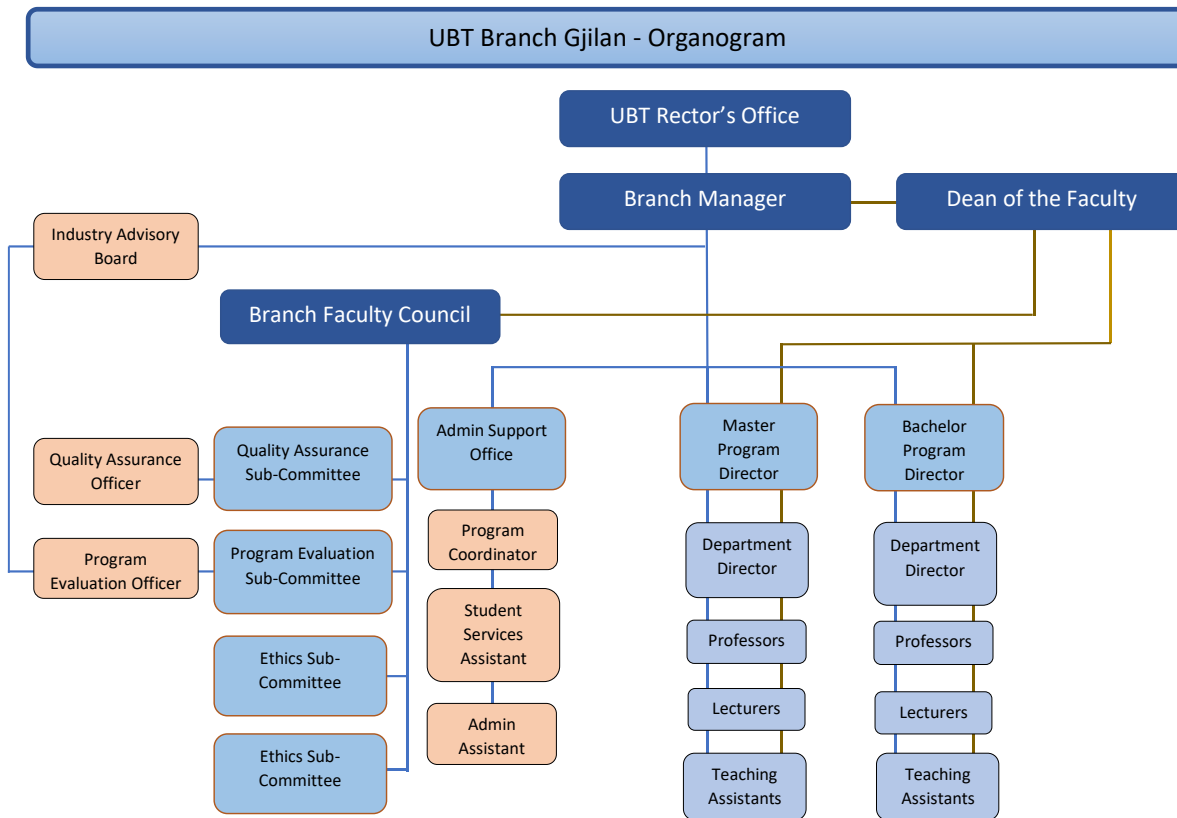
The administrative structure of UBT College Center with the Gjilan Campus

Standard 2.7. The election criteria and processes of the decision-makers and other elected positions are clear, transparent and published in institutional regulations.

The election criteria and appointment procedure of the main governance bodies are regulated by the Statute of UBT and College Regulation on the Appointment of Governing and Academic Management bodies. The Governing Board of UBT is composed of seven members. Three of the members of the Governing Body are appointed by the Founder of the College, two members are appointed by the Academic Council, one member is appointed by the Research Department, and one member is appointed by the Student Union. All members should be good standing intellectuals and practitioners and uncontested figures from the general public. The tenure of the Governing Board members is 2 years with the right of reappointment. The President of the Governing Board is elected by an absolute majority vote of the standing members. Meetings of the Board are organized four times per annum and are convoked

by the President or at least four members of the body. The decisions of the Board in cases of Statute amendment, regulations and policies adoption, appointments, dismissals require at least five votes from the seven standing members.

The Academic Council of the UBT consists of 44 members. The members of the Council are academicians from different fields of study, individuals who have a good standing background in university education, student services, and student union representatives. The Council is chaired ex-officio by the Rector. Nineteen members of the Council are proposed by the Faculty Councils of the College, the branch in Gjilan is represented in the academic council through branch director, and the Deans of the Faculties represent their branch programs. The membership of the Council is determined through a representative election system with the specified quota for academic and research staff (45 percent), student representatives (30 percent), and administration (25 percent). All staff members are various programs of study vote for the representation of 18 members in the Council. Student representatives are determined through the Student Union election system. Members of various administrative units vote on a list of proposed candidates. The members of the Academic Council shall have individual tenures of 4 years. The Academic Council meets once a month or more frequently if called by 15 members of the Council. Qualified majority decisions are required when adopting regulations, appointments, and academic promotion.

The Rector is appointed jointly by the Governing Board and Academic Council. The person seeking the position should be a good standing manager, a person with well-developed skills in education management and representing a well-developed strategic plan for the College. The Board and Academic Council open a call for applications for the position of the Rector. They establish a joint nomination committee composed of five members. All applicants will be interviewed by the committee. The proposed candidate needs the majority of votes in the Governing Board and the qualified majority in the Academic Council. The tenure of the Rector is five years with the possibility of re-election.

The Faculty Council consists of the following members: Ex Officio (Dean, Vice-Dean for Teaching, Vice-Dean for Research, Officer for Quality Assurance, Officer for Student Support), five academic staff representatives, and three student representatives.

Based on Article 13 of the Law on Higher Education in the Republic of Kosova, the institutions have the autonomy to determine the organizational structure, therefore following the regulation for the recruitment of staff in UBT, Article 43 of the Statute and Article 8 of the labor Law, branch directors are appointed by the Governing Board. The competition is transparent and open to all.

Standard 2.8. The responsibilities of the decision making bodies are defined in such a way that the respective roles and responsibilities for overall policy and accountability, the senior administration for management, and the academic decision making structures are clearly differentiated and followed in practice.

The statute of the institution defines that the Academic and Administrative Affairs in the College are

differentiated. Deans are responsible for the day-to-day management of Faculties and studies. Faculties are responsible for unit academic strategy, student examination, teaching and learning, research and development, links with industry, operational and procedural aspects including quality policy implementation. The number of Faculties is jointly proposed by the Dean and Academic Council. Proposals for establishing new Faculties are approved by the Governing Board. Faculties govern the study programs delivered at the Branch level and oversee the delivery of study programs through program coordinators.

The department has the following structure: Faculty Council, Dean, Vice-Dean for Teaching, Vice Dean for Research and Development, Chair of the Department, Programme Manager Officer, Student Support Officer, and Quality Assurance Officer. The Faculty Council consists of the following members: Ex Officio (Dean, Vice-Dean for Teaching, Vice-Dean for Research, Officer for Quality Assurance, Officer for Student Support), five academic staff representatives, and three student representatives. The Faculty Council has three standing Sub-Committees: Quality Assurance Sub-Committee, Ethics Sub-Committee, and Appeals Sub-Committee. The Faculty Council is responsible for proposing programs of study and implementing department plans, implementing quality management procedures, implement and review curricula, and implement the examination procedure in the academic unit. Deans are responsible to the Faculty Council/Academic Council for academic affairs whilst the responsibility for the managerial affairs rests with the Rector.

Faculties are responsible and authorized to regulate the teaching and study directions, organize the education process, execute the study curricula, organize the assessment process and mark the student performance, propose the granting of degrees, authorize the appeals sub-committees to deal with student complaints, engage in academic staff appointment, distribute course and teaching hours and academic staff, administer teaching facilities and execute Academic Council policies in relation with student admission. Faculties also administer and support research centers and promote teaching staff participation in research and nominate representatives to Academic

Council. Each Faculty has a specific budget for implementing its basic services. Salary schemes are determined at the institutional level. UBT College Branch Gjilan has 1 academic unit, whereas in the future we plan to have another 2 other academic unit :

Acronym	Faculty
MBE	Faculty of Management, Business, and Economics (BSc and MSc)

Standard 2.9. Student representatives are members of all decisional, executive, and consultative bodies. The mechanism for electing student representatives is clearly explained in internal regulations. There is a democratic, transparent, and non-discriminatory election procedure that does not limit students' right to represent and to be represented. The institution is not involved in

the process of electing student representatives.

The Student Union is an independent student organization. The main objective of the organization is to promote the academic and personal growth of students, transmit student opinion to UBT College governing bodies, and promote student participation in academic, research, and social activities The operation of the organization is regulated by the Student Union Statute. Its organization and composition follow the Guidelines of the Kosovo Student Union. The Student Union is a representative body based on election procedure. Its organization includes the following structures: Student Union President, Student Council, Student Assembly, Faculty Representative, and Group Representative. Students through democratic voting procedure select their Group Representatives. Faculty representatives are proposed by Group Representatives. Student Council consists of all academic unit representatives. Student Assembly includes all group representatives. The President of the Student Union is elected through a competitive democratic election process. Student Union Representatives are represented in the College in the following bodies: Governing Board, Academic Council, Quality Assurance Committee, Ethics Committee, Faculty Councils, and other Working Groups. Students of the branch are represented within the Faculty Councils and other mechanisms.

Standard 2.10. The higher education institution has an administration that is effective in terms of organization, staffing levels and qualifications, and functions rigorously.

Supporting teaching, research, and professional development in the institution is the responsibility of the administration department. The administration is represented by the UBT College Secretary who reports to the Rector for all assignments which may imply certain responsibilities, completes tasks adhering to the usual administrative regulations, rules, and standard operating procedures. The Secretary of the College is also responsible for resolving administrative procedures of the first instance. The Secretary is appointed by the Rector based on the publicly advertised job vacancy.

The administration is responsible for delivering quality administrative assignments related to the principal activities, organization, and coordination of the delivery of tasks related to undergraduate and graduate teaching and research. Some of the essential services delivered include legal advice, financial affairs, book-keeping, and business transactions, student support services, building and maintenance tasks, development and maintenance of the information system, procurement and logistics, and all other assignments stipulated by UBT College regulations. There are several administrative divisions at the institution:

	Division	Responsibilities

1	**Finance Division**	· **Budget revenues** · **Financial Accounting** · **Payments**
2	**Human Resource Division**	· **Recruitment** · **Staff welfare** · **Staff appraisal** · **Staff development**
3	**Student Services**	· **Student services** · **Admission Services** · **Career Services** · **Examination** · **Student counseling** · **Student scholarships**
4	**Library and Bookstore**	· **Library Management** · **Library Information System**
5	**Public Communication**	· **Student information** · **Public Information** · **Media communication** · **Social Media** · **Website**

6	**Technical Services**	· **Infrastructure** · **Equipment** · **Student transport**
7	**Culture and Sports Division**	· **Cultural events** · **Sports Events** · **Community events**

Concerning the branch, the highest administrative authority of the branch is the Director of the Branch. The IT staff of the Branch reports to the Director of IT of UBT College through the IT Branch Coordinator. On the other hand, the Coordinator of Finance Office of the Branch falls under the umbrella of Director of Finance of UBT College and communicates through a coordinator designated at the branch level. Student Services at the Branch level fall under the authority of the Director of Student Services at the central level and communicate through the respective assistant.

Standard 2.11. The responsibilities of administrative staff are clearly defined in position descriptions and they match the qualifications of the individual.

Staff recruitment at   UBT College Branch Gjilan is based on the formal regulations of the UBT College at the central level for the recruitment which determines qualification requirements for candidates as well as the selection procedure. The academic personnel is chosen through public application procedures according to the institution's Statute. The basis for becoming elected is meeting the qualification standards of a certain position. The criteria for the selection are the candidate's level of education, scientific work, and teaching abilities as well as practical knowledge of the field. The most important criterion is the productivity of the candidate's scientific work. The candidates' ability is initially evaluated by a specially constructed assessment commission. The administrative personnel in different departments have permanent contracts. Additional schooling and vocational courses for academic and administrative staff are arranged as part of the Staff Development Plan.

The   UBT College Branch Gjilan implements the strategies and policies developed at the central level designed to maintain the current staff, academic and professional development of staff, and policies to attract better-qualified staff in the context of the permanent staff of the institution. Special importance also is dedicated to balancing gender, policy selection, promotion, retribution and teaching workload, and scientific-research. Also, an emphasis is being put on attracting young and talented staff with qualifications from renowned education centers worldwide. The Branch implements UBT College's commitment to building a cohesive organization where all staff feel valued and will contribute as part of the family. The Branch follows the intention of the College to achieve the outcome where the staff

demonstrates their pride and loyalty to students and the wider organization not only through their regular duties but also through cooperation and participation with major events. In this regard, the Branch implements a uniform HR policy and practice which is applicable throughout the central institution and its respective branches and in line with national directives and taking cognizance of best practice for the sector. A comprehensive staff development strategy shall include functional areas for monitoring key information such as staff profiling data, recruitment, and deployment of staff, and expenditure on staff development and training.

The Branch implements effective information and consultation mechanisms, which are used across the UBT College and its respective branches. This is essential for fostering a mutually supportive working environment between functional and hierarchical relationships, including the effective information and consultation mechanism between the UBT College center and its respective branch in Gjilan. This mutually supportive working environment will flow from an ethos of focusing on the student and other clients. The Branch in Gjilan implements personal development plans and team development plans under the Performance Management and Development Systems for the sector, in line with strategic and operational priorities of the entire College and the Gjilan Branch. These plans fit with the academic programme provision, research and development ambitions, and requirements concerning administration and support. Under the Staff Development Policy individual plans, e.g. to gain higher qualifications, will be supported as well as College-wide staff development initiatives such as teaching and learning seminars and international staff mobility.

Strengths	Weaknesses
The UBT College Branch Gjilan implements a modern strategic plan, which fosters the teaching and learning excellence by engaging and serving the needs of the community, with the special emphasis on the needs of the regional community of Gjilan;	Civil society organizations in Gjilan are not very proactive in voicing their regional concerns in the reformulation of UBT mission and upgrade of strategic objectives as time evolves;
The strategic plan enables UBT to carve out a competitive position in the higher education market both locally, nationally, and regionally;	Improve inter-disciplinary approaches to grasping external environment opportunities for strategic objectives revision;
Students, internal staff, and external stakeholders have a major voice in the reformulation of the mission and upgrade of the strategic plan;	

The strategic objectives are fully realizable within the sustainable and stable long term budget of UBT Branch Gjilan;	
Concentration on strategy rather than planning at both the central and branch level;	
Research and development is the major capital expenditure provided for as a separate budget line;	
Thorough and detailed internal auditing of risk assessment plan of UBT Branch Gjilan;	
The strategy of UBT originates from consistencies and synergies across efforts at UBT and branch level;	
Effective Scorecard model for assessing the implementation of the strategic plan;	
All-encompassing decision-making model, which gives the largest weight to the Academic Council promoting academic freedom;	
The governing mechanism at the branch level implement protection policies from any form of discrimination and prohibit the infringement of gender balance and refrain from political agenda;	
Students of the branch are strongly represented within the Faculty Councils and other mechanisms.	

Long term budget provides for adequate funding for research and teaching improvement, hiring of adequate human resources, and upgrading facilities, and development of new campus project	
Opportunities	*Threats*
Regional economic development;	Changes in the local economy;
Demand for online programs;	The pace of change in the workforce skills needed for the 21st century;
Development of transnational education strategic objectives;	The declining state support;

2.3. Financial planning and management

Standard 3.1. The institution can demonstrate that it has sufficient financial resources in the short (one year) and medium-term (a minimum of three successive years) to adequately reach its mission as well as objectives set out in the strategic plan

The Branch in Gjilan is in a stable financial position. The source of funding and financial position has been strengthened due to a constant and predictable pace of growth in student numbers, research projects, industry services, and donations. On the other hand, the central institution UBT College is highly committed to the EU and other project applications. Investments in labs and other fixed assets participate around 10% on average throughout the years of planning. Staff item continues to be the largest expense for the university, including   UBT College Branch Gjilan. A significant amount of funds are committed to the local capacity building for local professors to continue their professional advancements at different partner universities of UBT College central institution. Partnering with the community and research and development are essential components of financial planning at the branch level too.

Standard 3.2. The institution has a realistic annual budget and a three-year budget, as well as financial policies that address its financial sustainability.

Financial allocation models reflect the funding systems used by the central institution UBT College with the objective of creating balanced diversification of income sources. While capital investments from the central institution were essential in infrastructure development, the operation of programs, research, and staff development rely significantly on student tuition fees. The Branch has also established a good network of cooperation with industry and public sector in getting small research grants from both local and international donors. On the other hand, both the central institution and the branch also operate several fee-based professional certifications with international vocational training bodies like and which have proven to be a small but steady stream of income. In terms of financial planning, the budget is planned annually based on the cycle applied to all business areas of the organization. A five-year budget proposal is prepared based on the business plan and according to the Branch's strategy, which must comply with the overall UBT College's strategy. The draft budget is prepared by branch management and is reviewed by the Branch Director before submission to the Financial Director of UBT College for further steps. The budget proposals are made during October-November and are reviewed for adjustments during May-June each year.

UBT Branch Gjilan: Projected Income 2021-2026					
	2021/2022	**2022/2023**	**2023/2024**	**2024/2025**	**2025/2026**
Student Fee	300,000	600,000	690,000	780,000	960,000
Research Projects	10,000	10,000	10,000	10,000	10,000
Services	9,659	14,188	20,982	31,174	46,461
Donations	10,000	10,000	15,000	15,000	15,000
Total	**329,659**	**634,188**	**735,982**	**836,174**	**1,031,461**
UBT Branch Gjilan: Projected Expenditure by category 2021-2026					
	2020/2021	**2021/2020**	**2022/2023**	**2023/2024**	**2024/2025**
Staff expenditure	148,346	285,385	331,192	376,278	464,157
Recurring maintenance	32,966	63,419	73,598	83,617	103,146

Capital investments	39,559	76,103	88,318	100,341	123,775
Scholarships	16,483	31,709	36,799	41,809	51,573
Research expenditure	49,449	95,128	110,397	125,426	154,719
Other expenditure	16,483	31,709	36,799	41,809	51,573
Total	**303,286**	**583,453**	**677,104**	**769,280**	**948,944**

The difference between revenues and expenses is reinvested in staff development, research, and capacity development.

Standard 3.3. Oversight and management of the institution's budgeting and accounting functions are carried out by a specialized office responsible to a senior administrator.

The financial regulations of UBT College are also applicable to the Branch and are guaranteed by the procedures and tools developed to facilitate their direct use by the Finance Coordinator. The definition and use of the financial procedures and tools are facilitated by the Finance Officer of the Branch, which also monitors the consistency of their application at the Branch level and communicates with the central Finance Office at UBT College. The Finance Office operates as a service to the Finance Coordinator in the implementation of procurement requests. Approval of the agreed procurements is given by designated officials from the Branch Director at the branch level, Secretary or by the Rector himself in the end at the central institution level. The Finance Office also confirms that service or goods have been delivered according to the contract. After confirmation, the accountant pays the invoices.

Standard 3.4. There is accurate monitoring of expenditure and commitments against budgets with reports prepared at least once per year.

The Budget is monitored closely through quarterly budget reports. Initial budget allocations to expense managers are based on the agreed annual allocations derived from the Business Plan and hence from the Strategy. Budget reports are based on several indicators showing the performance of payment planning and the use of the allocated budget to date. The Financial software has been updated with features to allow Business Area Leaders to enter their planned payments. An increasing level of performance in budget consumption has been achieved. Once contracts are passed with service providers, the payments can be monitored directly by expense managers. The Finance software has been enhanced with reports showing budget allocation, usage, and payments.

Standard 3.5. Accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.

The College is subject to national and international accounting systems as determined by the Law on Business in Kosovo, Regulations of the Ministry of Finance, and other Administrative Instructions issued by the Ministry of Education, Science, and Technology. UBT College, including its Branch in Gjilan, is part of the Ministry of Finance Treasury Department Top Corporates and Partners in Kosovo. The institution is considered to be in full conformity with legal tax provisions. UBT College, including its Branch in Gjilan, is subject to regular external and internal auditing. The purpose of external auditing is to assess the institutional finance and accounting system and advice on the best practices. The external auditing practice determines the institutions' conformity with tax laws and provisions, procurement and asset provisions, and business transactions.

SWOT Analysis

Strengths	*Weaknesses*
The stable financial position of the branch;	increase income diversification at the Branch level;
A good network of cooperation with industry and public sector in getting small research grants from both local and international donors to contribute to the financial viability;	Insufficient outreach to Gjilan companies for charitable endowments for research and scholarships;
Financial regulation and management subject to strong internal and external auditing in line with ISO standards;	
The Branch operates on a zero-zero basis with the difference between revenues and expenses being reinvested in staff development, research, and capacity development.	
Income diversification at the UBT central level;	

Financial management is participatory and not confrontational based on incrementalism financial management approach;	
Efficiency and transparency in financial management, spending, and procurement	
Opportunities	*Threats*
Economic force of region of Gjilan;	Absence of state funding for research and capacity development;
	Lack of Research Councils funding;

2.4. Academic integrity, responsibility, and public accountability

Academic integrity, responsibility, and public accountability

Standard 4.1. The institution has a code of ethics and academic integrity through which it defends the values of academic freedom, institutional autonomy, and ethical integrity.

The Code of ethics of UBT College is applied to the Branches. The major objective of the code of ethics is guiding the conduct of the academic community at both the central institution and branch level. Members of the academic community include staff and students and the Code of Ethics applies to their interpersonal relations and their relations with the institution. The Code is a moral contract made between the members of the academic community and UBT College Branch Gjilan to strengthen their connection and cooperation to enhance the reputation of the organization. The Code is subordinated to the Statute of UBT College, Kosovo Law about employment, academic, and business. The Code advocates the values of integrity, cooperation, responsibility, knowledge, and academic freedom. The personal integrity of the Branch's members is essential for teaching and research activities and for providing appropriate conditions for work and study. Members are required to avoid situations that give ground for UBT College Branch Gjilan in their honesty and trustworthiness and conflicts of interest.

Standard 4.2. The code of ethics requires that all internal stakeholders act consistently with high standards of ethical conduct and avoidance of plagiarism in research, teaching, performance evaluation, and in the conduct of administrative duties, and avoid conflicts of interest.

Code of Ethics apply to teaching and learning, research, and administration and include interpersonal relations. Compliance with integrity principle in interpersonal relations entails a refusal to offer, receive or demand any favor of gift to influence organizational processes, refusal to render paid services to students, close relatives or spouses, refusal to participate or grade students who are relatives or intimate partners of the teacher. The administrative procedure integrity entails correct procedure for the selection, election, and appointment of staff members, performing entrusted duties while refraining from using their position for personal benefit. The integrity principle in scientific research entails that only persons participating in a piece of work can be deemed its authors, the respect of copyright principles, strict citation regulations, proper application of ethical guidelines in research involving people or animals. In terms of cooperation, activities within the academic community entail cooperation independent o the hierarchy, age and gender of the person, politeness and respect, assistance to members of the community with special needs, respect for linguistic, religious, ethnic, social, and gender differences, and protection of confidential data and information.

Standard 4.3. The code is enforced through clear processes and mechanisms, and it applies to all staff and structural units in the institution.

