UBT College

Branch in Prizren

Strategic Plan 2025-2030

September 2025

Contents

Introduction

The *Strategic Plan 2025–2030* of the UBT College Branch in Prizren represents a comprehensive institutional response to the evolving dynamics of higher education in Kosovo and the wider European Higher Education Area. As one of the most prominent and regionally embedded branches of UBT College, the Prizren campus is entering a new phase of development, one that is shaped by quality consolidation, academic diversification, and strategic alignment with long-term national and European objectives.

This plan reaffirms UBT College's enduring commitment to academic excellence, innovation, and social responsibility, while also addressing the specific development needs and strategic priorities of the Prizren region. The planning process has been informed by the recent five-year institutional accreditation of UBT College, which sets a new benchmark for programmatic and branch-level performance. As such, the new strategy is conceived not only as a continuation of the previous *Strategic Plan 2023–2028*, but also as a recalibration, designed to position the Prizren Branch for an ambitious five-year accreditation cycle on par with the institution's central operations.

Rationale for Adjusting the Strategic Plan

The decision to update the previous strategic plan prior to its completion is grounded in three key considerations:

1. **Alignment with Five-Year Institutional Accreditation -** With UBT College having secured five-year institutional accreditation in 2025, it is both strategic and operationally prudent to synchronize the branch's strategic cycle with the institutional timeline. This harmonization will facilitate more consistent monitoring, reporting, and accreditation readiness across all levels of the institution.

2. **Response to Regional Opportunities and Demands -** The Prizren region has witnessed significant socioeconomic changes, including growth in tourism, agribusiness innovation, cross-border commerce, and cultural preservation efforts. These developments create fertile ground for new academic offerings that are tailored to local needs and labor market gaps.

3. **Maturation and Differentiation of the Branch -** The Prizren Branch has matured in its academic and administrative capacities. With six accredited programs and a growing student population, the branch is now positioned to transition from foundational expansion to strategic consolidation, differentiation, and impact-driven engagement.

Scope of the Plan

This five-year strategic framework covers the six accredited programs currently offered in Prizren:

- BSc in Computer Sciences and Engineering
- BSc in Architecture and Spatial Planning
- BSc in Management, Business and Economics
- BA in Professional Design
- BSc in Food Science and Biotechnology
- LLB in Law

Each program has been reviewed for strategic alignment, quality assurance maturity, and potential for interdisciplinary collaboration, digital innovation, and international mobility.

In addition, the plan identifies emerging academic areas for potential development, including:

- *Sustainable Tourism and Cultural Heritage Management*, in line with the growing tourism economy of Prizren and the city's unique historical assets.

- *Agri-business and Smart Agriculture*, responding to the rising importance of food innovation, agricultural sustainability, and EU-aligned rural development.

- *Cross-Border Legal and Policy Studies*, reflecting the geopolitical context of southwestern Kosovo and the increasing need for transnational legal competencies.

Strategic Foundations

The plan is structured into nine core chapters; each aligned with the key pillars of institutional development and **ESG** standards:

1. Institutional Background, Vision, and Mission

2. External Environment and Policy Context

3. Industry Analysis and Labor Market Dynamics

4. Strategic Objectives and Priorities

5. Action Plan with Timelines and Resources

6. Risk Assessment and Mitigation Strategies

7. Financial Projections and Investment Priorities

8. Strategy Metrics and Key Performance Indicators

9. Annual Work Plan and Implementation Roadmap

Each chapter is informed by evidence from the Institutional Self-Evaluation Report of UBT College, consultation with academic and administrative leadership, student and alumni feedback, and insights from employers and regional partners.

Strategic Orientation

The Strategic Plan 2026–2031 positions the UBT Prizren Branch as:

- A center of excellence in teaching and applied research.

- A regional innovation driver in partnership with industry, municipalities, and cultural institutions.

- A platform for internationalization, fostering global mobility and transnational cooperation.

- A model of inclusive education, promoting accessibility, diversity, and societal relevance.

Through this plan, UBT College affirms its strategic vision of building a dynamic, responsive, and high-quality branch campus that reflects the best of European higher education values while remaining rooted in the development potential of the Prizren region.

Chapter 1: Background, Mission, and Vision

1.1 Rationale for Strategic Plan Renewal

The shift from the previous strategic planning cycle (2023–2028) to a newly established 2026–2031 Strategic Plan for the Prizren Branch is driven by multiple critical factors, both strategic and regulatory. Most notably, the institution is preparing for a 5-year programmatic accreditation cycle for this branch, aligning it with the institutional accreditation recently secured by UBT College. This milestone

necessitates not only a reassessment of current operations but also a reimagining of long-term institutional priorities, particularly in the context of a rapidly evolving regional and global higher education landscape.

The previous strategy provided a solid foundation for post-establishment consolidation, but the current phase demands a more ambitious, evidence-based, and regionally differentiated approach. The revised strategy reflects:

- Increased academic maturity of the Prizren Branch, now operating at full programmatic capacity.

- Structural and digital enhancements in infrastructure, including hybrid learning capabilities and lab modernization.

- Emerging regional development trends, particularly in Prizren's tourism, agri-food, legal, and IT sectors.

- Expanded collaboration with stakeholders, including municipalities, industry partners, alumni, and civic organizations.

- Compliance with updated KAA and **ESG 2015** requirements, especially regarding strategic planning, quality assurance, and labor market alignment.

The 2026–2031 strategy is thus designed not only to fulfill accreditation expectations but to position the Prizren Branch as a regional center of excellence in education, applied research, and community development.

1.2 Institutional Background of the Prizren Branch

The Prizren Branch of UBT College was formally established to extend high-quality, industry-oriented education to the southern region of Kosovo, in line with UBT's long-term objective of democratizing access to excellence. Since its foundation, the branch has served as a dynamic academic hub for students from Prizren, Suhareka, Dragash, Rahovec, Malishevë, and even from cross-border areas in Albania and North Macedonia.

Currently, the branch offers six accredited bachelor-level study programs:

1. **Computer Sciences and Engineering (BSc)** – meeting demand for IT professionals in software, cybersecurity, and system integration.

2. **Architecture and Spatial Planning (BSc)** – supporting urban regeneration and heritage-sensitive development in a historically rich region.

3. **Management, Business and Economics (BSc)** – preparing graduates for SMEs, trade networks, and entrepreneurship in the local economy.

4. **Professional Design (BA)** – cultivating creative talent in branding, digital content, and visual communication.

5. **Food Science and Biotechnology (BSc)** – addressing safety, innovation, and sustainability in regional agri-industrial chains.

6. **Law (LLB)** – enabling the development of rule of law, legal literacy, and modern governance at municipal and business levels.

The Prizren Branch operates with an integrated governance model; wherein local management aligns fully with UBT's central administration but maintains operational autonomy in implementing location-specific strategies. The faculty comprises full-time academic staff, many holding PhDs or undergoing

international research collaboration, complemented by visiting professionals from industry and public service sectors.

In terms of physical infrastructure, the campus includes modern classrooms, fully digitized labs, a legal simulation room, design studios, and food testing labs. It has Wi-Fi-integrated blended learning spaces, enhancing flexibility and resilience in times of digital transition.

The branch also benefits from its unique urban positioning in Prizren, a city characterized by multiethnic heritage, cultural vibrancy, and economic openness. These elements position the branch as a model for interdisciplinary, inclusive, and innovation-led education in the Western Balkans.

1.3 Mission of the UBT Prizren Branch (2026–2031)

The mission statement for the new strategic cycle has been updated to better reflect the branch's maturity, regional focus, and national alignment with UBT's institutional strategy.

"To deliver transformative, inclusive, and professionally anchored higher education, advancing regional prosperity, lifelong learning, and knowledge-based development through excellence in teaching, applied research, and civic partnership."

This mission centers on five core pillars:

- **Transformative Education**: Preparing students to lead change in their professions and communities.
- **Inclusiveness**: Providing access to quality education regardless of background, with a focus on underserved regions.
- **Professional Anchoring**: Designing curricula and pedagogy in alignment with industry and regulatory frameworks.
- **Civic Responsibility**: Engaging in projects that foster local development and democratic values.
- **Knowledge Economy Integration**: Encouraging innovation and entrepreneurship in regional economic sectors.

The mission directly supports UBT's institutional goals while emphasizing the distinct developmental role of the Prizren Branch within the broader Kosovo higher education system.

1.4 Vision Statement

The vision for the 2026–2031 period articulates the branch's aspirational positioning as a leader in regional transformation:

"To become a leading regional institution of higher learning, recognized for academic excellence, applied innovation, and sustainable engagement with the cultural, economic, and civic ecosystems of Prizren and its surrounding regions."

