



**COLLEGE UBT**

**COMPREHENSIVE INTERNAL INSTITUTIONAL  
SELF EVALUATION REPORT BASED ON  
INTERNAL QUALITY ASSURANCE MANUAL  
BRANCH PRIZREN**

July 2025

## 1. Institutional Mission, Vision, and Objectives

Standard 1.1: The institution's mission statement is well-defined, encompassing teaching, research, and community engagement, and is available to all stakeholders.

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Clarity and comprehensiveness of the mission statement	9	The mission statement clearly encompasses teaching, research, and community engagement.
Alignment with national and European higher education standards	9	Well-aligned with both national and European higher education frameworks.
Stakeholder engagement in mission formulation	7	Stakeholder consultation occurred, but engagement could be broader.
Regular review mechanism for mission statement	7	The mission is reviewed but Branch representatives and Management could have been more active in supporting the Working Group for Branch mission review

Standard 1.2: The institutional mission is actively embodied in strategic planning, decision-making, and long-term goals.

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Integration of mission in strategic planning	9	Mission of the Branch is embedded in UBT Prizren Branch strategic goals and operations and UBT central institution
Alignment of institutional objectives	8	Goals are aligned, but stronger alignment is needed.
Influence on operational planning	7	The mission guides major decision-making processes, but more active involvement of Branch management is needed to align their operational decision-making with the mission. Strategic alignment is guided by the mission but more must be done with respect to operational decision-making.

Indicator	Rating (1-10)	Comments
Reflection in curriculum and QA	8	The curriculum and quality assurance frameworks moderately reflect the mission.

## 2.Strategic Planning, Governance, and Administration

### Standard 2.1: College UBT adheres to Comprehensive Strategic Planning

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Regular updates of strategic plan	8	The strategic plan is updated every 2-3 years with stakeholder input but more stakeholder involvement is needed.
Comprehensiveness of the strategic plan	9	Covers all necessary aspects, including finance and KPIs.
Distribution to management levels	8	Action plan distribution is good but needs more transparent channels for feedback.
Linkage to information systems	7	Not sufficiently integrated.
Monitoring of key performance indicators	7	KPI monitoring is implemented, but detailed reporting of KPI monitoring is needed with the follow action plan.

### Standard 2.2: The institution aligns the budget and financial resources in support of Strategic Planning

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Effective reporting and management	8	A sound financial management system is in place but could be more proactive.

Indicator	Rating (1-10)	Comments
Risk assessment in planning	7	Risk assessments are conducted but risk assessment could be done more systematically.

**Standard 2.3: College UBT Branch has an efficient Organizational Structure and Stakeholder Involvement**

**Matrix for Self-Evaluation:**

Indicator	Rating (1-10)	Comments
Transparency in election processes	8	While processes are generally transparent, the branch lacks consistent communication channels to ensure all staff and students are fully informed. Information is sometimes shared late or in formats that are not user-friendly.
Availability of internal policies	9	Policies are available, but accessibility at branch level could be improved. Some staff and students are not fully aware of where to find them, which suggests a need for more proactive dissemination and training.
Clear distinction between academic and owner roles	7	The separation of roles is formally established, but in practice there are occasional overlaps in decision-making authority at branch level. This creates ambiguity and risks undermining institutional autonomy.
Staff and student involvement	9	Staff and student representatives are included in decision-making bodies, but their input is not always systematically integrated into final decisions. Feedback mechanisms at branch level could be stronger to ensure involvement is more meaningful.
Transparency in election processes	8	Although election processes follow formal procedures, at branch level the communication around them is not always consistent or timely. Some students and staff report limited awareness of election timelines and criteria, which reduces confidence in the inclusiveness of the process.

Indicator	Rating (1-10)	Comments
Availability of internal policies	9	Internal policies are technically available, but accessibility at the Prizren branch is uneven. Internal policies are accessible only through the main website of UBT.

#### Standard 2.4: College UBT Branch Prizren has an effective central administration

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Clarity of administrative responsibilities	8	Roles are well-defined, but some overlap still exists in decision-making between Branch and central level.
Use of digital platforms	9	Efficient use of digital platforms for communication and operations. The accessibility is central through UBT.
Opportunities for staff development	8	Many development opportunities are available, though attendance of Branch staff is not desirable.
Clarity of administrative responsibilities	8	Roles are well-defined, but some overlap still exists in decision-making between Branch and central level.

### 3. Financial Planning and Financial Management

#### Standard 3.1: College UBT Branch Prizren has a strong financial Sustainability and resources

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Reliability of financial provisions	8	UBT Branch Prizren has sustainable financial provisions and diverse funding sources generated at Branch level independent of main campus activities.
Realism of budget plans	9	Budgets are realistic
Financial sustainability across operations	9	Financial operations are efficient and sustainable.

Indicator	Rating (1-10)	Comments
Transparency of funding sources	8	There is good transparency of Branch finances but only through main Profit and Loss Statement of the main institution since legally Branch is not a separate entity.

### Standard 3.2: College UBT has an adequate funding for educational activities

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Financial sustainability of programs	9	Study programs are financially sustainable for the next five years in the Branch but more diversity of funding should be encouraged especially with projects with industry and contract research/
Acquisition of additional funding	9	All programs are financially reliable at the Branch level and do not seek additional funding from the Main entity.
Investment in study program development	8	Extra resources are invested in enhancing program quality and teaching methods.
Allocation of financial resources for enhancing teaching and learning resources	10	N/A

### Standard 3.3: College UBT Branch Prizren has an adequate research budget and support

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Verification of research funds	8	While research funds are allocated, the verification procedures at branch level remain limited and insufficiently documented. Oversight mechanisms are not consistently applied, raising concerns about transparency and accountability.
Investments in research and training	8	Investments are present, but they are uneven and often reactive rather than strategic. Training opportunities are not always aligned with staff research needs, and facility upgrades do not fully keep pace with emerging academic demands.

#### Standard 3.4: College UBT has an adequate budgeting and accounting oversight

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Implementation of internal auditing protocols	8	Auditing protocols are formally in place, but at the Prizren branch their application is less consistent than at the main campus. Audits are sometimes delayed, and follow-up actions are not always systematically tracked, limiting their effectiveness.
Monitoring of expenditures and commitments against budgets	9	Expenditure monitoring is carried out regularly, yet reporting lines between the Prizren branch and the central administration in Prishtina can be slow and bureaucratic. This occasionally results in delays in addressing budget discrepancies at branch level.