Violations of the Code of Ethics come before Faculty Sub-Committee for Ethics as the first instance. The Institutional Ethics Committee serves as the second and final instance dealing with ethical violations. The institutional Ethics Committee is comprised of three staff representatives, two members from the administration (HR/Research), and a Student Union representative. Deans and Rectors are not members of the Ethics Committee but may convene the meetings without the voting right. Proceedings or violations of the Code of Ethics shall be addressed to the Ethics Committee and submitted in writing. A report on a violation shall contain the name of the person, the name of the person reporting the violation, description of the actions deemed not to have complied with the Code of Ethics. The Committee may also act on its initiative.

Standard 4.4. The institution has established a designated structure (such as the Ethics Committee) responsible for the analysis and resolution of any potential breaches in the code of ethics.

Ethics Committee - The body is responsible for the implementation and promotion of a responsible ethical code of conduct and diversity policy among staff and students on teaching, research, learning, and management. The body will be responsible to implement and promote ethics and handle instances of code breaches among academic staff, administrative staff, and students. The Committee is composed of seven members: two members are proposed by the Governing Body, two members of proposed by the Academic Council, two members are proposed by the Dean, and one member by the Student Union. The Committee in question oversees the compliance with the Code of Ethics in all the institutions, including respective branches.

Nr.	Name and Surname	Qualification	Position
1	Hasan Metin	Ex-Officio Chair	Director of Research
2	Alban Hyseni	MsC	Academic Staff Representative
3	Bashkim Nurboja	PhD	Academic Staff Representative
4	To be Appointed	Student	Student Representative
5	Fetah Jerliu	Ecc.	Student Services
6	Burhan Rexhepi	Dr.Sc	Academic Staff Representative
7	To be Appointed	Student	Student Representative

Standard 4.5. There is evidence that the institution is applying the code of ethics and its associated processes and mechanisms on all activities related to management, administration, teaching and research. The results of its application are made public.

The violation handling procedure is described in the Ethics (Sub) Committee Standard Operating Procedure. After receiving a report, the Ethics Committees shall invite for a meeting the persons implicated or representatives of the bodies submitting the report. The Ethics Commission may invite for a meeting any person who, in its opinion, may possess information relevant to the case. The persons may remain anonymous upon their request. The meetings and the Ethics Commission's day-to-day work are not open to the public. Members of the Ethics Commission and the persons invited for a meeting shall not disclose the data and information referred to in the meeting. The Ethics Commission shall present all significant information in the final report, which will be made available to all staff (in electronic form) if a violation of the Code of Ethics is established. After completing the investigation, the Ethics Commission shall submit the final report including any proposed measures to the management of the UBT College and Branch Director, which shall discuss the proposed measures.

The results of the elaborations and decisions of the Ethics Sub-Committee are made public through the Branch Announcement Board.

On the other hand, all the parties have the right to appeal before the Ethics Committee operating at the UBT level, whose deliberations are made public via publication on the UBT Announcement Board.

UBT makes sure that five elements of academic integrity such as access, approach, responsibility, detail, and support are fulfilled both at the central and branch level.

The Code of Ethics is easily available to all stakeholders requiring it (access).

UBT College makes sure to list different types of breaches for different stakeholders and describes punishment mechanisms (approach). Not only, that the individual responsibility is addressed by the Code of Ethics, but UBT College makes sure to address the institutional responsibility for any malpractice, which is mentioned in the Risk Assessment Document especially under the reputational risk (responsibility).

The detail element is addressed through the Standard Operating Procedures of Ethics Committee and support is addressed through plagiarism software and other tutorship support for students and staff with regards to plagiarism and other types of malpractices.

Standard 4.6. All internal regulations, procedures, self-evaluation reports, and decisions of governing bodies are made publicly available.

UBT College Branch Gjilan publishes information about their activities, including programmes, which are clear, accurate, objective, up-to-date, and readily accessible. There are procedures that monitor and ensure that all information is published, regularly. This information included, different activities, programmes college offers, selection criteria, intended learning outcomes, qualification it awards, the methods of teaching, learning and assessment, learning opportunities, and graduate employment information

Internal regulations, procedures, and decisions of governing bodies are made publicly available via the internet page of UBT, intranet, and Announcement Board.

Also, students and staff are informed about relevant regulations, decisions, and procedures in the Induction Course held upon admission and acceptance to the job position.

Standard 4.7. The institution is publishing clear, accurate, objective, relevant, accessible, and detailed information regarding its academic staff, its research and academic activities, the programmes it offers, the number of students enrolled, the intended learning outcomes of its programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, graduate employment information, scholarship opportunities, as well as tuition and administrative fees.

Transparency is one of the main goals of UBT and this is achieved mostly through publishing its main, relevant, accurate, detailed information on its website. Information such as programs offered, academic staff, learning outcomes, student enrolment, assessment tuition, and administrative fees are always published and kept up to date to all our stakeholders.

UBT makes sure that transparency between students, academic staff, and other stakeholders exists through publishing in our UBT's main website, Moodle (e-learning platform) and real-time communication, always by maintaining the privacy of students.

Scholarship opportunities are made available to potential candidates through electronic means of communication.

All program learning outcomes and other course learning outcomes included in the course syllabi are made available to all students and professors through the Moddle (e-learning platform).

Detailed information about the activities of academic staff, including their research achievements, are made available through RIIMS and the Knowledge Center platform of UBT.

SWOT analysis

Strengths	Weaknesses
- High compliance with Code of Ethics by academic staff and students especially in terms of plagiarism; - Strict punishment clauses in the Code for students; - A strong system of student complaints and appeals before the Ethics Committee - Total quality management culture; - Access, approach, responsibility, detail, and support with regards to academic integrity policy; - Positive reinforcement for the good conduct of students and professors; - Information is provided to students and professors in the induction course about various forms of ethical malpractice that they should pay attention to. - Continuous enhancement of academic integrity policy - Culture of safeguarding the transparent whistleblowing with regards to plagiarism, exam cheating, and other misconduct; - Mentoring in responsible conduct of teaching and research and ethical leadership; - Turnitin software used for plagiarism control;	- Lack of commentary of clauses of Code of Ethics represented in summary form for freshmen students in the Branch, who are not familiar with the legal language in the Code; - Lack of regulation on safeguards of transparent malpractice whistleblowing;
Opportunities	**Threats**
- Establishment of the Center of Training for Academic Integrity; - Definition of robust and transparent procedures for responding to allegations of misconduct and other irresponsible teaching and research practices and for protecting those who report such behavior in good faith	- No safeguards on research malpractice and plagiarism whistleblowing at the national level; - No National Center on Academic Integrity;

2.5. Quality management

Standard 5.1. The education provider has formally adopted a quality assurance policy that describes the institutional quality assurance system, its processes, mechanisms, instruments, reporting, data collection, timeframes, quality cycle, responsibilities of all individuals and units involved in these processes. The policy is a public document.

The College Quality Assurance Manual was produced and revised to conform to the European Standards and Guidelines (ESG) 2015 on internal quality assurance. It describes the key structures, processes, policies, procedures, performance measures, and quality assurance mechanisms that facilitate a systematic approach to embedding a quality improvement approach within the institution. Effective quality management has been of key importance to UBT College since its establishment and its respective branches too including the one in Gjilan. The central institution is certified by ISO standards and EFQM since 2003 and 2014 respectively and the same quality management standards are applicable at UBT College Branch Gjilan. Quality management is important to the Branch in Gjilan not only for improved outcomes but also because of an increasingly competitive environment and increased public interest in comparative quality data on higher education.

The development of the Quality Assurance System underpins the institutions' approach to realize its commitment to quality. The institutions' core activities such as teaching and learning, research, and innovation are supported by central service departments and by student support services. The Branch governance structures assume leadership in the implementation of quality assurance standards at the branch level. However, all internal and external stakeholders provide input into the quality assurance process and are instrumental in achieving the goals at the central institution and the respective branch. Academic staff is essential in the development and implementation of the quality assurance process in academic areas. Central services and student support services have their focal points and play a vital role in enabling and supporting the core activities. Collective responsibility is achieved through involvement in departmental meetings, faculty councils, and various other sub-committees for working groups within the different functional areas at institutional and departmental levels.

Standard 5.2. Adequate human, financial, and material resources are provided for the leadership and management of quality assurance processes.

The Quality Manager is the administrative officer responsible for coordinating and implementing the policies adopted by the Quality Assurance Committee. The institutional Quality Assurance Office is fully staffed and has a separate budget line to implement all quality assurance processes. The Quality Assurance Committee of UBT College regulates the academic and administrative service evaluation, quality improvement and approval of quality standards,preparation and supervision of the self-evaluation process, make the necessary preparations for the external evaluation of UBT College Branch Gjilan as well as reviews policies and procedures in the context of quality improvement, coordination of internal

control standards, identifies the situation and performance indicators, develops improvement activities and periodic monitoring and evaluation of academic programmes, student services, resources, and stakeholder engagement policies. The institution has also recruited Quality Assurance Officers in all Faculties and Departments. Quality Assurance processes at the Faculty level are overseen by Quality Assurance Sub-Committees. Programs delivered at the branch level are part of Faculties at the central institution level, hence the quality assurance processes at each study program are overseen by the respective Quality Assurance Sub-Committee of the Faculty under which umbrella the study program of the Branch falls.

Standard 5.3. Mistakes and weaknesses are recognized by those responsible and used as a basis for planning for improvement.

The institution has made significant progress in developing an institution-wide quality assurance system. UBT College is the sole institution in Western Balkans recognized for EQFM Excellence. Recent developments include Review of the Quality Manual in line with ESG 2015 Internal Quality Assurance Part, the participation of students in all institutional bodies and Quality Assurance Committee, the establishment of Quality Assurance focal points and Sub-Committees in all Faculties and Departments, programme reviews, Quality Assurance in Research, the establishment of Ethics Committee, Performance Management System and establishment of Internal Audit Function and Practice. All these significant quality assurance achievements have applied to the respective branch of Gjilan too.

Standard 5.4. Quality assurance functions throughout the institution are fully integrated into normal planning and development strategies in a defined cycle of planning, implementation, assessment, and review. The quality assurance system covers the whole range of institutional activities.

Specific assurance procedures are implemented during the life cycle of our programmes to ensure the delivery of a superior and consistent product. These can be summarized under the seven areas identified in the European Standard Guidelines for Internal Quality Assurance within Higher Education institutions: (1) policy and procedures for quality assurance, (2) approval, monitoring and periodic review of programmes, (3) assessment of students, (4) learning resources and student support, (5) quality assurance of teaching staff, (6) information systems and (7) public information.

Standard 5.5. Regular evaluations are carried out at the end of each semester and reports prepared that provide an overview of performance for the institution as a whole and for organizational units and major functions within it.

The quality assurance procedures are detailed in the Quality Manual and cover the following: procedures for evaluating the effectiveness of quality assurance policy and structures, procedures for design and approval of new programmes, subjects, and modules, procedures for the assessment of students, procedures for ongoing monitoring of programmes, procedures for the evaluation of programmes at regular intervals, procedures for selection, appointment, appraisal and development of staff, procedures for evaluating premises, equipment, and facilities, procedures for evaluating student services and procedures for evaluating stakeholder communication/public information. The procedures are related to academic programmes/research, management, and student services. Among quality, procedures are also the process of evaluating the quality management system itself, which applies to the branch level too. This requires establishing a structured process of evaluation and review to ensure that the procedures are effective and are correctly aligned to the needs of the institution.

Standard 5.6. Evaluations take into account inputs, processes, and outputs, but give particular attention to the quality of outcomes. Evaluations deal with performance in relation to continuing routine activities as well as to strategic objectives. They also ensure that required standards are met, and that there is continuing improvement in performance.

Procedures for design and approval of new programmes, subjects, and modules – the purpose of these procedures is to ensure that a proposed programme or modification is compliant with the mission, policies, and strategic plan, fulfilling an identifiable need for industry, business, or local community, compliant with policies and procedures of Kosovo Accreditation Agency, European Standard Guidelines and other best practices in European Higher Education Area, appropriateness of academic breadth and depth with learning outcomes are consistent with the levels of knowledge or competence as described by the Kosovo Qualification Framework, maximize opportunities for students in terms of access, transfer and progression routes and consistent with physical, human resources to deliver the programme.

The new programme design and is implemented in many stages: a new programme proposal is submitted by a relevant Faculty or Departments via a Programme Application Form, the proposal is then submitted to Academic Council if approved by Academic Council, a programme development committee is established. This Committee develops the programme using a standard programme document template covering justification, rationale, course schedule, learning outcomes. Once the programme document is

completed, the Faculty initiates an Internal Review process and submits a proposal to Executive Council outlining the resource requirements for the programme. Recommendations arising from the Internal Review process are incorporated into a revised programme document. The application for a new programme is then submitted to the Kosovo Accreditation Agency by the Secretary-General of the College. The programme application, subject to fulfillment of minimum criteria, is approved or rejected by the National Quality Council. If approved, KAA establishes an external panel to review the documentation and visit the College. If recommended for accreditation, the programme document then incorporates changes proposed by the KAA External Evaluation Team. The final document is submitted to the Academic Council for approval to run the programme.

Procedures for student assessment – Assessment allows students to determine what, how well, students are learning The purpose of having in place procedures for the assessment of students is to ensure that the Branch operates assessment methods that are fair, consistent and transparent, comply with standards determined by KAA or other validating bodies, comply with the standards in respect of the National Qualification Framework, evaluate student learning on the programme, are effective in measuring the achievement of the desired learning outcomes of the programme, provide students with opportunities to demonstrate the application of knowledge, skills, and attitudes and provide feedback to students to assist them in improving their performance.

Procedures for ongoing monitoring of programmes – the purpose of these procedures is to ensure that systematic processes exist and are managed to collect and analyze information supportive of the continuous improvement of the programmes, monitor student achievement in relation to stated learning outcomes of programmes, and gauge the effectiveness of programme assessment mechanisms, create a quality culture within the College and respective Branch of Gjilan at both staff and student level such that stakeholders are aware of their roles and responsibilities in relation to programme quality, support overarching periodic reviews of the institution and Faculties.

The main procedures to be followed in this area are as follows: Faculty Councils are established for each of the College programmes, including the ones delivered at the branch level – the main focus of the Council is to monitor and improve the ongoing delivery of the programmes for which they are responsible. The Council is comprised of the Dean, all academic staff lecturing on the programme, support staff representatives, student representatives, and industry representatives. The Council will complete and present to Academic Council an Annual Programme Report for each programme as per the Standard Operating Procedures and Key Performance Indicators. The Faculty Management will consider the reports, critical performance-related issues and

recommendations. Programme appraisal by students is implemented by the Faculty Quality Assurance Committee. An appraisal is obtained from the Student Questionnaire which is agreed upon at the institutional level. Each student carries out a formal survey using the Standard Questionnaire at least once per academic year. A summary is prepared for every subject and Lecturer. Sensitive information is reported only to the Dean.

Procedures for programme evaluation - the institution undertakes a regular periodic evaluation of programmes once every three years, including the ones delivered at respective branches. This procedure is implemented as part of the accreditation process and is essential to ensure that the offer is catered to student needs and the labor market. The evaluation process serves to review the programme learning outcomes, programme teaching, and learning methodology, assessment, and its courses. The evaluation process also reviews the programme outcomes, graduates, and impact in the industry and community. The process is composed of programme self-evaluation, programme strategy, and proposed revisions document. The composition of the programme self-evaluation is regulated by Standard Operating Procedures and includes The Dean, Chairs of Departments, two academic staff members, student representative, alumni representative, programme administrator, student services officer, and industry representatives. The self-evaluation process may also include external experts.

Procedures for selection, appointment, appraisal, and development of staff - the quality assurance procedures in the staff selection process, appraisal, and staff development are outlined in the Quality Manual. The procedure aims to ensure that the criteria and procedure for staff selection are fair and transparent and in line with the criteria stipulated in the Law on Labour and Law on Higher Education. The principles that underpin the recruitment process are those of fairness, credibility, equal employment opportunity, and merit. Decisions to recruit are made in the context of an overall staffing plan that takes into account long-term academic and operational needs. The Human Resource Manager is responsible for developing, managing, evaluating, and implementing appropriate selection, appointment, and recruitment procedures.

The Quality Manual outlines the procedures for staff appraisal and development. Accurate identification of training needs is essential to bridge the gap between the existing skills base and desired institutional performance. The purpose of the quality assurance procedures is to ensure that every staff member has undergone the regular staff appraisal process and identification of training needs. The College implements A Performance Management System. This performance management system is applicable at the branch level too and is overseen by the Branch Director too. The system involves setting individual targets by staff in agreement with the Branch Director, whereby targets

are aligned to Faculty needs an annual review of outcomes and a review of the delivery of the agreed development measures and priorities.

Procedures for evaluating premises, equipment, and facilities - the Quality Manual also outlines the procedures for the evaluation of premises, equipment, and facilities. The procedures related to the audit of lecture rooms carried out during winter and summer breaks to allow repairs, adjustment and optimal conditions for the learning process, room usage audit, procurement procedures for cleaning, catering, security, and maintenance process, procedures for servicing and maintenance of central institution and branch premises in line with evolving requirements and teaching methodology.

Procedures for evaluating student services – these procedures cover the following services: library and information services, computing services, student support services, technical services, communications. The responsibility for quality assurance in student support services rests with the Quality focal point at the Student Services Office. The respective Academic Council Committee also determines the quality parameters and requirements. The quality assurance processes in Student Support Services are detailed in the respective Chapter.

Procedures for evaluating the governance and quality assurance policy – the institution implements regular internal and external audits to ensure that its governance and quality assurance policy is effective and ensures continuous improvement. The procedure involves an internal audit by the Governing Body, Periodic Institutional Audit, and Management Quality Assurance Review. The internal audit process is implemented by international auditing institutions and covers all the activities of the institution: human resource management, risk management, MIS, fee collection and registration, computer audit, and internal communication.

Procedure for the evaluation of public information - The review of the public information aims to ensure that UBT College Branch Gjilan too publishes information about their activities, including clear programmes accurate, objective, up-to-date, and readily accessible. The Review procedure should document whether the branch has also published information about activities, programmes it offers, selection criteria, intended learning outcomes, qualification it awards, the methods of teaching, learning and assessment, learning opportunities and graduate employment information like UBT College as a central institution.

Standard 5.7. All academic and administrative units within the institution (including the governing body and senior management) participate in the processes of quality assurance and contribute to its continuous improvement

The main teams and individuals with responsibility for quality assurance are The Governing Body, President, Academic Council, Quality Assurance Committee, Quality Manager, Heads of Faculties and Departments, Faculty Councils, Academic Staff and Students, and Branch Director.

Academic Council is entrusted primarily with the role of protecting academic standards and making recommendations in relation to academic matters. It is primarily tasked with ensuring that academic policies relating to teaching and learning are consonantly applied across all programmes in tandem with ensuring the implementation of the academic regulations laid down in the Quality Assurance Manual. The Council has particular responsibility to make recommendations for the establishment of appropriate structures or procedures to ensure that the quality objectives are met, make recommendations for the selection, admission and retention of students, approve new programme proposals, review annual programme reports to make recommendations based on this, review student and staff feedback, review the regulatory framework governing the assessment and examination of students and offer industry-specific guidance and advice as to the proposed programmes of study.

The Quality Assurance Committee regulates the academic and administrative service evaluation, quality improvement and approval of quality standards, preparation and supervision of the self-evaluation process, makes the necessary preparations for the external evaluation of UBT College Branch Gjilan too, reviews policies and procedures in the context of quality improvement, coordination of internal control standards, identifies the situation and performance indicators, develops improvement activities and periodic monitoring and evaluation of academic programmes, student services, resources, and stakeholder engagement policies.

The Branch Director takes responsibility for the overall delivery of quality service to our stakeholders – students, staff, and employers at the branch level. On the other hand, the President of UBT College has the responsibility to ensure that academic quality assurance policies and procedures and their adherence, ensuring arrangements and resources are in place to support academic quality assurance system, the recruitment, and selection of highly-skilled and qualified staff. The Executive Council, the Secretary-General, and Head of Student Support Services have the responsibility to ensure that their practice and operation are delivered in accordance with the highest standards. The Faculty

Councils and Heads of Programmes have the responsibility to ensure that the Guidelines of the Academic Councils and Quality Committee are implemented in accordance with internal standards on teaching and learning.

Quality Assurance Committee - The institution has a Committee to review the development and implementation of quality assurance processes throughout the College. The main objective of the body is to ensure that the policies, processes, and procedures set down in the UBT College Quality Manual are implemented. The Committee is also responsible to review the policy in line with European Standard Guidelines, oversee the implementation of quality assurance processes in teaching, learning, curriculum development, student assessment, student support services, and public information.

Nr.	Name the Surname	Qualification	Title
1	Kozeta Sevrani	Dr. Sc.	International Staff
2	Zhilbert Tafa	Dr. Sc.	Academic Staff
3	Ermal Lubishtani	Dr. Sc.	Academic Staff
4	Visar Krelani	Dr.Sc	Academic Staff
5	Vjollca Pllana	MSc	Student Councillor
6	Murat Retkoceri	MSc.	Student Services
7	Arton Celina	Dr. Sc.	Alumni

Quality Circle in the Gjilan branch			
Nr.	Name the Surname	Qualification	Title
1	Shpresim Vranovci	Dr. Sc.	Academic Staff
2	Bashkim Nurboja	Dr. Sc.	Academic Staff
3	To be appointed		Student
4	Fetah Jerliu	ECC.	Student Services
5	To be appointed		Student

Standard 5.8. A quality management office is established within the institution's central administration and sufficient staff, resources and administrative support are provided for the office to operate effectively.

The Quality Manager is responsible for administrative support and implementation of quality assurance processes. Every Faculty has its respective Quality Assurance Sub-Committee and Quality Assurance Officer.

Standard 5.9. A quality committee is established with members drawn from all types of members of the academic community, including students.

The Committee is composed of seven members – two members are proposed by the Governing Council, two members proposed by the Academic Council, one member is proposed by the Rector, and two members from the Student Union. The proposed members of the Council are a mix of academic staff, research staff, administrative staff, students, and industry practitioners.

Standard 5.10. The roles and responsibilities of the quality management office and committee, and the relationship of these to other administrative and planning units are clearly specified. If quality assurance functions are managed by more than one organizational unit, their activities are clearly specified and effectively coordinated under the supervision of a representative of institutional management.

The Quality Assurance Committee is responsible for reviewing the development and implementation of quality assurance processes throughout the College. The main objective of the Committee is to ensure that the policies, processes, and procedures set down in the Quality Manual are implemented. The Committee is also responsible to review the policy in line with European Standard Guidelines, oversee UBT Performance and report to the Governing Body, review academic and research quality, review learning resources, and produce regular reports to respective bodies The body is responsible for the implementation and promotion of responsible ethical code of conduct and diversity policy among staff and students on teaching, research, learning, and management. The body will be responsible to implement and promote ethics and handle instances of code breaches among academic staff, administrative staff, and students. The Committee is composed of seven members: two members are proposed by the Governing Body, two members of proposed by the Academic Council, two members are proposed by the Dean, and one member by the Student Union.

Standard 5.11. Common forms and survey instruments are used for similar activities across the institution (academic activity, student services, administration, etc.) and responses are used in analysis of results including trends over time. Survey data is collected from students, staff, graduates and employers; the results of these surveys are made publicly available.

As part of the quality assurance process, the institution implements regular surveys with students, staff, and stakeholders. The survey data is collected, stored, and processed in the institutional database. Advanced statistical analysis is performed to surface the main concerns, trends, correlations, and other descriptive variables. Student survey is intended to inform the institution on whether teachers are familiar with existing testing and examination methods and receive support in developing their skills, the criteria for and method of assessment are published in advance, the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved, students are given feedback if necessary, where possible the assessment is carried out by more than one examiner, the assessment takes into account mitigating circumstances, assessment is consistent, fairly applied and a student's appeals procedure is in place.