This vision captures the intent to:

- **Elevate the academic profile** through competitive programs and teaching quality.
- **Foster innovation ecosystems** via research-industry partnerships and knowledge transfer.
- **Build a strong civic identity**, anchoring the institution within the local community fabric.
- **Advance cross-border educational diplomacy**, especially with Albanian-speaking regions and European networks.

The Prizren Branch envisions not only serving as a provider of education, but also as a facilitator of change, catalyst of growth, and platform for collaboration across multiple disciplines and stakeholders.

1.5 Prospective New Study Programs (Under Strategic Consideration)

In light of regional economic trends and stakeholder consultations, the following new academic programs are under consideration for development and accreditation in the 2026–2031 period:

1. **Tourism and Hospitality Management (BSc)**

   o *Rationale:* Prizren is one of Kosovo's leading tourist destinations. There is significant potential to professionalize the sector through formal training, marketing, and service innovation.

2. **Agricultural Technology and Food Safety (BSc)**

   o *Rationale:* The region is rich in agricultural production but lacks qualified professionals in food quality assurance, biotechnology, and post-harvest processing.

3. **Mechatronics and Industrial Automation (BSc)**

   o *Rationale:* The rise of industrial parks and logistic centers in the Dukagjini plain creates demand for hybrid engineering profiles skilled in robotics, PLC, and process control.

4. **Digital Media and Creative Industries (BA)**

   o *Rationale:* Building on the success of the Professional Design program, this new program would respond to digital content creation, media arts, and animation trends.

5. **Public Administration and Governance (BA)**

   o *Rationale:* There is a growing need for competent human resources in local government and civil society, especially with European integration processes requiring better public sector capacities.

Feasibility assessments for these programs will include labor market analysis, international curriculum benchmarking, and consultation with local industries and institutions to ensure relevance and sustainability.

Chapter 2: External Environment

2.1 Strategic Context and Justification

The review and renewal of the external environment analysis are driven by the transition from strategic consolidation (2023–2028) to strategic differentiation and sustainability (2026–2031). The UBT Prizren Branch, as part of a nationally accredited institution, is preparing for five-year institutional and programmatic accreditation, necessitating a dynamic recalibration of its operating environment.

This updated analysis goes beyond static demographic or economic statistics, it incorporates real-time transformations in educational expectations, sectoral disruptions, and geopolitical dynamics that are increasingly shaping higher education provision in Kosovo and the Western Balkans. The region's aspirations for EU integration, increasing exposure to digital innovation, and commitment to youth employment are particularly influential factors in shaping the trajectory of higher education institutions (HEIs) like UBT's Prizren Branch.

2.2 National and Regional Higher Education Policy Alignment

UBT's strategic posture aligns with Kosovo's National Development Strategy, Higher Education Strategy 2022–2026, and KAA's updated accreditation framework. In this context, three external policy dynamics are crucial:

1. **Quality Assurance Reform:** KAA has shifted toward performance-based accreditation and program monitoring. Institutions must demonstrate sustained impact through data on graduate employment, stakeholder engagement, and **ESG**-aligned internal QA systems.

2. **Decentralization of Educational Provision:** The Ministry of Education encourages the geographic dispersal of high-quality HEIs to prevent over-concentration in the capital. UBT's branch in Prizren addresses this national objective, especially for underserved rural populations in Dukagjini and Gora regions.

3. **Alignment with European Higher Education Area (EHEA):** With Bologna Process alignment now institutionalized, HEIs are expected to internationalize programs, offer mobility opportunities, and build research capacity in line with Horizon Europe and Erasmus+ priorities.

The Prizren Branch, thus, operates in an ecosystem that incentivizes local anchoring and global orientation simultaneously.

2.3 Regional Economic and Sectoral Transformations

The economy of the Prizren region is diversifying beyond traditional agriculture and commerce toward technology, services, and heritage-linked sectors. This presents a unique opportunity for UBT to serve as a knowledge partner in economic transformation.

Key Growth Sectors:

- **ICT and Digital Services:** Prizren has seen the emergence of digital start-ups, co-working spaces, and freelancing hubs. The need for software engineers, data analysts, UI/UX designers, and digital marketers is growing. UBT's BSc in Computer Science and proposed Digital Media BA can directly respond to these needs.

- **Food Industry and Agri-Tech:** Agricultural cooperatives and food processors in the region lack specialists in food traceability, biotechnology, packaging innovation, and regulatory compliance. The Food Science and Biotechnology program can be adapted to create **micro-specializations** in these areas.

- **Tourism and Hospitality:** Prizren is one of Kosovo's top cultural and religious tourism destinations. Yet, the sector is fragmented and informal. Introducing a BSc in Sustainable Tourism and Cultural Heritage Management could enhance both education and local economic competitiveness.

- **Creative Industries and Media:** There is increasing demand for creative professionals who can integrate design, storytelling, videography, and digital branding. UBT can expand its Professional Design program with modules in animation, film production, and AR/VR content creation.

- **Law and Governance:** Municipal governance, EU project management, and public service reform call for a new generation of professionals versed in administrative law, EU legislation, and public policy analysis. Expanding the Law LLB program with elective tracks in European integration and local governance would meet this need.

2.4 Demographic Analysis and Educational Demand Forecasting

Prizren is the second most populous municipality in Kosovo, with a population exceeding 177,000. Key demographic trends relevant to higher education include:

- **Youth Bulge:** Over 60% of the population is under the age of 35, creating long-term demand for higher education access, especially in areas outside of Prishtina.

- **Urban-Rural Disparities:** Students from Suhareka, Malisheva, Dragash, and Rahovec face logistical and financial barriers to accessing quality higher education. The Prizren Branch mitigates this access gap.

- **Diaspora Dynamics:** Significant Prizren-origin diaspora in Switzerland, Germany, and Scandinavia contribute to regional development and increasingly demand **internationally aligned education** for their children who return temporarily or permanently.

- **Female Participation:** Gender parity in education remains a challenge in rural zones. Targeted outreach, scholarships, and women-led programs can support the Branch's mission of inclusiveness.

Demographic sustainability is a long-term institutional asset, positioning the Prizren Branch to scale its enrollment, especially if postgraduate and short-cycle programs are introduced.

2.5 Digital and Technological Advancements

UBT's investment in technology-enabled learning and research infrastructure positions the Prizren Branch to:

- Deliver hybrid and asynchronous learning models, especially for working professionals and rural students.

- Embed digital competencies across all disciplines, ensuring alignment with future skill frameworks.

- Engage students in digital transformation projects, such as smart city models, data-driven urban planning, or digital governance.

The branch must also develop local innovation clusters, such as:

- A Digital Media Lab for content creation and creative economy incubation.

- A Food Safety Innovation Hub linked to EU food standards and lab certifications.

- A Legal Informatics Unit for AI applications in legal research and case management.

Such efforts position the Prizren Branch not just as a consumer of technology but as a generator of applied innovation.

2.6 Inter-Institutional and Regional Competition

While the Prizren region has limited competition in multidisciplinary private HEIs, there are key competitors:

- University of Prizren "Ukshin Hoti" (Public) – offering traditional academic programs at low or no tuition.

- Online learning platforms – increasingly popular, especially for IT and business fields.

To maintain competitive advantage, UBT must emphasize:

- Programmatic uniqueness (e.g., Biotechnology, Design, Digital Tourism).

- Graduate employability rates.

- Partnerships with industry.

- International credentials and mobility programs.

2.7 Stakeholder Perspectives and Engagement Channels

UBT Prizren must systematically engage stakeholders through:

- Alumni Tracer Studies to assess career pathways.

- Employer Roundtables to validate curriculum relevance.

- Community Impact Reports to measure social return on educational investment.

- Policy Dialogue Events with local governance actors.

Key stakeholders' expectations include:

- Integration of internships and work-based learning.

- Development of professional certification pathways.

- Opportunities for civic engagement and social entrepreneurship.

The branch must institutionalize feedback loops to ensure responsiveness and agility in program development.

2.8 Consolidated SWOT Analysis of the External Environment

Strengths (S)	Weaknesses (W)
Institutional brand, 5-year accreditation track, blended learning infrastructure	Limited postgraduate offerings and research ecosystem
Diverse, accredited programs aligned with local economic needs	Resource dependency on central administration
Strategic location in multicultural and economically active region	Need for deeper stakeholder involvement in curriculum co-design
Opportunities (O)	**Threats (T)**
Potential to introduce unique, region-specific programs (e.g., Tourism, Agri-Tech)	Rising public university competition with subsidized fees
Increased EU project funding, diaspora collaboration, cross-border program development	Risk of student outmigration to Prishtina or EU countries
Integration into Horizon Europe and Erasmus+ networks	Regulatory unpredictability or funding limitations for private HEIs

This detailed external environment assessment underpins the rationale for program innovation, strategic differentiation, and regional leadership by UBT's Prizren Branch. The branch is well positioned to transition from regional service provision to regional transformation, embedding quality, innovation, and relevance at the heart of its strategic outlook.