### 4. Academic Integrity, Responsibility, and Public Accountability

#### Standard 4.1: College UBT has adequate policies and mechanisms for Ethical Behavior

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Promotion of academic integrity	9	Academic integrity is promoted through institutional policies, but at the Prizren branch awareness campaigns and active monitoring are less visible. Students often rely on central-level initiatives rather than branch-led efforts.
Presence of Ethics and Academic Integrity Policy	8	The policy exists, but its practical dissemination at the branch is limited. Many staff and students are not sufficiently trained on its application, which weakens its impact at local level.
Plagiarism detection software	9	The software is used across the institution, but branch-level staff sometimes lack advanced training in interpreting reports, leading to uneven application of results in academic evaluation.
Conflict resolution mechanisms	8	Mechanisms exist, but at the Prizren branch they are perceived as slow and not always impartial. Local cases are often escalated to the main campus, which delays resolution.

Indicator	Rating (1-10)	Comments
Implementation and effectiveness of plagiarism detection software	9	The software is systematically applied, but branch-level follow-up on flagged cases is inconsistent. Some cases remain unresolved for extended periods, diminishing the tool's preventive role.
Clear procedures for intellectual property rights concerning the commercialization of academic staff and student ideas	8	Intellectual property rights are formally regulated, but knowledge of procedures is limited among students and staff in Prizren. Support for commercialization of branch-based student projects remains weak.

#### Standard 4.2: College UBT has strong transparency in institutional activities

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Transparency in communication about academic staff, research, and teaching activities	9	While updates are shared through central channels, at the Prizren branch the communication is less frequent and branch-specific activities are not always highlighted. This creates the impression that local achievements receive limited visibility.
Comprehensive information on program offerings, student enrollment, services, research projects, fees, etc.	8	Information is available, but for the Prizren branch it is not always tailored or easy to navigate. Prospective students often find branch-specific details harder to access compared to information about the main campus.
Public accessibility of students' final theses	10	Theses are accessible online, but branch-level support for guiding students on how to properly deposit and format their work could be strengthened to ensure consistency in quality. More tutors needed at Branch level
Communication to stakeholders about outcomes of previous evaluations	8	Results of evaluations are shared, but in Prizren the process lacks structure. Stakeholder communication is often informal, and external partners in the region receive little systematic feedback.



## 5. Quality Management

### Standard 5.1: College UBT Branch Prizren maintains a structured Quality Assurance System

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Presence of a publicly available quality assurance policy	10	The QA policy is publicly available, but at the Prizren branch awareness among students and some staff remains limited. Dissemination relies heavily on central channels, with few branch-led initiatives to contextualize the policy locally.
Efficiency of monitoring, evaluation, and enhancement of the QA system	9	Monitoring and evaluation are in place, but at branch level feedback loops are slower and less systematic. Automation tools are available, yet their use in Prizren is less consistent than at the main campus.
Comprehensive coverage of institutional activities by the QA system	9	The QA system formally covers all areas, but in practice the Prizren branch reports gaps in documenting research activities and student services. Annual reviews are conducted, though local-specific issues are not always prioritized.
Establishment and clarity of roles for the Quality Committee and Quality Management Office	10	Roles are well-defined institution-wide, but in Prizren staff often perceive these responsibilities as centrally managed. Local staff show uncertainty on how their input translates into broader institutional QA decisions.
Resource allocation for the quality assurance system	9	Resources are allocated, but branch-level staff development and access to digital tools sometimes lag behind those provided at the main campus. Funding mechanisms ensure continuity, but branch needs are not always addressed promptly.
Use of results from external reviews for institutional improvement	9	External review results are used for improvements, but communication of follow-up actions at the Prizren branch is limited. Staff and students often lack clarity on how identified issues are addressed locally.

Standard 5.2: College UBT Prizren Branch has established effective Quality Policies and Procedures

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Mechanisms for data collection and analysis	10	Automated data collection systems are in place, but their practical use in Prizren is not always consistent. Local staff rely heavily on central administration for updates, which slows down the branch's responsiveness to emerging issues.
Effectiveness of data collection related to student profile, progression, satisfaction, etc.	9	While surveys and tracking tools exist, branch-level participation rates are lower than at the main campus. Feedback is collected, but students in Prizren often feel that their specific concerns are not fully addressed in follow-up actions.
Accessibility and use of statistical data by departments and units	9	Statistical data is technically accessible, but branch staff sometimes lack training to fully interpret and use it for decision-making. Dependence on centralized platforms leads to delays in tailoring data insights to the Prizren context.
Involvement of all academic and administrative units in QA procedures	9	Academic and administrative units participate, but in Prizren their involvement can feel more formal than substantive. Staff often follow centrally prepared procedures without strong local adaptation, limiting ownership of QA processes.
Active student participation in quality assurance processes	9	Students are formally included in QA processes, but their role in Prizren is often passive. Feedback channels exist, yet student representatives report that their input does not consistently translate into visible changes at branch level.

Standard 5.3: College UBT Prizren Branch has established a Formal Process for Program Design and Approval

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Internal quality assurance of study programs	9	The internal QA framework is formally applied in Prizren, but local ownership is weaker.

Indicator	Rating (1-10)	Comments
Defined procedures for program development and approval	9	Procedures are clearly defined at institutional level, yet in Prizren they are often perceived as top-down. The branch has autonomy in adapting program design to regional needs, but external stakeholder involvement is less active compared to the main campus.
Defined procedures for monitoring the quality of program delivery	9	Monitoring is structured and reports are compiled, but in practice Prizren relies heavily on central QA teams. Teaching effectiveness and curriculum relevance are reviewed, though feedback loops for local issues are slower and less systematic.