The staff survey is intended to surface and ensure that teaching and learning methodology respects and attends to the diversity of students and their needs, enables flexible learning paths, considers and uses different modes of delivery, uses a variety of pedagogical methods, regularly evaluates and adjusts the modes of delivery and teaching methods, encourages a sense of autonomy among students, promotes mutual respect between teachers and students and that the institution implements an appropriate procedure for dealing with student complaints. It also attempts to document Faculty practices, whether they have set up and follows clear, transparent and processes of staff recruitment and conditions of employment, offers opportunities for and promotes professional development of teaching staff, encourages scholarly activity to strengthen the link between education and research and encourages innovation in teaching methods and the use of new technologies.

Standard 5.12. Statistical data is being retained in an accessible central database and provided routinely to departments and units for their use in the preparation of reports on indicators and other tasks in monitoring quality.

UBT College Branch Gjilan collects and analyses the use of relevant information for the effective management of their programmes and other activities and submits the data to Quality Management Committee and Quality Manager who ensures that the Branch has collected reliable data for informed decision-making and implement effective processes to collect and analyze information about study programmes delivered at the Branch level. As part of the review process, the Committee documents whether the branch has collected and analyzed the following: key

performance indicators, the profile of student population, student progression, success and drop-out, student satisfaction with their programmes, and career paths of graduates.

Standard 5.13. There is clear evidence that quality assurance data is used to guide enhancement and as a base for improvement.

As outlined in its strategic plan, the institution considers quality assurance to be a core component of its business model. The Quality Assurance Policy is based on the ongoing review of practice, participation in EFQM and ISO exercise, the experience of all staff involved in the implementation of QA policy, the management and administration of academic provision within the College and respective Branch. The system also reflects more recent good practice initiatives within further and higher education, including developments in the European Higher Education Area and European Standard Guidelines. The ongoing feedback from staff, students, graduates, and external stakeholders, including external examiners and strategic partners, and the consideration of the output from the institutional and programmatic reviews' self-evaluations processes and feedback, has largely contributed to the development of the practice

From a quality perspective, the Branch Director takes responsibility for the overall delivery of quality service to stakeholders, including students, staff, employers and the wider community within the region of Gjilan. Specific assurance procedures are implemented during the life cycle of our programmes to ensure the delivery of a superior and consistent product.

Standard 5.14. The quality assurance arrangements are themselves regularly evaluated, reported on and improved.

Dega zbaton auditime të rregullta të brendshme dhe të jashtme për të siguruar që qeverisja e saj dhe politika e sigurimit të cilësisë është efektive dhe siguron përmirësim të vazhdueshëm. Procedura përfshin një auditim të brendshëm nga Organi Drejtues, Auditimi Periodik Institucional dhe Rishikimi i Sigurimit të Cilësisë të Menaxhimit. Procesi i auditimit të brendshëm zbatohet nga institucionet ndërkombëtare të auditimit dhe mbulon të gjitha aktivitetet e institucionit: menaxhimi i burimeve njerëzore, menaxhimi i rrezikut, sistemi i informacionit të menaxhimit (MIS), mbledhja dhe regjistrimi i tarifave, auditimi kompjuterik dhe komunikimi i brendshëm.

SWOT Analysis

A. Strengths	B. Weaknesses
- Proven commitment toward QA and the process of continuous improvement at the institutional level - The involvement of all the relevant stakeholders in the QA structures, activities, and processes - Highly-qualified, committed, and motivated staff ensure that quality standards are widely met - The alignment of the quality assurance structures with UBT's strategic goals, vision, mission, and objectives - The existence of properly designed procedures, regulations, and quality guidelines - Organizational culture and environment favoring quality - Continuous improvement of the set of QA regulations, procedures, and standards - The involvement of students, alumnus, and industry representatives in the design and evaluation of quality standards - Continuous responsive processes; - Evaluation processes are part of integrated planning processes; - Process self-evaluation also part of the program, branch, and central institution's self-evaluation; UBT is Certified for ISO 9001:20015 and EFQM Recognized for Excellence 5*	- The tendency of staff, graduates, students, and private sector representatives to point out only strengths and lack skills in identification of weaknesses; - No exit systematic interviews with students who leave the program
C. Opportunities	**D. Threats**

- The further advancement of QA policies and documentation procedures	- Evolving and constantly changing regulatory framework
- The increase of international validation of QA policies and structures	- External factors influencing the QA activities
- The enhancement of the feedback and recommendation mechanisms by involving the expertise of external QA processes	
- The enhancement of the cooperation between institutional QA structures and external QA organizations	
- Systematic reviews of the overall QA systems, policies, and procedures	

2.6. Learning and teaching

Standard 6.1. The institution has drafted and adopted policies and procedures applicable to all academic programs; the institution monitors the extent to which those policies and procedures are effectively implemented.

The bases of the administration of studies are the following documents: Law of Higher Education, the Statute of UBT, UBT College legislative documents of the school, and the Regulations for Organisation of Studies. The curriculum is implemented by academic terms and years. The beginning and the end of studies and dates for examination sessions are fixed in the academic calendar. Changes in the organization of studies are made with the decisions of the Academic Council. The European system based on the Bologna agreement dictates the principal content of the curricula of the college. The expectation is that this system gives a wider range of choices after completing the professional higher education programmes, as well as intensifies the study process for the students. The curricula offer the students' knowledge within their specialty as well as social competencies, develop their readiness for life-long learning, and create possibilities for inter-curricular transitions. The ECTS credits express a relative measure of the student workload. In ECTS, 60 credits represent the workload for the full academic year of study. To obtain a Bachelor's degree at the College, the students are required to achieve between180-240 ECTS credits over three years of study. Master programs last between 60-120 ECTS. The normal study load is 30 ECTS per semester.

The Academic Council, Rector, Deans, and Faculties are responsible for the organization, harmonization, and management of teaching courses at the College. Faculties as academic units are responsible for the administration and implementation of the teaching process. The teaching rules and obligations, student learning, and other information related to support services are enshrined in the Academic Council Regulation on Undergraduate/Graduate Studies. The Subject Leader is responsible for the organization and carrying out of courses. The Subject Leaders are appointed based on academic experience and merit and are judged to be best suited for the given post during the foreseen mandate. The Subject Leaders are responsible for assuring the normal running of all types of teaching courses carried out within the scope of the given subject as well as performing all necessary administrative tasks. The Subject Leaders are also responsible for addressing problems related to teaching courses, proposing appropriate solutions, and recommending necessary textbooks.

The curriculum is implemented by academic semesters and years. The beginning and the end of studies and dates for examination sessions will be fixed through the academic calendar. Changes in the organization of studies are made with the decisions of the Academic Council. The academic calendar shall describe the study cycles by indicating specific dates, containing information on

the beginning and end of studies, examination periods, deadlines for registration to courses, and final papers/exams. The calendar will be approved each year by the Academic Council and will be published and communicated to staff and students. The academic year lasts 40 weeks and is divided into two semesters (both 15 weeks), two examination periods (in January and in June), and a New Year Holiday.

The ECTS are a value allocated to course units to describe the student workload required to complete them. They reflect the quantity of work each course requires in relation to the total quantity of work required to complete a full year of academic study at the institution that is, lectures, practical work, seminars, self-studies –in the library or at home – and examinations or other assessment activities. ECTS credits express a relative value. In ECTS, 60 credits represent the workload of a year of study; normally 30 credits are given for a semester. One ECTS credit is equivalent to 30 hours of students' workload. Credits are awarded only if the course has been completed and all required examinations have been successfully taken.
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The students participating in ECTS will receive credits for all academic work, successfully carried out at any of the partner institutions and they will be able to transfer these academic credits from one participating institution to another based on the prior learning agreement. The learning agreement is based on the content of a study program abroad and concluded between the student and the home institution. If the student has completed the study program previously agreed in the learning agreement and returns to the home institution, credit transfer will take place, and the student will continue her/his studies at the home institution without any loss of time or credit. ECTS also enables further study abroad. The transcript of records is particularly useful in this context as it provides a history of the student is academic achievements.

Teaching is carried out through lectures, seminars, case studies, consultations, mentorship, and fieldwork, on the course assessment, exams, production of diploma thesis and its oral presentation. Practical teaching is carried out through practicums, demonstration classes, teaching rounds, clinical placement, professional training practicums, and fieldwork. It is the right and duty of students to attend all forms of teaching as prescribed by the provisions of the Regulations on the Undergraduate/Graduate Studies. Written final examinations are conducted at the end of all courses. They take place simultaneously. Students are entitled to take an exam twice. Most exams are open-ended questions. In some courses, there may be tasks with multiple choices. In most cases, the final exam counts for 50-100 percent of the final grade. Exams are organized at the end of every semester and usually last between 1-3 hours. Students will prove learning difficulties get an additional hour. Assessment is dictated by the Study Regulations. The exam assesses the learning outcomes. All subjects of theoretical nature end with exams. All exams include a written part, except where it is not permissible due to the specifics. Graded assignments do not require a written part at the examination session. The goal of pass/fail evaluation is the assessment of learning outcomes of a practical nature with the help of a pass/fail scale. All students registered for the course will automatically register for the exam. Grades are on a scale of 0-100. The passing grade is 50 percent

Standard 6.2. There is an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, regular changes and monitoring of performance.

The development and review of curricula in the UBT College Branch Gjilan takes into account the mission and vision of the central institution and its strategic objectives of regionalization of being closer to the community, the educational philosophy of the UBT College, national educational policies, and the social-economic environment within which graduates will work. Learning outcomes should be explicitly stated for each course or programme and these should be the pivot around which the whole programme is developed. The curriculum should provide a base for a broad and all-around education that integrates academic excellence, humanistic education, and entrepreneurial education. The curricula should help the learner develop a passion for truth, personal freedom, moral integrity, and service. Analysis of the surrounding educational environment is a key feature of curriculum development. Before a programme is designed the needs of the learners and society should be ascertained. Educational market analysis will provide information on the skills needed by the industry trends and employability. Reviewing processes should be part of a curriculum plan to accommodate new ideas and knowledge. Such changes should be informed by innovations in learning and teaching technologies as well as advancements in a particular subject or discipline.

The general structure of curricula is uniform and has been worked out by the Study Commission of the Academic Council and approved by the Board. The respective departments, including branches, draw up the objectives of the curricula and education programmes within the certain confirmed rules. After a discussion in the department and branches, the curriculum is presented to the Study Commission for amendments and additions. The final version of the curriculum is presented to the Academic Council for approval. The quality assurance system is developed and the processes are underway. All curricula development undergoes the steps as below:

Step 1. A proposal is prepared, typically by one or more faculty members, and brought before the faculty.

Step 2. The proposal is reviewed by the faculty. If recommended, it is forwarded to the dean who distributes it to the college study curriculum and assessment committee. If not recommended, it is returned to the proposer.

Step 3. The college curriculum and assessment committee review the proposal. If recommended, it is forwarded to the Director of Academic Affairs of the UBT College. If not recommended, it is returned to the proposer.

Step 4. Director of Academic Affairs of the UBT College reviews the proposal. If the proposal is not recommended by the college dean, it is returned to the proposer. If the proposal is recommended it is forwarded to the Academic Council,

Note: During the academic year, a proposal must be submitted to the office of the Director of Academic Affairs of the UBT College at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall semester.

Step 5. The Academic Council reviews the proposal and recommends the Director of Academic Affairs, the rector, and Branch Director necessary steps.

Step 6. If the proposal is recommended by the Academic Council of Deans and approved by the Director of Academic Affairs of the UBT College and Rector, it is submitted to the KAA.

The curriculum itself should include:

1. Title sheet of the curriculum (the name of curriculum, modules, requirements for completion of studies)

2. Course description (short description with required and recommended reading

3. Course programme (the calendar plan of the course, which is given to students by the teacher. It consists of the title, the volume, the method of assessment, prerequisites, a short description of the subject, and the name of the instructor (s).

According to the Statute of Curriculum, the following documents should be presented to the Study Commission in addition to the curriculum project:

- A document explaining the reasons for the opening of the curriculum, which includes a content-based comparative analysis of the curriculum with other similar curricula in other higher education institutions.

- A description of the knowledge and skills acquired in the course of studies (the outputs of the curriculum)

- An analysis explaining which subjects and methods provide the prerequisites for the development of the knowledge and skills

- A description of the academic standards and professional competencies in the field of study of the teaching staff involved in the curriculum

- Analysis of resources required for implementing the curriculum

- Analysis of the need for the curriculum and existence of potential jobs

- The tuition fee for students

It is also expected that recommendations from potential employers are presented. The final version of the curriculum is presented to the Academic Council for approval.

The curricula have been developed based on Kosovo's needs and the experience of foreign universities teaching similar fields. Besides, they have been developed constantly to respond to the needs of society in its transformation. In the process of curriculum development, and review, the institution usually analyses several curricula of the foreign university (benchmarking process), and the lessons drawn are also integrated into the revised versions of curricula.

By formal rules and procedures, four specific ways are specifying how the review of the curricula is carried out: (1) Student feedback – at the end of every semester departments organize feedback questionnaires in almost every course and seminar. This ensures a constant flow of information and also offers students the possibility of actively shaping the development of the programme as well as specific courses. MA students are often consulted orally by programme directors. (2) Alumni feedback – The institution and departments organize feedback questionnaires among its alumni. Tailor-made questionnaires are developed and carried regularly. (3) Curriculum Committee – the curriculum committee is responsible for all the changes and modifications in the study programme. The committee includes both practitioners in the field of study, academics, and student representatives. (4) Dean and Faculty Council – based on student feedback and advances in scholarship, the Dean, upon the decision of the Faculty Council, periodically reviews individual courses and makes suggestions for improvements that must be submitted to the Academic Council. The Deans follow the trends in the European Higher Education Area, participate in international conferences and seminars, follow the research and industry trends, and benchmark their curricula to best international practices.

Standard 6.3. The institution monitors quality indicators, identifies and investigates differences in quality between programs, and takes the action required to ensure that all programs meet required performance standards.

The Branch implements several quality assurance procedures in relation to teaching and learning: procedure for student assessment, the procedure for ongoing monitoring of programs, and program evaluation. The assessment allows students to determine what, how well, students are learning The purpose of having in place procedures for the assessment of students is to ensure that the Branch operates assessment methods that are fair, consistent and transparent, comply with standards determined by KAA or other validating bodies, comply with the standards in respect of the National Qualification Framework, evaluate student learning on the programme, are effective in measuring the achievement of the desired learning outcomes of the programme, provide students

with opportunities to demonstrate the application of knowledge, skills, and attitudes and provide feedback to students to assist them in improving their performance. Regular monitoring of programs of study enables a systematic mechanism to collect and analyze information supportive of the continuous improvement of the programmes, monitor student achievement in relation to stated learning outcomes of programmes and gauge the effectiveness of programme assessment mechanisms, create a quality culture within the College and respective branches at both staff and student level such that stakeholders are aware of their roles and responsibilities in relation to programme quality, support overarching periodic reviews of the institution and Faculties.

Faculty Councils are established for each of the College programmes, which also oversee the programs of the Branch which fall under their competency – the main focus of the Council is to monitor and improve the ongoing delivery of the programmes for which they are responsible. The Council is comprised of the Dean, all academic staff lecturing on the programme, support staff representatives, student representatives, and industry representatives. The Council will complete and present to Academic Council an Annual Programme Report for each programme as per the Standard Operating Procedures and Key Performance Indicators. The Faculty Management will consider the reports, critical performance-related issues, and recommendations. Programme appraisal by students is implemented by the Faculty Quality Assurance Committee. An appraisal is obtained from the Student Questionnaire which is agreed upon at the institutional level. Each student carries out a formal survey using the Standard Questionnaire at least once per academic year. A summary is prepared for every subject and Lecturer. Sensitive information is reported only to the Dean.

The institution undertakes a regular periodic evaluation of programmes once every three years. This procedure is implemented as part of the accreditation process and is essential to ensure that the offer is catered to student needs and the labor market. The evaluation process serves to review the programme learning outcomes, programme teaching, and learning methodology, assessment, and its courses. The evaluation process also reviews the programme outcomes, graduates, and impact in the industry and community. The process is composed of programme self-evaluation, programme strategy, and proposed revisions document. The composition of the programme self-evaluation is regulated by Standard Operating Procedures and includes The Dean, Chairs of Departments, two academic staff members, student representative, alumni representative, programme administrator, student services officer, and industry representatives. The self-evaluation process may also include external experts.

As part of the quality assurance process, the institution implements regular surveys with students, staff, and stakeholders. The survey data is collected, stored, and processed in the institutional database. Advanced statistical analysis is performed to surface the main concerns, trends, correlations, and other descriptive variables about the programs delivered at the Branch. Student survey is intended to inform the Branch and the central institution on whether teachers are

familiar with existing testing and examination methods and receive support in developing their skills, the criteria for and method of assessment are published in advance, the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved, students are given feedback if necessary, where possible the assessment is carried out by more than one examiner, the assessment takes into account mitigating circumstances, assessment is consistent, fairly applied and a student's appeals procedure is in place. The staff survey is intended to surface and ensure that teaching and learning methodology respects and attends to the diversity of students and their needs, enables flexible learning paths, considers and uses different modes of delivery, uses a variety of pedagogical methods, regularly evaluates and adjusts the modes of delivery and teaching methods, encourages a sense of autonomy among students, promotes mutual respect between teachers and students and that the Branch implements an appropriate procedure for dealing with student complaints, which is adopted at the central institution level and applied appropriately at the Branch level.

Standard 6.4. Each study program is based on correlations between learning outcomes. A study program is presented in the form of a series of documents which include: general and specific objectives of the program; the curriculum, with the subjects' weight expressed in ECTS credits and disciplines distributed over the study period; thematic programs and syllabuses expressing learning outcomes in the form of cognitive, technical or professional and affective-value competences achieved by a discipline; the assessment methods for each discipline taking into consideration the planned learning outcomes; the method and content of the graduation examination which certifies the assimilation of cognitive and professional competences corresponding to the academic qualification.

The profile presents the distinctive features of the programs. It indicates the field(s) of study (which may be expressed in ISCED-F/ESAC codes), the level of the programme, the main focus, and the key learning outcomes expected on completion, the learning environment, and the main learning, teaching, and assessment activities. An effective programme profile will make it clear to students and stakeholders what generic and subject-specific competencies will be developed and the employability potential of the programme. For this purpose, it is recommended that the profile is defined in consultation with relevant stakeholders (such as academic peers, social partners, employers, graduates, and student representatives) and is presented clearly and transparently.

The programme profile is broken down into educational components which may consist of single or several modules, other types of the course unit, work and clinical placements, research projects, laboratory work, and other relevant learning activities. They may also include social and community activities (for example, tutoring and mentoring) provided they fit the programme learning outcomes and carry credits. After the constituent parts of the programme have been identified, the overall structure should be outlined and credits allocated to each component, on

the basis of its learning outcomes and associated workload, taking into account that 60 credits correspond to a full-time-equivalent academic year. Establishing 'mobility windows' in the curriculum will facilitate learning mobility. Mobility windows may be prescribed both in content and timing in the programme design or may allow flexibility in timing and content for the individual student. Mobility windows are preferably not used to replicate what would be studied at home, but to allow students to benefit from diverse educational experiences in other settings Credits are awarded when appropriate assessment shows that the defined learning outcomes have been achieved at the relevant level. If the student has not achieved the learning outcomes, no credits will be awarded. The number of credits awarded to the student who demonstrates the achievement of learning outcomes is the same as the number of credits allocated to the component

Standard 6.5. Student learning outcomes of each program are consistent with the National Qualifications Framework and with the Framework for Qualifications of the European Higher Education Area.

Learning outcomes express the level of competence attained by the student and verified by assessment. They are 'statements of what a learner knows, understands and can do on completion of a learning process'. They are formulated by academic staff, involving students and other stakeholders. To facilitate assessment, these statements need to be verifiable. Learning outcomes, with related assessment strategies and assessment criteria, should be defined for each educational component. The learning outcomes of the programme and its educational components are often mapped to demonstrate their mutual reinforcement. Faculties use a matrix to correlate the learning outcomes of the degree programme with those of its educational components.

The program structure follows the guidelines of the National Qualification Framework. The basic structure of the framework consists of eight-level at which qualifications and subjects can be placed. They progress from the simplest level of achievement to the most difficult and complex. The progress from one level to another is defined by a statement of typical outcomes of learning based on the approach used in the NQF. The descriptors are defined as typical outcomes as follows: knowledge, skills, and competencies. Branch programs fall under NQF Level 6 (bachelor) and Level 7 (Master). Progression from level to level shall be defined in terms of increasingly complex and demanding outcomes of learning, defined in terms of knowledge, skills, and wider competencies. Qualifications approved for inclusion in the framework shall have credit values and be designed to allow for the accumulation and transfer of credit. Programme design and learning outcomes are based on the National Qualification Authority approved occupational standards.

Standard 6.6. There are effective processes in place to ensure the fitness and effectiveness of the assessment methods for the achievement of the intended learning outcomes.

Professors are responsible for assessing the work of students in line with the requirements of the curricula. The Academic Council is responsible for ensuring that all persons involved in assessing students are competent – whether teachers, trainers or instructors, or persons who are not their employees (e.g. social partner representatives involved in the assessment process). Assessment involves measuring learners' knowledge, understanding, and skills against the standards set out in the specification for the qualification. Standards-based qualifications include a specification of learning outcomes and performance criteria, from which the evidence requirements are derived. The purpose of competence-based assessment is to assess the application of skills, knowledge, and understanding in the occupation to the standard required and the collection of performance evidence should ideally be undertaken in conditions as close to the realities of the workplace as possible. However practical reality dictates that evidence of practical performance. For more systematic testing of knowledge, oral and written tests and formal examinations often provide a suitable means of collecting the required evidence, including checking the breadth and depth of learners' knowledge and understanding.

Examination regulations are given to each student registered on a programme. The Student Examination Directive covers all aspects of assessment including expected learner conduct at examinations, marks, and standards relating to the programmes, rules regarding the submission of coursework, procedures relating to extensions and deferrals, and information relating to plagiarism. All assessment mechanisms are validated internally and externally during the initial programme/subject development and the programme/subject review cycle. The lecturer and Subject Leaders are responsible for the assessment of students. All assessments are written to reflect the subject syllabus and to examine the extent to which students have reached the learning outcomes. The Dean is responsible for ensuring that each subject Lecturer makes an appropriate amount of time available for assessment and verification activities based on an evaluation of the assessment and verification requirements of each subject. The final decision regarding the design of assessment components rests with the Dean. This includes an examination of the assessment instruments to ensure that they facilitate the achievement of the relevant assessment and grading criteria

Standard 6.7. Teaching staff are appropriately qualified and experienced for their particular teaching responsibilities, they use teaching strategies suitable for the different kinds of learning outcomes and participate in activities to improve their teaching effectiveness.

UBT Teaching staff are highly qualified, a high percentage of them have obtained their degree abroad and came back to Kosova to share their international experience. Courses are taught by

experienced members of those professions, meanwhile courses that require up-to-date data are taught by active researchers in the specific field, they are aware of learner-centered teaching, guided inquiry, active learning, lecture, group work, and online discussion, they use what works best for students' learning needs. The best advice is to be visual, followed by keeping students actively thinking, writing, comparing, and applying new knowledge. Students learn more easily when they've been given the rationale for what they are learning, and when they understand why the teacher has chosen certain instructional methods and learning activities To be up to date with the trends of technology and other aspects of teaching effectiveness, we focus on training the teaching staff. Reports on the teaching staff's qualifications are maintained regularly, so training and activities are organized to participate and improve teaching effectiveness. Data on academic staff, qualification is regularly maintained so staff gets the required training.