Chapter 3: Industry Analysis

3.1 Purpose and Strategic Imperative

The Industry Analysis serves as a critical strategic pillar within this plan, providing empirical and contextual insight into the external forces that shape the design, delivery, and evolution of academic programs. This chapter underpins UBT's commitment to offering programs that are labor-market responsive, future-proof, and anchored in regional development priorities.

The revision of the previous Strategic Plan (2023–2028) is justified by a combination of internal institutional maturity and external shifts, particularly the transition toward five-year institutional and programmatic accreditation. This necessitates a granular understanding of industry demand trends, emerging sectors, and regional competitive dynamics, especially within the context of Prizren and the broader Dukagjin region.

3.2 Economic Structure and Sectoral Trends in Prizren Region

Prizren's economy is undergoing structural transformation, gradually transitioning from traditional trade and agriculture toward a more diversified base rooted in services, light manufacturing, information technologies, and the creative economy. The region's comparative advantages, its geographic location, cultural assets, diaspora links, and youthful demographics, create a fertile ground for sectoral growth and skills-based development.

Key Emerging and Strengthening Sectors:

1. **Information and Communication Technology (ICT):** The ICT sector is rapidly expanding, particularly in software development, cybersecurity, and business process outsourcing (BPO). The city's youth population and digital uptake create a strong pipeline for talent development. However, companies consistently cite shortages in advanced coding, cybersecurity, and AI-related competencies.

2. **Agri-processing and Food Biotechnology:** Prizren is one of the most agriculturally productive regions in Kosovo. Growth in agri-processing, export-oriented food production, and bio-innovation has created demand for professionals with skills in food safety, biotechnology, and innovation in food packaging and logistics.

3. **Creative and Cultural Industries (CCIs):** With its festivals (Dokufest), cultural heritage, and design ecosystem, Prizren has become a national center for creative arts and media production. However, the industry remains informally organized, with insufficient skilled professionals in visual communication, digital storytelling, and immersive media.

4. **Legal and Administrative Services:** Legal harmonization with EU standards and decentralization of governance structures have increased the demand for legal professionals familiar with European law, public administration, and legal technology.

5. **Sustainable Tourism and Cultural Heritage Management:** While tourism has high seasonal potential, it suffers from low levels of formal training, weak infrastructure, and limited digitization. This sector is primed for professionalization, especially in heritage branding, eco-tourism, and cultural entrepreneurship.

6. **Architecture and Urban Planning:** Rapid urbanization, climate adaptation imperatives, and increasing investments in housing and infrastructure have reinforced the need for professionals equipped with BIM, green design, and spatial analytics skills.

3.3 Program-Level Alignment and Strategic Recommendations

Each of the six existing accredited programs at the Prizren Branch shows varying degrees of alignment with the above sectors. However, curricular modernization, introduction of specialized tracks, and integration of experiential learning models are key to further enhancing relevance and employability.

1. Computer Sciences and Engineering (BSc)

- *Industry Demand:* Strong and expanding.
- *Strategic Enhancements:*
  - Introduce concentrations in Artificial Intelligence, Cybersecurity, and Software Quality Assurance.
  - Establish partnerships with ICT clusters and tech hubs (e.g., STIKK, ICK).
  - Integrate dual-education models combining work-based learning and academic study.

2. Architecture and Spatial Planning (BSc)

- *Industry Demand:* Growing due to urban expansion.
- *Strategic Enhancements:*
  - Integrate Building Information Modeling (BIM) and Climate-Responsive Design into the curriculum.
  - Partner with local government and construction firms to engage in live urban regeneration projects.

3. Management, Business and Economics (BSc)

- *Industry Demand:* Broad applicability across sectors.
- *Strategic Enhancements:*
  - Create focus areas in Entrepreneurship & Start-up Management, Digital Economy, and SME Innovation.
  - Offer micro-credentials in financial literacy, e-commerce, and project management.

4. Professional Design (BA)

- *Industry Demand:* Intensifying in creative and tech-driven domains.

- *Strategic Enhancements:*
  - o Expand into UI/UX design, motion graphics, and interactive storytelling.
  - o Establish a Media Production Lab with cross-program collaboration.

5. Food Science and Biotechnology (BSc)

- *Industry Demand:* Direct and growing.
- *Strategic Enhancements:*
  - o Introduce elective modules in Functional Foods, Food Supply Chain Innovation, and EU Food Regulations.
  - o Collaborate with regional food producers for applied research and internships.

6. Law (LLB)

- *Industry Demand:* Evolving with public sector reform and EU approximation.
- *Strategic Enhancements:*
  - o Launch specialization in EU Integration and Legal Compliance.
  - o Include LegalTech tools in coursework (e.g., document automation, digital case management).

3.4 Identification of New Academic Programs (2026–2031)

In response to sectoral gaps, economic development goals, and local stakeholder consultations, the following programs are proposed:

Proposed Program	Strategic Fit
BSc in Digital Media and Communication	Supports creative economy growth; bridges technology, communication, and design.
BSc in Tourism and Sustainable Heritage Management	Responds to tourism sector's need for formal education in management and cultural preservation.
BSc in Public Governance and EU Policy	Serves growing demand for professionals in public administration, EU alignment, and local governance.
BSc in Mechatronics and Automation	Addresses the need for technical skills in light manufacturing and agri-processing industries.
Professional Master in Food Quality and Export Compliance	Equips professionals for higher-level roles in regional agri-food value chains and EU export certification.

Feasibility studies will be conducted for each program, including competitor analysis, demand assessment, and curriculum benchmarking.

3.5 Regional Stakeholders and Institutional Synergies

To deepen its societal impact and employment outcomes, UBT Prizren must intensify cooperation with:

- **Local Government (Komuna e Prizrenit)** – co-designing civic innovation initiatives.
- **Industry Associations** – such as agriculture and tourism cooperatives.
- **NGOs and Cultural Platforms** – including youth organizations, cultural heritage custodians.
- **Diaspora Networks** – to mobilize skills, funding, and knowledge transfer.

- **International Donors and EU Projects** – e.g., Erasmus+, IPA III, Horizon Europe.

This ecosystem will ensure that the academic offer is dynamic, contextual, and outcomes-oriented.

3.6 Strategic Implications for Accreditation and Quality Assurance

This analysis directly supports UBT's compliance with:

- **ESG 1.2** – Design and Approval of Programs
- **ESG 1.4** – Student-Centered Learning, Teaching and Assessment
- **ESG 1.9** – Monitoring and Periodic Review of Programs

By embedding industry intelligence into program development, aligning with regional economic development strategies, and creating pathways to employment, UBT Prizren reinforces its claim for long-term accreditation under the new five-year institutional and programmatic framework.

Chapter 4: Strategic Objectives

4.1 Rationale for Strategic Renewal (2026–2031)

The adjustment of the previous Strategic Plan (2023–2028) to a new 2026–2031 planning cycle reflects a significant institutional milestone: the five-year institutional accreditation of UBT College. As UBT seeks to extend the same standard of quality assurance to its branch in Prizren, the strategic renewal is not only necessary but foundational to aligning with European Standards and Guidelines (**ESG 2015**) and the national accreditation framework led by the Kosovo Accreditation Agency (KAA).

This strategic plan responds to:

- The maturation of academic operations in Prizren and expansion of program offerings.
- Evolving local and regional labor markets require a modernized portfolio of academic programs and graduate profiles.
- The necessity to embed long-term objectives within an integrated institutional accreditation model.
- Opportunities to intensify institutional identity, autonomy, and engagement at the regional level.

This forward-looking strategy ensures that the Prizren Branch of UBT is not merely a geographic extension of the main campus, but a regionally rooted and thematically distinct center for knowledge creation, skills development, and societal transformation.

4.2 Strategic Vision and Institutional Pillars

Vision Statement: *""To become a leading regional institution of higher learning, recognized for academic excellence, applied innovation, and sustainable engagement with the cultural, economic, and civic ecosystems of Prizren and its surrounding regions."*

This vision is implemented through four strategic core pillars:

1. **Academic Excellence and Program Relevance**
2. **Graduate Employability and Industry Integration**
3. **Research, Innovation, and Knowledge Transfer**
4. **Institutional Capacity and Regional Development Leadership**

Each pillar is underpinned by targeted strategic objectives and informed by empirical data, regional development priorities, and institutional quality assurance cycles.