#### Standard 5.4: College UBT Prizren Branch conducts Periodic Monitoring and Review of Study Programs

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Defined procedures for program monitoring and improvement	9	UBT has clearly defined and structured procedures for the regular monitoring and improvement of study programs. These procedures ensure that program content, delivery, and outcomes are regularly evaluated for relevance and effectiveness. Continuous updates based on internal and external feedback help maintain program quality.
Evaluation of ECTS allocation, learning outcomes, and workload estimates	9	The evaluation of ECTS allocation, learning outcomes, and workload estimates is carried out systematically. Faculty, students, and industry representatives provide input to ensure that the ECTS credits reflect actual workloads and learning outcomes align with UBT's strategic goals.
Stakeholder involvement in program monitoring	9	UBT involves a wide range of stakeholders, including students, faculty, alumni, and employers, in the program monitoring process. Their feedback ensures that the programs are aligned with market needs and academic standards.
Defined procedures for monitoring and improving the quality of student internships	8	Procedures for monitoring internships are well-established, with regular feedback from both students and hosting organizations. Efforts are made to continuously improve internship opportunities based on student and employer evaluations. However, more frequent reviews could further enhance the quality of these experiences.

Indicator	Rating (1-10)	Comments
Regular collection and analysis of program information	9	Procedures are formally in place, but in Prizren their implementation is heavily dependent on central oversight. Local staff often have limited influence in adapting improvements to regional academic or labor market conditions.
Communication of monitoring results and action plans to stakeholders	8	Evaluations are conducted systematically, but branch-level feedback is less prominent. Students and faculty in Prizren report that workload estimates sometimes do not fully reflect the specific teaching and learning environment of the branch.
Updated study programs are published on the HEI website	9	Stakeholder participation exists, but engagement of local employers and alumni in Prizren is weaker than at the main campus. This link must be strengthened.

## 6. Teaching and Learning

Standard 6.1: College UBT Prizren Branch has established Policies and Procedures Monitoring System

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Establishment of KPIs for every study program and their annual evaluation	9	KPIs are formally established and evaluated annually, but in Prizren the process is largely driven by the central administration. Local staff and students have more limited involvement in shaping or refining KPIs than main campus which reduces the branch's ability to adapt them to regional needs.
Effective monitoring of study programs by internal structures	9	Monitoring systems are in place, but in practice the Prizren branch relies heavily on oversight from the main campus especially at Faculty/departmental level.
Presence of effective and innovative pedagogical technologies	9	Infrastructure constraints sometimes limit the consistent use of blended learning and digital platforms.

## Standard 6.2: College UBT Prizren Branch has formulated Clear and Aligned Learning Outcomes

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Alignment of study program's intended learning outcomes with the HEI's mission and strategic goals	9	The intended learning outcomes for all study programs are closely aligned with UBT's mission and strategic goals. The outcomes emphasize developing skills that contribute to community engagement, research excellence, and employability, reflecting UBT's broader educational mission and mission of the Branch. Only regional external stakeholder involvement was of a less level than that of the main campus.
Learning outcomes written from a student perspective	9	Learning outcomes are clearly articulated from a student-centered perspective, ensuring that students understand the skills and knowledge they are expected to acquire. Outcomes are regularly reviewed to reflect changing industry demands and educational standards.
Use of good practices in defining intended learning outcomes	9	UBT applies good practices in defining learning outcomes, including alignment with Bloom's taxonomy and clear distinctions between cognitive, psychomotor, and affective domains. Input from both academic experts and industry professionals ensures relevance and rigor.
Distinction of competencies into skills, knowledge, and values	9	The learning outcomes clearly distinguish competencies into skills, knowledge, and values, ensuring that students receive a well-rounded education that covers both practical and theoretical aspects of their chosen fields. This approach helps students develop both technical expertise and ethical awareness.
Comparability of learning outcomes with similar programs in the EHEA	9	UBT's learning outcomes are comparable with those of similar programs across the European Higher Education Area (EHEA). This ensures compatibility with European standards and facilitates student mobility and recognition of qualifications across borders.

Standard 6.3: College UBT Prizren Branch achieves effective Correlation of Outcomes, Methodology, and Assessment

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Comprehensive documentation for study programs	10	UBT Prizren Branch provides thorough and detailed documentation for all study programs, including syllabi, learning outcomes, and assessment methods. Regular audits ensure that the documentation remains current and aligns with Branch goals.
Collaborative approach for interdisciplinary study programs	8	Interdisciplinary collaboration exists at institutional level, but in Prizren it is less developed. Branch programs often operate in isolation, with limited cross-departmental initiatives or joint projects, reducing opportunities for students to gain interdisciplinary exposure.
Flexibility in the structure of study programs	9	The structure of UBT Branch's study programs allows flexibility with electives and specializations. This flexibility accommodates a wide range of student needs, although some programs could improve course sequencing flexibility.
Regular updating of study program content with latest research	9	Content is updated to include recent research, but Prizren faculty rely heavily on central guidance especially from the Faculties under which umbrella Branch programs fall.

Standard 6.4: College UBT Prizren Branch has established an appropriate ECTS Allocation

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
ECTS allocation in line with "ECTS Users' Guide" guidelines	9	UBT Branch Prizren ensures that ECTS allocation follows the guidelines of the "ECTS Users' Guide," maintaining consistency and alignment with European higher education standards. Regular reviews are conducted to ensure adherence to these guidelines.
Allocation of ECTS credits based on actual student workload	9	ECTS credits are generally well-aligned with actual student workloads. However, some feedback suggests that in a few programs, workload estimates could be further refined to better reflect the time and effort required for certain courses.

Standard 6.5: College UBT Prizren Branch has achieved effective compliance with National and European Frameworks

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Alignment of learning outcomes with National Qualification Framework and European Qualifications Framework descriptors	9	UBT Prizren Branch ensures that learning outcomes are fully aligned with both the National Qualification Framework and the European Qualifications Framework, guaranteeing compatibility with national and European higher education standards. Regular audits and reviews ensure that these alignments are maintained.
Distinction of undergraduate and graduate level learning outcomes	9	The distinction between undergraduate and graduate learning outcomes is clearly defined and appropriately reflects the complexity and depth required at each level. These distinctions ensure that students develop competencies suitable for their academic level.
Alignment of learning outcomes with level and profile of qualifications	9	UBT Prizren Branch aligns learning outcomes effectively with the appropriate level and profile of qualifications. This ensures that the qualifications students receive are recognized both nationally and internationally, and are appropriate for their level of study.