Standard 6.8. The learning methods and environments are student-centered and stimulate students' motivation, self-reflection, and engagement in the learning process.

Learning methods are based on metacognitive strategies. They are used to empower students' capacity and drive their motivation to learn. These strategies also include cognitive skills like summarizing and self-questioning. The importance of using metacognitive strategies stands on the fact that students will be able to meet all classroom instruction and extend their knowledge by learning beyond it. The road to meet these requirements acquires reflecting on the learning process, self-reflection, feedback-seeking, and actively taking responsibility for self-learning.

Another way of stimulating the students' motivation and engaging them in the learning process is by using a differentiated teaching method. This is achieved by lifting the performance of all students in the class, those who are behind and ahead of expectations. By differentiated teaching, we provide a challenge for students in the class to increase the interest of students. In this case, teachers support students to achieve success in the learning curve.

The goal to motivate and engage students in the learning process is done through setting expectations for all students, providing them with challenging goals, and assessing their work. Learning methods are based on research-led and practice-driven. Students are actively engaged in the research process and are driven by practical means.

Strategies used in teaching are based on student's needs: the teaching of interpersonal skills, quality demonstrations, and use of graphic organizers, progressive learning, and multi-sensory teaching. The overall plan is to reach all students through interesting content to engage unmotivated students, to offer experiential learning and differentiated tasks.

These teaching methods emphasize self-learning, activity-based learning, group work (discussion, debates), project work and research, seminars, study visits, and field trips. These educational activities enable students to develop skills and self-directed learning.

Standard 6.9. Teaching quality and the effectiveness of programs is evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for improvement plans.

Teaching quality is measured in different aspects. Our objective is to not only evaluate students but also to focus on their employment after graduation. To measure the teaching quality and effectiveness of programs we go through the whole cycle from students' acceptance to the employment of students. One of the methods to assess teaching quality is by student ratings – being one of the most influential measures of performance. Another way of evaluating teaching quality and effectiveness of programs is by student interviews – where students' council, cooperating with management staff, create focus groups to collect the needed information. They are usually done within circles for quality control, that involve volunteering students that want to point problems or suggest improvements, and group interviews.

Our focus stands also on our alumni ratings since they bring valuable feedback regarding teaching methods, quality, and effectiveness. Finally, to understand the efficiency of the program and what students' success, employment statistics of students are maintained.

The main objective is to prepare graduates for the market. Evidence about the quality of learning is also obtained by statistics on teaching staff qualifications. This data is constantly analyzed and reported with a possible increase in the qualifications of staff.

SWOT Analysis

A. Strengths	B. Weaknesses
- Staf akademik shumë i kualifikuar, i përkushtuar dhe me përvojë. - Strukturat akademike me qëllime dhe objektiva të qarta. - Metodat e vlerësimit të hartuara në mënyrë korrekte për rezultatet e të nxënit. - Sisteme efektive për të siguruar që programet plotësojnë standardet e të nxënit dhe të mësimdhënies. - Ekzistenca e procedurave dhe rregulloreve të dizajnuara siç duhet. - Metodat e të nxënit në qendër të studentit. - Angazhimi i studentëve në të nxënë	-Lack of accreditation for online mode of study; - Foreign practicums should be promoted to increase the internationalization of the Branch in cooperation with UBT partner institutions.

process and evaluation forms. - Systematic reviews of policies and procedures - Clear, succinct, and realizable learning outcomes of different programs delivered at the Branch; - Competency-based approach with an emphasis on students' development; - Student assessment mechanisms are fair and equitable and they are designed to ensure the achievement of certain program learning outcomes and are competency-based;	
C. Opportunities	**D. Threats**
- The further advancement policies and documentation procedures -Updated systems and new software for teaching evaluation, student assessment, regular changes, and performance monitoring. - Flexible Modes of study. - Student Mobilities. - More engaged students.	- The incongruence of curriculum structure among national and regional education providers. - External factors influencing processes.

2.7. Research

The UBT College's research strategy is designed to support the creation of a knowledge society by working with firms and public sector agents in building the appropriate infrastructure to build centers of research, development, and innovation that will be unique for Kosovo and which will be capable of attracting resources at local and international levels. To achieve this research strategy has prioritized and invested in establishing centers of research, stimulate the development of research and cluster activities to maximize opportunities for research groups to create appropriate critical mass, enhanced relationships and partnerships with stakeholders in the industry, academia, and the public sector to increase combined research capacity and strengthen the commercialization process, fostered mechanisms of technology and knowledge transfer both out of and into the College and create integrated research and studies quality assurance framework compliant with international best practices. UBT has a number of institutes and research centers in which the UBT branch Gjilan will be fully involved as the portfolio of program increases:

I	**Institutes**	- IEME Institute for STEM Research and Innovation - IDEAA Institute for the Development of Education and Academic Affairs - IFL Institute of Foreign Languages and Intercultural Competence - Institute of Politics and International Relations - Institute of Life Sciences and Innovation - Institute of Rule of Law and Justice - Institute of Media and Communication
II	**Centres of Excellence**	- Centre of Tourism and Hospitality - Centre for Statistics, Data Processing, and Forecasting - Centre for Modelling and Simulation - Centre for Software Development and Innovation - Centre for Incubator and Start-Ups - Centre for Professional Development and Life-Long Learning - Centre for Technology Transfer, IPR and Innovation - Centre for Knowledge Management and Innovation

| | | • UNICEF for Social Innovation –Colibri |
| | | • Centre for Medical Training |

UBT branch in Gjilan is part of Knowledge Centre which will help the community, business, and academia to interact. On the other hand, UBT College as a central institution is ranked as the third most cited source of knowledge and publication by Google Scholar in 2018.

Standard 7.1. A research development plan that is consistent with the nature and mission of the institution and the economic and cultural development needs of the region is prepared and made publicly available.

The UBT College Branch in Gjilan is part of a scholarly community of UBT that serves the larger community by advancing, sharing, and applying knowledge, and by facilitating the development of thoughtful, creative, adaptable, contributing citizens. UBT College Branch in Gjilan as part of highly successful research-led UBT College pursues research excellence. The branch contributes to the strategic goal of UBT College to become internationally renowned for world-class activities in a number of strategically selected disciplinary areas. The Branch in Gjilan contributes to an outstanding, supportive research environment that exists at UBT, which assists us in attracting staff and research students of the highest-profile. UBT Branch`s research objective is also compatible with the specific focus of the Branch as well as the strategic goals which can be found below: Business, Management, and Economics.

Key Strategic Research Goals

- To be internationally renowned for our world-class activities in a number of strategically important centers of excellence, whilst simultaneously demonstrating excellence across a broader range of disciplinary areas;
- To be recognized internally and externally for the provision of outstanding research leadership, infrastructure, facilities, and support, and be admired for our creativity in developing and supporting new talent and initiatives;
- To substantially increase our share of external research grant income, in order to provide a sustainable funding base for our research;
- To have active engagement with a number of key strategic partners from across the region, Europe, and the world and be increasingly sought out by potential collaborators, partners, funders, policymakers, and the media, so that we increasingly shape the external research agenda.

UBT branch in Gjilan aims to implement an integrated strategy of the UBT, to establish itself as an internationally competitive, research-intensive university, committed to the transfer of knowledge and the provision of world-class education to the most talented students from all backgrounds. UBT branch in Gjilan is delivering courses in management business and economics. UBT branch in Gjilan is part of active research through the Institute for Enterprise

Management and Engineering (IEME) – Research and Development. IEME research activities at the UBT have grown since its inception (2010) in both postgraduate students and a research budget.

In line with these developments, there has been a continuous development of staff research capability and research physical infrastructure. The quality, as well as Quantity of the research undertaken by lecturers in the UBT branch in Gjilan, is indicated by the growing number of peer-reviewed publications, peer-reviewed conference papers, invited papers, book chapters, and other standard metrics. The UBT follows the Administrative Instructions of Ministry of Education, Science and Technology No: 01/2018 the Recognition of Principles of Platforms and Institutional Magazines with Reviews.

Active and productive research collaborations are maintained with a wide range of national and international partners, the list of the research partnerships is provided later in this document.
The management structures for research degree programmes have developed in line with the Academic Councils' quality processes, with clear lines of responsibility, delegation, and review. The research group plays a central role in both the delivery of research-oriented programmes and in the assurance of quality. Departmental research committees and wider institutional bodies play an important role in the development and cultivation of research at UBT. The research community that provides scientific feedback to the postgraduate student is an essential part of the UBT research environment. UBT branch in Gjilan students learns best practices in research through close contact with supervisors and research group members. Depending on their discipline, specific laboratory or workspaces, library and IT facilities of a high standard are available to them. Students play a full role in the departmental research committees.

UBT branch in Gjilan Research and Development Strategy, contains research activities that take in the institutional, departmental, and individual level, and research activities are categorized into the following:

Applied Research: Business performance at industry and firm level, Marketing research, customer satisfaction

Opinion Research: Quality Product/Service Perception, FDI, Diaspora, etc.

Education Research: University Management Models, University-Industry Cooperation's, Curriculums Developments, Learning Outcomes, Capacity Building, and Quality Assurance, Knowledge Management, etc.

Standard 7.2. The research development plan includes clearly specified indicators and benchmarks for performance targets.

Policies and regulations of research are explicitly determined under the research development plan.

UBT branch in Gjilan Research Policy sets the framework for the development and implementation of research policy, within which academic staff carries out their required research obligations, and in which graduate students can engage and be supported in their research. This policy applies to all Faculties of UBT College. For purposes of this policy, all the academic staff have a contractual obligation to carry out research and would not normally include staff on limited-term contracts where the employment is not primarily for the purposes of research. Research activity within the UBT branch in Gjilan is organized and managed in accordance with international regulation for research and improvement, with overall competence and responsibility. As a research provider UBT college branch in Gjilan aims to:

- Provide level 5 and 6 research opportunities to its students
- Build sustainable research capacity
- Develop a research-led ethos in all the work of the university
- Continuously improve the quality of teaching through the prevalence of its research
- Respond to the needs of the South East Region for innovation and research
- Respond to the national need for research and development
- Fulfill its mission in line with the UBT College Strategic plan

To achieve this, the UBT branch in Gjilan ensures that:

- Staff are adequately supported to carry out their research
- Staff are made aware of the best-emerging practice in research supervision in their discipline areas
- Staff are encouraged to develop themselves professionally to the highest level
- Synergies between groups are established to consolidate areas of expertise
- Research culture is encouraged among both staff and students
- Individual excellence is encouraged and supported
- No barriers are placed on the generation of ideas, and diversity and innovation are encouraged

Policy Content and Guidelines

The requirement to Undertake Research
- All-Academic staff have the right and are required to conduct research and engage in scholarship and to publish their findings.
- All academic staff have the right to and should, where appropriate, seek research funds in support of their research
- The requirement to undertake the research is a career expectation and over time will be

balanced as appropriate with the other obligations of academic staff including significant administrative responsibilities.

- Nothing in this policy is to be construed to prevent Deans from allocating teaching and other responsibilities in the light of the research record of academic staff.

UBT branch in Gjilan has been working on a performance measurement system that involves teaching, research, project applications, and administration duties. The staff is not given more than 10 hours of teaching load on average. This is considered as 20 hours of the total workload. Given the fact that academic staff members work 40 hours per week, they have 20 hours of working time for research and other duties during the academic term. More detailed information will be provided in Standard 7.7.

At the UBT, Research or Excellence Centers are the organizational spaces where research activities are supported and coordinated at not only a departmental but an interdepartmental level. The UBT branch in Gjilan is part of centers that corresponds with its program. Each Research Center should be headed by a Coordinator. There are ten Centers:

1. Information Systems and Cyber Security Research Center
2. Mechatronics Research Center
3. Center for Research in Economics and Administrative Sciences
4. Center of Research for Economics and Strategy
5. Health Sciences Research Center
6. Energy Engineering Research Center
7. Research Center for Architecture and Civil Engineering
8. Research Center for Law and Justice
9. Center for Global and European Studies
10. Media and Communication Sciences Research Center

The mentioned Research Centers would support research in three ways:

1. They would encourage inter-faculty and inter-disciplinary collaboration. The Research Center staff could organize workshops and colloquia and other informal exchanges of information between faculty. Workshops on using technology, particularly writing and footnote programs and database use, preparing abstracts, and publishing strategies would be helpful. What might be even more helpful would be regular faculty presentations of their works-in-progress to their colleagues. Such opportunities should be encouraged and promoted, again through the mechanism of offering service opportunities on the Review. Disciplinary sections should meet at least once a month to read and review a colleague's work which would be distributed to the faculty at least a week before the presentation. The format of the presentation can be informal, but a formal paper must be prepared and distributed. At least one faculty colleague should be assigned as a commentator on the work-in-progress and provide the presenter with

written comments on her/his work-in-progress.

2. They would encourage and support disciplinary and inter-disciplinary faculty-student projects. Graduate students must be incorporated into a developing research culture at the UBT branch in Gjilan. Students and faculty should understand that Master's theses should be of publishable quality and should be published in reputable journals.

3. They would encourage and support grant proposals, providing an institutional base for such applications with staff aid. Faculty should be encouraged to apply for research grants from EU, regional and US agencies, and the Research Centers could help prepare such applications and especiall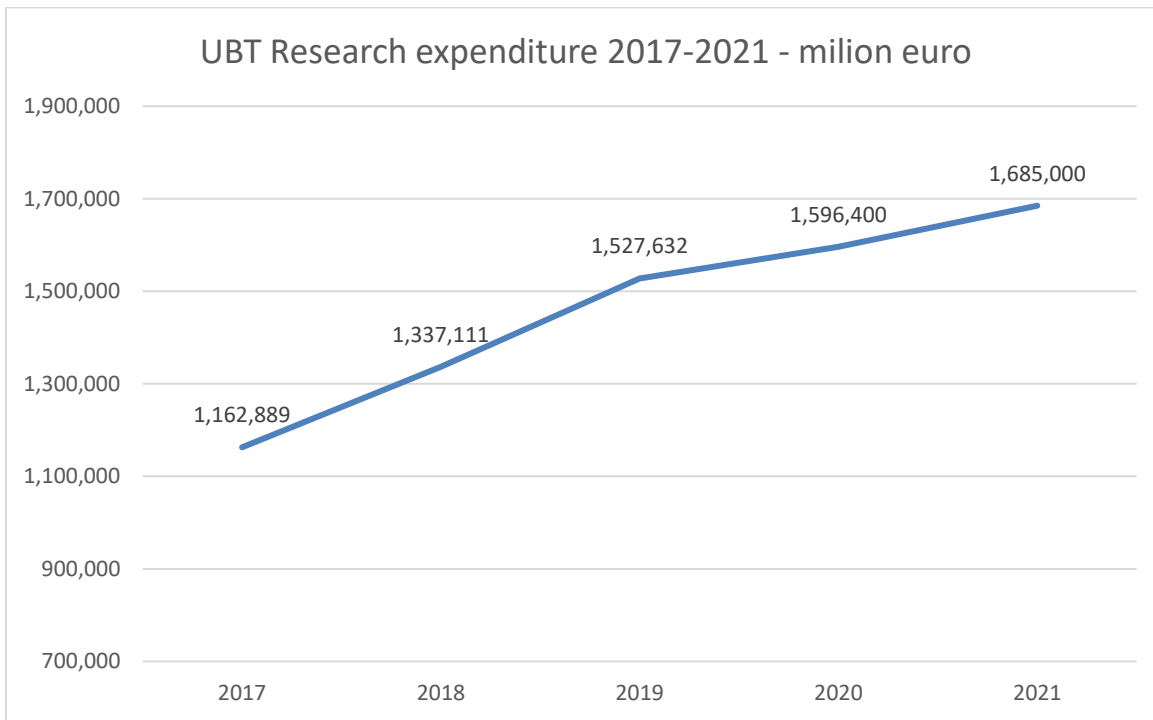y help with creating budgets and other technical details Moreover, they would encourage inter-faculty and inter-disciplinary collaboration. The Research Center staff organizes workshops and colloquia and other informal exchanges of information between faculty. Workshops on using technology, particularly writing and footnote programs and database use, preparing abstracts, and publishing strategies would be helpful. What might be even more helpful would be regular faculty presentations of their works-in-progress to their colleagues. Such opportunities should be encouraged and promoted, again through the mechanism of offering service opportunities on the Review. Disciplinary sections should meet at least once a month to read and review a colleague's work which would be distributed to the faculty at least a week before the presentation. The format of the presentation can be informal, but a formal paper must be prepared and distributed. At least one faculty colleague should be assigned as a commentator on the work-in-progress and provide the presenter with written comments on her/his work-in-progress.

Standard 7.3. The institution has formally adopted an adequate research budget (including allocations for research equipment and facilities) to enable the achievement of its research plan.

UBT branch in Gjilan supports Research through its Research Fund, Research Training, and Support to External Research Applications. The research fund supports research that is aligned closely with the College's strategic priorities. The general principle governing the allocation of all research funding in the College is that it should be seen as an investment that will maximize the contribution to the knowledge and learning process of the students. A portion of RF supports early career researchers and is allocated by the Research Department. All applications for external funding are to be submitted through the Research Department. Applications made will be managed by RD. It will liaise with the applicant (s), Deans, Centre Directors, and the funder. Academic leave is allocated at the department level. Academic staff is eligible to apply for leave in support of their research including Research and Study Leave, International Conference Leave

UBT Research expenditure 2017-2021 - milion euro

Year	Value
2017	1,162,889
2018	1,337,111
2019	1,527,632
2020	1,596,400
2021	1,685,000

Standard 7.4. Sufficient financial, logistic, and human resources are available for achieving the proposed research objectives.

To achieve this research plan UBT branch in Gjilan will prioritize and invest in establishing centers of research, stimulate the development of research and cluster activities to maximize opportunities for research groups to create appropriate critical mass, enhance and build relationships and partnerships with stakeholders in the industry, academia and the public sector to increase combined research capacity and strengthen the commercialization process, foster mechanisms of technology and knowledge transfer both out of an into the College, create integrated research and studies quality assurance framework compliant with international best practice, support programs in delivering on research element and strengthen the link between research and teaching. Central to College's research plan is the concept of knowledge development as interactive and collaborative. The College recognizes the need to build sustainable partnerships to create and commercialize new knowledge: Knowledge produced in the context of the application, Transdisciplinarity, Heterogeneity, and organizational diversity, Enhanced social accountability,

More broadly based systems of quality control. In the context of our research priorities and our role as a catalyst for economic development, the College will focus on building alliances with key external stakeholders. The stakeholders include national and international research centers, government and funding agencies, industry partnerships. In keeping with emerging approaches internationally, knowledge transfer is defined by the College as an 'engagement' with a diverse

range of public and private organizations in a two-way, mutually beneficial process. Given the mission statement, the College in the coming years will overcome the following challenges: Clear structures and processes to manage knowledge transfer in an increasingly complex and changing environment; A more strategic approach to knowledge transfer and external partnership management to maximize the full potential of activities; Strengthening management information systems to track, support and monitor the engagement with external organizations; An appropriate culture supporting responsiveness to external drivers and active engagement; Staff development programs to enable and incentivize staff to engage in the creation and transfer of knowledge.

Advice and policy in research matters are coordinated through a number of bodies and committees: The Research Department, chaired by the Director of Research, is the College senior management body. It advises the academic council on research strategies to be pursued develops policy and reviews progress in these areas. The Research Department manages the research funds, the internal administration of the performance-based Research Fund, and externally funded research from government agencies. Departments are required to support the research activities of their staff and postgraduate thesis students by appointing a Research Program Officer Research Program Officer coordinates the activities of research centers and supports the monitoring of the external research. Private-sector research contracts, consultancy services, intellectual property management, and commercialization are concluded and managed by the Vice-Rector on behalf of departments' research centers.

Each department/center is to draw and implement its research plan. These plans are to be drawn up by the Heads of Departments in consultation with the Program Board. The Director of Research monitors the Department's performance against their research plans based on agreed criteria and will advise the Academic Council on the outcome of the process and appropriate actions. The research performance of individual staff is monitored and evaluated as part of the staff development planning process. Academic staff is required to participate in the assessment of internal and external performance measures such as Performance-Based Research Fund. Staff is required to supply full and accurate details of their research outputs on an annual basis to their Heads of Departments who will supply the information to the Research Department. It will publish an annual list of staff and student publications.

When new staff is recruited, their research record or potential must have a high priority during the appointments process. Academic and research staff members are required as part of the development planning process to prepare a research plan and to review that plan annually in consultation with their Heads of Departments. This plan should include such issues as research objectives, opportunities for collaboration, timetables, and expected outputs. It should also reflect any special agreements reached regarding the apportioning of teaching, administration and research duties and research training and/or development opportunities for research according to the career stage of the staff member. Heads of Departments are required to consider workload issues in the distribution of supervisory responsibilities before approving enrolment

proposals by postgraduate research students. Heads of Departments must include supervision responsibilities' and workloads according to an agreed formula. Heads of Departments should ensure that newly appointed staffs are familiar with research evaluations, research training, and funding opportunities, and the importance of publishing in suitable venues, both within and external to it.

Standard 7.5. Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks, and other structures for validation.

UBT branch in Gjilan Research Publications are as follows:
- International Journal of Business and Technology, ISSN: Bib ID (66488)
- Proceedings of UBT College Annual International Conferences
- Academic Books, Professional Review and Reports

UBT branch in Gjilan Scientific and Professional Conferences are below:
- Annual Scientific International Conferences at UBT
- Host / Organizer of International Conferences: 9.5 – ISTC – SWIIS.
- Annual Professional Days: Quality, Project, Media, Security, etc.
- UBT Summer School (annually) / Summer Academies - Schools: sa.UBT College Branch Gjilan-uni.net

UBT branch in Gjilan as part of the knowledge Center of UBT tracks publications and research outcomes of its academic staff. UBT Knowledge Center is established in 2017. The Knowledge Center aims to capture data to produce information and create knowledge. Knowledge Center consists of three essential parts: A digital environment to advance local knowledge visibility. An organizational environment to enhance boundary-crossing collaboration, a digital academic library environment to enable discovery of and access to published academic scholarship.

UBT Knowledge Center furthers awareness and usage of existing knowledge by sharing and creation of more knowledge. Online 'anytime, anyplace' access to local and global knowledge collections enables UBT branch in Gjilan researchers to harvest the best ideas available from core academic publisher databases and digital repository of the UBT. This collaborative design approach convenes multidisciplinary conversations and to integrate interdisciplinary coursework into the realization of the UBT branch in Gjilan, founding knowledge vision that recognizes the critical importance of developing new and more complex ways for connecting people, information, and technology in the university and with the society. In response, the UBT branch Gjilan as part of the UBT Knowledge Center aims to foster knowledge creation which curates and preserves intellectual, cultural, national, and regional resources for future

generations.

In this spirit, the UBT college branch in Gjilan aims to create an intentional campus learning ecosystem – a Knowledge Center comprised of systems, services, facilities, and resources through reinventing and redesigning its libraries. Anticipated outcomes recognize the synergistic potential of ensuring robust discovery and access to academic publisher content (through the university library) and local intellectual content (in an institutional repository). These innovations reflect the worldwide transformation of academic libraries into a full-service learning, research, and project spaces.

The Knowledge Center value is the social context of learning – that knowledge is acquired and understood through action, interaction, and sharing with others, oftentimes enabled by technology. This vision thereby aligns well with another UBT branch in Gjilan, innovation, and incubation initiatives, which recognize that ideas, people, and technology – in the relationship and through connection – enliven thinking and inform growth that activates human potential and enriches social progress. Of special significance, inclusive and participatory co-design activities will initiate and sustain working relationships among UBT branch in Gjilan faculty, staff, and students that ensure steady progress from concept to design to implementation and transformation – which animates creativity and innovation, accelerates adoption and adaption and amplifies experience and knowledge.