4.3 Strategic Objective 1: Academic Excellence and Program Relevance

Strategic Aim: To ensure that UBT Prizren delivers high-quality academic programs that are pedagogically sound, labor-market aligned, and internationally benchmarked.

Detailed Objectives:

- **Curricular Modernization:** Regularly revise curricula in all six accredited programs to include digital competencies, sustainability principles, ethics, and interdisciplinary approaches. Use stakeholder feedback loops, including student surveys, employer input, and alumni data, to inform updates.

- **Program Differentiation:** Introduce new programs aligned with the economic identity of Prizren, such as BSc in Tourism and Heritage Management, BSc in Agri-Tech and Innovation, and BA in Digital Media Communication, based on feasibility studies and sector analyses.

- **Internationalization of Teaching:** Offer English-language modules and attract visiting lecturers from partner institutions. Participate in Erasmus+ capacity building and mobility projects to foster an internationally engaged academic culture.

- **Curriculum Alignment with ESG and KAA Standards:** Ensure full compliance with **ESG 1.2** Design and Approval of Programs, and **ESG 1.3** Student-Centered Learning. Engage external stakeholders in program advisory boards.

- **Digital Learning Integration:** Expand the use of digital learning platforms, blended learning strategies, and virtual laboratories. Support faculty with continuous digital pedagogy training.

4.4 Strategic Objective 2: Graduate Employability and Industry Integration

Strategic Aim: To position graduates of UBT Prizren as highly employable, industry-ready professionals equipped with practical skills, innovation mindset, and ethical professionalism.

Detailed Objectives:

- **Institutionalize Internship Programs:** Design and implement structured internships embedded in the academic calendar, with assessment rubrics and clear learning outcomes. Formalize partnerships with companies and public institutions for placement agreements.

- **Career Services and Professional Development:** Establish a Career Services Office at the Prizren Branch with career counseling, CV workshops, mock interviews, and job-matching services. Collaborate with local chambers of commerce for annual job fairs and industry panels.

- **Development of Soft and Transversal Skills:** Embed employability skills, communication, teamwork, digital literacy, intercultural sensitivity, across the curriculum. Include interdisciplinary projects and entrepreneurial competitions as part of coursework.

- **Alumni Tracking and Feedback Systems:** Launch a digital alumni tracking platform to monitor employment trends, engage alumni as mentors, and collect feedback on curriculum relevance.

- **Enterprise Incubation Hub:** Create a startup incubation hub for students and recent graduates in ICT, creative industries, and agri-innovation with mentorship and seed funding support.

4.5 Strategic Objective 3: Research, Innovation, and Knowledge Transfer

Strategic Aim: To cultivate a vibrant research and innovation ecosystem at the branch that enhances academic reputation, supports evidence-based teaching, and contributes to regional problem-solving.

Detailed Objectives:

- **Establish Research Clusters:** Form thematic research groups in fields such as:
    - Smart Agriculture and Food Safety
    - Digital Innovation and Data Science
    - Heritage-based Urban Development
    - Legal Frameworks for Local Governance

- **Research Capacity Building:** Provide faculty with training in research methodology, publishing, and grant acquisition. Allocate internal seed funding for pilot projects.

- **Partnerships for Applied Research:** Engage municipalities, NGOs, and businesses in co-designed research initiatives. Apply for Horizon Europe, Erasmus+, and IPA projects with regional impact.

- **Student Involvement in Research:** Integrate student research into capstone projects, competitions, and regional development initiatives.

- **Research Infrastructure Development:** Develop a local Research Office at the Prizren Branch with administrative support for publications, ethics review, and proposal writing.

4.6 Strategic Objective 4: Institutional Capacity and Regional Development Leadership

Strategic Aim: To transform UBT Prizren into a strategic stakeholder in regional development through enhanced institutional governance, infrastructure, and community impact.

Detailed Objectives:

- **Governance Autonomy and QA Integration:** Empower the Prizren Branch with semi-autonomous decision-making structures aligned with institutional quality assurance mechanisms.

- **Digitization of Administrative Services:** Implement a comprehensive e-campus system for student records, scheduling, academic progress tracking, and staff performance monitoring.

- **Infrastructure Expansion:** Invest in upgraded teaching and laboratory facilities, co-working and maker spaces, digital studios, and accessible student services.

- **Community and Regional Engagement:** Create the UBT Prizren Regional Development Forum with representatives from academia, local government, civil society, and industry to guide strategic outreach and community initiatives.

- **Sustainability and Green Campus Initiatives:** Incorporate environmental responsibility into campus operations and academic content. Promote green procurement, energy efficiency, and waste management policies.

4.7 Strategic Enablers

To ensure successful implementation of the above objectives, the following enabling strategies will be applied:

- **Human Capital Development:** Continuous professional development for academic and administrative staff in line with **ESG 1.5**.

- **Financial Diversification:** Secure funding from government grants, EU projects, philanthropic sources, and cost-effective service delivery.

- **Stakeholder Engagement:** Systematic involvement of students, alumni, employers, and regional authorities in planning, delivery, and evaluation processes.

- **Monitoring and Evaluation Mechanism:** Annual review of strategic performance indicators through internal audits and reporting to the UBT Senate.

4.8 Alignment with European and National Frameworks

The strategic objectives fully align with:

- European Standards and Guidelines for Quality Assurance in Higher Education (**ESG 2015**).

- Kosovo Accreditation Agency's guidelines for programmatic and institutional evaluation.

- Kosovo Education Strategic Plan (KESP).

- National Development Strategy and Smart Specialization Agenda (S3).

Through this strategic framework, UBT College – Prizren Branch demonstrates institutional maturity, regional responsiveness, and international competitiveness. The objectives define a trajectory of transformation and sustainability for the years 2026–2031.

Chapter 5: Action Plan

5.1 Purpose and Approach of the Action Plan

The Action Plan serves as the operational engine of the Strategic Plan 2026–2031, converting strategic priorities into time-bound interventions with measurable outputs and clear institutional ownership. It is crafted to ensure accountability, foster stakeholder participation, and embed a culture of continuous quality improvement across academic, research, administrative, and community engagement functions.

The plan builds on the lessons from the 2023–2028 strategic cycle, particularly recognizing the importance of aligning implementation with national quality assurance frameworks, **ESG 2015** standards, and institutional performance indicators monitored through internal and external evaluation processes. Additionally, this plan reflects the ambition to secure five-year programmatic and institutional accreditation by demonstrating long-term strategic coherence and operational maturity.

5.2 Action Themes and Institutional Priorities

The actions are grouped into five strategic pillars, each representing a domain critical to UBT Prizren's development:

1. Academic Innovation and Curricular Relevance
2. Graduate Employability and Career Development
3. Applied Research and Knowledge Ecosystem
4. Governance Modernization and Infrastructure Resilience
5. Regional Engagement and Social Responsibility

Each pillar contributes directly to UBT's mission, vision, and accreditation goals, ensuring that progress is both vertically integrated (across governance levels) and horizontally inclusive (across all programs and stakeholders).

5.3 Academic Innovation and Curricular Relevance

Strategic Objective: To enhance the academic quality and relevance of existing programs, and to design and launch new programs that meet regional socio-economic development needs.

Action Areas:

- **Curriculum Review and Modernization -** *Annual peer benchmarking of curricula* will be conducted using data from national and international institutions. *External advisory boards* composed of industry professionals and alumni will be consulted. Curricula will integrate *sustainability*, *digital literacy*, and *entrepreneurial thinking* as transversal components.

- **New Program Development – Region-Specific Proposals -** Based on the needs of Prizren and the Dukagjini region, the following programs will be scoped, validated, and submitted for accreditation:

  o **BSc in Heritage and Tourism Management** (leveraging Prizren's cultural capital)

  o **BSc in Agri-Digital Technologies** (supporting agri-tech startups and rural digitalization)

  o **BA in Visual and Creative Media** (aligned with local artistic and media initiatives)

  o **MSc in Sustainable Urban Design and Green Architecture**

These will be designed in line with **ESG 1.2** - Programme Design and Approval, and **ESG 1.9** - Monitoring and Periodic Review of Programs.

- **Blended and Digital Learning Integration -** Investment will be made in *virtual labs*, *MOOC-style micro-credentials*, and *learning analytics systems*. Digital literacy will be embedded in faculty development.

5.4 Graduate Employability and Career Development

Strategic Objective: To build structured mechanisms for student transition into employment, entrepreneurship, or advanced studies.