Standard 6.6: College UBT Prizren Branch has achieved the Alignment with National and EU Directives

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Compatibility of study programs with EU Directives	9	UBT Prizren Branch ensures that its study programs are compatible with relevant EU Directives, particularly in fields such as engineering, business, and law. This alignment guarantees that graduates meet European professional standards, enhancing their employability across Europe. Regular updates ensure continued compliance.
Consideration of recommendations from professional associations	9	UBT Prizren Branch actively engages with professional associations to ensure that its programs incorporate the latest industry standards and recommendations. This collaboration ensures that students receive training that aligns with the expectations of their future professions,

Indicator	Rating (1-10)	Comments
		keeping programs up-to-date with professional requirements.

#### Standard 6.7: College UBT Prizren Branch implements Student-Centered Teaching and Learning

##### Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Encouragement of diverse pedagogical methods	9	UBT Prizren Branch actively promotes a variety of pedagogical approaches, including problem-based learning, collaborative projects, and flipped classrooms. Faculty members are encouraged to experiment with and adopt different teaching styles to suit diverse learning needs, fostering an inclusive and dynamic learning environment.
Use of teaching methods promoting interactive and research-based learning	9	UBT Prizren Branch prioritizes interactive and research-based learning across its programs. Faculty members incorporate case studies, simulations, and research projects into their courses, engaging students in hands-on learning experiences. This approach helps students develop critical thinking and practical skills.
Continual evaluation and adaptation of teaching methods	8	UBT Prizren Branch regularly evaluates its teaching methods through student feedback, faculty self-assessment, and peer reviews, but the reviews are part of an integrated Annual Faculty Internal Self Evaluation and are not done as separate documents only for the branch.
Adaptation of teaching methods for diverse student populations	8	UBT Prizren Branch effectively adapts its teaching methods to accommodate diverse student populations, including international students, working professionals, and students with special needs, however the international student population in Prizren is nonexistent since all of them are in main campus
Modern technology usage in executing study programs	9	UBT Prizren Branch incorporates modern technologies such as virtual classrooms, online platforms, and AI-driven tools to enhance the delivery of study programs.



Standard 6.8: College UBT Prizren Branch has established an Objective Evaluation and Assessment

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Publication of assessment criteria and methods in advance	9	UBT Prizren Branch ensures that all assessment criteria and methods are published well in advance of course commencement.
Support provided to academic staff for assessment methods	8	UBT Prizren Branch provides extensive support to academic staff through regular workshops and training on innovative and effective assessment methods. Faculty members are encouraged to share best practices, ensuring that assessments remain relevant and aligned with course objectives but trainings are offered at the main campus and not specifically only for the Branch within the IDEAA Institute of UBT College
Ensured objectivity and reliability of grading	8	UBT Prizren Branch employs a range of measures to ensure the objectivity and reliability of grading, including standardized rubrics and peer reviews. While grading practices are generally consistent, additional calibration sessions among faculty could further improve uniformity across programs.
Provision of feedback to students on evaluation results	9	UBT Prizren Branch places strong emphasis on providing timely and constructive feedback to students. Faculty members are encouraged to give detailed feedback on assessments to help students understand their strengths and areas for improvement. Consistent feedback mechanisms are in place across most programs.

Standard 6.9: College UBT Prizren Branch has established an effective Student Appeals Procedure

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Timely information and consistent implementation of the student appeals procedure	9	College UBT Prizren Branch ensures that information about the student appeals procedure is communicated clearly and in a timely manner. The appeals process is outlined in student handbooks and made accessible online, ensuring that students are aware of their rights and the process for appealing decisions. Implementation of the appeals procedure is consistent, with appeals handled promptly and in line with established guidelines.

## 7. Research

### Standard 7.1: College UBT Prizren Branch has adopted an Integrated Research Strategy

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Alignment of the research strategy with the HEI's mission and vision	9	UBT Branch Prizren research strategy is well-aligned with the research strategy of UBT College and the Branch's mission and vision but also with the mission and vision of the main institution.
Integration of academic, research staff, and students in the research strategy	8	UBT Branch Prizren involves both academic staff and students in its research initiatives, fostering a collaborative research environment. While students and junior faculty are encouraged to participate, there is potential to further enhance student involvement in larger, interdisciplinary research projects.
Adequacy of researchers in terms of number and profile for the strategic research agenda	9	UBT Branch Prizren has an adequate number of researchers with diverse profiles and expertise, matching the institution's strategic research priorities.
Establishment and effectiveness of research and development units	7	UBT Branch Prizren operates with established several research and development (R&D) units that are operational only at central level.
Regular publication of institutional research performance reports	7	UBT Branch Prizren consistently publishes research performance reports but only as part of overall UBT College and not separately for the Branch.

### Standard 7.2: College UBT Prizren Branch exhibits Commitment to High-Quality Research

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Presence of an internal policy regulating the research work and activities of academic staff	8	UBT Prizren Branch has a comprehensive internal policy that regulates the research activities of academic staff but the policy is part of the main institution. Only the strategic goals and strategy of research is different.
Recognition of academic staff's contributions to scientific and applied research	8	UBT Prizren Branch places a strong emphasis on recognizing the contributions of academic staff to both scientific and applied research. Awards, promotions, and public acknowledgments are part of the institution's efforts to incentivize and celebrate research achievements

Indicator	Rating (1-10)	Comments
		but only from the central level. No program at branch level as separate award program does not exist.
Consistency of academic staff publications in high-quality scientific or professional publications	8	While many UBT Branch faculty regularly publish in high-quality journals, there is room for improvement in ensuring that all departments consistently meet publication targets.
Active promotion of research achievements at national and international conferences	8	UBT Branch Prizren actively promotes faculty research at national and international conferences. The institution provides financial and logistical support for staff to attend and present their work, ensuring UBT's research is widely disseminated and recognized in global academic circles. The international conference is organized only at central level and no such international conference is organized at Branch level.
Encouragement and support for applied research projects	8	UBT Branch Prizren is committed to supporting applied research projects that have practical implications for industry and society. Dedicated funding, resources, and partnerships with external organizations foster an environment where applied research can thrive but they are not of the level as of the main campus.