Standard 7.6. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.

UBT branch in Gjilan strongly encourages staff members to publish and according to their contracts, they should have at least two publications per year. In the UBT branch Gjilan, 100% of lecturers are either research active, or engaged in self-tasked research, while many of them are active researchers at an international level. According to the contract that the staff has, they should have at least two publications per year. Although, not every academic staff makes two publications per year. UBT branch in Gjilan has been working on increasing the number and quality of the research publications. UBT branch in Gjilan is part of the biggest conference in the region. The UBT branch Gjilan staff members are strongly encouraged to make presentations and publish them in the conference proceedings.

UBT branch in Gjilan as one of the main organizers of this conference aims to implement an integrated strategy to establish itself as an internationally competitive, research-intensive institution, committed to the transfer of knowledge and the provision of world-class education to the most talented students from all backgrounds partnered with the following institutions: the University of Tirana – Faculty of Economics, University of Korca, Kosova Association for Control, Automation and Systems Engineering (KA – CASE), Kosova Association for

Modeling and Simulation (KA – SIM), Quality Kosova, Kosova Association for Management. The conference was sponsored by EUROSIM - The European Association of Simulation. The conference provided a forum for NGOs, academics, researchers, experts, and practitioners active in education, research, and development to present new research results, and share their ideas and experiences. This event offered a scientist from 24 different countries and 4 different continents opportunity to present their research results.

The sessions were all held on October 27th at the UBT Innovation Campus Lipjan. The conference consisted of sub-conferences in 15 different fields being: Management, Business, and Economics – Law-Political Science and International Relationship- Media and Communication- Computer Science, Information Systems – Mechatronics and Robotics- Energy and Systems Engineering – Architecture and Spatial Planning-Integrated Design-Civil Engineering and Infrastructure - Food Science- Psychology-Medicine, Pharmacy, and Dentistry- Education and Development. In total 51 sessions were held with the participation of 606 researchers and 285 presentations were made. The number of abstracts received was 422 and the number of international participants involved in the conference was 317.

Each sub-conference had its agenda, keynote speakers, organization committee, and an international scientific committee. Below are the keynote speakers as per related sub-conferences:

Energy Efficiency and Engineering- Dr. Peter Groumpos

Mechatronics System Engineering and Robotics- Dr. Peter Kopacek

Political Science and International Relationship- Dr. Olli E. Kangas-Dr. Velizar Shalamanov

Media and Communication- Adelheid Feilcke and Dr. Ferid Selimi

Computer Science- Dr. Felix Breitenecker, Dr. Niki Popper

Information Systems- Dr. Felix Breitenecker and Dr. Anita Mirjamdotter

Management Business and Economics- Dr. Edmond Hajrizi, Dr. Peter Groumpos

Law- Joana Qeleshi

Architecture and Spatial Planning- Dr. Csaba Patkos

Integrated Design- Aferdita Statovci and Dr. Miran Mohar

Civil Engineering and Infrastructure- Dr. Bruno Dal Lago

Food Science - Dr. Renata Kongolli and Fisnik Laha

Psychology- Moshe Landsman and Dr. Dashamir Berxulli

Medicine, Pharmacy and Dentistry- Dr. Kastriot Haxhirexha- Dr. Syheda Latifi Hoxha

Education and Development- Dr. Claire Gordon and Dr. Edmond Hajrizi

Given the figures related with the mentioned disciplines, it seems quite possible to claim that the UBT International Conference is one of the biggest academic events of the Balkan region.

Standard 7.7. Expectations for teaching staff involved in research/scholarly/artistic activities are specified, and performance in relation to these expectations is considered in the individual performance review system and in promotion criteria.

UBT branch Gjilan research support office has been working on a performance management model with the guidance of the Human Resources Department. Below you can find the year-

end review format that is planned to be used in the upcoming academic semester.

Year-End Review

University of Business and Technology
Year-End Review 2019

Name _____

Academic Rank: ( ) Professor   ( ) Lecturer
Highest Degree: MA_____   PhD_____

Department/Program_____

I. Distribution of Effort:

Activity	Hours/Week	Percentage
A. Teaching (Total)	_____	_____
Courses	_____	_____
New Course Prep	_____	_____
Independent Studies, Tutorials	_____	_____
Advising	_____	_____
B. Research	_____	_____
C. Service	_____	_____
D. Administration	_____	_____
E. Total	_____	100

II. Research:
A. Please list books, edited books, co-authored books, articles, essays in edited collections, and other forms of scholarship that appeared during the review period, designate which work is refereed or unrefereed. You may simply list publications or you may add a brief explanation of their significance and importance. In instances where the process of peer review is not obvious or the publication did not have a regular review process, you may explain the manner of review.

   A. Please list book reviews review essays, abstracts, and other short, published scholarly contributions.

   B. List all work formally accepted for publication but not yet published and designate which work is refereed or unrefereed.

   C. Please list work submitted for publication and designate which work is refereed or unrefereed.

   D. List the paper(s), talk(s), and/or presentation(s) of research findings before a professional society or a

group of peers that were either refereed or at the invitation of a university other than UBT.

    E. List any prizes or awards conferred, grants or fellowships won appointment to editorial boards or other professional achievements.

    F. List or list and describe work in progress and its/their current status.

IV.   Service:

    A. Please list departmental and/or program committee assignments, committee reports, and any other service to UBT branch Gjilan.

    B. List other professional services such as service on committees of professional associations or scholarly journals; organizing professionalization workshops; organizing scholarly meetings or speaker series; participation in external grant applications; participation in public policy projects or consulting for government agencies, private foundations, museums, historical sites, and schools; or work as a scholarly consultant or director in public projects, teacher institutes, and public education projects.

    C. Describe any contributions to the review of grant proposals, journal articles, book manuscripts, published books, external promotion and tenure files, and any other scholarly evaluative writing.

    D. List any presentation(s) at UBT conferences and debates.

    E. List any works-in-progress presentations and/or commentator on any works-in-progress presentations.

    F. List any community service during the review period or anything else you believe deserves mention and recognition.

V. Administration

List Administrative Title(s), the tasks that are associated with each title, and a brief description of how and when those tasks were completed.

Signature of Faculty Member: _____

Date:

Committee Recommendation for Merit Score

A. Teaching   _____
B. Research   _____
C. Service   _____
D. Administration   _____
Final overall merit rating: _____

Each faculty member would receive an overall Merit Rating that would be determined in the following manner. The distribution of effort (DOE) percentage would be multiplied times the merit score for each particular activity listed in the Activities section to determine a final Merit Rating. The numerical scale can be 1-10, 1-5, or any other numerical scale so long as it is universally applied to all fields.

    For example, if the DOE was:

    Teaching = 62%

    Research = 28%

    Service =   10% (for serving on committees and other services.)

    And the Activity score per category based on 1 (worst) – 5 (best) was:

    Teaching = 4.5

    Research = 4.0

    Service = 4.2

    The total score would be:

    Teaching = 2.79 (4.5X.62)

    Research = 1.12 (4X.28)

    Service = .42 (4.2X.10)

    So, the total Merit Rating would be: 4.33/5

Creating such a database and faculty rating system would enable the UBT branch in Gjilan to identify productive research faculties and more efficiently distribute teaching and administrative duties to less research-oriented faculty. Finally, it would create a means by which promotions were distributed to the faculty; both faculty and administration would now have hard data and the standards of faculty compensation could be rationalized in favor of research.

Standard 7.8. Teaching staff is encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.

At the UBT branch Gjilan, every year before the academic year starts, lecturers have to review the syllabus. The lecturers are encouraged to make changes up to 30% of the syllabus, by

including new literature and the recent publication in the field. Lecturers are obliged to make new literature available to the students by guiding them, how to find it. New books are requested to be bought by the library administration, whereas journal publications links are given in the syllabus.

Standard 7.9. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.

The UBT branch Gjilan emphasizes the transparency of research outcomes that encourages its academic and research staff to post their publications on academic platforms like research gate and Google scholar. Moreover, the UBT branch Gjilan as part of the Knowledge Centre when it starts to function fully, it will be a platform where all the research outputs of academic staff and students will be available.

Standard 7.10. Policies are established for ownership of intellectual property and clear procedures set out for the commercialization of ideas developed by staff and students.

The UBT Technology Transfer Center (TTC), of which UBT branch Gjilan is part, supports staff and students of UBT, how to protect intellectual property. The office reaches out to industry and the business community to develop partnerships to commercialize ideas developed by staff or students. This will enable the industry to benefit from the world-leading teaching, research, and infrastructure within UBT. The Center supports and enables the research community at UBT to translate innovative research excellence into outputs for maximum societal and economic impact.

TTC ensures that great ideas, concepts around a new product, services and processes, and inventions find their way to the public and to the people who will benefit from solutions. It's about obtaining a patent, trademark, copyright, industrial design, making industry contacts, completing license agreements, or fostering collaborations beyond campus. TTC also provides networking, mentoring, and market research service, and working with our partners, help strategize around the patent application process that protects you and your technology against the possibility of failure in securing intellectual property rights.

Standard 7.11. There are clear policies, procedures, and relevant structural units to ensure the safeguarding of ethical principles in research.

There are clear policies, procedures, and relevant structural units to ensure the safeguarding of ethical principles in research within the UBT branch in Gjilan. Academic staff is required to carry out their research in compliance with all statutory, ethical, and contractual obligations.

Research is to be published in a publicly available form, exceptions only with the approval of Deans. Such considerations include the need to observe any contractual, confidentiality, or privacy obligations entered into with respect to the research or the need to ensure the protection of any intellectual property arising out of the research. The UBT branch in Gjilan conducts a plagiarism check for Bachelor and Master Thesis as well as the submitted articles to an International conference organized by UBT. In the case of suspected plagiarism, the paper is refused to be published both in the book proceedings and UBT journal. This paper and any other paper from the same authors can never be published on the mentioned platforms again. Moreover, if the student submits an assignment, term paper, or a take-home final that does not pass the plagiarism check, the student is subject to provide his/her defense to the departmental ethical committee. The student has a right to appeal to the institutional ethical committee.

Violations of ethics in research are dealt with by the UBT branch Gjilan Code of Ethics and handled by the Ethics Committee - The body is responsible for the implementation and promotion of responsible ethical code of conduct and diversity policy among staff and students on teaching, research, learning, and management. The body will be responsible to implement and promote ethics and handle instances of code breaches among academic staff, administrative staff, and students. The Committee is composed of seven members: two members are proposed by the Governing Body, two members of proposed by the Academic Council, two members are proposed by the Dean, and one member by the Student Union.

Nr.	Name and Surname	Qualification	Position
1	Hasan Metin	Ex-Officio Chair	Director of Research
2	Alban Hyseni	MsC	Academic Staff Representative
3	Bashkim Nurboja	PhD	Academic Staff Representative
4	To be Appointed	Student	Student Representative
5	Fetah Jerliu	Ecc.	Student Services
6	Burhan Rexhepi	Dr.Sc	Academic Staff Representative
7	To be Appointed	Student	Student Representative

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STRENGTHS	WEAKNESS
● UBT as a Higher Education Institution has a long history on research and will continue this tradition in the medical field ● Well-designed research strategy, which links teaching with research ● The promotion of academic personnel clearly defined and linked with scientific and scholarly activities ● The Staff Development Plan gives significant weight to scholarly activities of the staff ● Research outcomes can be published in Annual UBT Conference, the largest in the region ● Enhanced hospitality for foreign researchers ● Allocation of summer research scholarships for interested students with faculty supervision ● Monetary support for both students and staff to present their research findings at renowned scientific conferences	● Improve of Young Researcher Grant Support as a separate budget line. ● Lack of very competent research assistants who would bear the burden of coordinating the whole research process in the respective program allocated specifically to programs. ● Exemptions from teaching policy for one semester for leading scholars.
OPPORTUNITIES	THREATS

● Continuous training of the academic staff on research skills. ● Integrate interdisciplinary research ● Enhancement of community research in close collaboration with the regional NGOs of Gjilan ● Higher integration of teaching and research in curriculum development contributing to knowledge engineering ● Welcome post-doctoral students from other countries wishing to do post-doc.	● Lack of National Strategy to support research Projects ● Research output is strictly quantified by the Governmental Administrative Instruction that limits the flexibility on publications

2.8. Staff, employment processes and professional development

Standard 8.1. A comprehensive set of policies and regulations is included in an

employment handbook or manual accessible to all teaching and administrative staff. It includes rights and responsibilities, recruitment processes, supervision, performance evaluation, promotion, support processes, and professional development.

Academic staff selection and promotion procedures are set out in the Statute. The Regulation on Academic Staff Selection, Performance Assessment, and Promotion guides the institutional framework on staff workload, designations, staff appraisal, and promotion. College academic staff consists of: professors, associate professors, assistant professors, lecturers teaching assistants, visiting academic staff. Staff members engaged primarily for research purposes may be entitled to other research titles as determined by the Regulation on Research – junior researcher, senior researcher, research associate, or research fellow.

The academic staff is appointed in the following procedure: (a) the Academic Council after having consulted the financial possibilities with the Rector, demands from the Rector/Dean to open a call for applications for a given academic position; (b) the Rector/Dean can either proceed the demand of the Academic Council or dismiss it if financial complications are observed;(c) if the Rector dismisses the Academic Council's demand, the Governing Board can intervene and decide upon the case; (d) after the Rector opens the call for applications for an academic position, the Rector and Human Resource Office gathers all the relevant data from every application and along with the Dean of Faculty where the concerned academic staff will be positioned, selects three of the best candidatures and proposes them to the Academic Council; (e) the Academic Council then appoints one of the three candidates.

Standard 8.2. The recruitment processes ensure that staff have the specific areas of expertise, qualification and experience for the positions they occupy. The recruitment processes ensure equitable treatment of all applicants.

The UBT branch in Gjilan for the recruitment process follows the guidelines of the Human resources. Before opening the call for the staff, HR identifies the skills and competence that are required to fill the position. Thus, the announcement for the job presents the requirements of the potential candidates regarding the expertise, qualification, and experience.

There are two key strategies that the UBT branch in Gjilan uses to link people to the strategy: recruit people who will have the requisite skills and competencies at entry and to train people on the job. On the job and off the job training is provided to upgrade people skills and competencies in line with strategy requirements.

Job analysis and descriptions have provided a good ground for well-planned functional and individual HRD plans. The institution has developed strategies and policies for maintaining the current staff, academic and professional development of staff, and policies to attract better-qualified staff in the context of the permanent staff of the institution. Special importance also is dedicated to balancing gender, policy selection, promotion, retribution and teaching workload, and scientific-research. Also, an emphasis is being put on attracting young and talented staff with qualifications from renowned education centers worldwide.

Standard 8.3. Candidates for employment are provided with full position descriptions and conditions of employment.

The recruitment of staff is based on the formal regulations of the College for the recruitment which determine qualification requirements for candidates as well as the selection procedure. The academic personnel is chosen through a public contest according to the institutions' Statute. The basis for becoming elected is meeting the qualification standards of a certain position. The criteria for the choice are the candidate's level of education, scientific work, and teaching abilities as well as practical knowledge of the field. The most important criterion is the productivity of the candidate's scientific work. The candidates' ability is initially evaluated by a specially constructed assessment commission. The administrative personnel in different departments have permanent contracts. Additional schooling and vocational courses for academic and administrative staff are arranged as part of the Staff Development Plan.

The institution has developed strategies and policies for maintaining the current staff, academic and professional development of staff, and policies to attract better-qualified staff in the context of the permanent staff of the institution. Special importance also is dedicated to balancing gender, policy selection, promotion, retribution and teaching workload, and scientific-research. Also, an emphasis is being put on attracting young and talented staff with qualifications from renowned education centers worldwide. The College is committed to building a cohesive organization where all staff feel valued and will contribute as part of the family. The institution intends the outcome where the staff demonstrates their pride and loyalty to students and the wider organization not only through their regular duties but also through cooperation and participation with major events. To this extent, the institution will place much emphasis on implementing a uniform HR policy and practice throughout the organization and in line with national directives and taking cognizance of best practice for the sector. A comprehensive staff development strategy shall include functional areas for monitoring key information such as staff profiling data, recruitment, and deployment of staff, and expenditure on staff development and training.

The institution also focuses on the implementation and importance of effective information and consultation mechanisms across the institution. This is essential for fostering a mutually supportive working environment between functional and hierarchical relationships. This mutually supportive working environment will flow from an ethos of focusing on the student and other clients. We will continue to implement personal development plans and team development plans under the Performance Management and Development Systems for the sector, in line with strategic and operational priorities. These plans will fit with our academic programme provision, research and development ambitions, and requirements with regard to administration and support. Under the Staff Development Policy individual plans, e.g. to gain higher qualifications, will be supported as well as College-wide staff development initiatives such as teaching and learning seminars and international staff mobility.

Standard 8.4. New teaching staff is given an effective orientation to ensure familiarity with the institution and its services, programs and student development strategies, and institutional priorities for development.

Staff receives an induction session before the commencement of each academic year. The Dean delivers the induction session and the Staff handbook is distributed at this session. Staff receive general and programme specific information at this session including the timetable, the assessment schedule, and overview of the subjects being delivered that semester as well as the teaching and learning strategies. An overview of the library and how to access its online facilities is presented during the College's Induction days.

The Staff Employment Handbook is essentially a written copy of the information communicated at induction, and is provided in hard copy and posted in the Intranet. Staff receives information on employment conditions, teaching and learning methods, quality assurance, ethics, complaints, and IT and communication advice. Moreover, all the staff can have access to this information

Standard 8.5. The level of provision of teaching staff (the ratio of students per full-time staff member) is adequate for the programs offered. Teaching loads are equitable across the institution, taking into account the nature of teaching requirements in different fields of study.

The Rector and Deans ensure that mechanisms for the allocation of workloads are approved and implemented in Faculty and are made available to the staff in accordance with Faculty Council Workload Policy. The overall individual workload allocation adheres to the following principles: (1) The mechanism is comprehensive, transparent, takes account of work requirements and contributes to the efficient and effective application of resources, (2) The requirement to undertake the research is a career expectation and over time will be balanced as appropriate with the other obligations of academic staff including significant administrative responsibilities, (3) Deans allocate teaching and other responsibilities in the light of the research record of academic staff, (4) the workload is equitable, reasonable and safe.

The allocation of work must be made in consultation with the staff members and by taking into consideration the skills and experience that staff members have. The allocation of the work must recognize the position of the employee within a research–teaching nexus. It must take into consideration employees' administration, research, service to their professional discipline, and service to the wider community. It shall consider all aspects of teaching including course coordination, lectures, tutorials, organization and teaching of performances and workshops, field trips, the organization of practicums, marking loads, and student supervision. The Dean is also responsible to ensure that as part of the Annual Development Planning Process, a staff members' current and proposed workload is reviewed. Information about the workload

allocation for each member of staff is used as a source of information for promotion applications.

Standard 8.6. All staff employed in the institution (academic, scientific, administrative) hold the relevant qualifications so that they are able to effectively manage educational, scientific, research, creative activities and administrative processes.

The staff of UBT and UBT branch Gjilan are qualified for their assigned jobs. Most of the academic staff have a Ph.D. degree, some of them are with a Master's degree. Academic staff, besides teaching, they have to do research and supervise students in their respective field. The administrative employees are qualified with University degrees and they have experience in administrative issues. Moreover, the UBT branch in Gjilan in accordance with its Staff development plan identifies that needs and provides training for its staff accordingly.

Standard 8.7. Criteria and processes for performance evaluation are clearly specified and made known in advance to all staff.

The formal staff appraisal process supports the review of the performance of roles, the achievement of goals and objectives, and the implementation of staff development plans by line managers. It also focuses on future goals, objectives, and development plans in the context of evolving operational responsibilities and career development. The purpose of the quality review process is to ensure that staff appraisal is performed in accordance with the UBT College Staff Employment, Performance, and Progression Policy. The review procedure also aims to ensure that all staff has relevant staff development policies developed both individually and at the level of business units.

Standard 8.8. Academic staff evaluation is done at least through self-evaluation, students', peer, and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.

The Year-End Review is a report that creates a record of staff productivity in the areas of research, teaching, service, and administration. Deans are responsible for performing the initial staff performance evaluation using a point-based numerical assessment of the distribution of efforts in line with the performance criteria set in the Regulation for Staff Appraisal. Dean's information on staff teaching performance from the Annual Quality Assurance Sub-Committee Report. Information on staff research productivity is drawn from the Research Department. Deans in their evaluation process shall consider staff undertakings as part of the Staff Development Plan, staff self-evaluation. The initial evaluation should be sent to the Staff Member for comments and discussion. Staff Evaluation Report is sent to the Faculty Council and Academic Council Committee for Staff Selection, Promotion, and Assessment. The Branch

Director is also informed about the staff evaluation report.

Standard 8.9. If staff performance is considered less than satisfactory, clear requirements are established for improvement. The institution is closely monitoring the improvements in staff activity, especially in the segments underlined during the evaluations.

Issues that emerge from the staff evaluation process are discussed with the staff member. The Branch Director discusses the emerging issues from the evaluation process with the staff member. The most common challenges that arise from the process include complaints about poor pedagogical skills, poor research skills, and technical skills. Issues that may involve staff unethical behavior are referred to the Ethics Sub-Committee of the respective Faculty in which the study program in which he/she teaches falls. However, complaints about staff skills are dealt with through Individual Improvement Plans focusing on didactics, research, and technical skills. The priorities that emerged from the consultations in 2020 are: supporting the professional development of those in management roles within the institution - all newly appointed to a management role are given appropriate levels of support when undertaking a management/leadership role, supporting managers in addressing performance issues, supporting staff in the professional development of lecturers and researchers, supporting e-learning activity, supporting staff in technology and knowledge transfer - there is a need to support staff in all their activities in relation to technology and knowledge transfer. The academic staff of the Branch can develop their pedagogical skills through training at IDEAA Institute – Institute for Development of Education and Academic Affairs. Pedagogical skills focus on the following topics: student-centered learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem-based and project-based learning, E-learning, Assessment, and integrating key skills into the curriculum.

Standard 8.10. The institution has clear plan for all staff professional development, a structured approach in identifying such needs, and allocates appropriate resources for its implementation.

The Staff development plan of UBT College Branch Gjilan has several key objectives: (a) To provide a framework for allowing appropriate development opportunities that are designed to improve the knowledge, skills, and behaviors of staff which will enhance personal growth and effectiveness if individuals, teams and the Institute in the pursuit of excellence in all of its activities and strategies. (b) To facilitate the process of change; (c) To promote a developmental

ethos; (d) To outline various staff development support plans for each institutional strategy; (e) To embed all staff development activity into the institution's academic calendar; and f) refine stakeholders engagement skills and understanding of regional context. Staff development is an integral part of the Branch's strategic planning process. The institution recognizes that institutional excellence can only be achieved and maintained by appropriately skilled, experienced, and motivated staff. Therefore, the Institute has a responsibility to (a) Resource staff development and require Program Coordinators to provide developmental plans as part of the Financial Planning Process, (b) Monitor and review the Branch's spending on staff development activity, (c) Establish performance indicators against which programs of the branch and individuals can be measured, (d) Identify and provide selected and targeted development activities supporting each institutional strategy and the overall Strategic Plan.

Standard 8.11. All staff is given appropriate and fair opportunities for personal and career development, with special assistance given to any who are facing difficulties.

UBT College Branch's staff, except for responsibilities and rights stipulated by the contract, pays special attention to the code of ethics to ensure harmonious interpersonal relationships among the staff to achieve success in work. To assess the staff satisfaction the questionnaire is sent twice a year to the Branch's staff. Based on the answers to the questionnaire, Quality Office assesses indicators that have affected the success or failure and, in this case, the adequate measures are taken. To adapt the staff to the developments and planned dynamics of the institution, the Human Resources office of UBT College in cooperation with the Branch Director and Program Coordinators stipulates certain training and certification of the staff.