Action Areas:

- **Work-Integrated Learning (WIL) -** All programs will include mandatory internships, implemented through formal agreements with regional businesses, public institutions, and NGOs. Internships will carry ECTS credits and be integrated into academic evaluation.

- **Prizren Career Development Hub -** This dedicated space will offer personalized career advising, entrepreneurship coaching, CV/interview clinics, and links to national employment platforms. The Hub will be a collaboration between the QA Office, Career Services, and Alumni Network.

- **Alumni Engagement System -** A digital platform for alumni will be developed using CRM tools, and alumni will be invited to contribute to program review panels and guest lectures, fulfilling **ESG 1.6** - Student Support, and **ESG 1.8** - Public Information.

5.5 Applied Research and Knowledge Ecosystem

Strategic Objective: To institutionalize applied research and innovation practices relevant to the Prizren region and the programs offered.

Action Areas:

- **Thematic Research Groups -** UBT Prizren will create research clusters in areas such as:

  o *ICT for Agriculture and Environmental Monitoring*

  o *Cultural Heritage Conservation and Sustainable Tourism*

  o *Food Security and Biotechnology*

These will be incentivized via *seed grants*, *academic time allocation*, and *recognition in promotion criteria*.

- **Research Infrastructure and Capacity Building -** The campus will develop:

- A *Research Support Office* with grant proposal assistance

- *Publication funds* and *editorial mentorship* for early-career academics

- Integration of Horizon Europe and regional funding opportunities (IPA, GIZ, etc.)

- **Student Research Participation -** A Student Research Day will be held annually. Undergraduate theses will increasingly align with real-life problems identified in collaboration with local government or business actors.

5.6 Governance Modernization and Infrastructure Resilience

Strategic Objective: To ensure effective governance, resource mobilization, and infrastructure development that supports long-term sustainability.

Action Areas:

- **Local Governance and QA Integration -** UBT Prizren will form a Local Academic and Administrative Council with representatives from each program, students, QA, and the Rectorate. Internal audits will be aligned with **ESG 1.1** and KAA QA Standards.

- **Infrastructure Development Roadmap -** Over the 5-year cycle, the plan includes:

    - A *new multifunctional academic building*

    - Upgraded *laboratories for biotech and computing*

    - A *media studio* for design and communication studies

    - *Green infrastructure projects* (solar panels, smart classrooms)

- **Digital Campus Transition -** Implementation of an integrated *Student Information System (SIS)* and *Staff e-Portal*, ensuring automation and transparency of processes.

5.7 Regional Engagement and Social Responsibility

Strategic Objective: To make UBT Prizren a key driver of regional development and civic engagement.

Action Areas:

- **Regional Development Forum -** UBT will establish a multistakeholder forum involving municipal leaders, civil society, youth groups, and diaspora representatives to coordinate educational and innovation projects.

- **Third Mission Integration -** Programs will include:

    - *Legal Aid Clinics* run by Law students

    - *Cultural revitalization campaigns* by Architecture and Media students

    - *Agricultural innovation demonstrations* by Food Science students

- **Environmental and Sustainability Education -** Green modules will be embedded across programs and will be supported by operational changes (waste sorting, water efficiency, carbon footprint tracking).

5.8 Annual Monitoring and Evaluation Cycle

Progress on each action will be reviewed annually by the **Institutional Strategy Implementation Committee**, with reporting to the Rectorate and Academic Council. The cycle will include:

- Annual Key Performance Indicator (KPI) dashboards

- Student and staff satisfaction surveys

- Progress reports submitted to KAA and international partners
- External advisory reviews every two years

Chapter 6: Expanded Risk Assessment

6.1 Purpose and Strategic Significance of the Risk Assessment

Risk assessment is a critical strategic management function that ensures the long-term sustainability and quality of educational institutions. For UBT Prizren, the implementation of a structured risk framework is not merely a compliance requirement aligned with **ESG 1.10** and KAA accreditation criteria, it is a proactive institutional safeguard. In a post-pandemic, digitally evolving and increasingly competitive higher education environment, the ability to anticipate, mitigate, and respond to risk scenarios determines both academic credibility and organizational resilience.

This chapter aims to:

- Embed a risk-aware culture at every level of the branch's operations.
- Establish an early warning system through consistent monitoring and cross-departmental accountability.
- Align risk management with strategic objectives, financial planning, and QA processes.

6.2 Framework for Risk Classification and Evaluation

Risks are identified, analyzed, and categorized using a dual-dimensional model:

- **Likelihood of Occurrence**: Rare, Unlikely, Possible, Likely, Almost Certain.
- **Impact on Strategic Objectives**: Low, Moderate, Significant, Critical.

Each risk is assigned a Risk Priority Level (RPL) and a corresponding Response Strategy (avoid, mitigate, transfer, or accept), followed by a KPI-based control mechanism.

6.3 Institutional Risk Map: Key Categories and Subcategories

6.3.1 Academic and Curricular Risks

These relate to the core mission of UBT Prizren: delivering high-quality, labour-market-responsive education. Risks in this category are strategic in nature and often systemic.

- **Misalignment of Curricula with Market Needs:** While UBT's modular curriculum model is agile, periodic stagnation may occur in specific programs (e.g., Food Biotechnology or Professional Design), where industry trends evolve rapidly.
- **Risk of Academic Homogenization Across Branches:** Excessive replication of main campus curricula in Prizren, without regional adaptation, may reduce relevance for local stakeholders.

Mitigation Measures:

- Annual Curriculum Alignment Index (CAI) audits per program.
- Structured Regional Curriculum Adjustment Mechanism based on employer consultations.
- Implementation of a Program Differentiation Model, allowing 20–30% local adaptation.

6.3.2 Student Recruitment, Progression, and Retention Risks

A decline in student interest or satisfaction directly threatens program viability and institutional sustainability.

- **Regional Competition Escalation:** With the rise of other private institutions and online learning, Prizren-based offerings must justify their value proposition distinctly.
- **Risk of Attrition Due to Student Financial Pressure:** Given socioeconomic disparities in the Dukagjini region, tuition burden may affect both access and completion rates.

Mitigation Measures:

- Predictive modelling using Student Attrition Risk Indicators (SARI).
- Scholarship Quotas for high-potential students from underrepresented communities.
- Embedding academic coaching and mental health support in first-year orientation.

6.3.3 Staffing and Academic Human Resources Risks

A critical risk for branch campuses is the ability to attract, develop, and retain talent, especially in specialized disciplines.

- **Shortage of Qualified Bilingual Faculty in Niche Disciplines:** Fields like Biotech and Digital Design require technical and linguistic dual competencies, which are scarce in the region.
- **Ageing Faculty Pool in Architecture and Law:** Generational turnover may create discontinuity in institutional knowledge.

Mitigation Measures:

- Dual-Campus Teaching Assignments with incentives.
- Institutional Talent Succession Plan and early-career academic mentorships.
- Annual Competence Gap Audit to guide recruitment strategy.

6.3.4 Infrastructure and Digital Ecosystem Risks

Operational excellence and digital resilience are fundamental, especially as hybrid and digitally enriched models become permanent.

- **Outdated or Inflexible IT Infrastructure:** Dependency on central systems for enrollment, learning management, and QA limits local innovation.
- **Insufficient Specialized Labs for Biotechnology and Design:** Program growth may be hampered by limited access to contemporary equipment and simulation environments.

Mitigation Measures:

- Implementation of a Campus Digital Autonomy Index, tracking core IT functions managed locally.
- Phased development of Biotech Research Lab and Creative Media Studio.
- Deployment of cybersecurity protocols and cloud-based backups for continuity.

6.3.5 Quality Assurance and Accreditation Risks

Maintaining high-quality academic provision that meets KAA and **ESG** standards is non-negotiable for a branch seeking 5-year accreditation.

- **QA Fragmentation Between Central and Branch Levels:** Risk of inconsistency in documentation, QA cycles, and stakeholder involvement.
- **Insufficient Documentation for Outcome-Based Learning (OBL):** Evidencing actual learning outcomes in professional programs remains challenging.

Mitigation Measures:

- Dedicated QA Hub with embedded staff in Prizren.
- Full digitization of QA Evidence Matrix per program.
- Annual Accreditation Readiness Simulation conducted by the Rectorate.

6.3.6 Financial Risk and Resource Management

The financial model must account for enrollment-based revenues, rising costs, and the strategic expansion plan.

- **Revenue Concentration Risk:** Overreliance on tuition fees poses vulnerability to enrollment fluctuations.
- **Capital Expenditure Risks in Infrastructure Projects:** Construction delays or cost overruns may disrupt program operations.

Mitigation Measures:

- Establishment of a Regional Financial Resilience Fund (RFRF).
- Strategic cost containment matrix to identify optimization opportunities.
- Pursuit of third-party funding (municipal grants, EU calls) for labs and R&D centers.