### Standard 7.3: College UBT Prizren Branch implements Research Relevance in Teaching Activities

#### Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Inclusion of research results and scholarly activities in teaching	9	UBT Prizren Branch effectively integrates research results and scholarly activities into teaching. Faculty regularly incorporate their research findings into course content, ensuring that students are exposed to the latest developments in their fields. This approach bridges the gap between research and practice, enriching the student learning experience.
Mechanisms for recognizing and rewarding academic staff excellence based on research productivity	8	UBT Prizren Branch has strong mechanisms in place to recognize and reward academic staff for their research productivity but only as part of the main central institution. The program for the branch level must be established.
Engagement of students in research activities with academic staff	8	UBT Prizren Branch involves students in research activities, providing opportunities for them to collaborate with academic staff on research projects. While there are successful cases of student engagement, expanding these

Indicator	Rating (1-10)	Comments
		opportunities across all programs would further enhance student participation in research.
Support mechanisms for junior teaching staff in developing research programs	8	UBT Prizren Branch provides comprehensive support for junior teaching staff to develop their research programs, including mentorship, training workshops, and access to research funding but only as part of the central level. No specific program for the Branch exists and in this aspect this segment is quite centralized.

## 8. Staff, Employment, Promotion Process, and Professional Development

### Standard 8.1: College UBT Prizren Branch has established an effective Teacher Recruitment

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Effective advertisement of vacancies both nationally and internationally	8	UBT Prizren Branch effectively advertises vacancies through various channels, including national and international job portals, academic networks, and UBT's website but only as part of the main HR Department at central institution.
Clarity, objectivity, and transparency in the staff recruitment process	9	The recruitment process at UBT is well-structured, with clear, objective, and transparent procedures in place. The criteria for selection are communicated upfront, ensuring fairness throughout the hiring process. Documentation of the process is maintained and accessible to stakeholders.
Adequacy of methods for selecting the best candidates	8	UBT employs rigorous methods for selecting candidates, including multi-stage interviews, peer reviews, and assessment of research and teaching portfolios. However, enhancing consistency in the evaluation process across different departments could further improve the selection process.
Provision of complete job descriptions and conditions to candidates	9	UBT ensures that job descriptions and employment conditions are clearly communicated to candidates before they apply. This includes expectations for teaching, research, and administrative responsibilities, providing candidates with a full understanding of the position.
Accessibility of policies and regulations for both teaching and administrative staff	9	UBT's policies and regulations are easily accessible to both teaching and administrative staff through the institution's internal platforms. New hires are provided with all necessary information upon joining, ensuring that

Indicator	Rating (1-10)	Comments
		they are fully aware of institutional guidelines and expectations.

Standard 8.2: College UBT Prizren Branch maintains at all times a Qualified Academic Staff

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Adequacy of qualified academics for study programs and scientific activities	9	UBT Prizren Branch ensures that its academic staff possess the necessary qualifications and expertise to deliver high-quality education and engage in relevant scientific research. Faculty members are carefully selected based on their academic credentials and research background, aligning with the institution's strategic priorities.
Compliance with standards for academic workload and teaching positions	7	UBT Prizren Branch adheres to national and institutional regulations regarding academic workload, ensuring that faculty members are able to balance teaching, research, and administrative duties effectively. However, there is room for further optimization to ensure equitable distribution of workload across departments. More staff from Prizren should be hired to reduce the workload of professors travelling from main campus although distances are quite small between Lipjan and Prizren campus.
Ratio of full-time academic staff in the HEI	9	UBT Prizren Branch maintains a healthy ratio of full-time academic staff, ensuring stability and continuity in teaching and research activities.
Alignment of academics' workload with relevant regulations	7	Academic staff workload is generally aligned with institutional and regulatory guidelines, however, more staff from Prizren are needed/
Adequacy of qualified academic staff for mentoring the final thesis	8	UBT Prizren Branch ensures that its academic staff are well-qualified to mentor students through their final thesis projects but more staff from Prizren are needed.
Appropriate qualifications of staff for professional bachelor study programs	9	Faculty members teaching professional bachelor study programs are appropriately qualified, with both academic credentials and industry experience. This ensures that students receive both theoretical knowledge and practical skills relevant to their future careers.

Standard 8.3: College UBT Prizren Branch has established a system of Promotion and Re-Appointment of Teaching Staff

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Presence of a long-term operational plan for developing academic staff	9	UBT Prizren Branch has implemented a comprehensive long-term operational plan for academic staff development. This plan includes professional development opportunities, research support, and mentoring, ensuring that staff are continuously improving their skills and contributing to the institution's academic and research goals.
Transparency and objectivity in teacher promotion procedures	8	UBT Branch Prizren promotion procedures are transparent and objective, based on clear criteria that are communicated to all staff. Promotions are merit-based, with a focus on teaching effectiveness, research output, and contributions to the academic community. The process is well-documented and accessible to all stakeholders but is coordinated and led by the main HR department.
Basis of staff promotion on excellence and significant achievements	8	Promotions at UBT Branch Prizren are based on demonstrable excellence in teaching, research, and service. Faculty members are recognized for significant achievements, including publications in high-quality journals, contributions to curriculum development, and leadership in academic projects but only as part of HR program at the central level although the voice of Branch Management is heard and taken into account.
Timeliness of the promotion process	8	While UBT Prizren Branch ensures that the promotion process is fair and thorough, there are occasional delays due to the high volume of applications and thorough evaluations. Efforts to streamline the process could further improve timeliness without compromising the integrity of the evaluations.
Implementation of a comprehensive staff performance evaluation system	9	UBT Branch Prizren has established a robust performance evaluation system that assesses teaching effectiveness, research productivity, and service to the institution. Regular evaluations help identify areas for improvement and provide feedback to staff, ensuring continuous development.