The Branch in Gjilan implements strategies and policies for maintaining the current staff, academic and professional development of staff, and policies to attract better-qualified staff in the context of permanent staff at the Branch. Special emphasis is paid to striking a balance between gender, policy selection, promotion, retribution, and teaching workload, and scientific-research. Also, an emphasis is being placed on attracting young and talented staff with qualifications from renowned education centers worldwide. Staff development is the principal mechanism by which it is ensured that all the staff of the Branch can carry out their role within the organization to the best of their abilities and meet the objectives of the subject team within the respective program of the Branch. The Branch is committed to providing appropriate and continuous opportunities for staff to pursue adequate staff development. The following principles are the bedrock of this policy: Equality of access/parity of treatment for all staff; Using our talents to the full; Personal and professional development of the individual; Commitment of resources where the needs of the College Branch Gjilan are the greatest.

Once a week the Branch Director meets and discusses the work progress carried out and sets the dynamic lines and assignments for the coming week. In this case another assessment of the work

is carried out, when Faculties meet once a semester on the Faculty Council to assess their performance.

Particular importance in our institution is devoted to staff systemizing and arrangement to create the necessary conditions with the objective of job performance, especially staff integration.

- The primary goal is to train staff to feel part of the process and create autonomy within their work area.
- The Branch offers advice for the staff to continue with their education/ often special discounts, assistance through UBT College's partner universities with their Ph.D. studies.
- Staff are promoted based on the merits and achievements
- The staff is actively is involved in projects and encouraged with their ideas
- Make them aware of training within our institution and other partners that provide
- They contribute to new ideas for improvement
- They contribute to new curriculum development, on new networking with industry and other stakeholders but also on the promotion of our programs and quality;
- They contribute to reaching out to regional stakeholders and the community by translating community needs in Gjilan into real action through research, curriculum, and other educational and scholarly activities.

UBT for the staff capacity building operates via a Ph.D. preparation school. A significant amount of funds are committed to the local capacity building for local professors to continue their professional advancements at different partner universities of UBT College central institution.

SWOT analysis

Strengths	*Weaknesses*
• Modern selection, performance assessment, and promotion practices that take into account the total quality management organizational culture at UBT; • A highly competent academic staff with experience in teaching and research activities; • A high proportion of full-time staff at UBT and within the Branch; • Academic staff dedicated to implement UBT's mission and vision;	• Lack of full-time professors with the full professor academic title at the Branch; • Lack of ethnic diversity among professorial staff at the Branch; • Underutilization of qualitative data in the evaluation of academic personnel. • Lack of Best Professor's Award as a positive reinforcement for the

	excellent staff;
● A major part of the academic staff is educated abroad or has international experience. ● Senior staff who are active in research receive less teaching workload; ● Staff recruitment policies give considerable weight to gender balance; ● The Staff Employment Handbook is provided in hard copy to academic staff during the induction session and posted in the Intranet. ● An effective balance between teaching and research in Staff Workload Policy; ● Best Practises of EFQM and Quality Management applicable in Standards for Human Resources Management at UBT; ● The performance review under pedagogical activity gives big weight to the Learning Outcomes Achievement ● The support for the development of pedagogical skills through UBT IDEEA Institute; ● Feeling of safety at the work. ● An academic staff caring for quality, student-centered learning with great peer to peer and staff to student communication; ● Automatic renewal of contracts for academic staff; ● The ability of local academic staff to be integrated with foreign visiting professors;	
Opportunities	***Threats***
● Introduce HR system for Best Professor Award; ● Creating a positive reinforcement culture for the staff that is self-critical in the drafting of Individual Development Plans. ● Increase ethnic diversity of full-time academic staff with the support of UBT	● The Kosovo legislation on higher education being discriminatory towards colleges in terms of promotion of academic personnel to full professorship. ● The recognition of foreign diplomas process, regulation of residency and working permit takes time in Kosovo due to bureaucracy issues

partner universities; ● Continuous training attendance by academic staff in teaching skills, innovative assessment methods, research skills, and virtual reality skills should become an integral part of staff promotion mechanisms.	for foreign professors. ● Economic considerations for full time tenured foreign academic staff to pursue staff diversity.

2.9. Student administration and support services

Standard 9.1. Admissions requirements are clearly specified and appropriate for the institution and its programs; admission requirements are consistently and fairly applied.

The Students Admission is regulated by the Academic Council Regulation on Undergraduate and Graduate Admission. All applicants within the enrolment quotas for full-time students, who have completed lower and upper secondary school have the right to enroll in the programme. Only students that have completed at least two years of prior education at the upper secondary school level will be considered for admission. The Regulation on Undergraduate Studies determines which secondary school is appropriate for enrolment in the study. Admission to the study is performed based on a public call and the conducted entrance examination. The entrance examination is conducted by the Commission for the Entrance Examination appointed by the Faculty Council for three years. Based on the results of the entrance examination, the Commission creates a ranking list determining which candidates have become entitled to enroll based on the results achieved in the entrance examination.

The institution maintains a list of student records: examination register, application, list of students taking the examination in the given examination period, examination report, students logbook, student files containing information on students' re-examination activities, and final grades earned during these activities. The Examination Log and applications are administered using the Student Management Information System (SMIS). The documents related to student exam application and examination results are kept indefinitely while colloquium documents are stored for three years. Students' assessment and progression are subject to the quality assurance processes implemented by the UBT College Committee on Quality Assurance and Faculty Sub-Committee on Quality Assurance: procedure for student assessment and procedure for monitoring of programmes.

The transfer application must be submitted during transfer windows determined by the Ministry of Education, Science, and Technology. Along with the stated reasons for transfer, students are obliged to enclose: student's course and grade book, or transcript of records, institution's official report demonstrating that the student is in good academic standing and meets the requirements for academic progress at the home institution, certificate of citizenship, and photocopy of the passport with a copy of the temporary residence permit decision. Besides original documents, a student transferring from international universities must also submit certified translations of their credentials, as well as the translation of the curriculum at their home institution (curriculum studiorum). Submitted applications of transfer candidates are reviewed by the Transfers' Commissions. The Deans inform the Faculty on the decision on accepted transfer candidates. Applicants who have been granted transfer based on the decision of the Dean

are given eight days for registration within the date this decision has been brought. Students are also entitled to apply for the Recognition of Prior Learning. The procedure for the recognition of prior formal and informal learning is dealt with by the Committee on Recognition of Prior Learning.

Standard 9.2. Complete information about the institution, including the range of programs and courses, program requirements, services, scholarship opportunities, tuition, and administrative fees, and other relevant information are made publicly available prior to application for admission.

Homepage	**Study Program Homepage includes information about the curricula, duration, ECTS, tuition fees, teaching and learning methods, assessment methods, subject, and career opportunities.**
Prospectus	Student Prospectus offers general information about the study program, duration, ECTS, curricula, tuition fees, and career destination
SMIS	Student Management Information System is an electronic student management platform. It allows students to track their course completion, choose courses, electives, make tuition fee payment, and apply for the examination
UBT Learning Platform	This an open-source platform that allows the student and staff to administer the course, offer a timetable, study materials, and examination.
UBT EON Reality Virtual and Augmented Reality Platform	It is a virtual platform that enables students to access the virtual library through virtual reality and uses the tools for learning and creating new tools.

Student Management Information System

➤ Managing of faculties with their semesters, academic years, and information's is an easy task for administration with SMIS

Moodle – Course view

➤ Courses can be presented in weeks, and each week teachers publish books and presentation to students. In each course there is a forum where students can contact each other and also discuss with teachers and assistants. It's also possible to chat with other students when the chat is allowed in course and take assignments and quizzes with different questions and after that they can see the results and accessibility in a course can be set up by giving enrollment keys to students, or assign them manually or from groups that coordinators create.

Standard 9.3. A comprehensive orientation program is organized for starting students to ensure thorough understanding of the range of services and facilities available to them, policies and procedures at the institution and of their rights and responsibilities.

Students receive an induction session before the commencement of each academic year at the Branch in Gjilan. The induction session for students is an overall UBT College policy. The Branch Director and Program Coordinators deliver the induction session and the student handbook is distributed at this session in the Branch of Gjilan. Students receive general and

programme specific information at this session including the timetable, the assessment schedule, and overview of the subjects being delivered that semester as well as the teaching and learning strategies. An overview of the library and how to access its online facilities is presented during the Induction by respective IT Officers working at the Branch.

The Orientation Program takes part in the orientation activities promoted by the College and organizes other specific activities to present the characteristics of the educational plan to students and provide them with all the information they need to start their studies.

- **Career Days**- during the February-May period, the institution provides career guidance to the high school students to get reliable information about the labor market-oriented programs available at the institution.

- **Open Day**- the program organizes a number of meetings in which it provides detailed information on admission methods and the teaching activities offered.

- **Welcome days-** during the first week of lessons to explain all the information about the learning activities of the program, where students are provided with the handbooks and study regulations by the institution.

- **Meeting with first-year students**- at the start of their studies, meetings with first-year students are organized by the institution to provide students with information on the program's teaching activities, study program, schedule, as well as transport.

- **Info sessions -** students have the opportunity for getting information through info sessions for the scholarship programs and exchange programs, which are presented to students, along with the calls for applications, i.e, Erasmus +, CEPUS, etc.

- **Reading week**- Library inductions are also provided for all new and returning students and faculty, to familiarise learners with the library facilities, both physical and on-line, and also teaches them how to search and evaluate information, avoid plagiarism, and reference correctly.

Standard 9.4. A range of scholarships and financial support are available to students in order to both stimulate and reward performance, as well as to socially support students with disadvantaged backgrounds. These two categories and their criteria are operated separately; these scholarships and financial support can be cumulated.

The institution currently operates several types of schemes for the financing of studies: (1) Self-financed students, (2) students financed by the workplace [ex. Kosovo Customs, Kosovo banking sector], (3) merit-based scholarships, (4) tuition- reduction scheme for vulnerable groups [families living on government social welfare] and (5) work and study scheme – students willing to engage in administrative affairs at the institution. Students with limited economic means but that have demonstrated high success during their studies will profit from partial exemption from

tuition payment. All other students that have demonstrated a timely and high level of achievement during their studies will get a 25% discount from the tuition fee.

It has been the policy of the college to attract the best students and hence it offers a 25% discount by default for all students that have received a distinction during their secondary school [4.5 – 5/5]. It offers a considerable discount [20-30%] for Kosovo civil servants. The college also rewards through other instruments students that have engaged in research. Students can apply for research funding both individually or in part with a senior member of the teaching or research staff. The college also operates other indirect forms of financial support to the students. The Career Service has also arranged paid seasonal internships at external companies and institutions. Furthermore, the centers of research have often opened vacancies for short-term employment for research for UBT students. The scholarships and decisions for scholarships are rendered at the central institution level (UBT College) for the Branch students in Gjilan according to strictly defined Scholarship Guidelines. If several students meeting the same criteria apply for the same scholarship, then the knowledge of local community context in the fields delivered at the Branch shall be taken into account. This knowledge shall be certified by the interview of students conducted by the Program Coordinator and Branch Director.

Standard 9.5. There are effective processes in place to collect and analyse reliable data referring to the profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates. The statistical data is used for quality assurance purposes, as well as in supporting decision making.

The institution and Faculty Guidelines on Quality Assurance include the provisions for ongoing monitoring of programmes and programme evaluation. The purpose of these procedures is to ensure that systematic processes exist and are managed to collect and analyse information supportive of the continuous improvement of the programmes, monitor student achievement in relation to stated learning outcomes of programmes and gauge the effectiveness of programme assessment mechanisms, create a quality culture within the UBT College Branch in Gjilan at both staff and student level such that stakeholders are aware of their roles and responsibilities in relation to programme quality, support overarching periodic reviews of the institution and Faculties.

Procedures for programme evaluation - the institution undertakes a regular periodic evaluation of programmes once every three years. This procedure is implemented as part of the accreditation process and is essential to ensure that the offer is catered to student needs and the labor market. The evaluation process serves to review the programme learning outcomes, programme teaching, and learning methodology, assessment, and its courses. The evaluation process also reviews the programme outcomes, graduates, and impact in the industry and community. The process is composed of programme self-evaluation, programme strategy, and proposed revisions document. The composition of the programme self-evaluation is regulated

by Standard Operating Procedures and includes The Dean, Chairs of Departments, two academic staff members, student representative, alumni representative, programme administrator, student services officer, and industry representatives. The self-evaluation process may also include external experts. The program coordinators and Branch Director are also included in the self-evaluation process conducted at the branch level for study programs delivered at the Branch.

No.	Outcome Indicators
1	Total Number of Students
2	Annual Student Intake
3	Number Students
4	Graduation Rate
5	Employment Rate
6	Internship completion rate
7	Student Survival
8	Drop-Out Rate
9	Student Satisfaction Rate

Process Indicators

No.	Indicator
1	Staff-student ratio
2	Student-class ratio
3	Student-computer ratio
4	Student-book ratio
5	Student attendance rate
6	Teaching Plan implementation rate
7	Student transition rate
8	Student attainment rate

9.6. A student handbook is made widely available within the institution, covering all information required for all phases of the student „life cycle" - admission, progression, recognition and certification – including all concerning regulations, the rights and responsibilities of students, actions to be taken for breaches of discipline, responsibilities of relevant officers and committees, and penalties that may be imposed.

The student handbook is essentially a written copy of the information communicated at induction and is provided to the student through the Student Portal. The student receives information on, inter alia, the programme itself, assessment specifications, College facilities, the assessment regulations, available student supports, code of conduct, student complaint and disciplinary procedures, deferral information, and other such important information. The Student Handbook is reviewed and updated annually to ensure completeness and accuracy.

Standard 9.7. Student appeal procedure is specified in regulations, published, and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available. The appeals procedures guarantee impartial consideration by persons or committees independent of the parties involved.

The Student Appeals Procedure is required to provide an appropriate audit trail of the process and be clearly logged with concise detailed information at each stage. If a candidate is dissatisfied with an assessment decision, then they must have a right of appeal. The student can object to the grade awarded if he/she considers that the examination is not carried out in accordance with the Regulations and UBT College Statute. The objection is submitted to the Vice Dean for Teaching and Learning within 36 hours of awarding the grade. The Vice-Dean shall evaluate students' objections and bring a decision within 24 hours of receipt of the objection. If the objection is accepted, the student earns the right to retake the examination before the Examination Board is composed of three members within three days of the receipt of the decision. The Student may request to take an examination before the Examination Board composed of at least three members if he/she has failed the examination more than three times. The Board is appointed by the Dean. The Decision of the Board may be appealed by the student or the Subject Leader at the UBT College Appeals Committee in case they register any further complaint to the marking process. The decision of the Appeals Committee is final and cannot be changed.

UBT College has established a Complaints management system. To address customer grievances and complaints, it has established a Complaints Committee at the institutional level and Complaints Sub-Committees at the departmental level. Such sub-committees are operational also at the Branch level.

Standard 9.8. Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.

Student misconduct and ethics are regulated by the UBT College Code of Ethics and Code of Student Conduct, which is strictly implemented by the Branch in Gjilan. The institution has established the Ethics Committee and Faculty Sub-Committees to implement and promote the Code of Ethics. The Faculty Sub-Committees are responsible to handle ethics violations within the study programs of the Branch that fall under the competencies of the respective faculty. Student misconduct is defined as an improper interference with the proper functioning of the activities of the institution. The code defines a number of instances of misconduct which are also included in the Student Handbook: disruption of the academic and administrative activities of the institution, obstruction of other students and staff, use of violent and offensive behavior, deception or dishonesty in relation to teaching staff, actions likely to cause injury or impair the safety of the College premises, sexual, religious or racial harassment and bullying. Violations of the standards of academic integrity are also dealt with as part of the policy. Such violations by the Students are considered to hinder learning and development and compromise the fairness principle in the grading procedure. The Faculty Sub-Committees on Ethics are responsible to promote and resolve issues of student academic integrity violations including plagiarism, a duplicate submission, cheating on examinations, and false citations.

The institution implements a fair and equitable disciplinary procedure. The procedure is invoked when a student has allegedly acted contrary to the Code of Ethics. The disciplinary procedure is intended to ensure an efficient resolution of issues to avoid delays while fully respecting the fairness and particularities of each case. The disciplinary measures that are taken by the Ethics Sub-Committee include minor violations, major violations, and gross violations. The Faculties reserve the right to suspend a student suspected of ethical violations whilst the review process is ongoing. The Ethics Sub-Committee and their Standard Operating Procedure ensure that students' rights are fully respected including the right to attend the hearing, the right to be represented, the right to hear and review the evidence, the right to cross-examine and present their countervailing evidence. The decisions of the Sub-Committee at the Faculty level may include several correction measures including reprimand, suspension from studies, and exclusion from the programme of study. All decisions by either party can be challenged in the second instance – UBT College Ethics Committee. The decisions of the second instance of final.

In the framework of security measures undertaken to preserve the integrity of academic work of students and other works, UBT has installed the plagiarism software Turnitin, which is widely available to all students and professors. Each students' academic work is subject to verification by Turnitin software, which verifies the academic sources of the student and professors' work.

Standard 9.9. The range of services provided and the resources devoted to students reflect

all requirements of the student population. Formal plans are developed for the provision and improvement of student services; the implementation and effectiveness of those plans are being monitored regularly.

Pursuant to the regulation for the promotion of academic staff and quality assurance and also as described in the annual plan of the Office for Quality Assurance, the evaluation instruments in the institution are presented to all stakeholders, starting from students, academic staff, administrative staff, alumni and industrial partners. These instruments are composed of questionnaires designed in a specific manner for each respective group of stakeholders. These questionnaires are prepared and approved by the Committee for Quality Assurance in a special meeting. The evaluations in the institution are foreseen to be conducted regularly (per semester, per academic year). Types of internal and external evaluations: feedback, both formal and informal, from industry partners and others, feedback from students, academic and administrative staff, graduates, internal auditors' reports, Faculty Council Meetings, etc. The Branch in Gjilan is represented at the Faculty Council meetings of UBT College through Branch Director.

Standard 9.10. The effectiveness and relevance of student services is regularly monitored through processes that include satisfaction surveys. Services are modified in response to evaluation and feedback.

Pursuant with the regulation for advance in academics and quality assurance and also as described in the annual plan of the Office for Quality Assurance, the evaluation instruments in the institution are presented to all stakeholders, starting from students, academic staff, administrative staff, alumni, and industrial partners. These instruments are composed of questionnaires designed in a specific manner for each respective group of stakeholders. These questionnaires are prepared and approved by the Committee for Quality Assurance in a special meeting. The evaluations in the institution are foreseen to be conducted regularly (per semester, per academic year).

Types of internal and external evaluations:
· External examiners' reports
· Internal and external quality assurance panel reports
· Evaluator reports from funding agencies
· Feedback, both formal and informal, from industry partners and others
· Feedback from students, academic and administrative staff, graduates
· Course board reviews
· Internal auditors' reports
· Department and School Meetings

Standard 9.11. Academic counselling, career planning, and employment advice as well as personal or psychological counselling services are made available with easy access for students from any part of the institution.

The College academic units offer student learning support operates a tutoring system to give advice and support to students on issues of the study plan and learning support. The Officer for Student Support is responsible to handle and deal with students' administrative issues. The system offers counseling and support to students during three phases: (1) First phase: upon the registration process students receive individual and group briefings on the mission statement and vision of the institution as well as a briefing about the curriculum. (2) In the second phase, students are entitled to weekly meetings with tutors and introduced to the Moodle information system to ease their communication and interaction with course supervisors. (3) In the third phase, students are advised and provided individual consultations about their areas of concentration, career orientation, and support for further study or job placement.
The College has established a set of criteria to help identify students at risk of non-completion. This information is combined with an evaluation of the student learning styles and abilities to prove appropriate pedagogical support. During the first week of a semester students take a learning styles inventory. The results of this activity are collated and provide lecturers with a view of the learning preference of their students to enable the alignment of teaching and learning styles. This activity also helps students to understand their learning styles. Tutorials are provided as and when they are needed by students. Other support provided includes voluntary workshops in problem areas and exam preparation activities. Another dimension is providing effective pedagogical skills and training at IDEAA Institute of UBT College – Institute for Development of Education and Academic Affairs. All academic staff of the Branch in Gjilan can refine their pedagogical skills at IDEAA Institute, whenever applicable. Pedagogical skills training for the Branch academic staff is focused on the following topics: student-centered learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem-based and project-based learning, E-learning, Assessment, and integrating key skills into the curriculum.

The Branch in Gjilan also implements a very established *mentor program*, which applies to UBT College-wide. Based on this mentor programme, each student is allocated a mentor who can provide the student group with effective guidance and support. The mentor programme provides ongoing support to students during their studies. This project aims to re-establishing the student at the center of all the activities at UBT College Branch Gjilan and is in the line with the "student-centered" learning approach. With this new approach, we are closer to the students thus enabling us to quickly and in a better manner address their requests, concerns, or any other questions related to the teaching and learning process. Besides that, the mentor/ tutor is also responsible for the social wellbeing of the students while on the university premises. The mentor is required to also address their concerns related to their personal life which impacts their results

within the university. This initiative requires a serious commitment of mentors and all other parties involved, requires infrastructural support (a communication platform like Moodle) and progress report (confidentiality) between the mentor and student. If implemented as it should, it is seen as one of the most successful ways to increase student satisfaction and improve students' outcomes. The adoption of the mentor programme at College UBT emerged as a consequence of visiting several UK universities within a TEMPUS project. The University of Edinburgh shared with us the best practices on how to initiate and implement such ideas. The maximum number of students in 'mentoring' is 30-40, depending on the school, and the same number of students per mentor is applicable at the Branch in Gjilan too.

Student Counselling Service was established and fully operational at UBT College in 2015. The students of the Branch in Gjilan have access to such services either through the central institution or through the same services provided at the branch level. The student counselor is responsible to arrange for a safe and supporting environment for issues that bother them during their studies. The student counselor organizes stress and anxiety management sessions, exam-taking techniques, and study skills. The Office is headed by a psychologist. UBT College Branch Gjilan since 2017 enjoy free medical services for its students at the UBT Policlinic.

UBT College Branch Gjilan students benefit from the College Career Office system that has been established in 2012 at UBT College and operates a range of services for student employment assistance. It helps students make informed career decisions, set realistic career goals, and develop the skills necessary to accomplish their goals. The College's Careers Service provides a wide range of services to help meet the career planning, job search, career development, and management needs of students. Information provided on the portal covers includes CV and cover letter writing; further study opportunities; job vacancies search; preparing for an interview; post-degree career options; resources for employers; seeking internships; and seeking work experience. The Branch in Gjilan benefits from the annual careers fair to support students, to facilitate their engagement with employers and professional bodies, and to also consider post- programme progression options, which are organized at UBT College. The College has established an Alumni Office. Considerable work has been completed on an in-house alumni database, in the context of relevant Data Protection legislation, and the College has hosted a series of workshops and is developing plans for a dedicated alumni publication.

Standard 9.12. Opportunities are provided through appropriate facilities and organizational arrangements for extracurricular activities for students. Arrangements are made to organize and encourage student participation in extracurricular activities.