6.3.7 Legal, Policy, and Compliance Risks

- **Dynamic Legal Environment:** Regulatory shifts regarding program length, ECTS distribution, or recognition of degrees may require rapid adaptation.
- **Risk of Delayed Licensing for New Programs:** Expansion of region-specific programs may face approval bottlenecks.

Mitigation Measures:

- Establish a Legal-Accreditation Taskforce at central and branch level.
- Maintain a Regulatory Alert System within the QA platform.
- Foster proactive relationships with KAA, MESTI, and professional associations.

6.3.8 Regional and Sociopolitical Risks

- **Youth Migration and Brain Drain:** Regional outflow of qualified youth threatens long-term enrollment viability and local impact.
- **Infrastructure Gaps in Surrounding Areas:** Students from rural areas face logistical and economic barriers.

Mitigation Measures:

- Outreach Academy for pre-university education in rural municipalities.
- Flexible blended learning options for part-time or remote students.
- Community development partnerships with local government and civil society.

6.4 Risk Monitoring and Reporting System

To ensure that risk management is not reactive but embedded in daily institutional governance, UBT Prizren will operationalize the following mechanisms:

- **Risk Management Information System (RMIS):** All risks, mitigations, and incidents logged, tracked, and escalated through a real-time digital platform accessible to management.

- **Key Risk Indicator Dashboard (KRI-D):** Visual representation of real-time risk exposure across strategic categories.

- **Quarterly Risk Review Meetings:** Conducted by the Branch's Strategic Planning Committee and reported to the UBT Central Council.

- **Annual Integrated Risk and Strategy Report (AIRSR):** Compiled in parallel with the Strategy Implementation Review and aligned with KAA reporting cycles.

Chapter 7: Financial Projections

7.1 Strategic Rationale for Financial Forecasting

UBT College Branch in Prizren is undertaking this financial planning framework for the 2026–2031 strategic cycle in response to the dual imperative of:

1. Aligning with the five-year accreditation model introduced for UBT College's main campus in 2024, and

2. Reflecting region-specific academic development needs in Prizren, with differentiated priorities in infrastructure, staffing, student support, and third mission activities.

The revised financial projections replace the earlier plan (2023–2028), incorporating updated assumptions on inflation, student mobility trends, digital infrastructure costs, and quality assurance obligations under the **ESG** and KAA frameworks.

This financial plan is also a risk-mitigation tool, designed to anticipate budgetary fluctuations, support diversified revenue streams, and maintain fiscal sustainability even under external shocks (e.g., demographic shifts, policy reforms, geopolitical instability).

7.2 Financial Assumptions and Modeling Framework

The budgetary forecast adopts a **rolling five-year modeling system**, updated annually, and is structured around the following assumptions:

- **Student Growth Curve**: Moderate 5–7% annual increase in full-time enrolled students, especially in Computer Sciences, Business, and Law.

- **Tuition Stabilization**: Fees adjusted every two years at an average 3.5% indexation rate, based on national inflation trends and competitive positioning.

- **Operational Efficiency Gains**: Year-on-year reduction of unit-costs through digitization, centralized procurement, and shared staffing with UBT Central.

- **Cost-Sharing Agreements** with third parties for infrastructure (e.g., private sector labs, municipal learning centers).

- **Strategic Co-Financing** from EU-funded development grants and Albanian diaspora philanthropic foundations.

7.3 Projected Revenue Streams (2026–2031)

The primary and auxiliary revenue sources are modeled below, assuming growth through academic diversification and increased external engagement.

Source	2026	2027	2028	2029	2030	Total revenue by category
Tuition Fees	1,481,900.00 €	1,797,200.00 €	1,938,200.00 €	2,170,700.00 €	2,454,200.00 €	9,842,200.00 €
Continuing Education Programs	€ 50,000	€ 55,000	€ 60,000	€ 60,000	€ 65,000	290,000.00 €
Research Grants and Innovation Funds	€ 30,000	€ 40,000	€ 60,000	€ 80,000	€ 100,000	310,000.00 €
International Project Funds (e.g., Erasmus+)	€ 0	€ 15,000	€ 35,000	€ 50,000	€ 60,000	160,000.00 €

Source	2026	2027	2028	2029	2030	Total revenue by category
Partner Contributions	€ 15,000	€ 20,000	€ 25,000	€ 30,000	€ 35,000	125,000.00 €
Total Revenue	**€ 1,576,900**	**€ 1,927,200**	**€ 2,118,200**	**€ 2,390,700**	**€ 2,714,200**	**€ 10,727,200**

7.4 Expenditure Forecast by Category

Category	2026	2027	2028	2029	2030	Total by category
Salaries and Wages	592,760.00 €	724,438.50 €	796,235.80 €	898,669.12 €	1,020,273.44 €	4,032,376.86 €
Academic Program Costs	311,199.00 €	380,330.21 €	418,023.79 €	471,801.29 €	535,643.56 €	2,116,997.85 €
Administrative Expenses	118,552.00 €	144,887.70 €	159,247.16 €	179,733.82 €	204,054.69 €	806,475.37 €
Research & Development	148,190.00 €	181,109.63 €	199,058.95 €	224,667.28 €	255,068.36 €	1,008,094.22 €
Infrastructure	133,371.00 €	162,998.66 €	179,153.05 €	202,200.55 €	229,561.52 €	907,284.78 €
Marketing	59,276.00 €	72,443.85 €	79,623.58 €	89,866.91 €	102,027.34 €	403,237.68 €
Total expenses	€ 1,363,348.00	1,666,208.55 €	1,831,342.34 €	2,066,938.97 €	2,346,628.92 €	9,274,466.76 €

7.5 Program-Specific Investments and Returns

The capital and operational investments are aligned with strategic priorities:

- **Computer Sciences and Engineering**:
  - Expansion of AI & cybersecurity modules, €80,000 for dedicated lab space and server clusters.
  - Expected ROI: Higher graduate employment; EU tech grants.
- **Food Science & Biotechnology**:
  - €150,000 over five years for food safety labs, fermentation bioreactors.
  - Impact: Industry partnerships, internship placements, third mission outputs.
- **Professional Design**:
  - Studio renovation and digital art lab (€70,000).
  - Outcomes: Increase in creative industry collaborations and portfolio-based recruitment.
- **Law Program**:
  - Simulation courtroom (€30,000), and legal clinic expansion.
  - Benefits: Practical skills acquisition, community legal aid visibility.

7.6 Financial Sustainability and Risk Controls

To ensure resilience, UBT Prizren will adopt:

- **KPIs linked to each expenditure line** (e.g., cost per graduate, research output per euro).

- **Multi-source income models**: Tuition + projects + grants + municipal incentives.

- **Independent financial audits** and public reporting at the end of each academic year.

- **Scenario-based forecasting**: Conservative, moderate, and growth-oriented financial tracks.

7.7 ESG and KAA Alignment

The financial planning framework ensures direct alignment with:

- **ESG 1.6**: Learning resources and student services are costed, tracked, and improved.

- **ESG 1.5**: Strategic hiring and staff development are funded and monitored.

- **ESG 1.10**: Risk management is embedded in financial strategy and forecasting.

- **KAA Standard 7**: Financial sustainability indicators are tied to program viability and institutional governance.

Chapter 8: Strategy Metrics – Key Performance Indicators (KPIs)

8.1 Purpose and Strategic Rationale of KPI Framework

The implementation of a robust and multidimensional KPI system at the UBT College Branch in Prizren is essential to ensure the *transparency, accountability, and strategic alignment* of its academic and institutional operations. In light of the institution's aim to secure **five-year accreditation status**, KPIs play a central role in demonstrating sustained progress across the core areas of teaching, research, service, and governance.

The KPIs serve three fundamental functions:

1. **Strategic Monitoring** – Providing measurable indicators to evaluate whether the branch is progressing in line with the defined objectives of this strategic plan.

2. **Quality Assurance and ESG Alignment** – Anchoring institutional performance to international quality assurance principles, especially **ESG 1.1, 1.6, 1.8**, and **1.9**.

3. **Operational Management** – Guiding program directors, faculty deans, and administrative leaders in data-informed planning, resource allocation, and stakeholder communication.

KPIs are structured across **five strategic domains**, each containing both *quantitative* and *qualitative* indicators to ensure balanced scorecard logic. Baselines, annual targets, and time-bound responsibilities are integrated into a monitoring matrix that supports both internal self-evaluation and external reporting.

8.2 Domain 1: Academic Excellence and Program Performance

This domain captures the structural and operational quality of teaching, curriculum development, academic staffing, and alignment with labor market and technological trends.