Standard 8.4: College UBT Prizren Branch has established an effective Professional Development of Academic Staff

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Presence and adequacy of a plan for the professional development of academic staff	8	UBT Prizren Branch has a well-defined plan for the professional development of academic staff, focusing on continuous learning and skill enhancement. The plan includes regular workshops, seminars, and opportunities for professional growth in both academic and industry settings but it is too aligned with that of central level and does not provide any Branch diversity.
Participation of academic staff in professional development programs	8	A significant portion of UBT Branch Prizren academic staff regularly participates in professional development programs. However, increasing participation rates across all departments could further enhance overall teaching and research quality.
Participation of academic staff in international mobility programs and other relevant initiatives	8	UBT encourages and facilitates staff participation in international mobility programs and initiatives, providing opportunities for collaboration with international institutions and enhancing the global perspective of its faculty, but the Branch can not establish separate agreements on the behalf of UBT. Branch staff must go on motilities more and central institution should encourage this more.
Training of academic staff on methods of preparation and delivery of teaching	7	UBT provides training on innovative teaching methods and the effective preparation and delivery of courses. Expanding these training opportunities could help further standardize high-quality teaching practices across all programs. However, sometimes the staff of the Branch are absent in these trainings organized at the central level by IDEAA Institute.
Adequate training for newly employed teachers	9	Newly employed teachers receive comprehensive training that helps them integrate into UBT's academic environment and adopt the institution's pedagogical practices. The training equips them with the necessary tools to succeed in their roles. The Branch newly hired staff undergo such a training at the main campus on Day One and then have their trainings in the Branch guided by the Branch Director.
Effective onboarding procedure for new staff members	8	UBT has an effective onboarding procedure that ensures new staff members are familiar with institutional policies, teaching expectations, and research opportunities. This process helps new hires quickly acclimate to UBT's academic environment. However, Branch management



Indicator	Rating (1-10)	Comments
		must be more active in acclimating the newly hired staff with the regional characteristics of the Branch.

Standard 8.5: College UBT Prizren Branch has established a system of Qualifications advised by External Associates

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Inclusion of latest research, trends, and know-how from the labor market by external associates	8	UBT Prizren Branch effectively incorporates the latest research, industry trends, and labor market insights through its external associates. These industry professionals ensure that the programs stay relevant and aligned with current market demands. Regular collaboration with industry experts contributes to a dynamic and updated curriculum. However, the Branch external associates must be encouraged more during engagement of associates. This must be done by the Branch management.
Training of external associates on methods of preparation and delivery of teaching	8	External associates receive adequate training on teaching methods and course preparation. While the training ensures basic alignment with UBT's academic standards, there is potential to offer more frequent and advanced pedagogical training to external associates for even better integration into the academic environment. The training, however, is organized at the main campus and branch external associates sometimes are more absent due to travel. Perhaps one day in branch offices of such training could be the solution.
Encouragement of external associates' participation in thesis supervision	8	UBT Prizren Branch encourages external associates to participate in the supervision of student theses, leveraging their industry experience and expertise to provide valuable practical insights. This involvement enriches the academic experience and bridges the gap between theory and practice. However, external associates in the branch should select topics for thesis that are more relevant for the characteristics of the region in which the Branch is located.



## 9. Student Administration and Support Services

### Standard 9.1: College UBT Prizren Branch has established and maintains an effective Admission Policy

#### Matrix for Self-Evaluation

Indicator	Rating (1-10)	Comments
Clarity and comprehensiveness of admission requirements and process	9	UBT Prizren Branch has clearly defined and comprehensive admission requirements that are communicated effectively to prospective students. The process is straightforward and well-documented, ensuring applicants are fully aware of the criteria and steps for admission.
Transparency of admission requirements for international students	9	UBT Prizren Branch provides transparent and detailed admission requirements for international students, ensuring they understand the qualifications needed and any specific criteria for foreign applicants. This helps streamline the process and encourages international enrollment. They are also published in the website of the branch in the sections of Branch programs.
Provision of thorough information about the institution to prospective students	8	UBT Prizren Branch ensures that prospective students receive comprehensive information about its programs, facilities, and support services. This information is accessible through various channels, including the UBT website, brochures, and open days, allowing students to make informed decisions. However, the website of Branch must be better updated and it not updated and active as the UBT main one.
Ensuring student qualifications align with MESTI requirements	9	UBT Prizren Branch aligns its admission process first with UBT main institution and then also with the Ministry of Education, Science, Technology and Innovation (MESTI) requirements, ensuring that all admitted students meet the necessary academic standards and qualifications set by the ministry.
Fairness and consistency in admission processes	9	UBT Prizren Branch maintains a fair and consistent admission process that is applied uniformly across all applicants. The institution uses clear criteria for selection, and the process is regularly reviewed to ensure fairness and transparency.
Procedures for recognizing periods of study	8	UBT Prizren Branch has established procedures for recognizing periods of prior study, enabling students who have completed part of their studies elsewhere to transfer credits. While the process is well-structured,

Indicator	Rating (1-10)	Comments
		there could be room for more flexibility in certain cases to accommodate diverse educational backgrounds.
Adequacy of procedures for recognition of study periods	8	The procedures for recognizing study periods are generally adequate, though there may be opportunities for further streamlining the process to make it more efficient for students transferring from other institutions, particularly international ones.

### Standard 9.2: College UBT Prizren Branch effectively monitors Student Progression

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Presence of a system for monitoring students' progress and providing assistance	8	UBT Prizren Branch has an established system for monitoring student progress throughout their academic journey. This system provides real-time updates on student performance, and early intervention mechanisms are in place to assist students facing academic difficulties. Advisors and academic staff are available to guide students in achieving their academic goals, however, they are not in quantity as in the main institution.
Availability and accessibility of teaching staff for students	9	UBT Prizren Branch ensures that teaching staff are accessible to students through office hours, online platforms, and other communication channels. Faculty members are responsive to student inquiries, providing academic support and guidance in a timely manner. More staff that reside in Prizren are recommended despite of short travel distances in a small country like Kosovo.
Monitoring of student progression and completion rates	7	UBT Prizren Branch regularly monitors student progression and completion rates through its internal systems. Reports are generated to track student success and identify trends but when reported they are part of one comprehensive Faculty report on a program level and they are not separate as they are done like in this report.