Extracurricular activities play an important role in UBT College Branch Gjilan since, except the dynamic of an intensive teaching and learning process, students have their leisure as well as their non-academic activities, such as learning and sports competitions, tours, exhibitions, cultural events – career week, library week, movie night, parties and other leisure activities. UBT College Branch Gjilan students can benefit from the largest number of appearances in different teaching competitions both in the country and in the world that the central institution UBT College takes part, whereby the Branch in Gjilan proudly contributes to. It is worth mentioning competitions in architecture and design, in which the Branch students can take part

through UBT College central institution. In addition to these competitions, students have the opportunity to relax with sporting competitions such as football, swimming, and bowling, etc. The tours are realized every year for students in different world-renowned universities, where the aim is to share and exchange their experiences as well as their new ideas and information for students. UBT College Branch Gjilan also benefits from different exhibitions both in the country and at the international level, exhibitions of competitive and learning character. Other leisure activities for students, through the organization of various events: where the film and library week is aimed at promoting reading and culture as much as possible; Career Week is an important week that informs students about needs for the labor market skills required for employment, whereby students from UBT Branch in Gjilan take part with diligence. Other activities, such as cultural events and parties, are important activities to keep the students entertained. The Career Centre makes the organization and well-functioning of these activities for students.

SWOT Analysis

Strengths	Weaknesses

• Intensive preparatory courses (English language, science, research methods, etc.) to rapidly bring students to an adequate level • Very clear and succinct policy on admission • The size of the groups is tailored to encourage interactive learning • An education policy that accommodates students with disabilities, learning difficulties, students with serious illness, post-natal female students, and students engaged in important cultural, sports, or scientific competitions • Plagiarism software operated at UBT level • Students are well informed about the availability of regulations, including their rights and responsibilities • The appeal to admission decisions is clearly defined and regulated • The number of students enrolled reflects Kosovo national needs for a medical workforce • A well-elaborated balance between students' intake and teaching capacity • Strong academic counseling system of the student population of the program • Well-qualified academic staff with the required knowledge and skills • Student Counselling Center where students can benefit from various supportive services on mental health • The library is very rich with printed	• Insufficient knowledge of foreign languages (especially English) of new-coming students at bachelor level • No clear national definition as to what category of cultural, sports, and scientific competitions deserves special treatment

books, magazines, reports, etc. • Access to online magazines and databases such as EBSCO Publishing; JSTOR, SpringerLink, etc. • Accurately defined procedures for student assessment • Feedback and regular mentoring for students • Mobility opportunities • Students are represented in the design, management, and evaluation of curriculum	
Opportunities	Threats
● Use of UBT partner universities and other programs (like Erasmus +) for mobility and the creation of new connections ● Develop a computerized software, which would track the treatment of appeal and the candidate can see the progress online ● Introduction of "Best Staff Award" for Tutors to motivate them in the provision of effective academic counseling for students during their studies	● The political and economic crisis in Kosovo fuels brain drain ● Lack of professional regulations ● Unfair competition from Public Universities in student admission due to minimal tuition fees – paid by public finances

2.10. Learning Resources and Facilities

Standard 10.1. Adequate financial resources are provided for acquisitions, cataloging, equipment, and for services, and system development.

These procedures relate to the services and resources provided by, or on behalf of, UBT College Branch Gjilan to enhance the student's learning experience. These resources include Library resources and IT resources (teaching labs and equipment). Each of these learning and support services has its aims, objectives, and work practices and are considered separately in relation to quality assurance practices. The UBT College Branch Gjilan implements a policy of providing and maintaining safe, well-resourced buildings, available and accessible to students. The review of learning resources aims to ensure that students have access to adequate space for different learning and teaching styles and techniques. The review procedure is conducted by the Branch Director, Program Coordinators of respective faculties, the Dean of affected faculties, the Secretary-General of UBT College, and Heads Student Support Services UBT College and aim to ensure that adequate teaching aids, sufficient desks and chairs, and appropriate classrooms are provided. Furthermore, the procedure aims to ensure that all Laws, Administrative Instructions, and Guidelines issued by the Ministry of Education, the Ministry of Labor and Social Welfare, and the Ministry of Health are met and fulfilled.

The Library and Information Facilities at UBT College Branch Gjilan are also subject to the review procedure. The purpose of the review is to ensure that the Library caters to the academic and research requirements of all learners and lecturers with specializations in the study programs offered by the Branch. The procedure aims to also ensure that the library has adequate physical and online resources in accordance with the Library Development Plan and line with specializations of the study programs of the Branch. The review procedure also aims to ensure that all software is selected to reflect and enhance the learning outcomes of the taught modules in the academic programmes offered at the Branch. The IT Manager looks to source additional software or more efficient methods of using existing software, before the commencement of each academic year. Financial resources from the Institution are provided for funding a large cadre of library service staff, access to E-Library (Payments in every year to have access on online databases, including EBSCO, SAGE Journals, and J-Store) and international trainers for UBT College Library staff and staff of the Library situated at the Branch in Gjilan.

Standard 10.2. Books, journals, and other materials are available in Albanian and English (or other languages) as required for programs and research organized at the institution.

UBT College Branch Gjilan has a collection of books in many languages other than English. Study books can be found in English and Albanian also. There is a huge number of books published by our academic staff, which serves students for their studies. Also, we have a representative sampling of fiction and non-fiction books in English, Albanian, and German. Many books in English and Albanian can be found in thematic areas that study programs delivered at the Branch in Gjilan.

Standard 10.3. Reliable and efficient access to online databases, research, and journal materials relevant to the institution's programs are available for users.

UBT College Branch Gjilan students and academic staff enjoy access to online databases for research to currently enrolled students, faculty members, and staff members with an active ID in UBT College, and users can have access only inside the area of UBT College or related branches and institutions. The UBT College Branch Gjilan enjoys access through UBT Library provides access to EBSCO, SAGE Journals, and JSTOR Journals. Through the library of UBT College, the students and academic staff of UBT College Branch in Gjilan benefit from agreements on interlibrary loans and sharing of resources and services that UBT College as a central institution has with the Library of University of Helsinki, in Finland, Library of Charles University, in the Prague-Czech Republic, National Library of Kosovo, in Pristina, Library of Agricultural University of Tirana, in Albania, and Dukagjini-Publishing House in Peja, Kosovo

Standard 10.4. Adequate facilities are provided to host learning resources in a way that makes them readily accessible. Up to date computer equipment and software are provided to support electronic access to resources and reference material.

UBT College Branch Gjilan's Library provides computers and laptops which are always up to date, to have unrestricted access to the Internet for academic purposes only. Personal laptops and mobile devices can also be connected to the library wireless network. Students and academic staff have also unrestricted access to a very large library of UBT College and very modern facilities provided at the central level.

Standard 10.5. Library and associated facilities and services are available for extended hours beyond normal class time to ensure access when required by users.

Library of UBT College Branch Gjilan operates during the whole year. It is opened from Monday to Friday from 09:00 to 22:00, and on Saturday from 09:00 to 14:00. The same working hours apply in other Library facilities of the UBT College as a central institution.

Standard 10.6. Reliable systems are used for recording loans and returns, with efficient follow up for overdue material. Effective security systems are used to prevent loss of materials.

The procedure of recording loans and returns is operated by the software Koha System. The system holds all library items and the Library Staff uses it to manage loans, returns, and overdue items. The system also holds all data of all faculty members, and it allows its users to loan items, get notified of the loaning time limit, and also to postpone the deadline. Students have the right to borrow up to three books for the same time, which they can use for one semester. If the student requests an extension of the deadline, this can be done through the Koha system or via email. The deadline may be extended for two more months. If the student requests the deadline for the second time, then the Library staff decides whether that book may be required by other students and if there are other available copies. If there are no other copies, the student has the right to use the book only in the Library space.

Standard 10.7. The institution provides an adequate, clean, attractive, and well maintained a physical environment of both buildings and grounds. Facilities fully meet Kosovo legislation on health and safety.

The facilities of UBT College Branch Gjilan fully meet the Kosovo legislation on health and safety and all the Administrative Directives of the Ministry of Education, Science and Technology and Ministry of Health, and Ministry of Labor of the Republic of Kosovo.
UBT Branch has a modern infrastructure and facilities, which provide the necessary space for studying and research. In addition, those facilities are quite necessary for the staff concerning the administrative aspect and that which fosters interrelation between student and academy.
Along with a wide range of modern infrastructure and facilities, UBT meets the demands in compliance with the most innovative trends required by the international trend, as are the various Laboratories in the various fields necessary and complementary to the concrete subjects and relevant programs following areas: Architecture and Spatial Planning, Computer Science and Engineering, Integrated Design, Law and Food Science and Biotechnology. Also, the library is composed of thousands of books and electronic platforms such as J-store, EBSO, UBT Koha, Sage Journals, which create the students and staff to be up-to-date with the recent developments regarding academic affairs.

In the Gjilan campus, the Branch has capacities of 1519 m2, at this point the Branch meets all the necessary conditions for the implementation of programs and those that are subject to accreditation and re-accreditation in accordance with the standards required for the delivery of activities at the branch level

Standard 10.8. Quality assurance processes used include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.

The Quality Assurance Committee and respective Faculty Sub-Committees that oversee the quality in study programs of the Branch in Gjilan implement two procedures related to infrastructure and services. The Quality Manual of UBT applicable to the Branch defines clearly the procedures for the evaluation of premises, equipment, and facilities. The procedures related to the audit of lecture rooms carried out during winter and summer breaks to allow repairs, adjustment and optimal conditions for the learning process, room usage audit, procurement procedures for cleaning, catering, security, and maintenance process, procedures for servicing and maintenance of premises in line with evolving requirements and teaching methodology. Secondly, the Manual defines and implements procedures for evaluating the quality of student services. These procedures cover the following services: library and information services, computing services, student support services, technical services, communications. All these services provided at UBT College Branch Gjilan are subject to detailed quality reviews as per Quality Manual procedures and guidelines.

Standard 10.9. Appropriate provision for both facilities and learning resources is made for students and staff with physical disabilities or other special needs (such as visual or hearing impairments).

UBT College Branch Gjilan provides disability support for students with disabilities and a great level of assistance to this student category aimed at achieving their educational goals. Students with physical disabilities and ongoing illnesses or short term illness or injury are required to register accordingly, on admission to the College to ensure they receive the appropriate assistance during their studies. In so far as is possible, College staff endeavor to assist students with disabilities in meeting their full academic potential. UBT College Branch Gjilan and UBT College infrastructure have both been certified as meeting the minimum standards for special needs students.

Standard 10.10. Complete inventories are maintained of equipment owned or controlled by the institution including equipment assigned to individual staff. Space utilization is monitored and when appropriate facilities are reallocated in response to changing requirements.

UBT branch in Gjilan has built laboratories and provided them with the necessary tools to enable students to conduct research activities in all study programs. Students also have access to the latest technologies, software, and tools that find application in relevant fields. Laboratories contain relevant equipment that matches the fields of study offered in the following areas:

Name	Floors	Capacities by m²	Capacity in Chairs	Equipment	Type
R001	1st	80 m²	23		LAB INF
R002	1st	6.20 m²	1		Storage - household
R003	1st				Exit in case of danger
R004	1st	5 m²			Toilet M
R005	1st	5 m²			Toilet M
R006	1st	99 m²	25		LAB INF
R007 - 008	1st	113 m²	74		Classroom
R009	1st	87.5 m²	46		Classroom
R010	1st	5 m²			Toilet F
R011	1st	5 m²			Toilet F
R012	1st				Exit in case of danger
R013	1st	6.20 m²	1		Storage - household
R014	1st	79 m²	50		Classroom

				1 PC, Projector Acer, 1 Curtain. 1 board	
R015	1st	28.80 m²	4	4 PC, 2 Copy Machine, etc.	Office of References
R016	1st	198 m²	20		Classroom
R017	1st	34.5 m²	1	Table	Entrance
R101	2nd	5 m²			Toilet M
R102	2nd	5 m²			Toilet M
R103	2nd	6 m²			Office of syndicate
R104	2nd	99 m²	35	1 PC, Curtain. Board	Library
R105	2nd	56.5 m²	15	1 PC, 1 Projector Acer, Curtain	Classroom
R106	2nd	56.5 m²	24	1 PC, 1 Projector HP, Curtain, board	Classroom
R107	2nd	87.5 m²	44	1 PC, 1 Projector Acer, Curtain,board	Classroom
R108	2nd	6 m²	1		Photocopy Room
R109	2nd	5 m²			Toilet F
R110	2nd	5 m²			Toilet F

R111	2nd	8 **m²**			Office
R112	2nd	9.60 **m²**	1	1 PC	Office
R113	2nd	9.20 **m²**	1		Office
R114	2nd	9.20 **m²**	1	1PC	Office
R115	2nd	9.20 **m²**	1		Office
R116	2nd	222 **m²**	20		Classroom
R117	2nd	24 **m²**	14	1 PC, 1 Board	Office of Academic Staff
R118	2nd	26 **m²**	5	2 PC	Office
R119	2nd	19.32 **m²**	1	1 PC	Office
R120	2nd	10 **m²**	1		Archive
R121	2nd	9.57 **m²**	1	IT equipment	IT Office
R122	2nd	80 **m²**	40	36 PC, Curtain, board, 1 Projector Epson	Classroom

Classroom code	Number of seats in the classroom	Maximum capacity of persons allowed in the classroom during the Covid phase 19
R107	38	24
R006	25	15
R008	72	37
R009	55	28
RO14	65	29
R104	30	20
R105	34	22
R106	26	15
R122	38	25

Standard 10.11. Adequate computer equipment is available and accessible for teaching, staff, and students throughout the institution. The adequacy of provision of computer equipment is regularly evaluated through surveys or other means.

The premises were built and adapted for higher education purposes by the owner and principal investor of the College. All rooms are equipped with modern teaching equipment and are easily adaptable to different ways of teaching. Recently an auditor and videoconferencing conference was arranged. A television set and a video projector will be used as conferencing equipment for technical auxiliary equipment. The UBT branch in Gjilan also has printing and photocopying equipment for students. It will be possible for students to print, scan, and copy materials. In terms of information technology, the UBT branch in Gjilan has an IT laboratory equipped with computers.

UBT branch in Gjilan IT Lab For students				
Lab	Quantity	Type of PC	Monitor	Performance
R122	2	HP WorkStation 4600	2 - dell 17 "	CPU:intel core 2 duo
				RAM: 4GB DDR3
				Drive: SSD 120GB

				GPU: Nvidia
R122	15	HP WorkStation 6600	12 - dell 17	CPU:Intel Xeon e5410
				RAM: 8GB DDR2
				Drive: SSD 120GB >
				GPU: Nvidia
R122	18	Hp Compaq elite 8300	18 - dell 17	CPU: Intel core i3 3220
				RAM: 8GB DDR3
				Drive: HDD 240GB >
				GPU: Nvidia
R122	1	Lenovo enhanced	1 - dell 17	CPU: intel core 2 duo 3.00 GHz
				RAM: 2GB DDR2
				Drive: HDD 160GB >
				GPU: Nvidia
R122	1	Projector EPSON – EB 531		CPU: Dual Core 3.0 GHz & Quad-Core 2.6 (combined)
				RAM: 4GB DDR2
				Drive: HDD 160GB >
				GPU: Quadro FX1800 512MB

The Branch also has printing and photocopy equipment for students. It will be possible for students to print in color, scan, and copy materials. Students of the Branch have access to any of the facilities of UBT College and respective branches, if necessary.

In terms of information technology, the College has several IT labs equipped with PC and notebooks. Additionally, the institution also operates a Learning system for supporting learning and teaching activities. The students will also be able to access the information on lecture times and venues during the entire year. A user account in the College's server will be created for each student as soon as they enter their studies. Communication between different courses will be done mainly by mailing lists and which will allow communication with fellow students, members of the teaching staff, and the student body.

Monitoring of learning outcomes and professional development of students will be done through the e-Portfolio environment. The College has digitalized its library catalog with information on books related to its subject of study. It will also seek cooperation with other universities to build a common library. Students will also be able to use several electronic scientific and educational databases – EBSCO Publishing; Springer LINK, Science Direct Elsevier magazines, European Research Online, Synergy, e-magazines of Blackwell Publishing, Oxford Reference Online, Cambridge University Press e-magazines The UBT College Branch Gjilan IT Support people permanently are working for avoiding mistake action, for new technologies, for new software and application needed for teaching and research. They also take care that old components can use for practical training or experiments. For all the processes of using the information system as well as other electronic devices, we have developed the relevant procedures ranging from the use of equipment which is property of UBT College Branch Gjilan Wireless Access, and BYOD (Bring Your Device).

Standard 10.12. Technical support is available for staff and students using information and communications technology. Training programs are provided to ensure effective use of computing equipment and appropriate software for assessments, teaching, and administration.

In cooperation with UBT, as a partner, we are organizing the national championship MOS (Microsoft Office Specialist) which is open free of charge to all citizens of Kosovo who are between 15 and 22 years old, with paid certification and training by the organizers. All Kosovar students have the right to participate.

SWOT Analysis.

Strengths	Weaknesses

• Financial resources from the Institution are provided for funding a large cadre of library service staff, access to E-Library (Payments in every year to have access on online databases, including EBSCO, SAGE Journals and J-Store); • There is a huge number of books published by our academic staff, which serves to students for their studies; • access to: EBSCO, SAGE Journals and JSTOR Journals • Students and academic staff have also unrestricted access to a very large library of UBT College and very modern facilities provided at the central level. • Computerized book loaning tracking system; • Modern infrastructure meeting health and safety legislation; • Clear procedures for the evaluation of premises, equipment and facilities • Extensive support for students with disabilities; • Well-equipped labs; • Virtual reality teaching capability	• Lack of large auditorium to perform large conferences and large size groups in Gjilan; • Lack of book titles in Albanian language in new interdisciplinary fields;

Opportunities	Threats
• Publication of university textbooks in Albanian language; • Motivate course bearers to start writing university textbooks in interdisciplinary fields in Albanian language; • Raise funds for professional translation of professional textbooks from English into Albanian and publish them as translated versions under UBT logo	• Publication of university textbooks in Albanian language under very professional peer to peer review system published under UBT logo takes time and resources; • Taking permissions from publishing houses and authors for distributing translated versions takes time too;

2.11. Institutional cooperation

Standard 11.1. The provider has drafted and adopted an institutional cooperation and/or internationalization strategy/policy that guides the institutional decisions and resource allocation in this area.

The UBT branch in Gjilan Cooperation Strategy is shaped and informed by the rapid globalization and interconnection throughout the world within which higher education operates. We consider collaboration an essential theme that permeates all our activities and reflects it as such in all the ambitions of our College Strategy.

The UBT branch in Gjilan has partnerships and collaborations with various industries and Universities, where students are encouraged to complete internships and further develop the soft skills that may be required within a work environment. An interested party of the UBT branch in Gjilan is any entity of declared or imagined interest or interest. Stakeholders can be of any shape, size, and capacity. They can be unorganized individuals, organizations, or groups. An internal and external environmental stakeholder analysis has helped the UBT branch in Gjilan to prepare, harmonize, and focus the strategies, collaborative efforts, and products it offers.

UBT branch in Gjilan categorizes external actors into Public Institutions, industry, academia, non-governmental organizations, and alumni.

Standard 11.2. The institution has created and assigned the portfolio for institutional cooperation and/or internationalization to a member of the upper management that is directly mandated and accountable for the initiatives and results in this area.

UBT College International Office plays a significant role in the pursuit of international partnership and

global engagement in education and knowledge. The Branch in Gjilan also contributes to identifying various partners that are interested in local community projects affecting regional stakeholders in Gjilan The internationalization endeavor creates opportunities for global initiatives, as well as strengthens UBT's position and foundation to academic excellence, which is then distributed as a culture in the branch too. IRO of UBT has maintained closer communication with different institutions over different global opportunities. The vital international linkages of IRO-UBT contribute to the development of different institutional agreements, as well as in conducting different activities for all those students and staff that want an international experience in their academic life via studies, internship, research, and other educational experiences worldwide. Besides these, the IRO serves as a global link for funding opportunities, exchanges, visits, international events, and conferences. Since one of UBT's main aim is working on strengthening international experiences and initiating collaborative partnerships, IRO plays a leading role in realizing this ambition. The Branch's role in providing feedback to IRO about the international stakeholders that are interested in thematic areas important for the regional community context of Gjilan in the areas of specialization of the Branch in Gjilan such as spatial planning, and regional economic context of Gjilan, and health services.

Standard 11.3. The institution has different agreements and memorandums of understanding with relevant international partners and organizations. The responsibilities of partners are clearly defined in formal agreements.

The two most common agreements between UBT College and other institutions are through an agreement known as a Memorandum of Understanding (MOU), or an International Exchange and Linkage Agreement (IE). Through MOU, the agreement is on academic and research cooperation between UBT College and the partner institution, whereas the IE agreement also includes the commitment of using the institutional resources for specific activities. International agreements with universities and other institutions are an outstanding opportunity and of vital importance to UBT College. We believe that creating new and strengthening existing partnerships can offer our faculty and students opportunities to maintain the highest standards of teaching, learning, and research as well as to keep up with academic trends, to share innovations, and to actively engage around the world. Thus, UBT College seeks partnerships with universities around the world who are committed to excellence in education and research. UBT College Branch Gjilan implements these agreements if they relate to the fields of specialization, thematic areas of Branch in Gjilan, and regional community context of Gjilan Branch.

UBT College is actively engaged in international partnerships and collaborations around the world.