Expanded Rationale:

- Lowering the student-to-staff ratio enhances pedagogical quality and student-centered learning.

- Increasing the proportion of full-time academic staff is vital for research, advising, and curriculum continuity.

- Regular curriculum updates ensure responsiveness to evolving professional and scientific needs.

KPI	Indicator	2025 Baseline	2031 Target	Description	Responsible
1.1	Student-to-Staff Ratio	22:1	≤ 18:1	Reflects adequacy of academic supervision and instructional quality.	Academic Council
1.2	Full-time Faculty Proportion	40%	≥ 60%	Enhances stability, research output, and faculty engagement.	HR + Deans
1.3	Curriculum Revision Rate	60%	100%	Percentage of programs that undergo structured update every 3 years.	QA Office
1.4	Accreditation Renewal Success	100%	100%	Retention of full accreditation status for all programs.	Rectorate

KPI	Indicator	2025 Baseline	2031 Target	Description	Responsible
1.5	Internationalized Modules	Pilot cases	≥ 3 joint modules	Syllabi co-developed with EU or diaspora partners.	International Office

8.3 Domain 2: Student Outcomes and Employability

This domain assesses how well the institution prepares students for the labor market and their long-term career development, including satisfaction, skills application, and real-world relevance.

Expanded Rationale:

- Graduate employment is a direct indicator of program alignment with market needs.

- Retention and alumni satisfaction demonstrate educational quality and institutional loyalty.

- Strengthening internships ensures practical exposure and stronger employer relationships.

KPI	Indicator	2025 Baseline	2031 Target	Description	Responsible Unit
2.1	Graduate Employment Rate (12 months post-graduation)	70%	≥ 85%	Tracks integration into the labor market.	Career Services
2.2	Alumni Satisfaction Index	Developing	≥ 80%	Periodic survey reflecting perceived program impact.	QA + Alumni Office
2.3	Year 1–2 Retention Rate	82%	≥ 90%	Captures academic support effectiveness and transition success.	Student Affairs
2.4	Internship Coverage	65%	≥ 90%	% of students completing fieldwork/practical placements.	Faculty Deans
2.5	Employer Satisfaction Score	75%	≥ 90%	Employer ratings of graduate performance in surveys.	QA Office

8.4 Domain 3: Research, Innovation, and Third Mission

This domain measures the institution's contribution to the knowledge economy, regional development, and community-based innovation.

Expanded Rationale:

- Academic staff engagement in research enhances program reputation and academic depth.

- Community impact indicators help fulfill **ESG 1.3** Student-centered learning and teaching.

- Innovation metrics (e.g., startups, patents) position UBT Prizren as a regional engine of smart specialization.

KPI	Indicator	2025 Baseline	2031 Target	Description	Responsible Unit
3.1	Research Projects per Staff	0.8	≥ 1.5	Participation in internal/external funded research.	Research Office
3.2	Peer-reviewed Publications	20/year	≥ 60/year	Articles published in indexed journals.	Faculty Research Units
3.3	Regional Innovation Initiatives	2	≥ 5	Includes technology fairs, hackathons, and SME partnerships.	Third Mission Unit
3.4	Community Outreach Events	6/year	≥ 12/year	Events serving civic education, legal aid, public health, etc.	QA + Deans
3.5	Patents/Startups Incubated	0	≥ 2	Innovation outputs from student/faculty-led projects.	Tech Transfer Unit

8.5 Domain 4: Infrastructure and Resource Optimization

Focused on the effectiveness of physical and digital infrastructure in enabling modern education and cost-effective service delivery.

Expanded Rationale:

- Well-equipped laboratories and digital platforms increase learning efficacy.

- Maintenance completion indicates effective capital asset management.

- Digital access and eco-campus initiatives improve efficiency and attract quality-conscious students.

KPI	Indicator	2025 Baseline	2031 Target	Description	Responsible Unit
4.1	Infrastructure Investment/Student	€180	≥ €250	Annual spending on labs, studios, IT, library.	Finance Office
4.2	Annual Maintenance Completion	70%	100%	% of planned infrastructural work executed.	Facilities & QA
4.3	E-learning Platform Usage Rate	65%	≥ 95%	% of students access e-resources weekly.	IT & QA
4.4	Access to Modern Learning Spaces	Partial	Universal	New and refurbished studios/labs for all programs.	Deans & Rectorate
4.5	Sustainability Indicators	Not tracked	KPI system by 2027	Green practices, energy usage, waste reduction.	QA + Facilities

8.6 Domain 5: Governance, QA, and Stakeholder Engagement

This domain ensures that institutional leadership and operational units meet transparency, responsiveness, and strategic alignment requirements.

Expanded Rationale:

- Policy review cycles strengthen compliance and relevance.
- Stakeholder inclusion supports legitimacy and **ESG 1.1** Policy for Quality Assurance.
- Transparent reporting builds trust and institutional reputation.

KPI	Indicator	2025 Baseline	2031 Target	Description	Responsible Unit
5.1	QA Recommendation Implementation Rate	60%	≥ 95%	Follow-through on internal/external QA reports.	QA Office
5.2	Stakeholder Participation in Governance	Ad hoc	Formalized + annual cycle	Alumni, employers, students in strategic decisions.	Management Board
5.3	Policy Update Cycle	3–4 years	Biennial	Harmonized with KAA and **ESG** changes.	Rectorate
5.4	Digital Alumni Network Functionality	Limited	Operational platform	Includes data management and feedback tools.	Career & Alumni
5.5	KPI Transparency Index	Not implemented	Full dashboard public by 2027	Annual publication of KPI trends.	QA + Rectorate

8.7 Implementation Timeline and Review Process

- **Annual KPI Dashboard** is published by February of each year.
- **Mid-term KPI Performance Review** in Q1 of 2029, tied to funding and program development.
- **KPI Risk Register** maintained by QA Office to monitor underperformance.
- **QA Integration**: KPIs integrated into internal QA reports and institutional audits **ESG 1.9**.
- **Public Engagement**: A summary KPI report will be publicly disseminated annually as part of **ESG 1.8**.

Chapter 9: Annual Work Plan

9.1 Purpose and Strategic Role of the Annual Work Plan

The Annual Work Plan (AWP) is a core operational component of UBT's strategic framework, designed to provide a practical, measurable, and adaptive implementation path for the institutional priorities identified in the 2026–2031 strategic cycle. More than a list of activities, the AWP is a strategic governance tool that facilitates continuous alignment between mission-driven objectives and everyday institutional practices.

As UBT College – Prizren Branch prepares to undergo a five-year institutional and programmatic accreditation process, the AWP plays a pivotal role in:

- Translating long-term strategic goals into yearly milestones.

- Ensuring vertical and horizontal coordination across academic, administrative, and governance levels.

- Demonstrating institutional capacity for *strategic implementation*, a key criterion in **ESG 1.1** and **ESG 1.9.**

- Enabling *evidence-based decision-making* through integrated performance monitoring.

The AWP is also responsive to contextual realities, including demographic trends in the Prizren region, the labor market landscape, policy changes in higher education, and institutional development opportunities through internationalization and the Third Mission.

9.2 Thematic Pillars of Implementation

To facilitate coherent execution, the AWP is structured around five thematic pillars aligned with the Strategic Objectives in Chapter 4:

1. Academic Excellence and Program Innovation

2. Student Success, Employability, and Alumni Engagement

3. Research, Innovation, and Regional Contribution (Third Mission)

4. Infrastructure Modernization and Digital Transformation

5. Good Governance, Quality Culture, and Stakeholder Participation

Each annual cycle builds on the previous one, forming a developmental continuum. Strategic interdependence between pillars ensures that progress in one domain (e.g., digitalization) supports achievements in others (e.g., student support, quality assurance).

9.3 Detailed Year-by-Year Action Framework

Year 1: 2026 – Foundation Consolidation and Curriculum Modernization

- **Curriculum Alignment:** Comprehensive mapping of all accredited programs with **ESG 1.2**, KAA standards, and the Kosovo National Qualifications Framework (NQF).

- **New Program Feasibility:** Launch of formal feasibility studies for *Sustainable Tourism and Cultural Heritage Management* and *Agribusiness Technology and Innovation*, two fields aligned with Prizren's economic profile.

- **Lab Modernization:** Investment in physical infrastructure (food safety labs, architecture studios) based on program-specific needs.

- **Academic Governance:** Creation of Program Advisory Committees for each field, with industry and alumni representation.

- **Staff Capacity Building:** Training cycles on *hybrid pedagogy*, *learning analytics*, and *course internationalization*.