### Standard 9.3: College UBT Prizren Branch has established Support for Outgoing and Incoming Students

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Support for students in international exchange mobility programs	8	UBT Prizren Branch provides strong support for students participating in international exchange programs, including advising, financial assistance, and guidance through the

Indicator	Rating (1-10)	Comments
		application process. The institution has established partnerships with several international universities to facilitate student mobility but only through the Office of International Cooperation of UBT. Branches do not have a separate office and are not separate legal entities to enter into agreements on their own. However, Branch Management can be more active in finding suitable partners that can cooperate also with staff and students at the Branch level.
Regular provision of information about international exchange mobility programs	9	UBT Prizren Branch regularly communicates information about international exchange opportunities through various channels, including dedicated advisors, online platforms, and informational sessions, ensuring students are well-informed about available options.
Clarity in ECTS credit recognition and student awareness	8	UBT Prizren Branch ensures that ECTS credit recognition processes are clearly communicated to students. However, there is potential to further enhance transparency and streamline the process to avoid delays in credit recognition, particularly for incoming students.
Publication of application procedures and study program admission in foreign languages	8	UBT Prizren Branch publishes comprehensive application procedures and admission guidelines in multiple languages, making the institution accessible to international students and ensuring that they have all the necessary information to apply but only through the main website. No regional characteristics are not accentuated in the link of international cooperation of the website of UBT.
Support and provision of resources for foreign students	8	UBT provides robust support for foreign students, including orientation programs, housing assistance, and language support, ensuring they integrate smoothly into the academic and social environment, but more support should be provided to those wishing to study in one of the Branch's programs.
Provision of foreign language courses for international students	8	UBT Prizren Branch offers foreign language courses to international students to help them adapt to life in Kosovo. While the courses are effective, increasing the frequency and variety of language offerings could further improve the experience for non-native speakers.
Collection and analysis of feedback from national and international students	9	UBT Prizren Branch regularly collects and analyzes feedback from both national and international students to improve its services and support systems. This feedback is used to make ongoing improvements to mobility programs and student support.
Information on student participation in	9	UBT Prizren Branch tracks and reports on student participation in international mobility programs, ensuring

Indicator	Rating (1-10)	Comments
international mobility (both outgoing and incoming)		that data on both outgoing and incoming students is regularly updated and used to improve program effectiveness and increase participation rates.

#### Standard 9.4: College UBT Prizren Branch has established Adequate Resources for Student Support

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Adequate number and qualifications of staff providing student support	9	UBT Prizren Branch has a well-qualified student support team, with sufficient staff members available to address a wide range of student needs, from academic advising to personal counseling. Continuous professional development ensures that staff are up-to-date with best practices in student support.
Accessibility and comprehensiveness of student information and resources	9	UBT Prizren Branch provides comprehensive and easily accessible information to students through a variety of platforms, including the website, student portal, and in-person support. Resources cover academic, financial, and personal aspects of student life.
Support and guidance for students with special needs	8	UBT Prizren Branch offers support services for students with special needs, including accommodations for physical disabilities and learning challenges. Expanding the range of available services could further enhance inclusivity.
Availability and effectiveness of guidance on study and career opportunities	8	UBT Prizren Branch offers effective study and career guidance through dedicated career services and academic advisors, helping students align their academic journey with career goals. Regular workshops and one-on-one counseling sessions are available. But more support must be given by the main campus to the branch with respect to dedicated staff for career guidance.
Clarity and accessibility of student complaint procedures	9	UBT Prizren Branch has a clear and accessible student complaint procedure, which is communicated to students through multiple channels. The process is transparent, and complaints are handled in a timely and fair manner.
Offering of scholarships and financial assistance to students	8	UBT Prizren Branch provides a variety of scholarships and financial assistance programs to support students, particularly those with financial challenges. While the offerings are substantial, expanding scholarship opportunities could benefit a larger number of students.

Indicator	Rating (1-10)	Comments
Support and resources for student extracurricular activities	7	UBT Prizren Branch actively supports extracurricular activities, providing resources for student clubs, sports, and cultural events. These activities are well-integrated into the student experience, fostering a vibrant campus life. However, Branch is more passive in offering such extra curricular activities than the main campus. The Branch should be more active
Oversight and development of student support services	9	UBT Prizren Branch maintains strong oversight and continuous development of its student support services, regularly reviewing and updating services to meet evolving student needs. Feedback mechanisms ensure that support services remain effective and relevant.

## 10 Facilities and Learning Resources

Standard 10.1: College UBT Prizren Branch has sufficient and adequate Premises and Equipment for Education and Research

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Adequacy of premises and equipment for educational activities and research	9	UBT Prizren Branch provides sufficient and well-maintained premises and equipment to support both educational activities and research. Lecture halls, labs, and research facilities are equipped with modern tools and technology to ensure high-quality learning and research environments.
Validity of documents on premises and equipment for at least five years	9	UBT Prizren Branch maintains valid documentation on ownership of its premises and equipment, ensuring compliance with institutional and legal requirements. The institution regularly updates records to ensure all assets meet the necessary standards.
Adequacy of equipment in laboratories and IT technologies for compulsory courses	8	UBT Prizren Branch labs and IT infrastructure are generally adequate for compulsory courses, providing students with the necessary tools for hands-on learning. However, regular updates to some labs and IT facilities could enhance the overall learning experience.
Availability and validity of software licenses for study programs	9	UBT Prizren Branch ensures the availability and validity of software licenses required for various study programs, particularly in fields like engineering, IT, and business. Software is regularly updated to ensure students have access to the latest tools.

Indicator	Rating (1-10)	Comments
Appropriate infrastructure for the delivery of study programs and achievement of learning outcomes	9	UBT Prizren Branch has the necessary infrastructure to support the delivery of its study programs and the achievement of learning outcomes. This includes well-designed lecture spaces, modern labs, and IT infrastructure that align with the educational goals of the institution.
Adjustments to premises and equipment for students with special needs	8	UBT Prizren Branch makes reasonable adjustments to its premises and equipment to accommodate students with special needs. While basic accommodations are in place, expanding these services could further enhance inclusivity for all students.
Sufficient office space for academic staff	9	UBT Prizren Branch provides adequate office space for academic staff, ensuring that they have the necessary environment for research, student consultations, and administrative work. Office facilities are well-maintained and equipped with necessary technology.
Facilities for extracurricular activities (cultural, sporting, etc.) for students	9	UBT Prizren Branch offers a range of facilities for extracurricular activities, including cultural, sporting, and recreational events. These facilities are well-utilized by students and contribute to a vibrant campus life.
Availability of adequate food service facilities for staff and students	7	UBT provides food service facilities for both staff and students, but there is room for improvement in expanding options to cater to a more diverse range of dietary needs and preferences and they are not in the building but a little bit farther away and are shared with other entities in ITP Campus Prizren.
Senior staff responsibility for infrastructure and resources oversight and development	9	Senior staff at UBT Prizren Branch are actively involved in overseeing and developing infrastructure and resources, ensuring that the institution's premises and equipment meet the evolving needs of students and faculty. Regular reviews and improvements are made to align with strategic goals.