No.	Institution	Country
1	Budapest University of Technology and Economics	Hungary
2	Kosovo Fundation for Cultural Heritage without borders "Heritage Space"	Kosovo

3	Academy of Science in Albania	Albania
4	Accordi di cooperazione accademica, Torino	Italy
5	Acschaffenburg University of Applied Sciences	Germany
6	AKB (Business Aliance of Kosova)	Kosovo
7	Albanian Association of Infromation and Communication Technology	Albania
8	Aleksander Moisiu University, Faculty of Professional Studies, Durrë	Albania
9	Anhalt University of Applied Science, Architecture – Faculty Management ,K	Germany
10	Arbeistgemeinschaft Simulation	Germany
11	ARGESIM	Austria
12	AVA Academy of Visual Arts, Ljublana	Slovenia
13	Bankyo Univeristy – Japan	Japan
14	BOC Information Systems GmbH	Austria
15	BpB Bank	Kosovo
16	Budapest University of Technology and Economics	Hungary
17	Budapest University of Technology and Economics	Hungary
18	Bulgarian Diplomatic Institute	Bulgaria
19	CASS Europe	France
20	Centre International de Formation Europeenne (CIFE) dhe Institut Europeen des Hautes Etudes Internationales (IEHEI)	France

21	CITEC (College of I.T & Ecommerce)	United Kingdom
22	City University London	United Kingdom
23	Clinical Skills - Nurse program	Kosovo
24	Clinical University Hospital of Kosovo	Kosovo
25	Corvinus University of Budapest	Hungary
26	Crimson Capital	Czech Republic
27	DELMIA	USA
28	Department fur Raumentwicklung, Infrastruktur und Umweltplanung, Fachbereich Regionalplanung und Regionalentwicklung	Austria
29	Design Factory	Germany
30	Deutch Gesellschaft fur Technische Zusamenarbeit, Berlin	Germany
31	Development and Implemental of Multimedia and Digital TV Curricula	Albania
32	Directorate of Health - Gjilan	Kosovo
33	Directorate of Health and Social Welfare in Prishtina	Kosovo
34	Dortmund University of Technology, Dortmund	Germany
35	Drejtoria per Shendetesi dhe Mireqenie Sociale	Kosovo
36	EMBRY- Riddle Aeronautical University, Prescott Arizona	USA
37	Eotvos Lorand University	Hungary
38	European Institute of High International Studies, Nice	France
39	European Polytechnical University, Pernik	Bulgaria
40	European University of Tirana	Albania

41	Europian Hospital Ortopedik "Royal Medical" L.L.C.	Kosovo
42	Fachbereich Regionalplaung und Regionalentwicklung TU Wien	Austria
43	Fachhochschul-studiengange der wirtschaft, Viena Studiengang marketing & sales	Austria
44	Faculty of Architecture and Urbanism – Polytechnic University of Tirana	Albania
45	Faculty of Geodesy, University of Zagreb	Croatia
46	Fatih University	Turkey
47	FESTO, Germany	Germany
48	Freie University Berlin	Germany
49	General Electrics	USA
50	General Hospital in Gjilan	Kosovo
51	General Hospital in Peja	Kosovo
52	General Motors	USA
53	Geneva University of applied sciences, Western Switzerland technology, architecture and landscape, member of the HES-SO1	Switzerland
54	GIZ	Austria
55	Gjovik University College	Norway
56	Green Pharmacy sh.p.k	Kosovo
57	Hochschule Offenburg	Germany
58	IG Alpbach Kosovo - Associate member of the European Forum Alpbach	Austria
59	Insitituto Politencnio de Viana do Castelo	Portugal
60	Institut des Hautes Erudes International – Universite Paris	France

61	Institut Fur Kermaik, Glas und Baustofftechnik	Germany
62	Institut IGH d.d. from Zagreb	Croatia
63	Institute for Analysis and Scientific computing	Austria
64	Institute for Analysis and Scientific Computing	Western Balkans
65	Institute for Business Promotion –WIFI	Austria
66	Institute for Danube Region and Central Europe	Austria
67	Institute for Manufacturing	United Kingdom
68	Instituti INKOS	Kosovo
69	International School For Social and Business Studies, Celje	Slovenia
70	Iowa University	USA
71	IPMA (International Project Management Association) and Kosova Association for Management	Switzerland
72	ISPARTA University of Applied Sciences	Turkey
73	Istanbul Medical Center Prishtinë	Kosovo
74	Istanbul University IU	Turkey
75	Istanbul University IU	Turkey
76	ITS – Institute of Technology Sepuluh	Indonesia
77	IZMIR DEMOCRACY UNIVERSITY	Turkey
78	Jagiellonian University	Poland
79	Kadir Has University, Istanbul	Turkey
80	Kolegji UBT and Munipalicitates Prizren	Kosovo
81	Korporata Energjitike e Kosoves - KEK	Kosovo

82	Kosovo Agency for Medicinal Products and Devices	Kosovo
83	Kosovo Energy Corporation	Kosovo
84	Kosovo Geodetic Association	Kosovo
85	Kosovo Media Institute	Kosovo
86	La Sapienza Universita di Roma	Italy
87	La Universita Degli Studi Del Sannio	Italy
88	Laboratory "PROING"	Kosovo
89	Laboratory, "IMK Ballkanprojekt"	Kosovo
90	Lappeenranta University of Technology	Finland
91	Latvia University of Agriculture	Latvia
92	Linnaeus University	Sweden
93	Login Electronics Skopje	Macedonia
94	Main Family Medicine Center in Gjilan	Kosovo
95	Main Family Medicine Centre in Prizren	Kosovo
96	Marmara University	Turkey
97	Masarykova Univerzita	Czech Republic
98	MECATYP Factory	Kosovo
99	Medicine University	Albania
100	Melvana Degisim Programi PROTOKOLU	Turkey
101	MFSK (Ministry of Security Force of Kosovo)	Kosovo
102	Mimar Sinan University	Turkey
103	Ministria e Integrimit Evropian dhe Ubt BPrAL	Kosovo
104	Ministry of Health	Kosovo
105	Ministry of Culture, Youth and Sports/Republic of Kosovo	Kosovo
106	Ministry of Diaspora MOU	Kosovo

107	Ministry of Education Science and Technology	Kosovo
108	Ministry of Education Science and Technology (UNICEF)	Kosovo
109	Ministry of Environment and Spatial Planning	Kosovo
110	Ministry of Local Government Administration	Kosovo
111	Ministry of Trade and Industry	Kosovo
112	MIT World Peace University (MIT - WPU)	India
113	Morehead State University	USA
114	MSMK (Madrid School of Marketing)	Spain
115	Munich Univeristiz of Technology	Germany
116	Municipality of Gjilan	Kosovo
117	Municipality of Viti	Kosovo
118	N.P.SH. Smart Project	Kosovo
119	National Umbrella Organization and National Awarding Organization	Austria
120	National University of Public Serivices	Hungary
121	Northern Illinois University	USA
122	Oakland University	USA
123	OEK (Economic chamber of Kosova)	Kosovo
124	One point Software GmbH	Austria
125	Operator Sistemi, Transmisioni dhe tregu - KOSTT SHA	Kosovo
126	Pamukkale University	Turkey
127	PAMUKKALE University	Turkey
128	Paris Lodron Universitat Salzburg	Austria

129	PARIS-LODRON-UNIVERSITAT SALZBURG	Austria
130	PARIS-LODRON-UNIVERSITAT SALZBURG	Austria
131	Pawel Wlaodkowic University College of Plock	Poland
132	Pazmany Peter Catholic University, Budapest	Hungary
133	Polis University, Tirana	Albania
134	Politecnico di Milano	Italy
135	Polytechnic University of Izmir	Turkey
136	Polytechnic University of Tirana	Albania
137	Primorski Tehnoloski Park – Nvvo Gorica	Slovenia
138	Quality Austria Trainings, Zertifizierungungs und Begutachtungs GmbH	Austria
139	Raiffeisen Bank	Kosovo
140	Regional Development Agency- RDA West	Kosovo
141	Republic University of Pradubice	Czech Republic
142	RIGA UNIVERSITY	Latvia
143	Romanian University of Science and arts "Gheorghe Cristea"	Rumania
144	RWth Aachen University	Germany
145	Sapienza University of Rome	Italy
146	School of Computer Science, Physics and Mathematics, Linnaeus University	Sweden
147	Sherbimi spitalor dhe Klinik universitar i Kosoves	Kosovo
148	Shoqata e Kontabilisteve dhe Auditoreve te Kosoves	Kosovo

149	SIEMENS, Munich	Germany
150	SIGMUND FREUD - Private University	Austria
151	South East European University	Macedonia
152	Special Telecommunication Center	Moldova
153	Spectra Center of Excellence of the EU Bratislava	Slovakia
154	St. John's University School of Law	USA
155	Staffordshire University UK	United Kingdom
156	Stajerski Tehonoloski Park Maribor	Slovenia
157	Stat University of Tetovo	Macedonia
158	State Chancellery Republic of Moldova	Moldavia
159	Szent Istvan University, Budapest	Hungary
160	TEB BANKA	Kosovo
161	Technical University of Cluj-Napoca	Romania
162	Technical University Sofia	Bulgaria
163	Technolgical Education Institution of Sterea Ellada	Greece
164	Technology agency – Czech Invent, Prague	Czech Republic
165	Technology park Ljubljana	Slovenia
166	The California State University San Bernardino	USA
167	The City University, London	United Kingdom
168	The College og Economics and Management (VSEM)	Czech Republic

169	The department of Managerial and Quantitative studies of the Universita degli Studi di Napoli	Italy
170	The IMplmentation of Clinical Skills	Kosovo
171	The Implmentation of Clinical Skills - Nurse program	Kosovo
172	The National Agency for Computer Security	Kosovo
173	The National Computer Security Agency	Albania
174	The Universita Degli Studi di Napoli "PARTHENOPE"	Italy
175	The University of Architecture, civil engineering and Geodesy	Bulgaria
176	Tiffi University, Tiffin Ohio	USA
177	TRAKYA UNIVERSITY	Turkey
178	TrePharm	Kosovo
179	Trios Institute of Technology	Hungary
180	TU WIEN	Austria
181	TUEV Austria	Austria
182	Turkish Standard Institute, Ankara	Turkey
183	UNIVERSIDAD DE VIGO, ESPAÑA	Spain
184	Universidade Nova de Lisboa	Portugal
185	Universidade NOVA de Lisbona	Portugal
186	Universidade NOVA de Lisbona	Portugal
187	Universita degli studi di Cassino , Facolta di Ingegneria	Italy
188	Universita degli Studi di Genova-UNIGE	Switzerland
189	Universitat SALZBURG	Austria

190	Universite de Nice Institut du droit da la paix ex du developpment	France
191	Universiteti "Fan S. Noli" Korçë	Albania
192	Universitety "Marin Barleti" and State Universitety of Tetova	Tirana (Albania) and
		Tetova (Macedonia)
193	University "St. Kliment Ohridski" Bitola	Macedonia
194	University Collage Cork –UCC	Ireland
195	University of Algarve	Portugal
196	University of Applied Sciences	Austria
197	University of Bucharest	Romania
198	University of Cambridge	United Kingdom
199	University of Cassino and Southern Lazio	Italy
200	University of Cyril and Methodius- Skopje	Macedonia
201	University of Debrecen	Hungary
202	University of Edinburgh	United Kingdom
203	University of Freiberg	Germany
204	University of Innsbrurck	Austria
205	University of Kentucky	USA
206	University of Limerick	Ireland
207	University of Limoges	France
208	University of Manitoba	Canada
209	University of Milan	Italy
210	University of Minhol, Civil Engineering Department, Braga	Portugal
211	University of Montenegro	Montenegro
212	University of Montpellier	France
213	University of Nënë Tereza – Shkup	Macedonia
214	University of Nice Sophia Antipolis	France
215	University of Nis	Serbia
216	University of Novi Sad	Serbia

217	University of Pécs, Pécs	Hungary
218	University of Prishtina	Kosovo
219	University of Rijekta	Croatia
220	University of Rochester	USA
221	University of Salzburg	Austria
222	University of Sarajevo	Bosnia and Herzegovina
223	University of Semmelweis	Hungary
224	University of Shkodra	Albania
225	University of Slazburg	Austria
226	University of Split	Croatia
227	University of Technology un Bratislava	Slovakia
228	University of Tirana	Albania
229	University of Tuzla	Bosnia and Herzegovina
230	University of Twente	Netherland
231	University of Warsaw	Poland
232	University of Warsaw	Poland
233	University Slazburg	Austria
234	Vala	Kosovo
235	Van Hall Larenstein University of Appiled Science, Stichting Van Hall Larenstein	Netherland
236	Vienna School of International Studies	Austria
237	Vienna University of Economics and Business	Austria
238	Vienna University of Technology	Austria
239	Vilniaus Kolegjia (of Applied Sciences)	Lituania
240	Vlora University "Ismail Qemajli"	Albania
241	Waterford Institute of Technology	Ireland
242	Wirtschaftsforderungsinstitut	Austria
243	Worsclaw University of Science and Technology	Poland

244	Wroclaw University of Science and Technology	Poland
245	WUS Austria	Austria
246	WUS Kosova	Kosovo

Standard 11.4. The institution takes part, either as a leader or as a partner, in international projects.

UBT College and its branches are involved in various international projects since its establishment though participating actively in preparing, implementing and administering of various project ideas. UBT College's involvement has been crucial in many projects related to transfer of technology between the academia and the industry. Its expertise has enabled clients to take advantage of the technological and economic benefits of knowledge transfer. The list of EU funded projects and programmes that UBT College has participated in the last three years.

No	Year	Application Reference number	Application Country	Organisation Name	Project Acronym	Application Title
1	2019	ALLED - EU Funding	Kosovo	ADA	VET	Vocational Educational Training
2	2019	610281-EPP-1-2019-1-ALEPPKA2-CBHE-JP	Albania	UNIVERSITETI ALEKSANDER MOISIU DURRES	Vtech	Accelerating Western Balkans University Modernization by Incorporating Virtual Technologies (VTech@WBUni)
3	2019	609786-EPP-1-2019-1-XKEPPKA2-CBHE-JP	Kosovo	UNIVERSITETI PUBLIK KADRI ZEKA	QUADIC	Quality development of international cooperation and project managemen (QUADIC)
4	2019	609990-EPP-1-2019-1-SEEPPKA2-CBHE-JP	Sweden	LINNEUNIVERSITETET	DI-PHDICTEKS	The development and implementation of PhD Curricula in ICT for Kosovo Education System / DI-PHDICTKES

5	2019		Albania	POLYTECHNIC UNIVERSITY OF TIRANA	Balkan-Stone	Higher Education—Enterprise platform for fostering, modernisation and sustainable growth in natural stone industry in Western Balkans - BKSTONE
6	2019	610225-EPP-1-2019-1-HR-EPPKA2-CBHE-JP	Croatia	University of Zagreb [UNIZIG]	GEOBIZ	GEOBIZ - Business driven problem-based learning for academic excellence in geoinformatics'
7	2018	586318-EPP-1-2017-1-AL-EPPKA2-CBHE-JP	Albania	ALEKSANDER MOISIU UNIVERSITY	DIMTV	DEVELOPMENT AND IMPLEMENTATION OF MULTIMEDIA AND DIGITAL TV CURRICULA (DIMTV)

8	2017	585681-EEP-1-2017-1-EL-EPPKA2-CBHE-JP	Greece	Technologiko Ekpaideftiko Idryma Stereas Elladas – Tiest	ELEMEND	Electrical Energy Markets and Engineering Education ELEMEND
8	2017	585681-EEP-1-2017-1-EL-EPPKA2-CBHE-JP	Greece	TECHNOLOGICAL EDUCATION INSTITUTION OF STEREA ELLADA	ELEMEND	Electrical Energy Markets and Engineering Education - ELEMEND
9	2016	574150-EPP-1-2016-1-HR-EPPKA2-CBHE-JP	Croatia	UNIVERSITY OF ZAGREB	BESTSDI	BESTSDI – Western Balkans Academic Education Evolution and Professional's Sustainable Training for Spatial Data Infrastructures
13	2016	Gjilan Municipality Funding	Kosovo	UBT		Feasiblity study for babush economic zone
14	2016	Gjilan Municipality Funding	Kosovo	UBT		Feasiblity study for tourism capacities for Gjilan - Nerodime
10	2015	561485-EEP-1-2015-1-AT-EPPKA2-CBHE-JP	Austria	UNIVERSITY OF SALZBURG	POSIG	Development of Master Programme in Political Science - PoSIG
11	2014	543782-TEMPUS-1-2013-1-AL-TEMPUS-JPCR	Albania	UNIVERSITY OF POLIS	EEE	EEE - DEVELOPING AND ADAPTING PROFESSIONAL PROGRAMS FOR ENERGY EFFICIENCY IN THE WESTERN BALKANS
12	2014	Gjilan Municipality Funding	Kosovo	UBT		Develop 65 business plans for Gjilan Municipality

Standard 11.5. The institution organizes events of international visibility and outreach (conferences, summer schools, etc.)

UBT College Branch Gjilan plan to be parte of the organization of central Summer Academy of UBT College, which serves as a great platform to expand students' network and to keep them in touch with lecturers from world-leading faculties and with excellent backgrounds. It includes a series of credit awarding summer sessions with rich academic program which can be transferred to students' home institutions. Moreover, a range of international students participate in the summer academy and this serves as a great opportunity to expand students' international network as well as enrich their cultural experiences. In addition, it gives added value to students' personal career network, by enhancing career prospects and giving them the chance to stand out. Guest lecturers from public institutions and private well-known companies join us every year and share their views on the most pressing issues that nowadays concerns the world and science. Also, professors and students of UBT College Branch Gjilan contributed to the organization and participated in the following summer academies organized at the UBT College level (http://sa.ubt-uni.net)

The UBT College Branch in Gjilan plan to participates in the Open International Days to link the Academia and the Industry

Standard 11.6. The institution is encouraging the international visibility of its staff and students by supporting their participation in different study mobility, forums, events, internships, summer schools, seminars, etc.

UBT's goal is to provide community-based study in the region that gravitates to this part. So expanding the range and possibility of studies in the respective directions, based on the requirements and needs arising from various regional research, the capacity of potential candidates, has pushed UBT to be present and offer study opportunities in this part of Kosovo By offering quality competitive studies and adequate directions based on the needs and opportunities of the area then the demand of the community lying in this area will be smaller for housing as the geographical gravity of the extension is easier to access the UBT branch Gjilan for this region which can be done with the transport provided by UBT.

For cultural and sports activities and the promotion of student values, UBT has cooperation agreements with various sports institutions and recreational centers in the country. UBT is a co-organizer of cultural events and student sports such as the Student League of Colleges which takes place in various disciplines, or sponsors of other cultural activities at local and national level (with volunteer students from MDA, Design and other directions), ICT, symposia, conferences and debates of interest to the community and students. Meanwhile, for international students interested in studying or participating in events organized by UBT, such as international conferences, scientific presentations, student academies, the international office takes care to accommodate their associates with whom UBT has agreements for the use of living space. / internate.

Standard 11.7. Engagement in international cooperation and contributions to the

community are included in promotion criteria and staff performance review.
Engagement and participation in international summer schools, international teaching and international conferences, International membership, part of the Evaluation Committee, Steering Committee, etc. is part of the staff performance assessment.

Standard 11.8. Mechanisms are established to support cooperation with international higher education institutions, networks, and organizations. Assistance is given for teaching staff to develop collaborative arrangements with the international community.

The two most common agreements between UBT College and other institutions are through an agreement known as a Memorandum of Understanding (MOU), or an International Exchange and Linkage Agreement (IE). Through MOU, the agreement is on academic and research cooperation between UBT College and the partner institution, whereas the IE agreement also includes the commitment of using the institutional resources for specific activities. We will increase and sustain a network of academic partnerships for the delivery of UBT programs across the Kosovo and Western Balkans. The global partnerships will include delivery of UBT programs; opportunities for progression to study on the UBT campus; research collaborations including post-graduate research students; and study abroad opportunities. We will also explore the opportunities for our global partnerships to support our College enterprise vision. To achieve this goal UBT College will ensure our global partnerships are primarily focused on quality,
International agreements with universities and other institutions are an extraordinary opportunity and of vital importance for the UBT branch in Gjilan. We believe that building existing and strengthening existing partnerships can provide our faculties and students with the opportunity to maintain the highest standards of teaching, learning, and research, as well as to keep up with academic trends, share innovations, and be actively involved worldwide. Thus, the UBT branch in Gjilan seeks partnerships with universities around the world, which are committed to excellence in education and research.

Standard 11.9. All staff is encouraged to participate in forums in which significant community issues are discussed and plans for community development are considered.

In terms of community contribution, the UBT branch in Gjilan implements a practical scheme where our students serve to help various groups and organizations.
Furthermore, educational assistance schemes especially help disadvantaged groups to get the opportunity to study in the UBT branch in Gjilan
In terms of contributing to national goals, the UBT branch in Gjilan plays a role, both in developing the ethics and systems of a smarter society and giving people hope by supporting their journey to achieve qualifications, engaging in research, work development, or entrepreneurial endeavors.

Standard 11.10. Relationships are established with local industries and employers to assist program delivery (these may include placement of students for work-study programs,

part-time employment opportunities, and identification of issues for analysis in student project activities.)

UBT branch in Gjilan contribution to the industry and community is based on its wide geographical scope and services that it provides. The education, training, research, and consultancy provision offered by the organization serves a broad mix of clients. This mix includes international organizations in various sectors; a wide range of small and medium-sized enterprises (SME's) both city and rurally based; public sector and community and voluntary organizations. UBT College also contributed to enhancing the social and economic life by using its international knowledge networks to create opportunities for local enterprises, public bodies, and community and voluntary organizations to participate in international projects, thereby enhancing their knowledge base, trading networks, and effectiveness.

UBT College has established the first Career Centre in the country. The Centre, which is one of the most important centers that link the institution to the industry and the labor market through professional orientation, counseling, and professional development of students. Career Centre through career services helps to build and preparing students in the development and application of soft skills through different professional trainings, which are important for job search, the students` information and practices- internship and externship, as well as cares about the employment barometer and other relations with the Alumni network.

Standard 11.11. Local employers and members of professions are invited to join appropriate advisory committees or other structural units considering study programs and other institutional activities.

Partnerships with industry and labor market organizations seek to advance student employment and accelerate operational deployment of research results. Partnerships with public institutions seek to maximize UBT branch in Gjilan impact in the society – UBT branch in Gjilan is a lead interlocutor in national education matters, an active participant in civil society organizations in the area of business, public administration, ICT, local development, construction, and spatial planning. On the other hand, the UBT branch in Gjilan resembles the same role of the central institutions attempting to be the lead participant and active contributor to the fields of business, local development, and spatial planning of the region of Gjilan by trying to embed in its role the concept of smart society and smart city. Partnerships with international development institutions seek to contribute to R&D efforts in the most efficient manner by making UBT resources and expertise available to joint research projects. UBT Branch in Gjilan plays close attention to partnerships with student and alumni organization to monitor their progress and receive inputs into further development of strategy and products with special emphasis on solving regional problems with innovatory solutions. The management of support services encourages the development of partnerships in the support activities to seek further improvements in business delivery, advanced practices in procurement, finance, information systems, infrastructure management, and potential outsourcing partners.

The Branch Director uses a management structure, which supports stakeholder involvement. In addition to the overall UBT College board where stakeholders have a formal say in the overall strategy, the Branch benefits from the centralized internal management structure of UBT College, which includes the External Cooperation Office with respective positions of International Cooperation Officer, Industry Cooperation office, Alumni Officer. Other important organs that support stakeholder engagements are the Career Support Centre and Academic Programed Boards. Participation in conferences, joint-activities, contributions to important national commissions, and stakeholder recognition events are some of the vehicles designed to support stakeholder engagement.

Internship – is one of the core services at the Career Centre that establishes a good foundation of institutional co-operation with firms, companies, and local and international organizations so that students have employment opportunities and start thinking about their careers. UBT Branch in Gjilan aims to achieve a students' internship rate of 100%, enabling them to successfully combine theoretical and practical knowledge as required by the local and national labor market. Actually, it varies from 60% to 100% in some study programs. The internship is realized in over 200 partner companies with which UBT College has memoranda of understanding (MoU), some of which come from the region of Gjilan too.

Employment - one of the successes and results that the UBT Branch in Gjilan can be proud of is the high level of student employment. The analysis of universities shows that a very high percentage of graduates are employed in the most prestigious companies in the country and abroad or are currently pursuing Master studies abroad. The quality of the study programs has enabled the graduates and Alumni of the UBT branch in Gjilan to immediate employment in the most successful companies. In addition, the findings show that those employees have expressed progress in the workplace that is achieved as a result of high appreciation by the companies and institutions where they work. Furthermore, the opportunity for a student to engage in professional and research work within the UBT branch in Gjilan was and remains a very good experience for their professional development and orientation.

UBT branch in Gjilan has over 30 Memoranda of Understanding for cooperation with industry and other partners. Our cooperation takes place through different forms and modalities: internships in industry, joint research, UBT branch in Gjilan offers industry solutions, the industry serves in Boards and Committees UBT branch in Gjilan, Industry participates as visiting professors, etc

Standard 11.12. Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their support for new developments.

The network of graduates (Alumni) is in the function of the development and advancement of the teaching and non-curricular process in the UBT branch in Gjilan as a necessary and special asset. Alumni will be present with their successes in providing professional experiences and achievements to new students so that they also have a successful connection in the job market. The SWOT analysis

Strengths	Weaknesses
- Branch Gjilan benefits from around 400 international cooperation agreements of UBT College - Proactive and dynamic International Relations Office at the central level with strong feedback from the branch - student and Faculty Exchange and mobility agreements; - Access to summer schools at central level; - Number of outgoing students increasing steadily over the years - UBT College has established the first Career Centre in the country - Active cooperation with National Statistics Committee, Private Sector Development Agency, National Employment Center, National Research Committee on local and regional context - Alumni are also highly consulted about the learning outcomes	- Lack of balance between outgoing and incoming students - Difficulties in tracking mechanisms for Gjilan Branch alumni living abroad - Alumni are not very critical about the learning outcomes of programs from their perspective of transition to the labor market