Year 2: 2027 – Academic Diversification and Digital Integration

- **Program Expansion:** Submission of accreditation files for two new Bachelor programs and initiation of inter-program course synergies (e.g., Law + Management = Legal Aspects of Business).

- **Student Services Digitalization:** Full deployment of e-services: academic advising, complaint tracking, internship matching, and alumni networking.

- **Module Internationalization:** Launch of co-developed modules with partner institutions in Central and Eastern Europe.

- **Innovation Hub:** Launch of *Prizren Regional Student Innovation Lab* – annual call for interdisciplinary student projects with local economic impact.

- **Alumni Engagement Framework:** Deployment of policy tools and feedback instruments aligned with **ESG 1.3.**

Year 3: 2028 – Mid-Term Review, Research Consolidation, and Quality Acceleration

- **Strategic Review:** Internal and external review of strategic plan implementation. Mid-cycle adjustments based on performance KPIs and stakeholder consultations.

- **Quality Enhancement Measures:** Implementation of KAA and internal QA recommendations (**ESG 1.9**).

- **Research Infrastructure:** Operationalization of a Research Development Office to facilitate funding applications and publication support.

- **Project Funding:** 50% increase in externally funded research and innovation projects; encourage staff-student co-authorship.

- **Community Linkages:** Design of curricular projects in collaboration with municipal authorities (e.g., urban mobility plans, rural economic surveys).

Year 4: 2029 – Global Engagement and Societal Impact Integration

- **International Conference:** Hosting the first *"UBT South-West Innovation Summit"* in Prizren – bringing academia, industry, and government together.

- **SDG Curriculum Integration:** Mapping program learning outcomes with UN Sustainable Development Goals; redesign of course content accordingly.

- **Master-Level Planning:** Completion of labor market analysis and curriculum design for two new graduate-level programs (e.g., *Environmental Law* and *Digital Design and Entrepreneurship*).

- **Third Mission Operationalization:** Introduction of impact-based metrics and performance contracts with local community partners.

- **Diversity, Equity, Inclusion (DEI):** Implementation of cross-cutting DEI strategy with measurable objectives at program, faculty, and management level.

Year 5: 2030 – Institutional Maturity and Strategic Transition

- **Accreditation Preparation:** Finalization of all self-evaluation reports for institutional and programmatic accreditation in 2031.

- **KPI Achievement:** Comprehensive performance audit based on indicators set out in Chapter 8.

- **New Program Launch:** Launch of at least one program shaped by multi-stakeholder consultation and foresight exercises (e.g., *Digital Agri-tech*, *Cross-Border Legal Studies*).

- **Strategic Planning for Next Cycle:** Broad-based consultation process to develop Strategic Plan 2031–2036, integrating lessons learned and long-term development priorities.

- **Legacy Building:** Documentation of institutional impact, student outcomes, and Prizren-specific innovation contributions.

9.4 Coordination, Monitoring and Review Mechanism

The AWP is coordinated by the Strategic Management Committee of the Prizren Branch, working under the oversight of the UBT Rectorate and Quality Assurance Office. Monitoring processes include:

- **Quarterly Dashboards:** Submitted to the Academic Council and Governing Board summarizing progress and challenges.

- **Annual Implementation Report:** Prepared each December with KPI analysis and narrative reporting per strategic pillar.

- **Stakeholder Hearings:** Annual forums with students, alumni, employers, and faculty to assess progress and inform recalibration.

- **Risk Register Review:** Identification of bottlenecks, external dependencies, and corrective measures.

This annual cycle of planning, implementation, and review is aligned with **ESG Standard 1.9** and constitutes a living strategic governance system that ensures responsiveness, inclusiveness, and long-term institutional resilience.

Conclusion

The Strategic Plan 2026–2031 of the UBT College Branch in Prizren encapsulates a rigorous, forward-looking institutional framework grounded in strategic foresight, evidence-based decision-making, and deep alignment with UBT College's overarching mission. This plan reflects an institution in full maturity, one that builds on its legacy while reconfiguring its priorities to meet the dynamic challenges of higher education in Kosovo and beyond.

The plan's comprehensive architecture, structured across nine interrelated chapters, offers a coherent synthesis of academic ambition, quality assurance, infrastructural development, financial sustainability, and regional relevance. Importantly, the plan is crafted in full accordance with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (**ESG 2015**), ensuring that the institutional direction of the Prizren Branch adheres to the highest benchmarks of quality, accountability, and transparency.

Chapter 1: Institutional Background and Mission - This chapter delineated the historical development, current academic positioning, and regional mission of the Prizren Branch. As a strategic extension of UBT College, the branch has become a recognized center for educational excellence in southern Kosovo, with a growing portfolio of accredited programs. The reaffirmation of its mission, to provide inclusive, high-quality, and innovation-driven education, positions the branch as a key enabler of regional human capital development.

Chapter 2: External Environment - Through an in-depth environmental scan, this chapter analyzed socio-economic and demographic dynamics at national and regional levels. It underscored the need for a strategic recalibration from the previous 2023–2028 plan to a newly aligned 2026–2031 framework. The decision to pursue a five-year branch accreditation, in line with the recent institutional accreditation of UBT College, further justifies the adoption of a forward-oriented and quality-driven planning cycle.

Chapter 3: Industry Analysis - Drawing on labor market data and regional sectoral trends, this chapter validated the relevance of existing programs while identifying promising areas for academic expansion. The analysis pointed to emerging sectors such as sustainable tourism, agri-industrial innovation, digital transformation, and cultural heritage management, each aligned with Prizren's unique socio-economic profile. These findings provide a compelling rationale for curricular innovation and the introduction of context-sensitive academic offerings.

Chapter 4: Strategic Objectives - The objectives set forth in this chapter were developed through inclusive consultation with internal and external stakeholders and are aligned with both institutional priorities and **ESG** standards. Objectives cover the full spectrum of higher education functions: pedagogical innovation, applied research, student and alumni success, enhanced stakeholder partnerships, infrastructure modernization, and regional capacity building. Each objective contributes to the broader mission of transforming the Prizren Branch into a strategic academic hub within Kosovo's higher education ecosystem.

Chapter 5: Action Plan - This chapter operationalized the strategic objectives into tangible, time-bound actions. The action plan is organized to ensure alignment across governance structures, program management, quality assurance, and administrative services. It emphasizes the need for interdepartmental coordination, resource optimization, and digital transformation. The use of annual benchmarks and review mechanisms ensures accountability and enables timely course corrections.

Chapter 6: Risk Assessment - A robust institutional risk framework was articulated, identifying internal and external risks across financial, academic, reputational, and regulatory domains. Mitigation strategies were proposed, including capacity-building in quality assurance, diversification of income sources, faculty development, and crisis management protocols. This chapter reflects UBT's maturity

in adopting proactive governance practices consistent with **ESG 1.9** Monitoring and Periodic Review of Programs, and ESG 1.10 Cyclical External Quality Assurance.

Chapter 7: Financial Projections - Financial projections were developed through scenario analysis and multi-year planning, ensuring the sustainability of current operations and the viability of strategic expansion. Key assumptions include projected enrollment growth, tuition models, cost control measures, and investment in infrastructure. The plan integrates budgetary forecasting with academic priorities, demonstrating strong alignment between financial planning and strategic outcomes.

Chapter 8: Strategy Metrics – Key Performance Indicators - This chapter defined measurable performance indicators to monitor progress toward strategic goals. KPIs include program accreditation status, student retention and graduation rates, graduate employment, research outputs, international mobility, digital transformation, and stakeholder satisfaction. The metrics framework ensures alignment with **ESG 1.8** Public Information and supports institutional transparency and quality enhancement.

Chapter 9: Annual Work Plan - The work plan breaks down the five-year strategy into annual priorities, ensuring that implementation is phased, balanced, and continuously evaluated. Each year includes strategic milestones, expected deliverables, and resource allocations. This structure facilitates cross-functional collaboration and fosters a culture of continuous improvement and institutional learning.

The Strategic Plan 2026–2031 is not merely an operational document but a reaffirmation of UBT College Prizren Branch's long-term commitment to academic excellence, regional development, and international competitiveness. It is a plan that bridges vision with execution, quality with innovation, and local engagement with global standards.

By implementing this strategic framework, UBT Prizren aims to:

- Consolidate its institutional identity as a quality-driven academic center.

- Expand its societal impact through responsive and inclusive education.

- Enhance its contribution to Kosovo's knowledge-based development and integration into the European Higher Education Area.

The strategic directions articulated in this plan reflect a shared institutional will and a mature governance structure, ensuring that UBT Prizren Branch will continue to thrive as a catalyst of regional transformation and academic innovation.