#### Standard 10.2: College UBT Prizren Branch has adequate Library Resources

##### Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Equipped library with reading rooms, group work rooms, and relevant book stock	8	UBT Prizren Branch's library is well-equipped with reading rooms, group work spaces, and a diverse range of book collections that meet the academic needs of students. The environment is conducive to both individual and group

Indicator	Rating (1-10)	Comments
		study, fostering academic collaboration. However, more group work spaces must be allocated at the Branch.
Adequate number of seats in reading rooms (at least 10% of total students)	9	The reading rooms in Prizren Branch's library provide an adequate number of seats, ensuring that at least 10% of the student population can access these spaces at any given time. The facility is well-utilized, especially during exam periods.
Adequate number of seats in group work rooms (at least 10% of total students)	8	Group work rooms are available and provide enough seating for collaborative study sessions. However, increasing the availability of group work rooms during peak times could further improve the student experience.
Library's up-to-date book stock (at least 50% from recognized publishers in the last 10 years)	9	UBT Prizren Branch 's library maintains an up-to-date collection, with at least 50% of its stock sourced from recognized publishers within the last 10 years. This ensures that students have access to relevant and current academic resources.
Sufficient book stock to cater to all students' needs	8	The library's book stock generally meets the needs of students, though there could be further expansion in certain specialized areas to ensure complete coverage of all academic programs.
Adequate subscriptions to relevant domestic and foreign electronic resources	9	UBT Prizren Branch subscribes to a range of domestic and international electronic resources, providing students with access to academic journals, databases, and e-books that support their research and coursework.
Accessibility of library services beyond regular class hours	9	UBT Prizren Branch ensures that library services are accessible beyond regular class hours, allowing students to use the library for extended study sessions, especially during exams and project deadlines.
Equipped library with reading rooms, group work rooms, and relevant book stock	9	The library's physical setup, including reading rooms, group spaces, and a comprehensive book collection, provides an excellent environment for both focused and collaborative academic work.

## 11. Institutional Cooperation

Standard 11.1: College UBT Prizren Branch has an effective Institutional Collaboration Plan in line with the Overall Strategy of UBT

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Defined strategy for choosing institutions for partnership agreements	8	UBT has a clear strategy for selecting institutions for partnership agreements, focusing on institutions that align with its strategic goals in education, research, and internationalization. This ensures that partnerships are meaningful and contribute to UBT's long-term vision. However, the branch management must be more active in encouraging international agreements
Well-defined section on internationalization in institutional strategy	9	UBT's institutional strategy includes a strong focus on internationalization, with clearly defined objectives for enhancing global partnerships, increasing student and faculty mobility, and promoting international collaboration in research and education.
Acknowledgement of the HEI's accomplishments on national, regional, or international levels	8	UBT Prizren Branch's accomplishments are well-recognized at the national and regional level also compared to competitors of the Branch.
Hosting of international events like conferences and summer schools that attract large audiences	9	UBT Prizren Branch regularly hosts international conferences and regional workshops in Prizren especially in entrepreneurship and innovation that includes many international stakeholders.

Standard 11.2: College UBT Prizren Branch has established adequate Mechanisms for Collaboration with Other Higher Education Institutions

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Encouragement of international cooperation and mobility of staff	9	UBT Prizren Branch strongly encourages international cooperation and mobility of staff, offering ample opportunities for faculty members to collaborate with international institutions. This contributes to the professional development of staff and strengthens UBT's global academic network.
Support for staff participation in international activities	9	UBT Prizren Branch provides substantial support for staff participation in international activities, including study mobility programs, international conferences, and academic events. The institution ensures that staff have



Indicator	Rating (1-10)	Comments
(study mobility, events, etc.)		access to resources and financial support to engage in these opportunities.
Dedicated resources or units for international cooperation	9	UBT Prizren Branch has dedicated resources and units responsible for facilitating international cooperation, ensuring effective management and coordination of partnerships with other higher education institutions. These units play a crucial role in enhancing UBT's international presence and collaboration.

### Standard 11.3: College UBT Prizren Branch has established effective Relationships with Local Industry and Community

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Established partnerships with local/regional industries and employers	9	UBT Prizren Branch has successfully established strong partnerships with local and regional industries, as well as employers, creating opportunities for internships, research collaboration, and workforce development. These partnerships help align academic programs with market needs.
Promotion of collaboration with nearby industries and research organizations	9	UBT actively promotes collaboration with nearby industries and research organizations, facilitating joint projects, knowledge exchange, and applied research that benefit both students and local businesses. This strengthens the relevance of academic research and fosters innovation.
Creation of community support/professional service agencies	8	UBT Prizren Branch has made efforts to create community support and professional service agencies that provide various services to the local community. While there are existing initiatives, expanding these services further would increase UBT's impact on the broader community.
Communication and collaboration with local schools	9	UBT Prizren Branch maintains strong communication and collaboration with local schools, engaging in outreach programs, educational partnerships, and joint events. These efforts help to build a pipeline of future students and support the local education system.

### Standard 11.4: College UBT Prizren Branch maintains proper Relationships with Alumni

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Consistent communication with alumni	9	UBT Prizren Branch maintains consistent communication with its alumni through events. Alumni are regularly updated on institutional developments and opportunities for engagement, helping foster long-term relationships. Regular update is done through face to face meetings with Branch management, coffee with management, and email newsletters
Support for the alumni association	9	UBT Prizren Branch actively supports its alumni association by providing resources for events, networking opportunities, and career services. The institution encourages alumni participation in various initiatives, enhancing their connection to UBT and supporting their career advancement.

QUALITY COORDINATOR OF UBT PRIZREN BRANCH

Date: 07.08.2025